

The Religious Education Curriculum at Jewellery Quarter Academy

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Key Stage 4 Qualifications and Examination Boards:

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| <p>AQA GCSE Religious Studies A 8062</p> <p>Paper 1: Christianity and Islam (Excluding textual studies) 8062MA</p> | <p>AQA GCSE Religious Studies A 8702</p> <p>Paper 2: Thematic Studies (Excluding textual studies) 8062/2A</p> <p>Theme A: Relationships and Families Theme B: Religion and Life Theme C: The existence of God and revelation (Note: 'Theme C' will change to 'Theme E' next academic year) Theme D: Religion, peace and conflict</p> |
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Useful Websites and Links:

<https://www.bbc.co.uk/bitesize/subjects/zb48q6f>

<https://www.gcsepod.com/gcse-learning-and-revision-pods/>

<https://revisionworld.com/gcse-revision/rs-religious-studies>

<https://www.youtube.com/channel/UCtOLJIWPWAcxF37iQOUtOA>

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Revision Books to purchase:

Please note there is no formal requirement for you to purchase textbooks, you may if you wish to.

KS3:

<https://www.cgpbooks.co.uk/secondary-books/ks3/humanities/religious-studies/rhs32-new-ks3-religious-education-complete-revis>

KS4:

<https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/religious-studies/rar41-grade-9-1-gcse-religious-studies-aqa-a-re>

<https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/religious-studies/ras41-grade-9-1-gcse-religious-studies-aqa-a-co>

<https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/religious-studies/raq41-grade-9-1-gcse-religious-studies-aqa-a-ex>

[https://www.hoddereducation.co.uk/subjects/religious-education-philosophy/products/14-16/my-revision-notes-aqa-gcse-\(9-1\)-religious-studies](https://www.hoddereducation.co.uk/subjects/religious-education-philosophy/products/14-16/my-revision-notes-aqa-gcse-(9-1)-religious-studies)

Knowledge Acquisition Endpoints

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 7 | <p>All of the year 6 expectations plus....</p> <p>Year 7 complete the Literacy for Life program. Religious Education topics are covered across various L4L themes throughout the academic year.</p> | | | | | |
| | <p>Theme: <u>Journeys</u> – Religious Pilgrimage: Lourdes and Holy Land, Golden Temple, Hajj Theme: <u>In Days of Old</u> – Importance of Jesus, The murder of Thomas Becket and The Importance of Prophet Mohammed (Crusades) Theme: <u>Planets</u> – Big Bang Theory, Creation Stories around from the world and Creation Vs. The Big Bang Theory Theme: <u>Water</u> – Good Friday and Holy Water in Religion Theme: <u>Citizen Me</u> – Diversity: Multicultural Britain, Corporate Citizenship and Celebrations and Festivals</p> | | | | | |
| 8 | <p>All of the year 7 expectations plus....</p> | | | | | |

KS3 'The Big Questions': introduces religious and non-religious theories of the world and humankind's creation as well as an introduction on the philosophical theories about the existence of God. Students will also explore 'The Nature of God' extending their vocabulary with the appropriate terms for believers and exploring the many definitions and descriptions of phenomenon and the divine.

KS3 'Rites of Passage': investigates the journey and transition from birth to death through the ceremonies and events that religious people participate in. Students will learn about these religious life stages across Hinduism and the Abrahamic religions. Students will be expected to compare and contrast between religious stages and assess the significance and purpose behind the journey specific to the focus religion of the ceremony or event.

KS3 'Founders and Leaders': identifies religious founders and leaders and their significance throughout the Ancient world to Modern Day. Students will learn about a target individual and interpret their impact within the era that they lived in and then assess their impact within the 21st Century.

KS3 'Belief & Me': explores the varying definitions of what belief is and what it means to students as individual people and within a community environment. Students will investigate aspects of belief with religious examples, evidence and explanations resulting in an understanding of where they feel they fit on the spectrum of belief to further explore their self-identify and self-belonging within a religious or non-religious community.

Developing Skills: Investigation, interpretation reflection, empathy, evaluation, analysis, synthesis, application, expression and self-understanding.

