



Curriculum Plan Religious Studies



Year 10GCSE	Golden Treads: State the big ideas that will be taught across the year (Threshold concepts) Students will be challenged with questions about belief, diversity, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.				Enrichment: What is offered through the year to support learning in the classroom? Bi-annual trip to Bristol Sikh Gurdwara and an alternative type of Christian church – next due 2024-25		Review and evaluation: Give date for review of the curriculum
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	Religion, Crime and Punishment	Full 24 mark practice paper based on the whole theme in exam conditions.	Religion, crime and the causes of crime Good and evil intentions and actions, including whether it can ever be good to cause suffering. Reasons for crime, including: - poverty and upbringing - mental illness and addiction - greed and hate - opposition to an unjust law. Views about people who break the law for these reasons. Views about different types of crime, including hate crimes, theft and murder. Religion and punishment The aims of punishment, including: - retribution - deterrence - reformation. The treatment of criminals, including: - prison - corporal punishment - community service. Forgiveness. The death penalty. Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.	Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.	Students often struggle to apply the views of others to issues and think beyond their own point of view.	Tier 3 words	Year 7 Intro to RE Year 7 Why is there suffering? Year 8 Do the teachings of Jesus stand the test of time? Year 9 Rights and Wrongs Year 9 Justice, Love and Equality



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<p>Term 2</p>	<p>Christianity: Beliefs and Teachings</p>	<p>12 mark evaluation questions based on the unit content.</p>	<p>Key beliefs The nature of God: - God as omnipotent, loving and just, and the problem of evil and suffering - the oneness of God and the Trinity: Father, Son and Holy Spirit. Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.</p> <p>Jesus Christ and salvation Beliefs and teachings about: - the incarnation and Jesus as the Son of God - the crucifixion, resurrection and ascension - sin, including original sin the means of salvation, including law, grace and Spirit - the role of Christ in salvation including the idea of atonement.</p>	<p>Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.</p> <p>Students should study the beliefs, teachings and practices of Christianity specified below and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them.</p> <p>Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.</p> <p>Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be</p>	<p>Students with personal relationship to religion may have narrow view towards some areas, other may lack depth of understanding (eg, know the nativity story but unsure on impact of the story on Christians today)</p>		<p>Tier 3 words</p>	<p>Year 7 Intro to RE Year 7 Was Jesus God on Earth? Year 7 Why is there suffering? Year 7 How green are religions? Year 7 What does it mean to be human? Year 8 Do the teachings of Jesus stand the test of time? Year 9 Rights and Wrongs Year 9 Justice, Love and Equality Year 9 Life after Death Year 9 Religion, Peace and Conflict</p>
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				included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant.				
Term 3	Christianity: Practices	Full 24 mark practice paper based on the whole theme in exam conditions.	Worship and festivals Different forms of worship and their significance: - liturgical, non-liturgical and informal, including the use of the Bible - private worship. Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer. The role and meaning of the sacraments: - the meaning of sacrament - the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism - the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. The role and importance of pilgrimage and celebrations including: - two contrasting examples of Christian pilgrimage: Lourdes and Iona - the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today. The role of the church in the local and worldwide community	Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content. Students should study the beliefs, teachings and practices of Christianity specified below and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them. Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.	Students with personal relationship to religion may have narrow view towards some areas, other may lack depth of understanding (eg, know the nativity story but unsure on impact of the story on Christians today)	Tier 3 words	Year 7 Intro to RE Year 7 Was Jesus God on Earth? Year 7 Why is there suffering? Year 7 How green are religions? Year 7 What does it mean to be human? Year 8 Do the teachings of Jesus stand the test of time? Year 9 Rights and Wrongs Year 9 Justice, Love and Equality Year 9 Life after Death Year 9 Religion, Peace and Conflict	



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			<p>The role of the Church in the local community, including food banks and street pastors. The place of mission, evangelism and Church growth.</p> <p>The importance of the worldwide Church including:</p> <ul style="list-style-type: none"> - working for reconciliation - how Christian churches respond to persecution - the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund. 	<p>Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant.</p>				
Term 4	Sikhism: Beliefs and Teachings	12 mark evaluation questions based on the unit content.	<p>Key beliefs</p> <p>The nature of God as expressed in the Mool Mantra: the content and significance of the Mool Mantra, Guru Granth Sahib (GGS) 1a.</p> <p>God as Creator, including different aspects of God's relationship with creation:</p> <ul style="list-style-type: none"> - God shown in and through the universe - God as separate from the universe <p>The nature of human life as an opportunity to unite with God, including the development of Sikh virtues such as wisdom, truthful living, justice, temperance, self-control, patience, courage, humility, contentment.</p> <p>Beliefs in karma and rebirth, and the aim of mukti; the meaning of mukti, including the different aspects of mukti – positive and negative.</p>	<p>Students should be aware that Sikhism is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.</p> <p>Students should study the beliefs, teachings and practices of Sikhism specified below and their basis in Sikh sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts as appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be</p>	Students may confuse Sikhism with other religions of Indian origin and meaning of new concepts of Punjabi origins and language is very different to those studied at Sheldon.	Tier 3 words		<p>Year 7 Intro to RE</p> <p>Year 7 What does it mean to be human?</p> <p>Year 9 Rights and Wrongs</p> <p>Year 9 Life after Death</p>



