

## Holywell School Curriculum Overviews

### KS4 Curriculum Overview

### RE AQA GCSE 601/4447/6

#### Curriculum Intent

RE lessons are designed to ensure full coverage of the AQA specification. Students learn about the beliefs of both the Christian and Islamic faiths before exploring key ethical issues affecting modern society. There is plenty of opportunity built into the scheme of learning to ensure students have time to reflect on these issues, evaluate different opinions before reaching a personal moral stance. Lessons are designed to engage students in lively debate and regularly incorporate active learning such as debates, mock trials, hot-seating as well as paired and group work. Students are encouraged to contribute their own ideas and opinions within a safe, respectful and inclusive learning environment.

#### How students are assessed

Students are assessed through two written examinations at the end of the course.

Paper 1: The Study of Religions-Beliefs, Teachings and Practices 1 hour 45 minutes 50% of the total grade

Paper 2: Thematic Studies 1 hour and 45 minutes 50% of the total grade

Term	YEAR 10	YEAR 11
Autumn term <u>Half term 1</u>	<b><u>CHRISTIANITY</u></b> KEY BELIEFS: THE NATURE OF GOD Omnipotent, loving and just v. the problem of evil and suffering, The Holy Trinity 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 KEY BELIEFS: JESUS CHRIST AND SALVATION 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	<b><u>RELIGION AND LIFE</u></b> ORIGINS AND VALUE OF THE UNIVERSE Origins of the universe- different interpretations of religious teachings Scientific views, eg Big Bang theory v. religious views. The world – value and protection: stewardship, dominion, responsibility, awe and wonder. The use and abuse of the environment -use of natural resources, pollution. The use and abuse of animals -animal experimentation, the use of animals for food religious teachings about the origins of human life, and different interpretations of these The relationship between scientific views, such as evolution, and religious views
Evidence of learning	GCSE ASSESSMENT: Why doesn't God punish us for our sins? – Answer with reference to salvation, grace, atonement and mass.	GCSE ASSESSMENT: Give two ways humans are abusing the world's natural resources [4 marks] [3] Explain two religious beliefs about what happens when we die. Refer to sacred writings [5 marks] "God gave us free will to do as we choose and gave us the universe to do with as we saw fit. Humans cannot be blamed for the current environmental issues threatening our planet." Evaluate this statement. [12 marks]

## Holywell School Curriculum Overviews

Links to prior learning	Year 9 – History of the Church – Ascension and Pentecost Year 8 – the Nature of God – omnipotence etc, Holy Trinity, problem of evil Year 7 – Salvation Year 5 – Judaism – Genesis and original sin	Year 10 units on Christianity and Islam Year 8 unit – Nature of God – Big bang theory and evolution Year 10 – Christianity and Islam units
Links to future learning	Christian responses and attitudes to relationship and families, religion and life, peace and conflict and crime and punishment AQA Religion Advanced level specification 7062 Edexcel Religious Studies Advanced level specification 9RS0	AQA Religion Advanced level specification 7062 Edexcel Religious Studies Advanced level specification 9RS0
Autumn Term <u>Half term 2</u>	<b><u>CHRISTIANITY cont...</u></b> 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 (inc. Lord's Prayer, set prayers and informal prayer) Easter and Christmas – importance for Britain today Sacraments: meaning, infant v believers' baptism, Holy Communion/Eucharist significance and different interpretations The role and importance of pilgrimage: Lourdes v Iona ROLE OF THE CHURCH IN THE COMMUNITY The role of the Church in the local community - food banks and street pastors. The place of mission, evangelism and Church growth. The importance of the worldwide Church - working for reconciliation, how Christian churches respond to persecution, the work of Christian Aid	<b><u>RELIGION AND LIFE cont.</u></b> ORIGINS AND VALUE OF HUMAN LIFE The concepts of sanctity of life and the quality of life. Abortion, including situations when the mother's life is at risk Ethical arguments related to abortion, including those based on the sanctity of life and quality of life Euthanasia Beliefs about death and an afterlife, and their impact on beliefs about the value of human life YEAR 11 MOCK EXAM REVISION YEAR 11 MOCK EXAMS
Evidence of Learning	GCSE ASSESSMENTS: Explain two contrasting types of Christian pilgrimage [4 marks] Explain two reasons why believers observe the sacrament of holy communion differently [5 marks] "The most important duty of the church is to help people in need" Evaluate this statement. [12 marks]	GCSE ASSESSMENT: Give two ways humans are abusing the world's natural resources [4 marks] Explain two religious beliefs about what happens when we die. Refer to sacred writings [5 marks] "God gave us free will to do as we choose and gave us the universe to do with as we saw fit. Humans cannot be blamed for the current environmental issues threatening our planet." Evaluate this statement [12 marks] Mock exams
Links to prior learning	Year 5 – Faith -prayer and pilgrimage Easter lessons/ RE Days Year 7 – Role of the church in working to end racism and discrimination Year 8 – Role of the church in working to end injustice and poverty Year 9 – History of the Church - missionary churches and evangelism	Year 10 units on Christianity and Islam Year 9 unit – What it means to be a human Year 10 – Christianity and Islam units
Links to future learning	Christian responses and attitudes to relationship and families, religion and life, peace and conflict and crime and punishment	AQA Religion Advanced level specification 7062 Edexcel Religious Studies Advanced level specification 9RS0