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| <p><u>The Big Questions</u></p> <p><u>BQ1: The Question of Creation:</u> - The world – Genesis - The world – The Big Bang Theory</p> | <p><u>The Big Questions</u></p> <p><u>BQ2: The Existence of God (continued):</u> -The 5 Arguments for God's Existence: 1. The Theological Argument</p> | <p><u>Rites of Passage</u></p> <p><u>Birth:</u> - Christianity – Infant Baptism and Believers Baptism - Islam – The Shahada and</p> | <p><u>Rites of Passage</u></p> <p><u>Death:</u> - Hinduism – Funeral Ceremony - Christianity – Funeral including: 'The Day of</p> | <p><u>Founders & Leaders</u></p> <ul style="list-style-type: none"> - Moses - Jesus - Mohammed - Malcom X - Martin Luther King <p>Skills:</p> | <p><u>Belief & Me</u></p> <ul style="list-style-type: none"> - What is religion all about? (7 dimensions of Religion) - Teachings and Authority |
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| <ul style="list-style-type: none"> - Inhabitants – Adam & Eve, - Inhabitants – Evolution <p><u>BQ2: The Existence of God:</u></p> <ul style="list-style-type: none"> - Key Concepts (Atheist, Theist and Agnostic) - Describing God (Omni Words) - Experiencing God (Special and General revelations) <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Investigation - Interpretation - Evaluation - Application | <p>2. The Cosmological Argument</p> <p>3. The argument of Experience</p> <p>4. The Argument of Morality</p> <p>5. The Ontological Argument</p> <ul style="list-style-type: none"> - Humanist faith and belief <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Investigation - Interpretation - Evaluation - Application | <p>‘Aqiqah’</p> <p><u>Teenager:</u></p> <ul style="list-style-type: none"> - Judaism – Bar and Bat Mitzvah <p><u>Marriage:</u></p> <ul style="list-style-type: none"> - Judaism – Wedding and Ceremony - Hinduism – Wedding and Ceremony ‘Vivaha’ <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Application - Synthesis - Expression - Self-understanding | <p>Judgement’ Heaven, Hell and Purgatory.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Application - Synthesis - Expression - Self-understanding | <ul style="list-style-type: none"> - Investigation - Empathy - Expression - Analysis - Self Understanding | <p>(Comparative Religion)</p> <ul style="list-style-type: none"> - Worship and Morality (Expression of Faith) - Belief means finding our who I am (identity within practices and celebrations) - Belief and the community (sense of the belonging) <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Self-understanding - Expression - Application |
| <p>9</p> | <p>All of the year 8 expectations plus....</p> <p>GCSE Christianity: Students will learn about different denominations of Christianity and how they contrast within Christian beliefs, teachings and practices.</p> | | | | |

GCSE Islam: Students will learn about the two different branches of Islam and how they contrast within Islam beliefs, teachings and practices.

Developing Skills: Investigation, interpretation reflection, empathy, evaluation, analysis, synthesis, application, expression and self-understanding.

| <u>Christian Beliefs:</u> | <u>Christian Beliefs:</u> | <u>Christian Practices:</u> | <u>Christian Practices:</u> | <u>Islam Beliefs:</u> | <u>Islam Practices:</u> |
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| <p><u>Christian Denominations:</u></p> <ul style="list-style-type: none"> -Roman Catholic -Protestant -Quakers -Baptist -Orthodox <p><u>The Nature of God:</u></p> <ul style="list-style-type: none"> - Omni words etc. - The problem of evil and Suffering - The oneness of God and the Holy Trinity | <p><u>Creation:</u></p> <ul style="list-style-type: none"> - John and Genesis - Evolution <p><u>Life After death:</u></p> <ul style="list-style-type: none"> - Nicene Creed - Apostles Creed - Judgement - Heaven, Hell and Purgatory | <p><u>The Person of Jesus Christ:</u></p> <ul style="list-style-type: none"> - Incarnation - Crucifixion - Resurrection - Ascension - Atonement <p><u>Worship and Festivals:</u></p> <ul style="list-style-type: none"> - Liturgical, informal and private worship -The Lord’s Prayer, set prayers and informal prayer | <p><u>Worship and Festivals (continued):</u></p> <ul style="list-style-type: none"> - The meaning of sacrament - Infant Baptism and Believers Baptism - Eucharist/Holy Communion: Roman Catholic, Orthodox, Baptist and Pentecostal Christians - Christian pilgrimage: Lourdes and Iona - Celebrations: Christmas and Easter | <p><u>Sunni and Shi’a Islam:</u></p> <ul style="list-style-type: none"> - The six articles of faith in Sunni Islam - The Five roots of Usul ad-Din in Shi’a Islam - The oneness of God (Tawhid - Angels - Predestination (al-Qadr) and human freedom - Life after Death (Aakhirah) - Prophethood (Risalah) - The Quran - Other Holy Books (The Torah, The Psalms, The Gospel, | <p><u>Worship and Festivals:</u></p> <ul style="list-style-type: none"> - The Five Pillars of Sunni Islam - The Ten Obligatory Acts of Shi’a Islam - Shahadah - Salah - Sawm - Zakah - Hajj - Eid-ul-Adha - Jihad - The 10 Obligatory Acts of Shi’s Islam: 7-10 -Id-UI Fitr - Ashura |

