

## RE Unit Overview Year GCSE

### Religious Studies: Paper 1 Christianity

Christian Beliefs - Autumn term part 1 and first part of part 2				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Christian beliefs:</p> <p>Students will gain an understanding of the core Christian beliefs which guide a Christian's life.</p>	<p><b>Knowledge:</b> The Trinity, creation, incarnation, Jesus' last days, salvation, eschatology, the problem of evil, divergent solutions to the problem of evil.</p> <p><b>Understanding:</b> Students will understand key religious beliefs of Christianity including the belief of God in three forms. They will understand the different Biblical accounts of creation as well as the incarnation of God as Jesus. In particular, the importance of Jesus' last days and the salvation and atonement bought to Humanity. Students will understand the different opinions on eschatology and the impact of evil on the belief in God. Students will understand how to evaluate this knowledge.</p> <p><b>Skills:</b> Defining key Christian terms, describing, and explaining key beliefs, evaluating evidence, forming logical chains of reasoning, debating, and analysing, applying knowledge.</p>	<ul style="list-style-type: none"> <li>• Students will be able to use Christian terminology correctly and with confidence.</li> <li>• Descriptions of beliefs will be detailed and demonstrate scriptural evidence.</li> <li>• There will be a logical chain of reasoning in the essay answers with a justified conclusion.</li> <li>• Arguments will be fully evaluated, demonstrating an understanding of religious beliefs.</li> <li>• Comparisons and judgements may be made against other beliefs to support with evaluation.</li> </ul>	<p>This builds on prior learning that takes place at KS3, especially year 7 where some of the teachings of Christianity and key figures are explored.</p>	<p>Edexcel GCSE (9-1) Religious Studies B – Paper 1: Religion and Ethics – Christianity Student book.</p> <p>Religion and Ethics through Christianity.</p> <p>Religion and Ethics through Christianity: Workbook</p> <p>Revise Edexcel GCSE (9-1) Religious Studies B, Christianity &amp; Islam Revision Guide.</p> <p>Department produced revision guide.</p> <p>Miracle maker – section on last days of Jesus – media server</p> <p>Conspiracy road trip – creationism – media server</p>

**Matters of life and Death - Autumn term part 2 and beginning of Spring term part 1**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Matters of life and death:</p> <p>Students learn the Christian beliefs concerning matters of life and death. There is a focus on euthanasia, abortion, sanctity of life and the origins and values of the universe.</p>	<p>Knowledge: Origins and value of the universe, sanctity of life, origins and value of human life, abortion, euthanasia, life after death, issues in the natural world.</p> <p>Understanding: Students will understand that there are different Christian as well as different secular views on these issues. They will understand that although God had a role in the origins of the universe, the belief in this role may differ. Students will understand the meaning of the term sanctity of life and the impact of this on the views of abortion and euthanasia. An understanding of evolution is important and God's role in it. They will understand the different Christian and secular views on life after death and responses to arguments on this issue. Finally, students need to understand issues in the natural world and the responsibility that some believe they have for the environment.</p> <p>Skills: Defining key Christian terms, describing, and explaining key beliefs, evaluating evidence, forming logical chains of reasoning, debating, and analysing, applying knowledge.</p>	<ul style="list-style-type: none"> <li>• Students will be able to use Christian terminology correctly and with confidence.</li> <li>• Descriptions of beliefs will be detailed and demonstrate scriptural evidence.</li> <li>• There will be a logical chain of reasoning in the essay answers with a justified conclusion.</li> <li>• Arguments will be fully evaluated, demonstrating an understanding of religious beliefs.</li> <li>• Comparisons and judgements may be made against other beliefs to support with evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• In Year 9, the 'Relationship' unit explores the religious and secular beliefs of life after death.</li> <li>• Links are made with the content taught in the Christian Beliefs module at the beginning of KS4.</li> </ul>	<p>Edexcel GCSE (9-1) Religion and Ethics – Christianity Student book.</p> <p>Religion and Ethics through Christianity.</p> <p>Religion and Ethics through Christianity: Workbook</p> <p>Revise Edexcel GCSE (9-1) Religious Studies B, Christianity &amp; Islam Revision Guide.</p> <p>Department produced revision guide.</p> <p>Terry Pratchett: choosing to die – media server</p> <p>Abortion: the choice – media server</p> <p>The man who contacts the dead – Derren Brown investigates. – YouTube</p> <p>Blackfish – Netflix</p>