Holywell School Curriculum Overviews

	AQA Religion Advanced level specification 7062 Edexcel Religious Studies Advanced level specification 9RS0	
Spring term <u>Half term 3</u>	<p><b>ISLAM</b></p> <p>KEY BELIEFS</p> <p>The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.</p> <p>Tawhid (the Oneness of God), Qur'an Surah 112.</p> <p>The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.</p> <p>KEY BELIEFS cont...</p> <p>Angels, their nature and role, including Jibril and Mika'il.</p> <p>Predestination and human freedom and its relationship to the Day of Judgement.</p> <p>Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.</p> <p>AUTHORITY</p> <p>Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.</p> <p>The holy books: Qur'an (revelation and authority), The Torah, Psalms, Gospel, Scrolls of Abraham and their authority, the imamate in Shi'a Islam (role and significance)</p>	<p><b>RELIGION, PEACE AND CONFLICT</b></p> <p>RELIGION, VIOLENCE, TERRORISM AND WAR</p> <p>The meaning and significance of: peace, justice, forgiveness and reconciliation.</p> <p>Violence, including violent protest.</p> <p>Terrorism.</p> <p>Reasons for war, including greed, self-defence and retaliation.</p> <p>The just war theory, including the criteria for a just war.</p> <p>Holy war.</p> <p>Pacifism.</p> <p>RELIGION AND BELIEF IN THE 21<sup>st</sup> CENTURY</p> <p>Religion and belief as a cause of war and violence in the contemporary world.</p> <p>Nuclear weapons, including nuclear deterrence.</p> <p>The use of weapons of mass destruction.</p> <p>Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.</p> <p>Religious responses to the victims of war including the work of one present day religious organisation</p>
Evidence of learning	<p>GCSE ASSESSMENT: "For Muslims, following the example of Muhammad is more important than following the teachings of the Qur'an". Evaluate this statement. In your answer you should:</p> <p>Refer to Muslim teaching</p> <p>Give reasoned arguments to support this statement</p> <p>Give reasoned arguments to support a different point of view</p> <p>Reach a justified conclusion</p>	<p>GCSE ASSESSMENT:</p> <p>Explain two contrasting beliefs in contemporary British society about whether countries should possess weapons of mass destruction. [4 marks]</p> <p>Explain two reasons why religious believers should help victims of war. Refer to sacred writings or another source of religious belief and teaching in your answer [5 marks]</p> <p>"The best way to bring about world peace is for more individuals to become pacifists". Evaluate this statement. [12 marks]</p>
Links to prior learning	Year 7 unit on Islam – the Qur'an versus Sunnah	<p>Year 10 units on Christianity and Islam</p> <p>Year 6 unit – Jesus' teaching on peace and conscientious objectors</p> <p>Year 9 history units -World War One and World War Two</p>
Links to future learning	<p>Islamic responses and attitudes to relationship and families, religion and life, peace and conflict and crime and punishment</p> <p>AQA Religion Advanced level specification 7062</p> <p>Edexcel Religious Studies Advanced level specification 9RS0</p>	<p>AQA Religion Advanced level specification 7062</p> <p>Edexcel Religious Studies Advanced level specification 9RS0</p>

