

How do communities develop?

Disposition 14 – creating inclusion, identity and belonging and **Disposition 17** remembering roots.

- 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 learn the key themes of faith.
- Students discuss a variety of issues following a story as if they have landed on the Island taking on different leadership roles.
- Students will also learn about religious festivals and how they help strengthen religious communities.

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, self-disciplined 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.

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.

How influential is Sikhism?

Disposition 9 – being fair and just
Disposition 10 – living by rules

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

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.

How does belief affect behaviour?

Disposition 8 – being merciful and forgiving

Disposition 7 – responding to suffering
Disposition 12 – being temperate, self-disciplined 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 non-religious views.

YEAR 10 – CURRICULUM

AQA GCSE Religious Studies

Christianity Beliefs and Teachings

- 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.
- They should be able to refer to scripture and/or sacred texts where appropriate.
- Students should study the influence of the beliefs, teachings and practices studied on individuals, communities, and societies.

Islam Beliefs and Teachings

- Pupils should be aware that Islam is one of the diverse religious traditions and beliefs in Great Britain today.
- They should be able to refer to scripture and/or sacred texts where appropriate.
- Students should study the influence of the beliefs, teachings and practices studied on individuals, communities, and societies.

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.

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.

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.
- 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 importance of charity in Islam.

- 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.

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.
- Euthanasia.
- Animal experimentation.

Christianity Practices

- Worship and festivals
- The role of the church in the local and worldwide community

Islam Practices

- Worship,
- Duties and festivals

YEAR 11 – CURRICULUM

AQA GCSE Religious Studies

Theme D: Religion, Peace and Conflict

- Religion, violence, terrorism, and war
- Religion and belief in 21st century conflict
- They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:
 - Violence.
 - Weapons of mass destruction.
 - Pacifism.

Theme E: Religion, Crime and Punishment

- Religion, crime, and the causes of crime
- Religion and punishment
- Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:
 - Corporal punishment.
 - Death penalty.
 - Forgiveness.

Students must be able to explain contrasting beliefs on the following three issues with 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.
- Animal experimentation.

Theme B: Religion and Life

- Abortion.
- Euthanasia.