

<b>Key Stage 4 (10/11) Core</b>	
<b>Curriculum day 1</b>	<p><b>Year 10: Multi-faith day</b></p> <p>Students will meet representatives from a variety of different faiths. They will talk to students about their beliefs and how they impact their daily lives and inform their thinking.</p> <p>This builds on the work that students cover at key stage 3 about different faiths and beliefs. Students are enabled to hear and see how faith informs the lives of individuals and make comparisons across multiple faith groups.</p>
<b>Curriculum day 2</b>	<p><b>Year 10: My faith and morality: how different faiths interpret different contemporary issues</b></p> <p>Students will develop their knowledge of different faiths by speaking to representatives of different faiths. In this session they will hear how different faiths interpret contemporary moral issues.</p> <p>This builds on the last session where students were able to see how the theory of beliefs covered in key stage 3 are applied day to day by individuals. In this session they will be able to hear how the belief systems of different faiths impact on attitudes to sex, marriage, the environment, gender roles, crime and punishment or charity.</p>
<b>Curriculum day 3</b>	<p><b>Year 11: Moral dilemmas: examining critical approaches to social and moral issues in the contemporary world</b></p> <p>Students will look at a contemporary moral issue. They will be exposed to differing views based on faith, belief, philosophy and psychology.</p> <p>Students will examine the differing views about an issue and apply critical thinking to develop their own view. This extends their understanding of belief systems, how they shape life, impact on the development of identity and how interpretations class.</p>

## Key Stage 4 (10)

Course title: Religious Studies Specification A

Exam board: AQA

Specification code: 8062MA

<p><b>Summer 2 (June – July) to Autumn 2 (October)</b></p>	<p><b>Relationships &amp; Families</b></p> <p>In this, the first of the four themes units, students will study the issues below from Christian, Hindu and non-religious viewpoints. There is a particular emphasis on diversity within religious traditions and understanding the reasons for this.</p> <p>Sexual relationships before marriage &amp; contraception Human sexuality including heterosexual and homosexual relationships. The nature and purpose of marriage including same-sex marriage and cohabitation. Divorce, including reasons for divorce, and remarrying. The nature of families, including the role of parents and children, extended families and the nuclear family. Contemporary family issues including same-sex parents and polygamy. The roles of men and women in religion and the family. Gender equality, gender prejudice and discrimination.</p>
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<p><b>Autumn 2 (November – December) to Spring 1 (January – February)</b></p>	<p><b>Religion &amp; Life</b></p> <p>In this, the second of the 4 themes units, students will again study the issues below from Christian, Hindu and non-religious viewpoints. They will be able to apply the knowledge, understanding and interpretive skills they have gained in the first unit and understand why there is diversity within religious traditions.</p> <p>[During this unit the students will visit a local Hindu temple]</p> <p>Religious teachings about the origins of the universe, and different interpretations of these.</p> <p>The relationship between scientific views, such as the Big Bang theory, and religious views.</p> <p>The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.</p> <p>The use and abuse of the environment, including the use of natural resources, pollution.</p> <p>The use and abuse of animals, including animal experimentation and the use of animals for food.</p> <p>Religious teachings about the origins of human life, and different interpretations of these.</p> <p>the relationship between scientific views, such as evolution, and religious views.</p> <p>The concepts of sanctity of life and the quality of life.</p> <p>Ethical arguments related to abortion and euthanasia, including those based on the sanctity of life and quality of life.</p> <p>Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</p>
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<p><b>Spring 1 (January – February) to Spring 2 (February – March)</b></p>	<p><b>Christian Beliefs</b></p> <p>At this stage students begin their study of specific religions beginning with Christianity. Here they will draw on content learned from KS1,2 and 3 as well as their religious cultural capital.</p> <p>The nature of God as omnipotent, loving and just, and the problem of evil and suffering.</p> <p>The oneness of God and the Trinity: Father, Son and Holy Spirit.</p> <p>Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).</p> <p>Different Christian beliefs about the afterlife and their importance, including resurrection, judgement, heaven and hell.</p> <p>[The teachings about Jesus are taught intensively during annual visit by a group of students from Baylor College, Waco, Texas.]</p> <p>The incarnation of Jesus. His life, the crucifixion, resurrection and ascension.</p> <p>sin, including original sin.</p> <p>What Christians mean by salvation including atonement law, grace and Spirit.</p>
<p><b>Summer 1 (April – June)</b></p>	<p><b>Christian Practices</b></p> <p>[This unit includes a visit to three contrasting local churches.]</p> <p>Different forms of worship and their significance: liturgical, non-liturgical and informal.</p> <p>Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer.</p> <p>The role and meaning of the sacraments.</p> <p>Infant and believers' baptism; different beliefs about infant baptism.</p> <p>Holy Communion/Eucharist including different ways in which it is celebrated and different interpretations of its meaning.</p> <p>The role and importance of pilgrimage as exemplified at Lourdes and Iona</p> <p>The celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.</p> <p>The role of the Church in the local community, including food banks and street pastors.</p> <p>The place of mission, evangelism and Church growth.</p> <p>The importance of the worldwide Church including working for reconciliation and responding to persecution.</p> <p>The work of the following: Catholic Agency for Overseas Development (CAFOD), Christian Aid, Tearfund.</p>

