

RELIGIOUS STUDIES GCSE YEAR 10

CURRICULUM INTENT

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Philosophy, Religion and Ethics and develop students into religiously literate and empathetic citizens: Our GCSE curriculum covers Christianity as the main religious tradition of the UK and Sikhism as a main religion in the area of Sandwell. We also look into six contemporary ethical themes. Throughout these topics, students are challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and will develop research skills. Throughout this GCSE, students are able to develop their own values, beliefs and attitudes in the light of what they have learnt and all of this contributes to their preparation for adult life in becoming a religiously literate and empathetic citizen. The year 10 course will prepare students for the second part of their GCSE course. It will allow them to apply the religious content that they have studied with Christianity and Sikhism and develop this further within thematic studies, investigating world views on moral and ethical issues. Students will have the opportunity to see how faith is expressed in practice with cultural visits to places of worship, such as a Gurdwara and a Cathedral. This will develop the students both culturally and socially. Ideas, leadership and will develop research skills. Throughout this GCSE, students are able to develop their own values, beliefs and attitudes in the light of what they have learnt and all of this contributes to their preparation for adult life in becoming a religiously literate and empathetic citizen.

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	PRIOR LEARNING	At KS3 students have explored world religions giving them an understanding and introduction to core beliefs and practices. They have also studied ethics looking at moral matters and issues whilst applying and asking big questions broadening their religious, ethical and philosophical thinking.
	PERSONAL DEVELOPMENT & CURRICULUM LINKS	Students can broaden their philosophy, religion and ethics knowledge and skill base through looking at educational sites such as true tube, which have academic videos for a range of ethical and religious issues.
	EXTRA-CURRICULAR & CULTURAL CAPITAL	ENRICHMENT OPPORTUNITIES This allows the students to experience going to a Sikh place of worship; making it more of a reality for them. They are also able to participate in the Langar together. This allows students to broaden their religious understanding and cultural capital. We also visit Coventry Cathedral where students take part in workshops that resonate with our thematic themes. Within PRE, we also run an extracurricular class which further extends concepts and skills taught; this is Ethflix, during this class students discuss moral issues within film.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/KNOWLEDGE	<p>SIKHISM BELIEFS AND TEACHINGS All students will know:</p> <ul style="list-style-type: none"> • Belief on God • Mool Mantra • Creation • 5 Khand's • 5 Virtues and Evils • Sewa • Sangat • Guru Nanak • Equality • Five K's <p>Impact- Why do we teach this? In this topic students will explore the second religion of their GCSE component exploring Sikh beliefs about God and his nature. Students will identify the five stages of liberation along with virtues and the 5 khand's and what barriers affect Sikhs from achieving Mukti. In this topic, students will explore the role of the human Gurus and their contribution to the Sikh faith. Lastly, students will know about how equality is expressed in the Sikh faith via sewa, sangat and the 5 K's. This topic will require students to investigate the religious beliefs of Sikhism, one of the biggest religions in Sandwell. They will understand how Sikh beliefs influence Sikhs today in the wider society of Sandwell and Great Britain.</p>	<p>SIKH PRACTICES All students will know:</p> <ul style="list-style-type: none"> • Gurdwara • Prayer • Akhand Path • Langar • Worship and Meditation • Sikh naming ceremony • Amrit ceremony • Gurburbs • The Golden Temple • Vaisakhi and Diwali <p>Impact- Why do we teach this? In this topic, students will explore Sikh practices and how believers put their faith into good work and practice. Students will also experience and understand the importance of ceremonies and festivals in the Sikh faith. The topic will also explore Sikh worship and the role of prayer at home, in the Gurdwara along with its features. Students will also explore further how selfless acts are put into practice through the langar and the importance of pilgrimage. This topic will encourage students to look at how a Sikh may practise their religion in society today, students will develop empathy and respect for the practices of Sikhism.