## Holywell School Curriculum Overviews

Protected Characteristics	Racism is a sensitive topic – students need to be aware of racial differences within their own classroom and tailor their comments and observations appropriately to ensure all feel comfortable with the discussions.	Racism is a sensitive topic – students need to be aware of racial differences within their own classroom and tailor their comments and observations appropriately to ensure all feel comfortable with the discussions.
Spring Term Half Term 4	<p><b><u>ISLAM cont...</u></b></p> <p><b>WORSHIP</b></p> <p>Five Pillars of Sunni Islam compared to the 10 obligatory acts of Shi’a Islam: including the Five Pillars and jihad in both Sunni and Shi’a Islam and additional duties of Shi’a Islam</p> <p>Shahadah: declaration of faith and its place in Muslim practice.</p> <p>Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak’ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi’a Islam, and different Muslim views about the importance of prayer.</p> <p><b>DUTIES AND FESTIVALS</b></p> <p>Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur’an 96:1-5.</p> <p>Zakah: origins, how and why it is given, benefits of receipt, Khums in Shi’a Islam.</p> <p>Hajj: origins, significance, how hajj is performed, itinerary including Ka’aba at Makkah, Mina, Arafat, Muzdalifah and their significance.</p> <p>Jihad: the meaning and significance of greater and lesser jihad; origins, influence, criteria for declaring lesser jihad.</p> <p>Festivals and commemorations: importance for Muslims in Great Britain today including Id-ul-Adha, Id-ul-Fitr and Ashura</p>	<p><b><u>RELIGION, CRIME AND PUNISHMENT</u></b></p> <p><b>RELIGION, CRIME AND THE CAUSES OF CRIME</b></p> <p>Good and evil intentions and actions, including whether it can ever be good to cause suffering.</p> <p>Reasons for crime, including: poverty and upbringing, mental illness and addiction, greed and hate AND opposition to an unjust law.</p> <p>Views about people who break the law for these reasons.</p> <p>Views about different types of crime, including hate crimes, theft and murder</p> <p><b>RELIGION AND PUNISHMENT</b></p> <p>The aims of punishment, including: retribution, deterrence and reformation.</p> <p>The treatment of criminals, including: prison, corporal punishment and community service.</p> <p>Forgiveness.</p> <p>The death penalty – ethical arguments including those based on the principle of utility and sanctity of life</p>
Evidence of learning	<p>GCSE Assessment: “The five pillars of Islam are more important to Muslims than jihad” Evaluate this statement. In your answer you should:</p> <p>Refer to Muslim teaching</p> <p>Give reasoned arguments to support this statement</p> <p>Give reasoned arguments to support another point of view</p> <p>Reach a justified conclusion [12 marks]</p>	<p><b>GCSE ASSESSMENT:</b></p> <p>Explain two contrasting beliefs in contemporary British society about what conditions should be like in British prisons. [4 marks]</p> <p>Explain two religious beliefs about reasons why some people commit crimes. Refer to sacred writings or another source of religious belief and teaching in your answer [5 marks]</p> <p>“It is right to forgive all offenders, whoever they are and whatever they have done” Evaluate this statement. [12 marks]</p>

## Holywell School Curriculum Overviews

Links to prior learning	Year 7 unit – Islam – the pillars of Islam	Year 10 units on Christianity and Islam Year 8 unit – justice and poverty and the reasons for homelessness etc Year 6 history – Crime and punishment
Links to future learning	Islamic responses and attitudes to relationship and families, religion and life, peace and conflict and crime and punishment AQA Religion Advanced level specification 7062 Edexcel Religious Studies Advanced level specification 9RS0	AQA Religion Advanced level specification 7062 Edexcel Religious Studies Advanced level specification 9RS0
Summer term <u>Half Term 5</u>	<b><u>RELATIONSHIP AND FAMILIES</u></b> 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	Revision – priorities based on the cohort needs and closing the gaps. <b><u>Exams</u></b>
Evidence of learning	GCSE ASSESSMENT “Compassion for couples trapped in an unhappy marriage has to take precedence over the sanctity of marriage” Evaluate this statement. [12 marks] In your answer you Should give reasoned arguments to support a different point of view Should refer to religious arguments: Should give reasoned arguments to support this statement May refer to non-religious arguments Should reach a justified conclusion	
Links to prior learning	Year 10 units on Christianity and Islam	
Links to future learning	AQA Religion Advanced level specification 7062 Edexcel Religious Studies Advanced level specification 9RS0	
Summer term <u>Half Term 6</u>	<b><u>RELATIONSHIPS AND FAMILIES cont...</u></b> FAMILIES AND GENDER INEQUALITY The nature of families -the role of parents and children, extended families and the nuclear family. The purpose of families -procreation, stability, protection of children, educating children in a faith. Contemporary family issues - same-sex parents, polygamy	