**Marriage and the Family - Part of Spring term part 1 and Spring Term part 2**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Marriage and the family:</p> <p>Students learn the Christian beliefs concerning issues surrounding marriage and the family and the changing nature of these.</p>	<p>Knowledge: Marriage, sexual relationships, families, support for the family in the local parish, contraception, divorce, equality of men and women in the family, gender prejudice and discrimination.</p> <p>Understanding: students will need to understand both religious and secular views and why these issues are important to some people and what it involves. They will understand that people have different views on sexual relationships and when they should take place. They will also need to have an understanding of the importance of family in society and the support that the local parish can offer families. Different views on contraception will need to be understood. Students need to grasp the issues related to divorce. Finally, they need to understand all issues surrounding gender prejudice and discrimination in families, society, and the Church.</p> <p>Skills: Defining key Christian terms, describing, and explaining key beliefs, evaluating evidence, forming logical chains of reasoning, debating, and analysing, applying knowledge.</p>	<ul style="list-style-type: none"> <li>• Students will be able to use Christian terminology correctly and with confidence.</li> <li>• Descriptions of beliefs will be detailed and demonstrate scriptural evidence.</li> <li>• There will be a logical chain of reasoning in the essay answers with a justified conclusion.</li> <li>• Arguments will be fully evaluated, demonstrating an understanding of religious beliefs.</li> <li>• Comparisons and judgements may be made against other beliefs to support with evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students cover the basics of these issues in two modules called relationships and equality in Year 9.</li> <li>• Links are made with the content taught in the Christian Beliefs and Matters of life and death modules.</li> </ul>	<p>Edexcel GCSE (9-1) Religious Studies B – Paper 1: Religion and Ethics – Christianity Student book.</p> <p>Religion and Ethics through Christianity.</p> <p>Religion and Ethics through Christianity: Workbook</p> <p>Revise Edexcel GCSE (9-1) Religious Studies B, Christianity &amp; Islam Revision Guide.</p> <p>Department produced revision guide.</p> <p>Cure me I'm gay – media server</p> <p>Dad's having a baby – SharePoint</p> <p>Hillary Clinton: the power of women – media server</p> <p>Strictly soul mates - SharePoint</p>

**Living the Christian Life -Summer term part 1 and half of summer part 2**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Living the Christian Life:</p> <p>Students learn how the key Christian beliefs impact the lived experience of a Christian. Actions of Christians are explored.</p>	<p>Knowledge: Worship, the sacraments, prayer, pilgrimage, celebrations, the future of the Church, the local church, and the worldwide Church.</p> <p>Understanding: Students will understand how Christians worship in different ways and that many churches recognise different sacraments. They will understand that there are different ways to pray and different reasons to pray to God. There will also be an understanding of why pilgrimage is seen as important by some Christians. They will gain an understanding of the importance of Easter and Christmas and the traditions involved in these. Students will understand why spreading the Christian faith is important to the future of the Church and how the local church can play an important role in the community. Finally, they will understand how the church aims to make a positive impact, especially in reconciliation.</p> <p>Skills: Defining key Christian terms, describing, and explaining key beliefs, evaluating evidence, forming logical chains of reasoning, debating, and analysing, applying knowledge.</p>	<ul style="list-style-type: none"> <li>• Students will be able to use Christian terminology correctly and with confidence.</li> <li>• Descriptions of beliefs will be detailed and demonstrate scriptural evidence.</li> <li>• There will be a logical chain of reasoning in the essay answers with a justified conclusion.</li> <li>• Arguments will be fully evaluated, demonstrating an understanding of religious beliefs.</li> <li>• Comparisons and judgements may be made against other beliefs to support with evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• In KS3 students are introduced to the beliefs of Christians and some of their traditions, for example the festivals of Christmas and Easter.</li> <li>• Links are made with the content that is taught in the Christian Beliefs module.</li> </ul>	<p>Edexcel GCSE (9-1) Religious Studies B – Paper 1: Religion and Ethics – Christianity Student book.</p> <p>Religion and Ethics through Christianity.</p> <p>Religion and Ethics through Christianity: Workbook</p> <p>Revise Edexcel GCSE (9-1) Religious Studies B, Christianity &amp; Islam Revision Guide.</p> <p>Department produced revision guide.</p> <p>Meet the Mormons – media server</p> <p>Pilgrimage with Simon Reeve – media server</p> <p>Pilgrimage: The road to Santiago – media server</p> <p>The battle for Christianity – media server</p>

