

### Curriculum Overview

#### YEAR 10

##### Term 1

Equality (Christian and Islamic point of view) – Pupils will learn about the Christian teachings and attitude towards equality and human rights as well as the nature, history and purpose of rights and equality. They will also explore the importance of religious freedom and attitudes to prejudice, discrimination, racial harmony, social justice and wealth and poverty, assessing the UK laws on equality and the Christian beliefs and responses to problems caused by inequalities. Where directed by the syllabus, comparisons will be made to the Islamic faith.

##### Term 2

Beliefs and teachings (Sikh and Hindu view point) Pupils will have the opportunity to explore key beliefs in the Sikh faith regarding the nature of God and humans understanding the importance of being 'God-centred'. They will also examine the five stages of liberation and the oneness of humanity and the equality of all, studying the teaching of Guru Nanak, Guru Gobind Singh and the Guru Granth Sahib. Pupils will then assess the importance of Sewa and the Sangat relating back to the teachings on human nature and equality. Where directed by the syllabus, comparisons will be made to the Hindu faith.

##### Term 3

Living the Sikh life (Sikh and Hindu point of view) Pupils will learn about the main practices followed within the Sikh faith. This will involve developing a deeper understanding of the role and function of worship and religious practises in the Gurdwara and the Guru Granth Sahib within the Sikh community. Pupils will also explore the meaning and purpose of religious festivals such as Bandi Chor and Vaisakhi and the rites of passage at birth and confirming one's own faith. Where directed by the syllabus, comparisons will be made to the Hindu faith.

#### YEAR 11

##### Term 1

Religion and Life (Sikh and Hindu point of view) Pupils will study the origins of the universe and the value of the world, assessing the use and abuse of the environment and animals. Pupils will also be encouraged to examine the debate around abortion and euthanasia, evaluating religious and non-religious views and the legal system in the UK comparing attitudes to the ethical questions asked in

other countries around the world. The final areas of study will be based on life after death where pupils will be asked to reflect on human action and karma and the impact this has on religious beliefs about the afterlife. Where directed by the syllabus, comparisons will be made to the Hindu faith.

## Term 2

Relationships and Families (Sikh and Hindu point of view) Pupils will learn about the Sikh view point on the nature and purpose of marriage and family. In this topic we will address issues around divorce and remarriage, relationships before marriage and the religious attitudes towards them, as well as the religious teachings on contraception, family planning, human sexuality and gender equality. Where directed by the syllabus, comparisons will be made to the Hindu faith.

### Subject Specific Skills

AO1 Demonstrate 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.

AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.

Command Word	Meaning	Number of Marks
State	Provide knowledge of religion and belief by recalling information	3
Outline	Provide knowledge of religion and belief by recalling factual information	3
Describe	Provide an understanding of religion and belief and contrast with that of another	4
Explain	There are two ways this command word will be used: 1. (marks) Provide understanding of an aspect of religion and belief and developing this beyond a habitual response. 2. (5 marks) Provide understanding of an aspect of religion and belief and developing this beyond a habitual response. In addition, students will be required to reference one source of wisdom or authority in support of their explanation.	5

Evaluate	Interpret a given stimulus in order to consider different viewpoints and perspectives relating to the importance or significance of a particular aspect of a religion or belief. Deconstruct the information or issue at hand, by 12 Page   21 constructing logical chains of reasoning and making connections between the elements in the question. Arguments must be justified by the appraisal of evidence leading to a supported conclusion	12
<b>Methods of Assessment and Exam Structure</b>		
Paper 1: Area of Study 1 – Religion and Ethics based on the Sikh faith = 50% Paper 3: Area of Study 3 – Religion, Philosophy and Social Justice based on the Christian faith = 50%		
<b>Religion and Faith Faculty</b>		
Mrs Susan Laddher - Whole school lead on Faith and Virtues development Miss Francesca Jones – Subject leader of Religion Mrs Gurkiran Chana – Teacher of Religion		
<b>How parents and carers can help</b>		
GCSE Text Books Religion, Philosophy and Social Justice through Christianity – Gordon Reid and Sara K Tyler GCSE Religious Studies for AQA A: Sikhism - GCSE Religious Studies - <a href="#">Cynthia Bartlett</a> (series editor), <a href="#">Marianne Fleming</a> (author), <a href="#">Peter Smith</a> (author), <a href="#">David Worden</a> (author) GSCE Bitesize Religious Education		