

RS Department: Y11 GCSE RS Curriculum Overview 2023-24

The Humanities Faculty intend their curriculum to support the development of:

- **Questioning and curious students:** Foster a love for the Humanities subjects, whilst being challenged to interact and to ask and pose questions about the world around them.
- **Deep thinking and critical students:** To develop their oracy, think critically and form their own judgements and arguments backed by evidence, whilst reflecting on experiences other than their own.
- **Independent students:** Opportunities for students to develop metacognitive strategies and revision tools alongside soft skills such as teamwork and reflection.
- **Global citizens:** Students will learn about people and places within and outside their own experiences allowing them to challenge stereotypes and place themselves in the world around them.

RS Curriculum Intent:

- Analyse and evaluate sources of wisdom and authority.
- Develop a greater sense of self and ability to express thoughts, ideas and concepts.
- Foster a greater understanding of British Values such as tolerance, democracy and the rule of law to prepare them for life in Modern Britain.

Year 11	Term 1		Term 2		Term 3		End Points
	Half Term 1 [4 lessons]	Half Term 2 [4 lessons]	Half Term 3 [3 lessons]	Half Term 4 [3 lessons]	Half Term 5 [3 lessons]	Half Term 6 [4 lessons]	
Topic	Theme F : Human Rights and Social Justice		Beliefs and Practices: Christianity		Beliefs and Practices: Islam		
Skill	Critique ideas and opinions and create own arguments Justify responses or perspectives with evidence Ability to evaluate a range of knowledge or 'truths', including articles and sources of wisdom and authority Listen to and demonstrate respect when coming across a range of opinions that may not reflect their own						By the end of the year for Core RS students have been able to:
Content	<ul style="list-style-type: none"> The Christian attitude to wealth (Rich young man: Matthew) The Christian attitude to poverty Two charities: Islamic relief and Christian aid The Islamic attitude to relief of poverty (Zakah-one of the five pillars) Prejudice and discrimination using the example of either Doctor King or Archbishop Tutu The status of women linked to the equality agenda. Freedom of expression and human rights The Christian attitudes to racial discrimination (parable of the good Samaritan : Mark) Islamic attitudes to racial discrimination (story of Bilal : Qur'an) 	<ul style="list-style-type: none"> Religious teachings regarding good and evil with an emphasis on Archbishop Oscar Romero Religious teachings about criminality Religious teachings regarding the aims punishment including deterrence and reformation Religious teachings about suffering and forgiveness (the story of St Paul) Christian and Islamic teachings about Capital punishment and corporal punishment 	<ul style="list-style-type: none"> The nature of God in Christianity The Trinity linked to the nature of God Creation in Christian theology Liberal and Fundamentalist views on creation The incarnation of Jesus The trial of Jesus The crucifixion The resurrection Sin and salvation Evil and suffering The devil Free will defence 	<ul style="list-style-type: none"> Two different types of Christian worship (Liturgical and non-Liturgical) Different types of prayer Purpose of prayer The sacraments Pilgrimage Festivals The role of the Church in the local community The role of street Pastors 	<ul style="list-style-type: none"> The nature of God in the Islamic tradition Five pillars of Islam Role of Angels Role of Prophets Festivals with reference to Eid and Ashura Jihad Lesser Jihad Greater Jihad Sunni and Shia split Predestination After life Holy books Imams 	<ul style="list-style-type: none"> Full course Examination 	Understand different philosophical, ethical and religious viewpoints Able to pose their own questions or critical thinking Able to intelligently comment on contemporary debates, laws, views or institutions in society Demonstrate the values and attributes of being a good citizen
Prior Knowledge Required	Religious and non-religious perspectives on human rights		Christianity beliefs and practices has been taught at year 9		Islamic beliefs and practices have been taught at year 9		
Feedback Points	Question: Should wealth be shared across all communities? How do Christian and Islamic ideas fit in with the human rights agenda? Quiz (British Values – Individual Liberty)		Question: Is Christianity a Religion which accepts forgiveness as a key principle? Quiz and written task (British Values – Respect and Tolerance)		Question: Is Islam a very demanding, but straightforward Religion? (British Values – Respect and tolerance)		
Key Questions	<ul style="list-style-type: none"> What is the Christian attitude to wealth and poverty? What is the Islamic attitude to wealth and poverty? 	<ul style="list-style-type: none"> What are human rights? How do Christians pursue the equality agenda? How do Christian and Muslim teachings link to human rights? 	<ul style="list-style-type: none"> Why does one God assume three forms? Why are there different views amongst Christians about how the world was created? 	<ul style="list-style-type: none"> What is the difference between liturgical and non-liturgical worship? What is the purpose of prayer for Christians? 	<ul style="list-style-type: none"> Why is tawhid important in defining the Muslim relationship with Allah? Why are the five pillars a passport to the next life? 		

	<p>Extended writing “Wealth should be utilised to help the most vulnerable”. Evaluate this statement and refer to religious views.</p>	<ul style="list-style-type: none"> • Why is religious freedom important in the modern world? <p>Extended writing “Social justice is something which all governments inevitably follow”. Evaluate this statement and refer to religious views.</p>	<ul style="list-style-type: none"> • Why are the trial, death and resurrection of Jesus all linked together? • How are sin and salvation linked? • Is the devil a physical or non-physical reality? • Why is free will allowed by God? • Why does evil and suffering create a problem for Christians? <p>Extended writing “If God were real there would be no suffering in the World”. Evaluate this statement and refer to Christian teachings</p>	<ul style="list-style-type: none"> • How do the sacraments deepen faith amongst Christian communities? • Is pilgrimage important to all Christians? • Is the role of the Church in local communities relevant today? • How do street pastors' impact on the lives of modern communities? <p>Extended Writing “The most important sacrament is baptism”. Evaluate this statement and refer to Christian teachings.</p>	<ul style="list-style-type: none"> • What is the role of angels? • What is a Prophet? • How does the festival of Ashura help to explain the Shia and Sunni split? • Is life predetermined or involve choices? • Why is the Qu’ran important to Muslims? • Why are Imams important to Shia Muslims? <p>Extended writing “The most important prophet in the Islamic tradition was Abraham”. Evaluate this statement and refer to Islamic teachings</p>			
Homework	Homework will focus on retrieval of key terms and preparation for extended responses.							
Direct Vocab Instruction	<p><i>Wealth</i> <i>Christianity</i> <i>Islam</i></p>	<p><i>Poverty</i> <i>Charity</i> <i>Christianity</i> <i>Islam</i></p>	<p><i>Trinity</i> <i>Trial</i> <i>Death</i> <i>Resurrection</i> <i>Sin</i> <i>Salvation</i> <i>Devil</i> <i>Evil</i> <i>Suffering</i> <i>Free will</i></p>	<p><i>Liturgical</i> <i>Non- Liturgical</i> <i>Street Pastors</i> <i>Pilgrimage</i> <i>Church</i> <i>Festivals</i></p>	<p><i>Tawhid</i> <i>Five Pillars</i> <i>Holy Books</i> <i>Festivals</i> <i>Eid</i> <i>Ashura</i> <i>Sunni</i> <i>Shia</i> <i>Imams</i> <i>Prophet</i> <i>Angels</i> <i>Predestination</i></p>			