

# GCSE RE Curriculum Overview



## **Year 10 GCSE Overview**

Students are studying the beliefs, practices and teachings of both Christianity and Islam. In y10 we explore key concepts such as the nature of God, creation, life after death as well as festivals, pilgrimage and key teachings within both religions including denominational differences within Christianity and differences between Sunni and Shia Muslims. We also explore different philosophical and ethical themes the origins of life and issues of life and death including abortion and euthanasia.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will 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 research skills. All these skills will help prepare them for further study.

In addition to this students will develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism

They will also :

- Develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying
- Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- Reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life
- Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

Each assessment will be focussed on past exam questions and using the common structure to assess all students. Students will be given opportunities within each lesson to practice exam techniques and past papers will be used for summative assessments.

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p style="text-align: center;"><b>1-6 (Autumn 1)</b></p>	<p><b>Topic 1 Christian Beliefs</b> Intro to AQA course – Christianity Nature of God Creation Trinity Problem of Evil Incarnation Crucifixion Resurrection Ascension Sin and salvation Atonement Assessment</p>	<p>Following AQA GCSE Paper</p> <p>In the beginning of year 9 we will focus on religious beliefs in order to get a foundation knowledge of Christianity This includes God, creation, Evil and the Life of Jesus including ample time for exam skills practice in the first term. Focus will be on the God, Trinity, Life of Jesus and Heaven and Hell.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>✓ Develop knowledge and understanding of religious beliefs</li> <li>✓ Understand sources of key sources of authority and religion</li> <li>✓ Develop the ability to construct well-argued informed and balanced written arguments</li> <li>✓ Reflect and develop their own values, beliefs including their influence of human life</li> </ul>	<p>End of unit assessment past paper 2018 paper – Christian beliefs</p>
<p style="text-align: center;"><b>7-13 (Autumn 2)</b></p>	<p><b>Topic 2 Islam Beliefs</b> Intro to Islam and Key concepts Nature of Allah Sunni and Shia Split Six Articles of Faith 5 Roots of Usul-AI Din Risalah Life of Mohammed Holy Books- Kutub Malaikah Al Qadr (Predistination) Aakhirah</p>	<p>As well as Christianity Students must study one other major world religion. Islam is the second largest religion in the world and the fastest growing. Students in this school have a firm grounding in Islam from the KS3 curriculum as well a personal faith.</p> <p>In this topic Students will focus on the Six Articles of Faith for Sunni Muslims and the 5 Roots of Usul-A- Din for Shia Muslims. Concepts such as Tawhid, Angels, Life after death and predestination are explored in depth.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>✓ Develop knowledge and understanding of Islamic beliefs</li> <li>✓ Understand sources of authority and religion (Quran/Hadith)</li> <li>✓ Develop ability to construct well-argued informed and balanced written arguments</li> </ul>	<p>End of unit Assessment 2018 Paper on Islam Beliefs + teacher generated questions Christian beliefs</p>

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<p><b>HT3 Spring 1</b></p>	<p><b>Topic 3 – Crime and Punishment (themes paper)</b>            Good and evil            Reasons for crime            Views about people who break the law for these reasons.            Views about different types of crime, including hate crimes, theft and murder.            The aims of punishment            The treatment of criminals            Forgiveness.            The death penalty.            Ethical arguments related to the death penalty</p>	<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.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>✓ To develop knowledge and understanding of religious of divergent Christian, Muslim and humanist beliefs</li> <li>✓ To understand sources of key sources of authority and religion and apply them to ethical dilemmas</li> <li>✓ To develop the ability to construct well-argued informed and balanced written arguments within the explain and discuss questions</li> <li>✓ To reflect and develop their own values, beliefs including the Investigation, Reflection, Empathy, Evaluation, Justifying opinions</li> </ul>	<p>End of unit Assessment past paper 2018 – crime and punishment + teacher generated questions Christian and Muslim beliefs</p>
<p><b>HT4 Spring 2</b></p>	<p><b>Topic 4 - Relationship and Families (themes paper)</b>            Purpose of marriage            Heterosexual and homosexual relationships.            Contraception and family planning.            Same-sex marriage and cohabitation            Divorce and remarriage            The nature of families, including:            the role of parents and children            The roles of men and women            Gender/equality/</p>	<p>Students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world.</p> <p>They will be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>✓ To develop knowledge and understanding of religious of divergent Christian, Muslim and humanist beliefs</li> <li>✓ To understand sources of key sources of authority and religion and apply them to ethical dilemmas</li> </ul>	<p>End of unit assessment past paper 2019 paper Family Life + 2019 paper Muslim beliefs</p>

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	Prejudice and discrimination	<ul style="list-style-type: none"> <li>✓ To develop the ability to construct well-argued informed and balanced written arguments within the explain and discuss questions</li> <li>✓ To reflect and develop their own values, beliefs including the Investigation, Reflection, Empathy, Evaluation, Justifying opinions.</li> </ul>	
<b>HT5 (Summer 1)</b>	<b>Topic 5 Islam Practices</b>  What is Shahadah? What is Salah Why is Salah important? What is Sawm? Who gives and receives Zakah and Khums? What happens at Hajj? Why is Hajj important What is Jihad? Celebrations -Ashura Other celebrations - The Eids	Rationale: Students will explore how Muslims practice their faith based on their belief. Students will study the influence of belief on the individual, community and society.  Common divergent practices within Islam will be explored. They will look at the differences between Sunni and Shia practices focussing on the 5 Pillars for Sunni Muslims and the 10 Obligatory acts for Shia Muslims.  Skills: <ul style="list-style-type: none"> <li>✓ To develop knowledge and understanding of religious of divergent Sunni and Shia Muslims</li> <li>✓ To understand sources of key sources of authority and religion and apply these</li> <li>✓ To develop the ability to construct well-argued informed and balanced written arguments</li> <li>✓ To reflect and develop their own values, beliefs including the influence on human life</li> </ul>	End of unit assessment  2018 paper + teacher generated questions on Christian beliefs and Family life
<b>HT6 (Summer 2)</b>	<b>Topic 6 PEACE AND CONFLICT</b> Peace Justice Forgiveness Reconciliation. Violence, Protest. Terrorism. Reasons for war, The just war theory.	Students will 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 peace and conflict in the world using historical context. They must be able to explain contrasting beliefs on war with reference to the main religious tradition in Britain (Christianity) and Islam. Skills	End of Year assessment – made up of questions from...  2020 Paper on Islam Practices

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	Holy war Pacifism.	<ul style="list-style-type: none"><li>✓ To develop knowledge and understanding of religious of divergent Christian, Muslim and humanist beliefs</li><li>✓ To understand sources of key sources of authority and religion and apply them to ethical dilemmas</li><li>✓ To develop the ability to construct well-argued informed and balanced written arguments within the explain and discuss questions</li><li>✓ To reflect and develop their own values, beliefs including the Investigation, Reflection, Empathy, Evaluation, Justifying opinions</li></ul>	2020 – Christian beliefs  2020 Peace and Conflict  2020 Crime and Punishment
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