

# HIGHFIELDS SCHOOL

CURRICULUM OVERVIEW 2023-2024



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**SUBJECT:** GCSE RELIGIOUS STUDIES **EXAMINATION BOARD:** AQA SPEC A

AUTUMN TERM - YEAR 10	SPRING TERM - YEAR 10	SUMMER TERM - YEAR 10
<p>The study of religions, beliefs teachings and practices.</p> <p><b>Christianity</b></p> <p><b>What are the key beliefs and teachings of Christianity?</b></p> <p><b>Key beliefs</b></p> <ul style="list-style-type: none"><li>• God as omnipotent, loving and just, and the problem of evil and suffering.</li><li>• The oneness of God and the Trinity - Father, Son and Holy Spirit.</li><li>• Different Christian beliefs about creation</li><li>• Different Christian beliefs about the afterlife: resurrection and life after death; judgement, heaven and hell.</li></ul> <p><b>What are the key beliefs about Jesus Christ and salvation?</b></p> <ul style="list-style-type: none"><li>• The incarnation and Jesus as the Son of God.</li><li>• The crucifixion, resurrection and ascension.</li><li>• Sin, salvation and atonement.</li></ul> <p><b>3.1.2.2. What are the main Christian Practices and why are they important?</b></p> <p><b>Worship and festivals</b></p> <ul style="list-style-type: none"><li>• Different forms of worship and their significance.</li><li>• Liturgical, non-liturgical and informal, including the use of the Bible.</li><li>• Prayer and its significance.</li><li>• The sacrament of baptism and its significant for Christians.</li><li>• The sacrament of Eucharist (Holy Communion) and its significance for Christians.</li></ul> <p>The role and importance of pilgrimage and celebrations including:</p> <ul style="list-style-type: none"><li>• The celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.</li></ul>	<p><b>3.1.7 Sikhism</b></p> <p><b>3.1.7.1. Beliefs and teachings</b></p> <p><b>What are the key beliefs and teachings of Sikhism?</b></p> <ul style="list-style-type: none"><li>• The nature of God as expressed in the Mool Mantra: the content and significance of the Mool Mantra, Guru Granth Sahib (GGS) 1a.</li><li>• God as Creator, including different aspects of God's relationship with creation.</li><li>• God shown in and through the universe.</li><li>• God as separate from the universe.</li><li>• The nature of human life as an opportunity to unite with God, including the development of Sikh virtues such as wisdom, truthful living, justice, temperance, self-control, patience, courage, humility, contentment.</li><li>• Beliefs in karma and rebirth, and the aim to mukti; the meaning of mukti, including the difference aspects of mukti – positive and negative.</li><li>• The five stages of liberation (five khand) and barriers of mukti (illusion, self-centredness, lust, anger, greed, worldly attachment, pride).</li><li>• The importance of being God-centred (gurmukh) rather than man-centred (manmukh) and the elimination of pride or ego (haumai).</li></ul> <p><b>What are the main Sikh beliefs about the nature of human life?</b></p> <ul style="list-style-type: none"><li>• Belief in the oneness of humanity and in the equality of all, including complete equality of women with men</li></ul> <p><b>The expression of the equality of all in</b></p> <ul style="list-style-type: none"><li>• The stories of the lives of Gurus, including Guru Nanak and Guru Gobind Singh.</li><li>• The Guru Granth Sahib.</li><li>• In Sikhism today.</li></ul>	<p><b>3.1.7.2 Practices</b></p> <p><b>What is the role of Sikhism in the local and worldwide community?</b></p> <p><b>Worship and service</b></p> <ul style="list-style-type: none"><li>• Religious features of the gurdwara: design, furniture, and artefacts; the practices associated with these features and their importance, including the palki and takht.</li><li>• The role of gurdwara within the Sikh community.</li><li>• The role of prayer in the home, GGS 305:4.</li><li>• The role and importance of the akhand path.</li><li>• The meaning and significance of langar as an expression of sewa.</li><li>• The significance of meditating of the name of God (nam japna) in daily life and in the gurdwara.</li></ul> <p><b>What is the importance of Festivals to the Sikh community?</b></p> <ul style="list-style-type: none"><li>• Festivals and their importance for Sikhs in Great Britain today, including the origins and significance of the following:</li><li>• Vaisakhi (Baisakhi)</li><li>• Divali</li><li>• Gurpurbs, including Guru Nanak's birthday and differences in the way gurpurbs are celebrated in India and Great Britain.</li><li>• The importance of visiting Sikh historical gurdwaras, including the Golden Temple (Karimandir Sahib) in Amristsar.</li><li>• Birth and naming ceremonies including their meaning and significance.</li><li>• The initiation ceremony (Amrit Sanskar), including the meaning and importance of Khalsa and the five Ks, and the difference perspectives of sajhari and amritchari Sikhs.</li></ul>

