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Subject	GCSE Religious Studies (Short Course)	Year Group	Years 10 & 11 and Years 12 & 13
Subject Intent	This comprises two units which look at the beliefs of particular religious communities and two units looking at how religions more generally address contemporary ethical questions. <u>The study of religions:</u> • *Beliefs and teachings of Christianity* • *Beliefs and teachings of Judaism* <u>Religious, philosophical and ethical studies:</u> • *Relationships and families* • *Religion, peace and conflict* As they study these topics students will also be developing some key skills: • The ability to develop an understanding of opinions they may not share; • The ability to analyse, evaluate and make substantiated judgements about interpretations; • The ability to reflect on their own values and beliefs. Knowledge is accumulated through listening and reading, in the classroom, at home and on field trips designed to address the need of many of the school's pupils to experience in order to remember. Skills are honed by working together and individually, using exam-style questions to structure information and ideas in explanations of what people believe and how this can influence the way they live. As well as preparing them to possibly sit the GCSE examination, the work will also allow all students to accumulate four AQA Unit Awards.		

Term	Topic	Subject Content	Vocabulary	Sequencing

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Year 1 Autumn 1	The study of religions: beliefs and teachings - Christianity	**Knowledge** What do Christians mean when they talk about *God*? Why is the idea of the *Trinity* so important to Christians? How do Christians explain the creation of the universe? Why do Christians believe about an afterlife? What do Christians mean when they say Jesus was *God incarnate*? Why is the suffering of Jesus important to Christians? **Skills** I can use subject specific vocabulary to explain the beliefs of a religious community. I can explain the influence of religious beliefs by using empathy, **Enrichment** Fieldtrip to Hambledon Parish Church **Resources** Lesley Parry, *AQA GCSE Religious Studies: Specification A,* pp.1-31	**Tier 2** Christianity God Jesus Church of England Catholic Church Methodist Church Quakers Denomination **Tier 3** Agape Creed Fundamentalist Liberal Omnipotent Omniscient Omnipresent Omnibenevolent Incarnation Trinity	**Building On** Pupils/students will be building on what they have learnt about Christianity through the Surrey Agree Curriculum for Religious Education delivered in Key Stages 2, 3 and 4. **Building Towards** Pupils/students will continue to develop their understanding of Christian beliefs in Autumn 2, and go on to use that knowledge in Year 11 as they look at the way in which different religions approach contemporary issues about conflict and relationships.

Term	Topic	Subject Content	Vocabulary	Sequencing
Year 1 Autumn 2	The study of	**Knowledge** What did Jesus teach?	**Tier 2** Christianity God	**Building On**

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	religions: beliefs and teachings - Christianity	Why is the suffering of Jesus important to Christians? How does the resurrection of Jesus change everything for Christians? How do Christians interpret the story of the Ascension? Why do we sin? How can we be saved? **Skills** I can demonstrate knowledge and understanding of Christianity, including beliefs, practices and sources of authority. I can demonstrate knowledge and understanding of the Influence of Christianity on individuals, communities and societies **Enrichment** Visit from Christian clergyman **Resources** Lesley Parry, *AQA GCSE Religious Studies: Specification A*	Jesus Church of England Catholic Church Methodist Church Quakers Denomination **Tier 3** Agape Creed Fundamentalist Liberal Omnipotent Omniscient Omnipresent Omnibenevolent Incarnation Trinity	Pupils/students will continue to build on what they learnt about Christianity in Autumn 1. **Building Towards** Pupils/students will continue to develop their understanding of Christian beliefs in Summer 1 when they consider how Christian beliefs around peace and conflict compare and contrast with those of other belief systems.

Term	Topic	Subject Content	Vocabulary	Sequencing
Year 1 Spring 1	The study of	**Knowledge**	**Tier 2** Israel	**Building On**

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	religions: beliefs and teachings - Judaism	How did Judaism become so diverse a religion? What are the sacred texts of Judaism? What do Jews believe about the nature of God? What do Jews mean by *shechinah*? Why is Abraham so important to Jews? How does the covenant with Moses shape modern Judaism? **Skills** I can demonstrate knowledge and understanding of Judaism, including its beliefs, practices and sources of authority. I can demonstrate knowledge and understanding of the Influence of Judaism on individuals, communities and societies. **Enrichment** Trip to Museum of Judaism **Resources** Lesley Parry, *AQA GCSE Religious Studies: Specification A*, pp.155-183	Conservative Jerusalem Orthodox Progressive Reform Synagogue **Tier 3** Halakah Maimonides Midrash Pesach Rabbi Rosh Hashannah Shabbat Shechinah Shema Talmud Tenakh Torah	Pupils/students will be building on what they have learnt about Judaism through the Surrey Agree Curriculum for Religious Education delivered in Key Stage 2. **Building Towards** Pupils/students will continue to develop their understanding of Jewish beliefs through Spring 2.
Term	**Topic**	**Subject Content**	**Vocabulary**	**Sequencing**

