

Roundwood Park School



GCSE Religious Studies - Edexcel B

Edexcel Religious Studies B will allow students to apply a wide range of concepts allowing them to confidently interpret, contextualise and analyse the expressions of religions and world views they encounter.

The Aims of Religious Studies:

- develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community
- demonstrate knowledge and understanding of two religions
- demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith
- understand the influence of religion on individuals, communities and societies
- understand significant common and divergent views between and/or within religions and beliefs
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

The learning sequence outlined in this Scheme of Work provides a framework for a full GCSE studied over two years which can be used to develop students' understanding of religious beliefs in order to be able to respond to the issues that are studied in later sections. The approach places the emphasis on the students' developing their knowledge and understanding of religious beliefs and teachings enabling students to assess and analyse these beliefs and teachings and thus meet the assessment objectives AO1 and AO2.

- Area of Study 1: Students study Christianity through the topics of Christian Beliefs, Marriage and the Family, Living the Christian Life and Matters of Life and Death. Students will be assessed with AO1 and AO2 by a 1 hour and 45-minute examination paper.
- Area of Study 2: Students will study Islam through the topics of Muslim Beliefs, Crime and Punishment, Living the Muslim Life and Peace and Conflict. Students will be assessed with AO1 and AO2 by a 1 hour and 45-minute examination paper.

Year / term	Unit of work:	Assessment
Yr 10 Autumn	<p>Christianity Paper</p> <p>Section 1 Christian Beliefs</p> <p>1.1 The Trinity</p> <p>1.2 The creation of the universe and of humanity</p> <p>1.3 The Incarnation: the nature and importance of the person of Jesus Christ as the incarnate Son of God</p> <p>1.4 The last days of Jesus' life: the Last Supper, betrayal, arrest, trial, crucifixion, resurrection and ascension of Jesus</p> <p>1.5 The nature and significance of salvation and the role of Christ within salvation</p> <p>1.6* Christian eschatology</p> <p>1.7 The problem of evil/suffering and a loving and righteous God</p> <p>1.8 Divergent solutions offered to the problem of evil/suffering and a loving and righteous God</p> <p>Section2 Marriage and the family</p> <p>2.2 The importance and purpose of marriage for Christians</p> <p>2.2 Christian teachings about the nature and importance of sexual relationships</p> <p>2.3 Christian teachings about the purpose and importance of the family including</p> <p>2.4 Support for the family in the local</p> <p>2.5 Christian teaching about family planning and regulation of</p> <p>2.6 Christian teachings and attitudes towards divorce and remarriage</p> <p>2.7 Christian teaching about the equality of men and women in the family</p> <p>2.8 Christian teachings about gender prejudice and discrimination</p> <p style="text-align: center;"></p>	<p>End of unit's exam paper covering</p> <p>AO1</p> <p>Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • Beliefs, practices and sources of authority • Influence on individuals, communities and societies • Similarities and differences within and/or between religions and beliefs. <p>AO2</p> <p>Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p>Subject specific language taught through lessons, on line quizzing and to be used in assessment, reading of set texts and articles as pairs, groups and class</p> <p>https://qualifications.pearson.com/content/dam/pdf/GCSE/Religious%20Studies/2016/teaching-and-learning/GCSE_RS_SPEC_B-Useful%20Terminology.pdf</p>
Super Curricular	<p>Christianity: Read Chapter 2: From the Beginning of the Universe of <i>The Puzzle of Christianity</i> by Peter and Charlotte Vardy</p> <p>Christianity: Watch 'A.J. Jacobs: My year of living biblically' https://www.youtube.com/watch?v=B5MkpzMAOZM</p> <p>Present the key ideas in a storyboard or mind-map</p> <p>Christianity: Listen to the podcast on 'The God Particle' – consider Is the “God particle” truly “a blow to the Christian faith,”? https://player.fm/series/science-scripture-salvation/does-the-god-particle-prove-the-big-bang</p> <p>Women and the Church: Read Chapter 13 of <i>Bible Matters</i> by Peter and Charlotte Vardy</p>	

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Yr 10 Spring	<p>Section 3 Living the Christian Life</p> <p>3.1 Christian worship</p> <p>3.2 The role of the sacraments in Christian life and their practice in two denominations</p> <p>3.3 The nature and purpose of prayer</p> <p>3.4 Pilgrimage</p> <p>3.5 Christian religious celebrations</p> <p>3.6 The future of the Christian Church</p> <p>3.7 The role and importance of the local church in the local community</p> <p>3.8 The role and importance of the Church in the worldwide community</p> <p>Section 4 Matters of Life and Death</p> <p>4.1 Christian teachings about the origins and value of the universe</p> <p>4.2 Christian teachings about the sanctity of life</p> <p>4.3 Christian responses to scientific and non-religious explanations about the origins and value of human life</p> <p>4.4 Implications of the value and sanctity of life for the issue of abortion</p> <p>4.5 Christian teachings and beliefs about life after death</p> <p>4.6 Christian responses to non-religious arguments against life after death</p> <p>4.7 Implications of Christian teachings about the value and sanctity of life for the issue of euthanasia</p> <p>4.8 Christian responses to issues in the natural world</p>	<p>End of unit's exam paper covering</p> <p>AO1</p> <p>Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> ● Beliefs, practices and sources of authority ● Influence on individuals, communities and societies ● Similarities and differences within and/or between religions and beliefs. <p>AO2</p> <p>Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p>Subject specific language taught through lessons, on line quizzing and to be used in assessment, reading of set texts and articles as pairs, groups and class</p> <p>https://qualifications.pearson.com/content/dam/pdf/GCSE/Religious%20Studies/2016/teaching-and-learning/GCSE_RS_SPEC_B-Useful%20Terminology.pdf</p>
Super Curricular	<p>Women and the Church: Read Chapter 13 of <i>Bible Matters</i> by Peter and Charlotte Vardy</p> <p>Read <i>The Puzzle of Christianity</i> by Peter and Charlotte Vardy</p> <p>Christianity: Listen to the podcast on philosophy and religion on TED ed https://ed.ted.com/lessons?category=philosophy-religion</p>	