**Muslim Beliefs - half of summer part 2 and autumn term part 1.**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Muslim Beliefs:</p> <p>Students will gain an understanding of the core Islamic beliefs which guide a Muslim's life.</p>	<p>Knowledge: The Six Beliefs. The Five Roots as believed by Shia Muslims. The nature of Allah. Prophethood. Holy books. Angels. Predestination. The afterlife.</p> <p>Understanding: Students will understand key religious beliefs of Islam including the belief in Allah and the various Prophets, concluding with Muhammed. They will understand the nature and purpose of Angels and the impact both Allah and their actions have on the afterlife. Students will understand how to evaluate this knowledge.</p> <p>Skills: Defining key Islamic terms, describing, and explaining key beliefs, evaluating evidence, forming logical chains of reasoning, debating, and analysing, applying knowledge.</p>	<ul style="list-style-type: none"> <li>• Students will be able to use Islamic terminology correctly and with confidence.</li> <li>• Descriptions of beliefs will be detailed and demonstrate scriptural evidence.</li> <li>• There will be a logical chain of reasoning in the essay answers with a justified conclusion.</li> <li>• Arguments will be fully evaluated, demonstrating an understanding of religious beliefs.</li> <li>• Comparisons and judgements may be made against other beliefs to support with evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• There is some overlap with the Paper 1: Christianity as to the Nature of God. Key words are recapped.</li> <li>• Knowledge of Prophets, Holy Books and Angels are also built upon from the Christianity paper.</li> </ul>	<p>Religion, Peace and Conflict through Islam. W.A. Ahmedi</p> <p>Religion, Peace and Conflict through Islam: Workbook</p> <p>Revise Edexcel GCSE (9-1) Religious Studies B, Christianity &amp; Islam Revision Guide.</p> <p>Department produced revision guide.</p> <p>My life, my religion: Islam – media server</p> <p>Muslims like us – media server</p> <p>Extremely British Muslim- media server</p>

**Crime and Punishment - Autumn Term part 2**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Crime and punishment:</p> <p>Students learn the Islamic beliefs concerning crime and punishment, including the importance of justice, the aims of punishment and why forgiveness is important.</p>	<p>Knowledge: Justice, crime, good evil and suffering, punishment, aims of punishment, forgiveness treatment of criminals and the death penalty.</p> <p>Understanding: Students will understand the importance of justice, why some people commit crimes and how and why people should be punished for their crimes. They should also understand the importance of forgiveness for restorative justice to take place. They must understand Islamic teachings on how criminals should be treated and why the death penalty is seen as an acceptable form of punishment.</p> <p>Skills: Defining key Islamic terms, describing, and explaining key beliefs, evaluating evidence, forming logical chains of reasoning, debating, and analysing, applying knowledge.</p>	<ul style="list-style-type: none"> <li>• Students will be able to use Islamic terminology correctly and with confidence.</li> <li>• Descriptions of beliefs will be detailed and demonstrate scriptural evidence.</li> <li>• There will be a logical chain of reasoning in the essay answers with a justified conclusion.</li> <li>• Arguments will be fully evaluated, demonstrating an understanding of religious beliefs.</li> <li>• Comparisons and judgements may be made against other beliefs to support with evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Forgiveness is covered throughout KS3 – In year 7 students look at forgiveness from the Christian perspective. In Year 8 it is covered through the module the impacts of religion. In Year 9 students look at the idea of forgiveness when covering the Holocaust.</li> </ul>	<p>Religion, Peace and Conflict through Islam. W.A. Ahmedi</p> <p>Religion, Peace and Conflict through Islam: Workbook</p> <p>Revise Edexcel GCSE (9-1) Religious Studies B, Christianity &amp; Islam Revision Guide.</p> <p>Department produced revision guide.</p> <p>Inside death row with Trevor McDonald – media server</p> <p>Young kids' hard times – media server</p> <p>The insider: Reggie Yates – media server</p> <p>James Bulger: Britain's worst crime – media server</p>