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| | | | | <p><u>Role of the Church in the local and worldwide community:</u></p> <ul style="list-style-type: none"> - Food Banks - Street Pastors - The place of mission, evangelism and church growth - Working for reconciliation - How Christian Churches respond to persecution - The work of one of the following – CAFOD, Christian Aid, Tearfund | <p>The scrolls of Abraham and their authority)</p> <ul style="list-style-type: none"> - The Imamate in Shi’a Islam | |
| 10 | <p>All of the year 9 expectations plus....</p> <p>GCSE Theme A – Relationships and Families: Key aspects of this theme are contraception, sexual relationships before marriage and homosexual relationships. These aspects are explored throughout the beliefs, teachings and practices of Christianity and Islam.</p> <p>GCSE Theme B – Religion and Life: Key aspects of this theme are abortion, euthanasia and animal experimentation. These aspects are explored throughout the beliefs, teachings and practices of Christianity and Islam.</p> <p>GCSE Theme D – Peace, war and conflict: Key aspects of this theme are violence, weapons of mass destruction and pacifism. These aspects are explored throughout the beliefs, teachings and practices of Christianity, Islam and Judaism.</p> | | | | | |

Developing Skills: Investigation, interpretation reflection, empathy, evaluation, analysis, synthesis, application, expression and self-understanding.

Theme A:
Christianity and Islam

- 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

Theme A (continued):

- Ethical arguments related to divorce, included those based on the sanctity of marriage vows and compassion
- The nature of families including the role of parents and children, extended families and the nuclear family
- The purpose of families including procreation, stability and the protection of children, educating children in faith

Theme B:

Christianity and Islam

The origins and value of the universe:

- The relationship between scientific views, such as the Big Bang Theory, Evolution and Religious Views
- Religious teachings about the origins of the universe and human life
- Religious Teachings about the value of the world and the duty of human beings to protect it, including stewardship, dominion, responsibility and awe

Theme B (continued):

- The use and abuse of the environment, including the use of natural resources, pollution
- The use and abuse of animals, including animal experimentation and the use of animals for food.
- The origins and value of human life:**
- The concepts of sanctity of life and the quality of life
- Religious Teachings, beliefs and attitudes about: Abortion, including

Theme D:

Religion, violence, terrorism and war:

- Peace and Justice
- Forgiveness and reconciliation
- Violence including violent protest
- Terrorism
- Reasons for war
- Nuclear War (WMD)
- The Just War Theory
- The Holy War

Theme D (continued):

Religion and belief in the 21st century conflict:

- Religion and belief as a cause of war and violence
- Religious understanding and attitudes toward pacifism
- Religion and peace-making in the 21st century
- Religious responses to victims of war

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| | - Divorce, including reasons for divorce, and remarrying | - Contemporary family issues including same-sex parents and polygamy - The roles of men and women, Gender equality, - Gender prejudice and discrimination inclusive of examples | and wonder. | situations when the mother's life is at risk, euthanasia, death and an afterlife | | |
| 11 | All of the year 10 expectations plus.... | | | | | |
| | <p>GCSE Theme D – Peace, war and conflict: Key aspects of this theme are violence, weapons of mass destruction and pacifism. These aspects are explored throughout the beliefs, teachings and practices of Christianity, Islam and Judaism.</p> <p>GCSE Theme C – The existence of God and revelation: Key aspects of this theme are visions, miracles, nature as general revelation. These aspects are explored throughout the beliefs, teachings and practices of Christianity and Islam.</p> <p>Developing Skills: Investigation, interpretation reflection, empathy, evaluation, analysis, synthesis, application, expression and self-understanding.</p> | | | | | |
| | <u>Theme D:</u> <u>Christianity, Judaism and Islam</u> | <u>Theme D (continued) :</u> <u>Christianity, Judaism and Islam</u> | <u>Theme C:</u> <u>Christianity and Islam</u> | Revision, repetition and overlearning Apply knowledge and practise skills | Revision, repetition and overlearning Apply knowledge and practise skills | GCSE Examinations June |

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| | <p><u>Religion, violence, terrorism and war:</u></p> <ul style="list-style-type: none"> - Peace and Justice - Forgiveness and reconciliation - Violence including violent protest - Terrorism - Reasons for war - Nuclear War (WMD) - The Just War Theory - The Holy War <p>NOTE: Year 11 started this topic this academic year. There is an expectation for Year 10 to have finished this theme by the end of this academic year.</p> | <p><u>Religion and belief in the 21st century conflict:</u></p> <ul style="list-style-type: none"> - Religion and belief as a cause of war and violence - Religious understanding and attitudes toward pacifism - Religion and peace-making in the 21st century - Religious responses to victims of war | <p><u>Philosophical arguments for and against the existence of God:</u></p> <ul style="list-style-type: none"> - The Design Argument - The First Cause argument - The argument from miracles with a religious example - Evil and suffering as an argument against the existence of God - Arguments based on science against the existence of God. <p><u>The nature of the divine and revelation:</u></p> <ul style="list-style-type: none"> - Special and general revelation and enlightenment as a source of knowledge including strengths and weaknesses about the divine - Different ideas about the divine | <p>Examination technique and practice</p> | <p>Examination technique and practice</p> <p>GCSE Examinations May</p> | |
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| | | | (omni words and the nature of god) - The value of special and general revelation and enlightenment as sources of knowledge about the divine | | | |
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