<p><b>Summer 2 (June – July) to Autumn 1 (yr11) (September – October) &amp; Autumn 2 (October – December)</b></p>	<p><b>Muslim Beliefs &amp; Practices</b></p> <p>In this unit, Muslim beliefs and practices are taught together. This is because Islam doesn't draw a clear distinction between the two. For example, Shahadah is the first of Five Pillars of Muslims practice but contains two of the most central beliefs in Tawhid &amp; Risalah.</p> <p>[This unit includes a workshop at a local mosque run by the Islamic Diversity Centre.]</p> <p>The nature of God: Tawhid (the Oneness of God) omnipotence, beneficence, mercy, fairness and justice, immanence and transcendence. Angels, their nature and role, including Jibril and Mika'il. Predestination and human freedom and its relationship to the Day of Judgement. Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. Qur'an: revelation and authority and other Holy books. The imamate in Shi'a Islam: its role and significance. The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.</p> <p>Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam  <b>Shahadah:</b> declaration of faith and its place in Muslim practice.  <b>Salah:</b> How and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam.  <b>Sawm:</b> the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power.  <b>Zakah:</b> the role and significance of giving alms including origins, how and why it is given, benefits of receipt.  <b>Hajj:</b> the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance.  Jihad: different understandings of jihad: greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.  Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.</p>
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<p><b>Spring 1 (January – February) to Spring 2 (February – March)</b></p>	<p><b>Crime &amp; Punishment</b></p> <p>In the final two units, students return to themes units. Here they are able to draw on responses from all three religions studied so far, Christians, Muslims and Hindus.</p> <p>Religion, crime and the causes of crime.          Good and evil intentions and actions, including whether it can ever be good to cause suffering.          Reasons for crime, including poverty and upbringing, mental illness and addiction, greed and opposition to an unjust law.          Religious attitudes to hate crimes, theft and murder.          The aims of punishment, including retribution, deterrence, reformation.          The treatment of criminals, including, prison, corporal punishment, community service.          Religious and ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</p>
<p><b>Spring 2 (February – March)</b></p>	<p><b>Human Rights &amp; Social Justice</b></p> <p>Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and LGBTQ+ people.</p> <p>Issues of equality, freedom of religion and belief including freedom of religious expression.          Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.          Religious and ethical arguments related to racial discrimination (including positive discrimination).          Religious and ethical attitudes to wealth and poverty including the responsibilities of wealth and the duty to tackle poverty and its causes.          Exploitation of the poor including issues relating to, fair pay, excessive interest on loans, people-trafficking.          The responsibilities of those living in poverty to help themselves overcome the difficulties they face.          Charity, including issues related to giving money to the poor.</p>