</p>	<p>CHRISTIAN BELIEFS AND TEACHINGS All students will know:</p> <ul style="list-style-type: none"> • Christian beliefs on God • Beliefs on creation • Incarnation • Crucifixion • Resurrection • Evil and suffering • Beliefs about life after death • Salvation <p>Impact- Why do we teach this? In this topic, students will cover the main religion of Great Britain as part of the PRE GCSE course. They will explore the Christian beliefs and teachings on God and creation. Students will also explore and learn about the life of Jesus with a clear understanding on the incarnation, crucifixion, resurrection and ascension and how the events of his life influence believers today. Furthermore, for the GCSE component students are required to know about sin and salvation where they will investigate the cause of evil and suffering and how actions in life have consequences in the afterlife.</p>	<p>CHRISTIAN PRACTICES All students will know:</p> <ul style="list-style-type: none"> • Christian denominations • Christian worship • Importance of prayer • Sacraments • Pilgrimage • Christmas • Easter • Church growth • Reconciliation and Persecution • Christian Aid • Food banks and street pastors <p>Impact- Why do we teach this? In this topic, students will study Christian practices looking at different denominations and how the Christian faith is experienced in order to explore how beliefs are put into practice. This topic will also explore the different ways in which Christians worship and the importance of prayer and how believers express their faith through sacraments, students will study baptism and the eucharist. The topic will also cover religious festivals and how the church has expanded. Lastly, students will look at how religious people are motivated by their faith and work for to support and help those in need via charity and aid.</p>	<p>RELIGION AND LIFE All students will know:</p> <ul style="list-style-type: none"> • Creation of the world • Abortion • Euthanasia • Life after death • Big Bang Theory • Theory of evolution • Use and abuse of animals • Use and abuse of the planet <p>Impact- Why do we teach this? In this topic students will explore religious and scientific views on the origin of the world, human life as well as exploring ethical issues such as abortion and euthanasia. The topic will allow students to distinguish and identify why religious people believe in the sanctity of life and why is the quality of life important. They will also engage and explore how do humans take care of God's creation through the treatment of animals and the planets.</p>	<p>EXAM PRACTICE- CRIME AND PUNISHMENT, HUMAN RIGHTS AND SOCIAL JUSTICE All students will know: Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. They will also know the different aims of punishment, views on forgiveness and crime.</p> <p>Impact- Why do we teach this? In this topic students will investigate the views of major world religions on human rights and social justice and crime and punishment. They will develop awareness of perceived prejudices in contemporary society. To analyse how we can become more tolerant citizens and contribute to an increasingly just society. Issues of equality, freedom of religion and belief including freedom of religious expression. Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.</p>
SKILLS	The opportunity to give opinions, support their ideas with reason, consider alternative arguments, weigh up evidence and listen to and respond to the views of others, therefore developing the ability to articulate their own views and form their own opinions.					
ASSESSMENT	In this term students will be assessed formatively through a range of recall tasks such as a quiz to test A01 knowledge. Additionally, they will complete a 12-mark exam question in which teachers will work on exam structure with students.	In this term, students will complete a summative assessment on Sikh practices with an interleave on Sikh beliefs.	In this term students will be assessed formatively through a range of recall tasks. They will also complete their first 12-mark exam question in which teachers will work on exam structure with students.	Students will complete a summative assessment on Christian practices with an interleave of Christian beliefs.	In this term students will be assessed formatively through a range of recall tasks such as a quiz to test all previous knowledge including Christianity and Sikhism. Additionally, students will complete a timed 12-mark question.	In this term, students will complete a mock exam. This mock exam will consist of the religions practice section and the themes of crime and punishment and human rights and social justice.
VOCAB	Piety, Knowledge, Effort, Grace, Truth, Love, Contentment, Waheguru, Sewa, Tan, Man and Dhan, Sangat, Kesh, Kirpan, Kara, Khanga, Kachera	Takht, Palki, Ramallah, Chauri, Ardas, Diwan, Kirtan, Hukam, Langar, Gutka, Japi, nam japna, Granthi, Vaisakhi, Diwali, Gurburb, Amrit, Amrit Sanskar	God, Jesus, Incarnation, Crucifixion, Ascension, Creation, Life, Death, Salvation, Sin, Grace	Prayer, Worship, Lord's Prayer, Baptism, Eucharist, Reconciliation, Persecution, Evangelism, Great Commission	Creation, Evolution, Heaven, Hell, Samsara, Euthanasia, Abortion, Dominion, Stewardship	Key exam command words: Analyse, Apply, Argue, Assess, Compare, Consider, Contrast, Criticise, Debate, Define, Determine, Develop, Discuss, Evaluate, Explain, Explore, Justify.