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Year 1 Spring 2	The study of religions: beliefs and teachings - Judaism	**Knowledge** Why are all mitzvot of equal importance? How does the concept of *pikauch nefesh* relate to the demands of the mitzvot? How does the concept of *tzedekah* differ from the idea of charity? Why is the idea *tikkun olam* controversial among Jews? What part does the concept of *messiah* play in Jewish belief and life? What do Jews believe about life after death? **Skills** I can use subject specific vocabulary to explain the beliefs of Judaism. I can demonstrate knowledge and understanding of the diversity of views within Judaism. **Enrichment** Visit from local rabbi **Resources** Lesley Parry, *AQA GCSE Religious Studies: Specification A*, pp.155-183	**Tier 2** Covenant **Tier 3** Decalogue Gan Eden Gehenna Kosher Messiah Mitzvot (sing. Mitzvah) Olam ha-ba Pikuach nefesh Tikkun Olam Tzedakah	**Building On** Pupils/students will be building on what they have learnt about Judaism in Spring 1. **Building Towards** Pupils/students will continue to develop their understanding of Jewish beliefs in Summer 1 as they consider how Jewish beliefs around peace and conflict compare and contrast with those of other belief systems.

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Term	Topic	Subject Content	Vocabulary	Sequencing
Year 1 Summer 1	Religious, philosophical and ethical studies: Conflict and Peace	**Knowledge** What do we mean by 'justice' and 'forgiveness' When should we forgive? When is it right to resort to violence? What is terrorism and is it ever justified? What would make a war 'just'? When is it moral to use nuclear weapons? **Skills** I can explain the moral issues raised by conflict and peace-making. I can compare, contrast and evaluate the teachings of a range of religions to the issues raised by conflict and peace-making. **Enrichment** Conversation with an army chaplain. **Resources** Lesley Parry, *AQA GCSE Religious Studies: Specification A*	**Tier 2** Morality Justice Forgiveness War Conflict Peace Reconciliation Violence Terrorism Retaliation Self-defence Peacemaker Deterrence **Tier 3** Just War Jihad Salaam Shalom Crusade ISIS	**Building On** Pupils/students will be building on what they have learnt about Christianity and Judaism to think about the similarities and differences in various religious traditions to the ethical and philosophical questions raised by conflict and peace-making. **Building Towards** Pupils/students will return to the theme of Religion, Conflict and Peace in Year 2 Autumn 1.

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Term	Topic	Subject Content	Vocabulary	Sequencing
Year 1 Summer 2	REVISION & MOCK EXAMS	**Knowledge** What do I remember? What have I forgotten? How do I revise for an examination? **Honing Skills** I understand what each type of question is asking. I understand what makes a good answer to each of the kinds of question on these two papers. **Resources** Lesley Parry, *AQA GCSE Religious Studies: Specification A,* pp.1-31		**Building On** Pupils/students will build on all the work they have done during the year to acquire both knowledge and skills as they prepare for their first mock exam. **Building Towards** The revision skills pupils/students learn and the knowledge they consolidate this half-term will build towards their eventual readiness for the final GCSE examination.

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Term	Topic	Subject Content	Vocabulary	Sequencing
Year 2 Autumn 1	Religious, philosophical and ethical studies: *Religion, peace and conflict*	**Knowledge** What are the criteria for a just or holy war? Why do religious beliefs sometimes cause wars? What support is there for pacifism in Britain's religions? Which peace activists were inspired by their religion? Which religious organizations work with the victims of conflict? **Skills** I can use subject specific vocabulary to explain the beliefs of a number of religious communities. I can analyse and evaluate attitudes to war and peace of a number of religions and beliefs, including their significance and influence. **Enrichment** Conversation with a Quaker **Resources** Lesley Parry, *AQA GCSE Religious Studies: Specification A,* pp.1-31	**Tier 2** Ghandi **Tier 3** The First Precept Kingdom of Heaven Kshatriya Dharma Ahisma Salaam Alaikum As-salaam Shalom Kirpan	**Building On** Pupils/students will build on the work they did on Religion, Conflict and Peace in Year 1 Summer 1. **Building Towards** The skills acquired this half-term, in comparing and contrasting the ethical approaches of various religions, will underpin the work pupils/students do in Autumn 2 when they study Relationships and Families.