## Holywell School Curriculum Overviews

	<p>The roles of men and women - gender equality, gender prejudice and discrimination, including examples</p> <p>YEAR 10 END OF YEAR EXAM REVISION</p> <p>YEAR 10 END OF YEAR EXAMS</p>	
Evidence of learning	Year 10 Exams	
Links to prior learning	<p>Year 7 unit – Islamic rules about the family</p> <p>Year 10 – Christianity and Islam units</p>	
Links to future learning	<p>AQA Religion Advanced level specification 7062</p> <p>Edexcel Religious Studies Advanced level specification 9RS0</p>	
<p style="text-align: center;"><b>Spirituality</b></p> <p>The Christianity and Islam units involve considering how we come to exist [creationism] as well as life after death and the question of judgment so students have opportunities to consider the big questions about existence. They also have opportunities to consider the meaning of life and how their behaviour in this life may impact on their destiny in the next. The unit on religion and life leads to debates on the sanctity of life while the crime and punishment and war and peace units offer students a chance to consider what right humans have to decide the destiny of other humans.</p>		
<p style="text-align: center;"><b>Protected characteristics</b></p> <p>The Christianity unit will look at the role of the church in helping the less fortunate and the need for all of us to help and support others, no matter what their circumstance. The unit on Islam may invoke prejudicial comments from students. Racism is a sensitive topic – students need to be aware of racial differences within their own classroom and tailor their comments and observations appropriately to ensure all feel comfortable with the discussions. This will be reinforced when looking at war and peace and the concept of genocide. Religion and the family will involve looking at same sex relationships and gender equality.</p>		
<p style="text-align: center;"><b>Reading in the curriculum (Literacy &amp; Vocabulary)</b></p> <p style="text-align: center;">Students are encouraged to read, comprehend and analyse sacred texts in every unit</p> <p style="text-align: center;">The scheme of work has built in feedback lessons that involve detailed comprehension activities centred around lengthy pieces of writing</p> <p style="text-align: center;">Students are often set reading and comprehension homework to supplement their classroom learning</p>		
<p style="text-align: center;"><b>Safeguarding including safety in the curriculum</b></p> <p style="text-align: center;">Ensuring students are seated in a way that takes account of safeguarding notes and which promotes positive learning and social outcomes</p>		
<p style="text-align: center;"><b>How we track your progress</b></p> <p style="text-align: center;">Linking to the progress descriptors all students' progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments/quizzes</p>		
<p style="text-align: center;"><b>Parents/Carers can support their child by:</b></p> <p>Checking Satchel One for the homework that is being set and ensuring it is completed. Listening to students read aloud and discussing important ideas with them. Encouraging students to read related material at home or explore related websites. Help students to develop independent working skills and resilience. Taking students to relevant museums, living history experiences and encouraging them to read around the subject at home by exploring related websites or selecting relevant non-fiction library books. Ensuring there is a quiet place to concentrate and study at home, away from any distraction.</p>		

## Holywell School Curriculum Overviews

### **Sustainability within the subject**

Christianity unit involves looking at creation and the notion that God created everything we need for existence. The religion and life unit involves more in depth examination of the role humans play in sustaining the universe for future generations – namely by stewardship of the earth, sustainable use of the environment, the role we have towards animals etc. The war and peace unit involves considering the impact of war on future generations while the crime and punishment unit sees students consider how punishments can help to sustain a healthy and safe environment for humans to live in.

### **Careers Links**

Aid/charity worker, church organisation worker, youth worker, life coach, community development officer, social worker, healthcare professional, counsellor, sales and marketing, civil service, administration, librarian, law enforcement, diplomat, media consultant, researcher