

<b>Key Stage 4 (10/11) Core</b>	
<b>Curriculum day 1</b>	<p><b>Year 10: Where is God?</b></p> <p>Students will consider the question of the day through multiple lenses, having many opportunities to reflect on their own answers and lives as we go through our course of study. This unit of study is based on a series of academic writings by Kim Knott, and will encourage thoughtful discussion of what it means to have faith in modern Britain, as well as where our hopes for the future might be if traditional religious beliefs and practices don't resonate with us.</p> <p>The aims for this session are:</p> <ul style="list-style-type: none"> <li>• To discuss the many and varied spiritual experiences we all may have had or shared, regardless of our personal belief.</li> <li>• To consider where faith may be encountered, and how we should treat it when we do.</li> <li>• To question how religion is treated in the UK, and if this needs to change along with religious belief.</li> </ul>
<b>Curriculum day 2</b>	<p><b>Year 10: Spiritual Traditions</b></p> <p>Students will develop their knowledge of alternative faiths from around the world. Some of these, like Paganism, Shinto and Confucianism, have helped to shape the world as we know it today. Others, like the Baha'i and the Jains, are newer ways of understanding some traditional religions, but are increasing in popularity today. The Yoruba have shaped Nigerian and West African understandings of the world, and continue to do so, despite increasing pressure from Christianity and Islam.</p> <p>There are three aims for this session:</p> <ul style="list-style-type: none"> <li>• To explain how traditions like Paganism and Shinto feel about the natural world and our duties towards it.</li> <li>• To consider what their legacy could be and how they would like to be remembered when they're gone, following your studies of Confucianism and the Yoruba.</li> <li>• Through learning about Confucianism and Baha'i they will have considered their role within our society.</li> </ul>
<b>Curriculum day 3</b>	<p><b>Year 11: War, Terror, Peace and Justice</b></p> <p>Students will have the opportunity to ask big questions about the rights and responsibilities they have, both as citizens of the world and as elective combatants, should they chose to join the military. This day does not focus on any particular religion, but does discuss the morality of war and terror and asks how we can aim to live peacefully and in justice in a world that often seems the opposite of both of these things. We will also have a session on Pacifism led by members of our local Quaker community.</p> <p>The aims for these lessons are:</p> <ul style="list-style-type: none"> <li>• To discover what is meant by 'Just War Theory' and where these ideas come from.</li> <li>• How are wars declared and why?</li> <li>• How much responsibility do soldiers have for their actions during war? If not with them, then where does the responsibility lie?</li> <li>• Why would we want to strive for peace in a world like ours, and how can we work for a better future for all?</li> </ul>

Key Stage 4 (10)	
Course title: Religious Studies Specification A	
Exam board: Eduqas	
Specification code: C120P3 (Islam option)	
<p><b>Summer 2 (June – July) to Autumn 2 (October)</b></p>	<p><b>Islamic Beliefs</b></p> <p>We begin with the key beliefs and teachings of Islam in order to be able to apply these to the 'Issues of...' units later in the school year. Students will be able to explain these beliefs and teachings, and will be able to discuss the impact they may have on believers. Students will also consider diversity of belief within Islam. Students should draw on content from Key Stages 1, 2 and 3, along with their subject specific cultural capital.</p> <p>Topics covered in this unit will include:</p> <p>The history of Islam,  Prophethood – their roles and importance,  Prophet Muhammad,  Sunni and Shi'a beliefs,  The Nature of Allah,  Angels – their roles and importance,  The Qur'an – how to treat it and why it is important,  Kutub'allah – the other holy texts of Islam,  Predestination,  The Day of Judgment and the Afterlife.</p> <p>We will also formally cover exam skills in this unit.</p>

<p><b>Autumn 2 (November – December) to Spring 1 (January)</b></p>	<p><b>Christian Beliefs</b></p> <p>We then move on to the key beliefs and teachings of Christianity in order to be able to apply these to the ‘Issues of...’ units later in the school year. Students will be able to explain these beliefs and teachings, and will be able to discuss the impact they may have on believers. Students will also consider diversity of belief within Christianity. Students should draw on content from Key Stages 1, 2 and 3, along with their subject specific cultural capital.</p> <p>Topics covered in this unit will include:</p> <p>A brief history of Christianity &amp; Christianity in Britain, The nature of God, Beliefs and teachings about the Trinity, Jesus as the incarnation of God, The life of Jesus, Beliefs about creation, including stewardship and dominion, The Problem of Evil and Suffering, Christian responses to the Problem of Evil and Suffering, The relationship between sin, salvation, grace and the Law, Atonement, Eschatology – the study of Christian beliefs about the afterlife.</p> <p>[There will be a visit to some local churches in this unit].</p> <p>As this unit requires more time, there will be a mid-unit assessment along with the standard end of unit assessment.</p>
<p><b>Spring 1 (January – February) to Spring 2 (February)</b></p>	<p><b>Issues of Relationships</b></p> <p>At this stage students begin their applied studies in the thematic units. This is the first of four thematic units, which will be studied from Christian and Islamic perspectives. Non-religious perspectives should also be studied, but this is not assessed. There is a particular emphasis on diversity within and across religious traditions and understanding the reasons for this.</p> <p>Topics covered in this unit will include:</p> <p>The role and importance of the family, Marriage ceremonies and the importance of marriage, Beliefs and teachings about cohabitation, Beliefs and teachings on adultery and divorce, Attitudes towards sexual relationships, Beliefs and teachings about contraception, Religious attitudes to same sex relationships, Attitudes towards gender prejudice and discrimination.</p>

