

## Overview of KS4 Curriculum Topics: GCSE Religious Studies 2016-2018

Term	Year 10 and Year 9	Year 11
1	<p><b>Component 2: Study of Christianity</b>  <b>Beliefs:</b> <i>This unit explores the main beliefs and teachings of the Christian tradition. Students will explore the nature of God, different Christian understandings of creation, the theological significance of Jesus and traditional and contemporary beliefs about the afterlife. This unit will provide the basis upon which students can compare different Christian understandings of moral and philosophical issues to be completed in component 1.</i></p>	<p><b>Component 3: Study of a World Faith</b>  <b>Islamic Beliefs:</b> <i>In recognition of the fact that Islam is one of a diverse range of religious and non-religious traditions and beliefs in Britain today, this unit will explore the main beliefs and teachings of the Islamic tradition. Students will examine the nature of Allah, the role and significance of prophets, the theological role of angels and Muslim understandings of the afterlife.</i></p>
	Whole School Assessment 1/4	Whole School Assessment 1/3
2	<p><b>Component 2: Study of Christianity</b>  <b>Practices:</b> <i>This unit explores the main practices of the Christian tradition. Students will explore different forms of Christian worship, the diverse beliefs regarding sacraments, the importance of pilgrimage and festivals and the status of Christianity in modern Britain. This exploration of Christian religious practices will provide a basis upon which students can contextualise Christian responses to moral and philosophical issues to be completed in component 1.</i></p>	<p><b>Component 3: Study of a World Faith</b>  <b>Islamic Practices:</b> <i>In the final section of the RE GCSE, students will learn about the main religious practices of the religion of Islam. Students will examine how the Five Pillars are practiced in Sunni Islam, the Ten Obligatory Acts of Shi'a Islam, how the concept of jihad influences Muslims in their daily lives and how different festivals are celebrated by different groups of Muslims.</i></p>
	Whole School Assessment 2/4	Whole School Assessment 2/3
3	<p><b>Component 1: Religious, Philosophical and Ethical Studies in the Modern World</b>  <b>Theme 1: Issues of Relationships</b>  <i>In this unit students will learn to consider characteristics of relationships, marriage and family life. Through a study of Christian beliefs and teachings, questions relating to issues of relationships in the twentieth-first century will be considered, including same sex relationships and gender roles. Students will examine different Christian responses to marriage, divorce, contraception and same-sex relationships.</i></p>	<p><b>Component 1: Revision</b>  <i>Having covered the GCSE course, students will spend the following term consolidating their understanding, perfecting exam technique and writing under timed conditions. This will enable our students to feel as confident as possible when sitting the GCSE exam.</i></p>
4	<p>Whole School Assessment 3/4</p> <p><b>Component 1: Religious, Philosophical and Ethical Studies in the Modern World</b>  <b>Theme 2: Issues of Life and Death</b>  <i>In this unit students will learn to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life. Students will examine how different groups of Christians and atheists and humanists understand the creation of the world, how we should treat the environment, the value of human life and different understandings of life after death.</i></p>	<p>Whole School Assessment 3/3</p> <p><b>Component 2 and 3: Revision</b></p>
5	<p><b>Component 1: Religious, Philosophical and Ethical Studies in the Modern World</b>  <b>Theme 3: Issues of Good and Evil</b>  <i>In this unit students will learn to consider philosophical questions concerning the origins and nature of good and evil. Through a study of Christian beliefs and teachings, questions</i></p>	<p>Revision and examination.</p>

	<p><i>relating to the causes of crime and attitudes towards the aims of punishments and treatment of criminals will be considered. Students will examine different Christians views of crime and punishment, including the death penalty, forgiveness and philosophical perspectives on the origin of evil.</i></p> <hr/> <p>Whole School Assessment 4/4</p>	
6	<p><b>Component 1: Religious, Philosophical and Ethical Studies in the Modern World</b>  <b>Theme 4: Issues of Human Rights</b>  <i>In this unit students will learn to consider contemporary issues of human rights and social justice and their relationship with religion and belief. Students will examine different Christian responses to the dignity of human life, how human rights should be protected, ethical considerations about the acquisition and use of wealth and how Christians attempt to alleviate poverty in modern Britain.</i></p>	
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