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			<p>The five stages of liberation (five khand) and barriers to mukti (illusion, self-centredness, lust, anger, greed, worldly attachment, pride).</p> <p>The importance of being gurmukh (God-centred) rather than manmukh (man-centred) and the elimination of pride or ego (haumai).</p> <p>Beliefs about the nature of human life</p> <p>Belief in the oneness of humanity and in the equality of all, including complete equality of women with men.</p> <p>The expression of the equality of all in:</p> <ul style="list-style-type: none"> - the stories of the lives of Gurus, including Guru Nanak and Guru Gobind Singh - the Guru Granth Sahib - in Sikhism today. <p>Sewa: the importance and priority of service to others, including physical (tan), mental (man) and material (dhan).</p> <p>The role and importance of the sangat (religious community).</p>	<p>required for study, alternatives may be used, and questions will not be set on them.</p> <p>Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.</p> <p>Common and divergent views within Sikhism in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of Sikh perspectives in their answers, for example to the perspective of sahadhari and amritdhari Sikhs and the different emphases in different texts.</p>				
Term 5	Sikhism: Practices	Full 24 mark practice paper based on the whole theme in exam conditions.	<p>Worship and service</p> <p>Religious features of the gurdwara: design, furniture, and artefacts; the practices associated with these features and their importance, including the palki and takht.</p> <p>The role of the gurdwara within the Sikh community.</p> <p>The role of prayer in the home, GGS 305:4.</p>	<p>Students should be aware that Sikhism is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.</p> <p>Students should study the beliefs, teachings and</p>	Students may confuse Sikhism with other religions of Indian origin and meaning of new concepts of Punjabi origins and language is very different to those studied at Sheldon.		Tier 3 words	<p>Year 7 Intro to RE</p> <p>Year 7 What does it mean to be human?</p> <p>Year 9 Rights and Wrongs</p> <p>Year 9 Life after Death</p>



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		<p>The role and importance of the akhand path.</p> <p>The meaning and significance of langar as an expression of sewa.</p> <p>The significance of meditating on the name of God (nam japna) in daily life and in the gurdwara.</p> <p>Festivals and lifestyle</p> <p>Festivals and their importance for Sikhs in Great Britain today, including the origins and significance of the following:</p> <ul style="list-style-type: none"> - Vaisakhi (Baisakhi) - Divali - Gurburbs, including Guru Nanak's birthday and differences in the way gurburbs are celebrated in India and Great Britain. <p>The importance of visiting Sikh historical gurdwaras, including the Golden Temple (Harimandir Sahib) in Amritsar.</p> <p>Birth and naming ceremonies including their meaning and significance.</p> <p>The initiation ceremony (Amrit Sanskar), including the meaning and importance of the Khalsa and the five Ks, and the different perspectives of sahadhara and amritdhari Sikhs.</p> <p>The significance and use of the names Singh and Kaur.</p>	<p>practices of Sikhism specified below and their basis in Sikh sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts as appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them.</p> <p>Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.</p> <p>Common and divergent views within Sikhism in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of Sikh perspectives in their answers, for example to the perspective of sahadhara and amritdhari Sikhs and the different emphases in different texts.</p>				
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Term 6	Relationships and families	Full 24 mark practice paper based on the whole theme in exam conditions.	<p>Sex, marriage and divorce Human sexuality including: heterosexual and homosexual relationships. Sexual relationships before and outside of marriage. Contraception and family planning. The nature and purpose of marriage. Same-sex marriage and cohabitation. Divorce, including reasons for divorce, and remarrying. Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.</p> <p>Families and gender equality The nature of families, including: - the role of parents and children - extended families and the nuclear family. The purpose of families, including: - procreation - stability and the protection of children - educating children in a faith. Contemporary family issues including: - same-sex parents - polygamy. The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples.</p>	Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.	Students often struggle to apply the views of others to issues and think beyond their own point of view.		Tier 3 words	Year 7 Intro to RE Year 7 What does it mean to be human? Year 8 Do the teachings of Jesus stand the test of time?
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