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<p><b>What is the role of the church in the local and worldwide community?</b></p> <ul style="list-style-type: none"> <li>• The role of Church in the local community, including food banks and street pastors.</li> <li>• The place of mission, evangelism and Church including working for reconciliation.</li> <li>• How Christian churches respond to persecution.</li> <li>• The work of one of the following - Catholic Agency for Overseas Development (CAFOD), Christian Aid, Tearfund</li> </ul>	<ul style="list-style-type: none"> <li>• Sewa: the importance and priority of service to others, including physical (tan), mental (man) and material (dhan).</li> <li>• The role and importance of the sangat (religious community).</li> </ul>	<ul style="list-style-type: none"> <li>• The significance and use of the names of Singh and Kaur.</li> </ul> <p><b>NB.</b>  <b>*Year 10 groups may have different amounts of time allocation and, therefore, some groups may start the Year 11 Themes Scheme of Work partly during Year 10.</b></p>
<p><b>ASSESSMENT</b>                  Specimen questions will be used as standard Assessment Tests at regular intervals. (4Rs Retrieve)                  Exemplar Material from AQA will used.                  (4Rs Revisit &amp; 4Rs Rehearse of 5-mark &amp; 12-mark Questions)</p>	<p><b>ASSESSMENT</b>                  Specimen questions will be used as standard Assessment Tests at regular intervals. (4Rs Retrieve)                  Exemplar Material from AQA will used.                  (4Rs Revisit &amp; 4Rs Rehearse of 5-mark &amp; 12-mark Questions)</p>	<p><b>ASSESSMENT</b>                  Specimen questions will be used as standard Assessment Tests at regular intervals. (4Rs Retrieve)                  Exemplar Material from AQA will used.                  During this term students will sit a Mock exam using AQA examples.                  (4Rs Revisit &amp; 4Rs Rehearse of 5-mark &amp; 12-mark Questions)</p>



