



GCSE Religious Studies – Year 11

Curriculum Intent

We encourage students to reflect upon and consider their own beliefs and practices, at the same time as giving them the skills required to justify their viewpoints through reasoned argument. We have developed a knowledge-rich, spiral curriculum that we believe allows our students to develop their knowledge of the concrete features of Christianity as the principal religion of the UK, as well as other major world religions and Humanism, before applying this to a range of ultimate questions and ethical issues. The study of world faiths allows students to move beyond the boundaries of their communities - and our curriculum is designed to support the mission and primary aims of the school, in allowing students to recognise their common humanity through respect and intercultural understanding and that other people, with their differences, can also be right.

Our moral, religious, and political traditions are united in their respect for the dignity of human life – Robert Casey

Students will learn:-

Key Concepts:

Issues of Relationships:

- Relationships
- Sexual Relationships
- Issues of equality: gender prejudice and discrimination

Issues of Life and Death

- The World
- The Origin and Value of Human Life
- Beliefs about death and the afterlife

Issues of Good and Evil:

- Crime and Punishment
- Forgiveness
- Good, Evil and Suffering

Issues of Human Rights:

- Human Rights and Social Justice
- Prejudice and Discrimination
- Issues of Wealth and Poverty

All units are taught through a holistic approach to the content, making sure that students can identify links and distinctions between the concepts explored through the lens of differing religious viewpoints.

Knowledge, understanding & Skills

In year 10, you will be expected to begin to demonstrate more sophisticated knowledge and understanding of religion and belief, including:

- **beliefs, practices and sources of authority**
- **influence on individuals, communities and societies**
- **similarities and differences within and/or between religions and beliefs**

You will also be expected to show advanced skills of analysis and evaluation with regards to aspects of religion and belief, including their significance and influence.



How will we assess impact?

Our teaching will encourage the development and refinement of key evaluative and analytical skills; acquiring knowledge, analysing an argument, extended writing, evaluating sources both verbally and through written assignments.

These skills will provide the foundation for all future learning and continued interest in religious studies related concepts and issues.

There will be an exam-style a-d question completed at least once per theme. This will usually be a timed in-class test but may, on occasion, be completed instead as a take-home essay.



International Opportunities

Visits Programmes

Our international visits programme allows students to explore different aspects of religion in through an unfamiliar culture. This is through not only their every day interactions, and potential visits to local significant places of worship, but also through discussions with exchange partners. Real world topical issues related to religion will also be included as part of our Community Lecture series and debated through our Model MUN conference

Within the curriculum

- Discussion and analysis of world religions
- Use of international examples in examining theories surrounding religious beliefs in different countries
- Analysis of cultural relativity when comparing the worship of different religions globally

Wider Reading

In addition to the homework tasks set via SMHW, and the textbooks provided by the school, the following wider resources might be useful for the students (and their parents at home):

<https://www.bbc.co.uk/bitesize/examspecs/z68sjhv>
https://www.youtube.com/playlist?list=PLcvEcrsF_9zJ1HDgvx0Q0C8P7OY_CsocP

Extra Challenge:

You could explore the different religions you have studied through a religious service connected to it, where you could consider:

What is the purpose of the service or celebration?
 What religious artefacts are evident?
 Does the service or celebration tell you anything about the history or core beliefs of that region?



What does excellence look like?

- Comprehensive knowledge and application of religious vocabulary.
- Analysis of the diversity of views within and between religions.
- Ability to analyse and evaluate using sophisticated arguments, different religious viewpoints.
- Significant wider reading/independent study in evidence in students' work.

Responsibility and respect of others and their religious beliefs are also part of freedom

– Horst Koehler