



# The Cornerstone Academy

## Religious Studies Curriculum



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# The Cornerstone Academy RE Curriculum for Years 7-11

The Cornerstone Academy RE Curriculum is studied by all students at Cornerstone in Key stage 3.

At Key Stage 4 students study the Eduqas Religious Studies full course option with a focus on Christianity and Buddhism or take part in the Cornerstone Academy Core RE Curriculum.

## 1. Key

KS3 – Key Stage Three (Year 7 & Year 8)

KS4 – Key Stage Four (Year 9, Year 10 & Year 11)

ROA – Rank Order Assessment

## 2. Intent of the Religious Education curriculum

The Cornerstone Academy Curriculum for RE is based on The Curriculum Framework for Religious Education and will enable students to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which shape their history and culture, but which guide their own development. The designed curriculum will allow students to investigate religions and worldviews through varied experiences, approaches and disciplines; reflect on and express their own ideas and the ideas of others with increasing clarity and they will become increasingly able to respond to religions and worldviews in an informed, rational and insightful way.

The Cornerstone Academy Curriculum for RE will ensure that all students

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance, and impact of religions and worldviews.
- Gain and employ the skills needed to engage seriously with religions and worldviews.

The curriculum has been divided up into the two key areas assessed at GCSE:

AO1 – Demonstrate knowledge and understanding of religion and belief, including:

- belief, practices and sources of authority influence on individuals, communities and societies
- similarities and differences within and/or between religions and belief

AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence



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The ambition is for all students to achieve the expectations which are outlined in the curriculum. All students are taught the full content of the curriculum which will be assessed through ROAs. Mastery means that students should be able to recall and apply what they have learnt at another point in the future rather than just at the time they first meet an idea or technique. Achievements through the year contribute to evidence of mastery by the end of the year. Re-visiting a topic can provide opportunities to:

- Demonstrate mastery.
- Address any gaps in learning.
- Widen and deepen learning as students apply their knowledge in a different context or tackle more complex concepts within Religious studies.

At KS4, students will follow the Eduqas scheme of learning, building on the curriculum knowledge from Key stage 3. Students will develop more specific knowledge around their two focussed religions; Christianity and Buddhism. At KS4 students are assessed using knowledge tests (self-quizzing) and summative assessments based on GCSE past papers and specimen papers.

The Cornerstone Core RE Programme for key stage 4 students blends topics from a range of current moral issues and Personal Development.

### 3. Implementation of the Religious Education Curriculum

#### Lesson allocation

Students in **years 7 and 8** have one 50-minute Religious Studies lesson per week. This is taught by specialists or staff within the Humanities department. In **Year 9**, all students have one 100-minute lesson.

Students who opt for the **GCSE** will have three 50-minute lessons in year 10, and one 50-minute lesson in year 11. Students taking **core** RE will have one 50-minute lesson in both year 10 and 11.

#### Approach to teaching

The Religious Studies curriculum at The Cornerstone Academy is implemented according to the teaching and learning policy of the school. Rosenshine and 'Teach Like a Champion' techniques are the basis of the school's teaching and learning practice. Staff will follow dedicated schemes of work to ensure that all students follow the Cornerstone Academy Religious education curriculum.



All lessons at each key stage will use quizzing to promote recall, retention, application and mastery of content. Students will have knowledge organisers with key subject content and key vocabulary which will be set for homework. This low-stakes assessment for learning will be used by staff to inform their planning and class interventions.

Modelling will be used frequently with the aid of visualisers to guide student practice and improve the quality of student response.

### Assessment

Assessment in KS3 uses ROAs to assess work. These assessments are completed independently at the midpoint and end of the academic year to assess key knowledge or a skill. The skills in which students develop in RE can be applied to a range of topics and can be assessed throughout the year for improvement, further development and mastery. The ROA assessments are used to inform planning and intervention by the class teacher to address gaps in knowledge and to ensure students master the skills and knowledge necessary to be prepared for the next stage of their education.

### Religious Education Topic Overview

Y7 topics	Y8 topics	Y9 topics
<ul style="list-style-type: none"> <li>Religion Locally and Nationally</li> <li>Judaism</li> <li>Christianity</li> </ul>	<ul style="list-style-type: none"> <li>Islam</li> <li>Hindu Dharma</li> <li>Buddhism</li> </ul>	<ul style="list-style-type: none"> <li>Christian Beliefs</li> <li>Matters of Life and Death</li> <li>Human Relationships</li> <li>Non-religious worldviews</li> </ul>
GCSE Y10 topics		GCSE Y11 topics
<ul style="list-style-type: none"> <li>Buddhist Beliefs</li> <li>Buddhist Practices</li> <li>Good and Evil</li> <li>Christian Practices</li> </ul>		<ul style="list-style-type: none"> <li>Christian Practices</li> <li>Human Rights</li> <li>Revision</li> </ul>
CORE Y10 topics		CORE Y11 topics
<ul style="list-style-type: none"> <li>Issues of Equality</li> <li>Morality</li> <li>Non-Religious Worldviews</li> </ul>		<ul style="list-style-type: none"> <li>Human Rights</li> <li>Extremism</li> <li>Good and Evil</li> </ul>

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#### 4. Impact of the Religious Education Curriculum

**By the end of Key Stage 3** students will be familiar with the origins and history of Christianity as the major world religious tradition of Great Britain, as well as the other major world religions of Buddhism, Hindu Dharma, Judaism, Islam and Atheism.