<p><b>End of Spring 2 (March – April) &amp; Summer 1 (April – June)</b></p>	<p><b>Issues of Life and Death</b></p> <p>This is the second of four thematic units, which will be studied from Christian and Islamic perspectives. <b>Non-religious perspectives are also assessed in this unit.</b> There is a particular emphasis on diversity within and across religious traditions and understanding the reasons for this.</p> <p>Topics covered in this unit will include:</p> <p>The origins of the universe, The design arguments, The theory of evolution and religious attitudes to it, Science and religion, Science vs religion, Stewardship and dominion, The sanctity of life, When life begins, Religious attitudes to abortion, including the case studies of Savita Halappanavar and Gianna Jessen, Religious attitudes to euthanasia including the case study of Tony Nicklinson, Hospice care, Dualist and materialist understandings of the soul, Beliefs about the afterlife and how funeral practices reflect them.</p> <p>As this unit requires more time, there will be a mid-unit assessment along with the standard end of unit assessment.</p>
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<p><b>Summer 2 (June – July) to Autumn 1 (yr11) (September)</b></p>	<p><b>Islamic Practices</b></p> <p>In this unit, Muslim beliefs are revised through the teaching of Islamic practices. For example, Shahadah is the first of Five Pillars of Muslims practice but contains two of the most central beliefs in Tawhid &amp; Risalah. Students will be able to draw links between the two, and comment on both diversity of belief between Sunni and Shi’a Muslims as well as how these practices may have to be altered for Muslims practicing in Britain today.</p> <p>[This unit includes a places of worship visit, where students will have the opportunity to visit diverse churches in Newcastle, as well as mosques.]</p> <p>Topics covered in this unit include:</p> <p>Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi’a Islam</p> <p><b>Shahadah:</b> declaration of faith and its place in Muslim practice.</p> <p><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.</p> <p><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.</p> <p><b>Zakah:</b> the role and significance of giving alms including origins, how and why it is given, benefits of receipt.</p> <p><b>Hajj:</b> the role and significance of the pilgrimage to Mecca including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka’aba at Mecca, Mina, Arafat, Muzdalifah and their significance.</p> <p>Jihad: different understandings of jihad: greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.</p> <p>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>Autumn 2 (October – December)</b></p>	<p><b>Christian Practices</b></p> <p>In this unit, Christian beliefs are revised through the teaching of Christian practices. For example, the life and teachings of Jesus are made clear through the forms of worship and the sacraments. Students will be able to draw links between the two, and comment on both diversity of belief between various Christian groups as well as how these practices may have to be altered for Christians practicing in Britain today.</p> <p>Topics covered in this unit will include:</p> <p>Different forms of worship and their significance: liturgical, non-liturgical and informal,  Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer,  The role and meaning of the sacraments,  Infant and believers' baptism; different beliefs about infant baptism,  Holy Communion/Eucharist including different ways in which it is celebrated and different interpretations of its meaning,  The role and importance of pilgrimage as exemplified at Taizé and Walsingham,  The celebrations of Christmas and Easter, including their importance for Christians in Great Britain today,  The role of the Church in the local community, including food banks and street pastors,  The place of mission, evangelism and Church growth,  The importance of the worldwide Church including working for reconciliation and responding to persecution.  The work of the following: Catholic Agency for Overseas Development (CAFOD), Christian Aid, Tearfund,  The role of the Church in Great Britain, including in the census, buildings, laws, traditions, festivals and education.</p>
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<p><b>Spring 1 (January – February) to Spring 2 (February – March)</b></p>	<p><b>Issues of Good and Evil</b></p> <p>In the final two units, students return to themes units. Here they are able to draw on responses from all both religions studied so far, Christianity and Islam. Non-religious perspectives should also be studied, but this is not assessed. There is a particular emphasis on diversity within and across religious traditions and understanding the reasons for this.</p> <p>Topics covered in this unit will include:</p> <p>Religion, crime and the causes of crime, Making moral decisions, 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, prison chaplains and community service. Religious and ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life, Origins of evil and suffering and Christian and Islamic responses to this.</p>
<p><b>Spring 2 (February – March)</b></p>	<p><b>Issues of Human Rights</b></p> <p>In this final unit, prejudice and discrimination in religion and belief, including the status and treatment within religion of people of colour, people with wealth and poverty. Students will be able to discuss different case studies throughout this unit, along with the teachings of Christians and Muslims towards these issues.</p> <p>Topics covered in this unit will include:</p> <p>Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others, Personal conviction, Censorship and freedom of religious expression, Extremism in both Christianity and Islam, Religious and ethical arguments related to racial discrimination, Religious and ethical attitudes to wealth and poverty including the responsibilities of wealth and the duty to tackle poverty and its causes.</p>