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Term	Topic	Subject Content	Vocabulary	Sequencing
Year 2 Autumn 2	Religious, philosophical and ethical studies: *Relationships and families*	**Knowledge** What do the main religions in the UK teach about same-sex relationships? Is sex outside marriage acceptable to Britain's religious communities? Are Christians, Muslims or Jews allowed to use contraception? What do religious believers in Britain believe about the nature of marriage? Why is co-habitation different to marriage in many religions? What are the attitudes of Britain's religions towards same-sex marriage? **Skills** I can demonstrate knowledge and understanding of the beliefs of a number of religions in relation to the ethics of family life and relationships. I can demonstrate knowledge of the sources of authority on which those beliefs are built. **Enrichment** Conversation with a Muslim **Resources** Lesley Parry, *AQA GCSE Religious Studies: Specification A*	**Tier 2** Adultery Commitment Contract Heterosexual **Tier 3** Age of consent Civil marriage Celibacy Chastity Cohabitation Contraception Covenant Extended family Family planning Nuclear family Procreation Sex before marriage Single parent Vows	**Building On** Pupils/students will be building on the skills acquired during Year 1 Summer 1 and Year 2 Autumn 1, in comparing and contrasting the ethical approaches of various religions. **Building Towards** Pupils/students will extend their knowledge of the beliefs of various religious traditions with regard to ethical issues around relationships in Year 2 Spring 1.

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Term	Topic	Subject Content	Vocabulary	Sequencing
Year 2 Spring 1	Religious, philosophical and ethical studies: *Relationships and families*	**Knowledge** Why are some religions willing to accept divorce and re-marriage but others are not? What do the main religions in Britain teach about the nature of the family? What do Britain's religious communities think is the purpose of the family? Which communities would conduct same-sex marriages? What do religious communities in Britain believe about the roles of men and women? What do Britain's religions teach about gender equality? **Skills** I can analyse and evaluate the philosophical and ethical positions of various religions in relation to their teaching on family and relationships. I can demonstrate knowledge and understanding of the similarities and differences within and between religions on these issues. **Resources**	**Tier 2** Family Responsibility **Tier 3** Annulment Civil partnership Divorce Gender discrimination Gender equality Gender prejudice Polygamy Remarriage	**Building On** Pupils/students will be building on the knowledge and skills acquired in Year 2 Autumn 2. **Building Towards** The knowledge and skills acquired this half-term will be revisited during the revision sessions in Year 2 Summer 1.

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		Lesley Parry, *AQA GCSE Religious Studies: Specification A*		
Term	**Topic**	**Subject Content**	**Vocabulary**	**Sequencing**
Year 2 Spring 2	REVISION	**Revising Knowledge** Pupils/students will use the half-term to revisit the units studied in Year 1. What do Christians believe about the nature of God? What do Christians mean when they describe God as creator? What do Christians mean when they say that humans need to be saved? What do Jews believe about the nature of God? Why do Jews need the mitzvoh? What principles should a Jew live by? **Honing Skills** I understand what each type of question on the two papers requires me to do. I understand what makes a good answer to each of the kinds of question on these two papers. **Resources** Lesley Parry, *AQA GCSE Religious Studies: Specification A*		**Building On** Pupils/students will build on the work they did in the previous year to cement and extend their knowledge and skills in respect of the two units: • Beliefs and teachings of Christianity • Beliefs and teachings of Judaism **Building Towards** The work this half-term will build towards their readiness to sit the GCSE exam in the Summer term.

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Term	**Topic**	**Subject Content**	**Vocabulary**	**Sequencing**
Year 2 Summer 1	REVISION	**Revising Knowledge** Pupils/students will use the half-term to revisit the units studied in Year 2. What is the range of religious views sexual relationships? What is the range of religious views on the nature of the family? What is the range of religious views on gender roles? What do the major religions teach about violence? What do the major religions teach about war? What do the major religions teach about peace-making? **Honing Skills** I understand what each type of question on the two papers requires me to do. I understand what makes an excellent answer to each of the kinds of question on these two papers. **Resources** Lesley Parry, *AQA GCSE Religious Studies: Specification A*		**Building On** Pupils/students will build on the work they did earlier in Year 2 to cement and extend their knowledge and skills in respect of the two units: • Religious, philosophical and ethical studies: relationships and families. • Religious, philosophical and ethical studies: religion, conflict and peace. **Building Towards** The work this half-term will build towards their readiness to sit the GCSE exam.
Term	**Topic**	**Subject Content**	**Vocabulary**	**Sequencing**
Year 2 Summer 2	GCSE EXAMS			

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