**SUBJECT: GCSE RELIGIOUS STUDIES EXAMINATION BOARD: AQA SPEC A**

AUTUMN TERM - YEAR 11	SPRING TERM - YEAR 11	SUMMER TERM - YEAR 11
<p><b>3.2 Component 2: Thematic Studies</b>  <b>Religious, philosophical and ethical studies</b>                      Students must demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>The religious traditions of Great Britain are, in the main, Christian.</li> <li>The religious traditions in Great Britain are diverse.</li> <li>Students may draw upon Christianity, Buddhism, Hinduism Islam, Judaism and Sikhism, as well as other religions and non-religious beliefs such as atheism and humanism.</li> </ul> <p><b>3.2.1.2. Theme B: religion and life</b>  <b>'What are the Religious views on Moral issues?'</b></p> <ul style="list-style-type: none"> <li>Abortion</li> <li>Euthanasia</li> <li>Animal experimentation</li> </ul> <p><b>'What are the origins and value of the universe?'</b></p> <ul style="list-style-type: none"> <li>The origins of the universe, including:</li> <li>Religious teachings about the origins of the universe and the relationship between scientific views, such as the Big Bang theory, and religious views.</li> <li>Religious teaching about stewardship, dominion, responsibility, awe and wonder.</li> <li>The use and abuse of the environment, and animals</li> </ul> <p><b>'What are the origins and value of human life?'</b></p> <ul style="list-style-type: none"> <li>The concepts of sanctity of life and the quality of life.</li> <li>Abortion, including situations when the mother's life is at risk.</li> <li>Ethical arguments related to abortion.</li> <li>Euthanasia</li> </ul>	<p><b>3.2.1.6 Theme F: Religion, human rights and social justice</b>  <b>'What are the religious views of human rights and social justice?'</b>                      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:</p> <ul style="list-style-type: none"> <li>Status of women in religion</li> <li>The uses of wealth</li> <li>Freedom of religious expression</li> </ul> <p><b>Human rights</b></p> <ul style="list-style-type: none"> <li>Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</li> <li>Issues of equality and freedom of religious expression.</li> <li>Human rights and the responsibilities that come with rights.</li> <li>Social justice, racial prejudice and discrimination.</li> <li>Ethical arguments, including positive discrimination.</li> </ul> <p><b>Wealth and poverty</b></p> <ul style="list-style-type: none"> <li>The right attitude to and uses of wealth.</li> <li>The responsibilities of wealth, including the duty to tackle poverty and its causes.</li> <li>Exploitation of the poor including issues such as: fair pay, people-trafficking</li> <li>The responsibilities of those living in poverty to help themselves overcome the difficulties.</li> <li>Charity, including issues related to giving money to the poor.</li> </ul> <p><b>3.2.1.4 Theme D: Religion, peace and conflict</b>  <b>'What are the religious views on peace and conflict?'</b></p>	<p>This term is devoted to revision for both papers.</p> <p><b>Paper1:</b> Study of two religions</p> <p><b>Paper 2:</b> Religious, philosophical and Ethical Thematic Studies.</p> <p>1 hour 45 minutes each, with a range of A01 and A02 questions</p> <p><b>NB</b>  <b>Due to different time allocations in Years 10 and 11, some groups may start Year 11 completing the Sikhism module from the Year 10 Scheme of Work.</b></p>



**SUBJECT: GCSE RELIGIOUS STUDIES**

**EXAMINATION BOARD: AQA SPEC A**

<ul style="list-style-type: none"> <li>Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</li> </ul> <p><b>3.2.1.5. Theme E: Religion, crime and punishment</b>  <b>What are the religious views on crime and punishment?</b>          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:</p> <ul style="list-style-type: none"> <li>Corporal punishment</li> <li>Death penalty</li> <li>Forgiveness</li> </ul> <p><b>What are the views of Religion on crime and the causes of crime?</b></p> <ul style="list-style-type: none"> <li>Reasons for crime.</li> <li>Opposition to an unjust law.</li> <li>Views about people who break the law for these reasons.</li> </ul> <p><b>What are the Religious views of punishment?</b></p> <ul style="list-style-type: none"> <li>The aims of punishment, including retribution, deterrence, reformation</li> <li>The treatment of criminals, including prison, corporal punishment and community service</li> <li>Forgiveness</li> </ul> <p>Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>Violence, weapons of mass destruction</li> <li>Pacifism, terrorism and war</li> </ul> <p>The meaning and significance of:</p> <ul style="list-style-type: none"> <li>Peace, justice, forgiveness, reconciliation.</li> <li>Reasons for war, including greed, self-defence and retaliation.</li> <li>The just war theory, including the criteria.</li> <li>Holy war</li> </ul> <p><b>What are the challenges to Religion and belief in 21st century conflict?</b></p> <ul style="list-style-type: none"> <li>Religion and belief as a cause of war and violence in the contemporary world.</li> <li>Nuclear weapons, including nuclear deterrence.</li> <li>The use of weapons of mass destruction.</li> <li>Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.</li> <li>Religious responses to the victims of war including the work of one present day religious organisation.</li> </ul>	
<p><b>ASSESSMENT</b>          Specimen questions will be used as standard Assessment Tests at regular intervals. (4Rs Retrieve) Exemplar Material from AQA will used.          (4Rs Revisit &amp; 4Rs Rehearse of 5-mark &amp; 12-mark Questions)</p>	<p><b>ASSESSMENT</b>          Specimen questions will be used as standard Assessment Tests at regular intervals. (4Rs Retrieve) Exemplar Material from AQA will used.          (4Rs Revisit &amp; 4Rs Rehearse of 5-mark &amp; 12-mark Questions)</p>	<p><b>ASSESSMENT</b>          Two summer examination in May, both 1 hour 45 minutes in length. (4Rs Retrieve)          (4Rs Revisit &amp; 4Rs Rehearse of 5-mark &amp; 12-mark Questions)</p>