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Yr 10 Summer	<p>Islam Paper</p> <p>Section 1 Muslim Beliefs</p> <p>1.1 The six Beliefs of Islam</p> <p>1.2 The five roots of 'Usul ad-Din in Shi'a</p> <p>1.3 The nature of Allah</p> <p>1.4 RiSalah: the nature and importance of prophethood for Muslims</p> <p>1.5 Muslim holy books</p> <p>1.6 Malaikah: the nature and importance of angels for Muslims</p> <p>1.7 al-Qadr: the nature and importance of Predestination for Muslims</p> <p>1.8* Akhirah: Muslim teachings about life after death</p> <p>Section 2 Crime and Punishment</p> <p>2.1 Muslim attitudes towards justice</p> <p>2.2 Muslim attitudes towards crime; Muslim teachings and responses to the nature, causes and problem of crime</p> <p>2.3 Muslim teachings about good, evil and suffering</p> <p>2.4 Muslim attitudes towards punishment</p> <p>2.5 Muslim attitudes towards the aims of punishment</p> <p>2.6 Muslim teachings about forgiveness</p> <p>2.7 Muslim teachings about the treatment of criminals</p> <p>2.8 Muslim attitudes towards the death penalty</p>	<p>End of unit's exam paper covering</p> <p>AO1</p> <p>Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> ● Beliefs, practices and sources of authority ● Influence on individuals, communities and societies ● Similarities and differences within and/or between religions and beliefs. <p>AO2</p> <p>Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p>Subject specific language taught through lessons, on line quizzing and to be used in assessment, reading of set texts and articles as pairs, groups and class</p> <p>https://qualifications.pearson.com/content/dam/pdf/GCSE/Religious%20Studies/2016/teaching-and-learning/GCSE_RS_SPEC_B-Useful%20Terminology.pdf</p>
Super Curricular	<p>Islam: Read the BBC news or We Are Displaced: My Journey and Stories from Refugee Girls Around the World by Malala Yousafzai</p> <p>Islam: Search this on youtube the TedTalk on Islamophobia, What do you think when you look at me? Dalia Mogahed</p>	

Year / term	Unit of work	Assessment
Yr 11 Autumn	<p>Section 3 Living the Muslim Life</p> <p>3.1 Ten Obligatory Acts of Shi'a Islam.</p> <p>3.2 Shahadah as one of the Five Pillars</p> <p>3.3* Salah as one of the Five Pillars</p> <p>3.4 Sawm as one of the Five Pillars</p> <p>3.5 Zakah as one of the Five Pillars and Khums</p> <p>3.6 Hajj as one of the Five Pillars</p> <p>3.7 Jihad</p> <p>3.8 The nature, origins, activities, meaning and significance of the celebration/commemoration of Id-ul-Adha</p> <p>Section 4 Peace and Conflict</p> <p>4.1 Muslim attitudes towards peace:</p> <p>4.2 The role of Muslims in peacemaking</p> <p>4.3 Muslim attitudes to conflict</p> <p>4.4 Pacifism</p> <p>4.5 Just War theory</p> <p>4.6 Holy War</p> <p>4.7 Weapons of mass destruction (WMD)</p> <p>4.8 Issues surrounding conflict</p>	<p>End of unit's exam paper covering</p> <p>AO1</p> <p>Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> ● Beliefs, practices and sources of authority ● Influence on individuals, communities and societies ● Similarities and differences within and/or between religions and beliefs. <p>AO2</p> <p>Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p>Subject specific language taught through lessons, on line quizzing and to be used in assessment, reading of set texts and articles as pairs, groups and class</p> <p>https://qualifications.pearson.com/content/dam/pdf/GCSE/Religious%20Studies/2016/teaching-and-learning/GCSE_RS_SPEC_B-Useful%20Terminology.pdf</p>
Super Curricular	War and conflict: Listen to the following Ted Talk What I saw in the war by Janine di Giovann	

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Yr 11 Spring	Consolidation Exam question surgery Subject specific language taught through lessons, on line quizzing and to be used in assessment, reading of set texts and articles as pairs, groups and class https://qualifications.pearson.com/content/dam/pdf/GCSE/Religious%20Studies/2016/teaching-and-learning/GCSE_RS_SPEC_B-Useful%20Terminology.pdf	Exam paper covering AO1 Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none"> ● Beliefs, practices and sources of authority ● Influence on individuals, communities and societies ● Similarities and differences within and/or between religions and beliefs. AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.
Super Curricular	Use all the resources on the revision google classroom and links to stretch and challenge	