READING SKILLS

Summarise, Sequence, Infer, Compare, Contrast, Draw conclusions.

CAREERS LINKS

Religious Leader, Youth Worker, Lawyer, Health and Social Care, Teacher, Law, Medicine, Criminology




SUPPORTING STUDENTS AT HOME

Students will be able to use Class Charts where home learning tasks will be set to further extend students' knowledge in a wider context throughout the topics that we study. They will also be able to use educational web pages such as BBC bitesize which will allow students to further expand their philosophy, religion and ethics knowledge. Online there are also many exam board specific resources available on AQA. Students are also provided with AQA revision packs and knowledge organisers to support them with their learning.

RELIGIOUS STUDIES GCSE YEAR 11

CURRICULUM INTENT

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	PRIOR LEARNING	At KS3 students have explored world religions giving them an understanding and introduction to core beliefs and practices. They have also studied ethics looking at moral matters and issues whilst applying and asking big questions broadening their religious, ethical and philosophical thinking. The year 10 course has prepared students for the topics that are studied during this academic year. Year 10 allowed students to have an in depth study of the religions Sikhism and Christianity, they will now look further into applying the religious content that they have studied to the thematic topics.
	PERSONAL DEVELOPMENT & CURRICULUM LINKS	Students can broaden their philosophy, religion and ethics knowledge and skill base through looking at educational sites such as true tube, which have academic videos for a range of ethical and religious issues.
	EXTRA-CURRICULAR & CULTURAL CAPITAL	Within philosophy, religion and ethics there are enrichment opportunities for students to participate in. We run a trip to Smethwick Gurdwara for KS4 students. This allows the students to experience going to a Sikh place of worship, making them it more of a reality for them. They are also able to participate in Langar together. We also visit Coventry Cathedral where students take part in workshops that resonate with our thematic themes. This allows students to broaden their religious understanding and cultural capital.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
TOPIC/KNOWLEDGE	HUMAN RIGHTS AND SOCIAL JUSTICE All students will know: <ul style="list-style-type: none"> Prejudice and discrimination Racial injustice Status of women Poverty, exploitation Human trafficking Social justice Responsibilities Wealth Impact- Why do we teach this? In this topic, students will explore another thematic theme for their GCSE component. Students will explore what prejudice, discrimination, racial prejudice is and the religious views towards this. They will also look at the status and treatment within religion of women and homosexuals. Finally, students will look at wealth and the religious views towards this and how does this effect those in need whilst considering the exploitation poorer people face.	RELIGION AND LIFE All students will know: <ul style="list-style-type: none"> Origin of the world and human life Abortion Euthanasia Big Bang Theory Theory of Evolution After life Animal experimentation Impact - Why do we teach this? In this topic students will explore religious and scientific views on the origin of the world, human life as well as exploring ethical issues such as abortion and euthanasia. The topic will allow students to distinguish and identify why religious people believe in the sanctity of life and why is the quality of life important. They will also engage and explore how do humans take care of God's creation through the treatment of animals and the planets.	PEACE AND CONFLICT All students will know: <ul style="list-style-type: none"> Students will explore this topic from a Christian, Sikh and non-religious point of view. Topics include: <ul style="list-style-type: none"> Terrorism Just War and Holy War Pacifism The role of religion in conflict The role of religion in creating peace Impact- Why do we teach this? In this topic, students will explore another thematic theme for their GCSE component. The theme of peace and conflict will require students to investigate reasons for war and whether be can be maintained. They will look at how religious people (Christians and Sikhs) respond to war through peaceful means such as pacifism and whether violence is necessary. Students will also look at the role of war through a just war and a holy war exploring differences and similarities. They will also look at the affects of war such as terrorism and weapons of mass destruction.	RELIGION, RELATIONSHIPS AND FAMILIES All students will know: <ul style="list-style-type: none"> Human sexuality The purpose of sex Homosexuality Contraception Family planning Marriage and the importance of marriage Divorce and remarriage Purpose of the family Family roles Impact- Why do we teach this? In this topic, students will explore another theme as part of their GCSE requirement. Students will explore the role of religion within relationships such as looking at cohabitation, marriage and divorce, what the purpose of sex is, contraception and human sexuality. They will also look at the role of religion within a family and consider what is family planning and the purpose of a family. Finally they will also look at gender equality and the roles family members have within a family based on their gender.	EXAM REVISION All students will know: <ul style="list-style-type: none"> Religions Topics <ul style="list-style-type: none"> »Christianity. »Sikhism. Themes Topics <ul style="list-style-type: none"> »Relationships and families. »Religion and life. »Peace and conflict. »Crime and punishment. »Human Rights and Social Justice. Impact - Why do we teach this? Within this half term students will complete consolidation revision leading up to their GCSE exam. They will ensure that they are able to Identify and make sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions. By now, they will be able to explain the differences between absolute and relative morality and what difference they make for how people decide what is right and wrong as well as being able to explain how and why people use and make sense of difference sources of authority in deciding how to live.
SKILLS	This allows students to develop their skills in empathy, as well as communication and analytical skills. It also allows students to analyse how we can become more tolerant citizens and contribute to an increasingly liberal society. Furthermore, students are given the opportunity to give opinions, support their ideas with reason, consider alternative arguments, weigh up evidence and listen to and respond to the views of others, so developing the ability to articulate their own views and form their own opinions.				
ASSESSMENT	Students will be formatively assessed throughout the mid-section of the topic through quizzes, they will also be recalling previous information through do now tasks. Additionally, students will complete a timed 12-mark question.	Students will be summatively assessed completing an assessment on Human Rights and Social justice and religion and life.	Students will be formatively assessed throughout the mid-section of the topic through quizzes, they will also be recalling previous information through do now tasks. Additionally, students will complete a mock based on all of the topics they have learnt.	Students will be formatively assessed through religions of Sikhism and the themes of relationships and families and peace and conflict.	Students do consolidation revision within the first term leading up to the GCSE exam to ensure each student is fully prepared for their exam and the questions that arise.
VOCAB	Rights, responsibilities, wealth, justice, discrimination, prejudice, expression	Pro-life, pro-choice, abortion, afterlife, genetic engineering, sanctity of life, quality of life, value	Terrorism, Just War, Holy War, pacifism, peace, conflict, Dharam yudh, justice, retaliation, weapons of mass destruction	Fixed, Fluid, Homosexual, Heterosexual, Contraception, Marriage, Cohabitation, Divorce, Remarriage.	All keywords across the 8 topics that students' study will be key during this half-term. Key exam command words: Analyse, Apply, Argue, Assess, Compare, Consider, Contrast, Criticise, Debate, Define, Determine, Develop, Discuss, Evaluate, Explain, Explore, Justify.

READING SKILLS

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