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Peace and conflict:</p> <p>Students learn the Islamic beliefs concerning peace and conflict, including the importance of peace keeping, war and modern-day issues such as terrorism.</p>	<p>Knowledge: Peace. Peace making. Conflict. Pacifism. Just War Theory. Holy Wars. Weapons of Mass Destruction. Terrorism.</p> <p>Understanding: Students will understand the Islamic beliefs relating to peace; the importance of it and how Muslims put peace into action. They also come to understand Islamic teachings on conflict; when war is justified in Islam and what a Holy War is. Modern day issues are explored to cover weapons of mass destruction and the impact of terrorism. Students understand how the Quran has been interpreted by extremist groups and how this has affected the Muslim world community.</p> <p>Skills: Defining key Islamic terms, describing, and explaining key beliefs, evaluating evidence, forming logical chains of reasoning, debating, and analysing, applying knowledge.</p>	<ul style="list-style-type: none"> <li>• Students will be able to use Islamic terminology correctly and with confidence.</li> <li>• Descriptions of beliefs will be detailed and demonstrate scriptural evidence.</li> <li>• There will be a logical chain of reasoning in the essay answers with a justified conclusion.</li> <li>• Arguments will be fully evaluated, demonstrating an understanding of religious beliefs.</li> <li>• Comparisons and judgements may be made against other beliefs to support with evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• In Year 8, students explore such issues as pacifism, the Just War Theory and Terrorism through the unit 'The Impact of Religion.'</li> <li>• In Year 9, the 'Equality' unit explores Islamophobia and terrorism.</li> <li>• The idea of pacifism is explored to a lesser extent through Jesus' teachings in Paper 1.</li> </ul>	<p>Religion, Peace and Conflict through Islam. W.A. Ahmedi</p> <p>Religion, Peace and Conflict through Islam: Workbook</p> <p>Revise Edexcel GCSE (9-1) Religious Studies B, Christianity &amp; Islam Revision Guide.</p> <p>Department produced revision guide.</p> <p>Eye in the sky – media server</p> <p>For Sama – media server</p> <p>Saving Syria's children – media server</p>

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Living the Muslim Life:</p> <p>Students learn how the key Muslim beliefs impact the lived experience of a Muslim. Actions of Muslims are explored.</p>	<p>Knowledge: The Ten Obligatory Acts. Shahada. Salah. Sawm. Zakah and Khums. Hajj. Jihad. Celebrations.</p> <p>Understanding: Students will understand how Muslims put their beliefs into action through the Ten Obligatory Acts. Many of these acts are taught in depth, giving students an understanding of why specific actions are performed and how they impact both on the individual Muslim, and also on wider society. Misconceptions of things such as Jihad are addressed so students understand how Islam is sometimes viewed by the world and the impact.</p> <p>Skills: Defining key Islamic terms, describing, and explaining key beliefs, evaluating evidence, forming logical chains of reasoning, debating, and analysing, applying knowledge.</p>	<ul style="list-style-type: none"> <li>• Students will be able to use Islamic terminology correctly and with confidence.</li> <li>• Descriptions of beliefs will be detailed and demonstrate scriptural evidence.</li> <li>• There will be a logical chain of reasoning in the essay answers with a justified conclusion.</li> <li>• Arguments will be fully evaluated, demonstrating an understanding of religious beliefs.</li> <li>• Comparisons and judgements may be made against other beliefs to support with evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• In Year 7, students are taught the Five Pillars of Islam which is built upon here.</li> <li>• Students apply their knowledge from the Muslim Beliefs unit to aid their understanding of the Obligatory Acts.</li> <li>• Knowledge from the Christianity paper helps understanding e.g. The Story of Abraham</li> </ul>	<p>Religion, Peace and Conflict through Islam. W.A. Ahmedi</p> <p>Religion, Peace and Conflict through Islam: Workbook</p> <p>Revise Edexcel GCSE (9-1) Religious Studies B, Christianity &amp; Islam Revision Guide.</p> <p>Department produced revision guide.</p> <p>Make me a Muslim – media server</p> <p>A very British Ramadan – media server</p> <p>Sacred journeys: world’s largest pilgrimage – YouTube.</p>