Religious Studies

How do communities develop?

Disposition 14 – creating inclusion,

17 remembering roots.

identity and belonging and Disposition

This is an experiential topic based

on Sue Phillips' Island methods of

RE. The focus is so pupils can study

how communities are formed, and

Students discuss a variety of issues

learn the key themes of faith.

following a story as if they have

landed on the Island taking on

Students will also learn about

religious festivals and how they

YEAR 10 – CURRICULUM

AQA GCSE Religious Studies

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

applied throughout the assessment of the

Students should study the influence of the

beliefs, teachings and practices studied on

Pupils should be aware that Islam is one

They should be able to refer to scripture

of the diverse religious traditions and

beliefs in Great Britain today.

individuals, communities, and societies.

They should be able to refer to scripture and/

Christianity. This knowledge may be

or sacred texts where appropriate.

Islam Beliefs and Teachings

societies.

different leadership roles.

help strengthen religious

Christianity Beliefs and Teachings

communities.

specified content.





How was the world created? **Disposition 2** – appreciating beauty

- The topic of creation looks at the
- Genesis story of the creation of the world and humanity, focusing on how it is to be understood, the nature of humanity and the
- teachings of Thomas Aquinas. How did Islam begin?
- **Disposition 12 –** being temperate, selfdisciplined and seeking contentment.
- Students learn about how Islam began with Prophet Muhammad and the key beliefs and teachings in Islam.
 - They will also learn about the ways Muslims worship and the significance of the Five Pillars of Islam.

Am I responsible for other people?

Disposition 5 – caring for others, animals, and the environment.

- In this topic, pupils learn that human rights are basic rights that belong to all of us simply because we are human.
- They embody key values in our society such as fairness, dignity, equality, and respect.
- They are an important means of protection for us all, especially those who may face abuse, neglect, and isolation.

What makes a good leader?

Disposition 16 – participating and being willing to lead

- Abraham and Moses were both prominent leaders in the Old Testament. Students will learn how these figures became so important within Judaism and Christianity.
- Both leaders had their own personal struggles whilst at the same time being obedient to God.
- Students will learn about concepts of leadership, sacrifice, justice, redemption, and loyalty.

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How can a good God allow evil and suffering?

Disposition 1 - being imaginative and explorative **Disposition 7** – responding to suffering

- Students will evaluate issues of evil and suffering in the world, explore where evil comes from, and concepts such as original sin, natural and moral evil, and suffering
- They will also examine case studies and have opportunities to debate different arguments and justify opinions using case studies and other evidence.

Disposition 10 – *living by rules*

- Students will learn key Sikh beliefs
- about equality and how they practice their beliefs reflects this.

How influential is Sikhism? **Disposition 9** – being fair and just

- Sikhism is a way of life, and so Sikhs' beliefs reflect on their actions on a daily basis and bring them closer to God (Waheguru).

Is death the end?

Disposition 21 – being curious and valuing knowledge

- Both religious and non-religious beliefs about life after death will be explored throughout this topic. Students will have opportunities to express their own views and share with their peers.
- Students will learn concepts about immortality of the soul, resurrection, and reincarnation.
- Students will then learn about the life of Jesus and how his death, burial and resurrection is significant within Christianity.

YEAR 9 – CURRICULUM

Why is love important?

Disposition 15 – creating unity and harmony **Disposition 18** – being loyal and steadfast

This topic will cover religious and non-religious beliefs and traditions relating to relationships and families, marriage and divorce, and beliefs about the roles of men and women in the family, in society and in religion. importance of charity in Islam.

Theme D: Religion, Peace and Conflict Religion, violence, terrorism, and war **Theme E: Religion, Crime and Punishment** Religion, crime, and the causes of crime Religion and belief in 21st century Religion and punishment conflict Students must be able to explain They must be able to explain contrasting contrasting beliefs on the following three beliefs on the following three issues with issues with reference to the main reference to the main religious tradition religious tradition in Britain (Christianity) in Britain (Christianity) and one or more other religious traditions: and one or more other religious traditions: 0 Violence. Corporal punishment. 0 Weapons of mass destruction. 0 Death penalty. 0 Pacifism. 0 Forgiveness. 0

reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

Theme A: Relationships and Families

- Contraception.
- Sexual relationships before marriage.
- Homosexual relationships. 0
- 0 Animal experimentation.

Thematic Studies

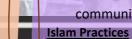
Pupils should study religious teachings, and religious, philosophical, and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society.

- Abortion.
- 0

- local and worldwide

- Worship,
- Duties and festivals

community

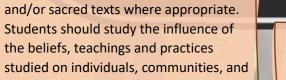


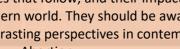
Students must be able to explain contrasting beliefs on the following three issues with

Theme B: Religion and Life

 Abortion. o Euthanasia.







- Euthanasia.
- Animal experimentation.

- - **Christianity Practices**
 - Worship and festivals
 - The role of the church in the

Students will then move on to learn about the different religious and non-religious attitudes towards wealth and poverty, the causes of poverty with a particular focus on the

How does belief affect behaviour? **Disposition 8** – being merciful and forgiving **Disposition 7** – responding to suffering

Disposition 12 - being temperate, selfdisciplined and seeking contentment

This topic will examine the concept of forgiveness and impact it can have on both the person forgiving and those who cause harm and suffering.

Students will analyse sacred texts in Judaism and Christianity as well as nonreligious views.

At KS3 the Birmingham **Agreed Syllabus is** followed. All topics focus one or more of the 24 key dispositions. At KS4 students learn two religions, Christianity, and Islam and four themes.

YEAR 11 - CURRICULUM **AQA GCSE Religious Studies**