Students will be able to describe a range of religious concepts and then apply these concepts to moral and philosophical issues in later studies. Students will develop in confidence through questioning and challenging the world we live in and will foster empathy and tolerance within a diverse world.

**By the end of Key Stage 4** students will demonstrate a deeper understanding of Christian and Buddhist beliefs, teachings and practices and how these can differ depending on the denomination. Students will confidently articulate justified opinions on ethical issues, giving religious and non-religious views. Students will be able to explain in detail how religious teachings in both Christianity and Buddhism can be applied to contemporary moral issues such as Capital Punishment, Wealth and Poverty, Abortion, Euthanasia and the Abuse of the Environment. Students will study religious organisations and charities that support the global problem of injustice and poverty, linking religious teachings to these issues. Students will be able to use key examples from the modern world of how faith has impacted believers and thus promoted social justice around the world.



## ANNEX 1 - The United Learning KS3 RE curriculum and assessment outcomes (KPIs)

	Curriculum topic and content		Assessment
Year	Topic/Overarching Theme	Content/Knowledge	KPI - <i>The student can...</i> (code and statement) OR ROA (Rank Order Assessment).
7	Religion Locally and Nationally	<ul style="list-style-type: none"> <li>The national and local picture of religious and non-religious belief according to the Census, including the growing number of non-religious people in the UK</li> </ul>	
7	Judaism	<p>Origins of the faith</p> <ul style="list-style-type: none"> <li>Abraham's covenant with God and his sacrifice</li> <li>Moses in Egypt and his covenant with God</li> <li>Golden calf and Leviticus</li> <li>Female leaders</li> </ul> <p>Religious authority</p> <ul style="list-style-type: none"> <li>Written sources</li> </ul> <p>Key beliefs</p> <ul style="list-style-type: none"> <li>Nature of God</li> <li>Creation</li> <li>Morality and living a good life</li> <li>Afterlife</li> </ul> <p>Practices</p> <ul style="list-style-type: none"> <li>Prayer and acts of worship</li> <li>Rituals and festivals</li> </ul> <p>Diversity of beliefs and practices</p> <ul style="list-style-type: none"> <li>Different interpretations</li> <li>Faith across the world</li> </ul>	RAO (Rank Order Assessment).
7	Christianity	<p>Origins of the faith</p> <ul style="list-style-type: none"> <li>Roots in Judaism</li> <li>Jesus' life</li> </ul>	RAO (Rank Order Assessment).

	Curriculum topic and content		Assessment
Year	Topic/Overarching Theme	Content/Knowledge	KPI - The student can... (code and statement) OR ROA (Rank Order Assessment).
		<ul style="list-style-type: none"> <li>Development of the Christian Church</li> </ul> Religious authority <ul style="list-style-type: none"> <li>Written authority</li> <li>People in authority</li> </ul> Key beliefs <ul style="list-style-type: none"> <li>Nature of God</li> <li>Creation</li> <li>Morality and living a good life</li> <li>Afterlife</li> </ul> Practices <ul style="list-style-type: none"> <li>Prayer and acts of worship</li> <li>Celebrations</li> </ul> Diversity of beliefs and practices <ul style="list-style-type: none"> <li>Denominations</li> <li>Catholicism and Protestantism</li> <li>Different interpretations</li> <li>Faith across the world</li> </ul>	
8		<ul style="list-style-type: none"> <li>Origins of the faith</li> <li>The Prophet Muhammad</li> <li>Holy places: Mecca and Medina</li> <li>Written authority: The Qur'an, Hadith and Sunnah</li> <li>Prayer and acts of worship, including the Five Pillars</li> <li>Life after death</li> <li>Rituals and festivals</li> </ul>	RAO (Rank Order Assessment).
8	Hindu Dharma	<ul style="list-style-type: none"> <li>The origins of the faith</li> <li>Sacred texts: The Vedas, Upanishads and the Bhagavad Gita</li> <li>Nature of God</li> </ul>	RAO (Rank Order Assessment).

	Curriculum topic and content		Assessment
Year	Topic/Overarching Theme	Content/Knowledge	KPI - The student can... (code and statement) OR ROA (Rank Order Assessment).
		<ul style="list-style-type: none"> <li>• Karma</li> <li>• Afterlife</li> <li>• Puja</li> <li>• Festivals – Diwali and Holi</li> <li>• Rituals including weddings and funerals</li> <li>• Pilgrimage</li> <li>• Hindus in the UK</li> </ul>	
8	<b>Buddhism</b>	<ul style="list-style-type: none"> <li>• Origins of the faith</li> <li>• Siddhartha Gautama: The Buddha</li> <li>• Buddhist scriptures</li> <li>• Samsara and karma</li> <li>• The Four Noble Truths and The Five Precepts</li> <li>• Nirvana: the goal in Buddhism</li> <li>• Theravada and Mahayana schools</li> <li>• Buddhism across the world</li> </ul>	RAO (Rank Order Assessment).