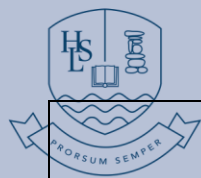
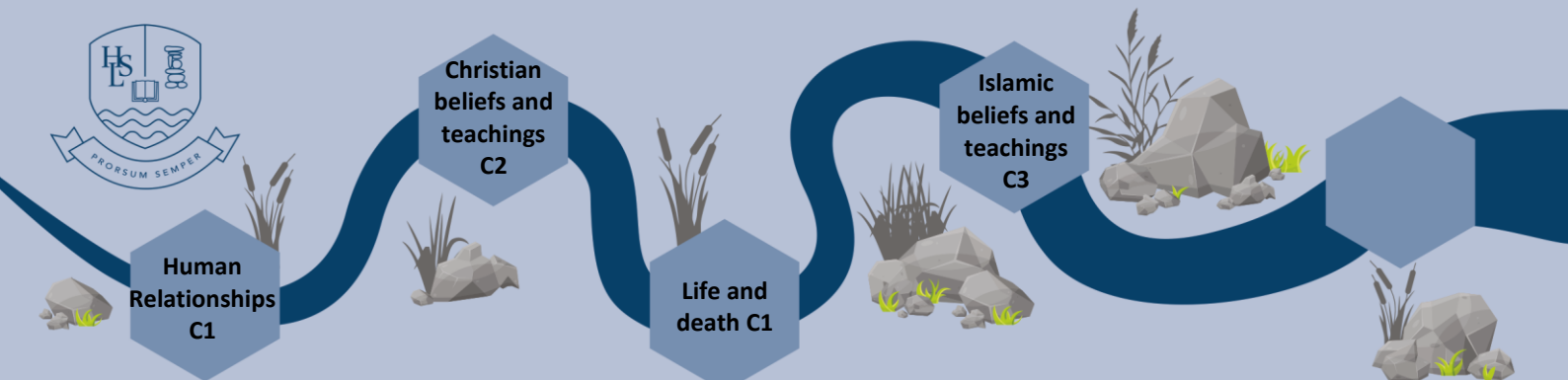
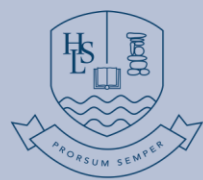


Subject: Religious Education		Year Group: 10	Terms: 3-4
Module/Theme: Relationships Theme 1 of Component 1 of Eduqas GCSE Religious Studies. <ul style="list-style-type: none"> Component 1 is the Religious, Philosophical and Ethical Studies in the Modern World paper. It includes 4 units, Human relationships, Life and death, Good and evil and Human Rights. It is 50% of the GCSE Component 2 is the Christianity paper, worth 25% of the GCSE. It includes 2 units, Christian beliefs and teachings and Christian Practices. Component 3 is the Islam paper, worth 25% of the GCSE. It includes 2 units, Islamic beliefs and teachings and Islamic Practices. 			
Topic Outline & Aims (Intent) Key Skills and Knowledge taught through this topic: (Intent) The intent of the Eduqas GCSE Religious Studies qualification is to develop students' understanding of religious and non-religious beliefs, teachings, and practices. Students will also learn to: Construct arguments: Develop the ability to create well-structured, balanced, and informed written arguments Reflect on beliefs: Consider their own values, beliefs, and attitudes considering what they've learned Engage with complex beliefs: Participate in informed discussions about belief systems and how they influence a person's actions Improve critical thinking: Develop philosophical and critical thinking skills Develop transferrable skills: Learn extended writing and how to present arguments and counterarguments In this unit we will develop knowledge of: <ul style="list-style-type: none"> - Relationships (family, cohabitation, interfaith marriage, marriage, divorce, roles of men and women) - Sexual relationships (contraception, sex, same sex relationships) - Gender prejudice (roles of men and women in worship) 			
Prior Learning: (Context) KS3: Throughout KS3 students have explored different religions and their basic beliefs as well as humanism. KS3 students have explored The Big Story which lays a solid foundation for the GCSE as well as the module on 'Good, bad, right and wrong; how do we decide?' This module draws on ks3 content both in content, vocabulary and skills.	Future Learning: (Context) KS4: From this unit we will proceed to component 2 - Christian beliefs and teachings will be used to inform students about future modules (creation, abortion, stewardship, afterlife). In year 11 we continue to explore Christianity and move from 'beliefs and teachings' to 'practices. These beliefs and practices will then influence student responses in component 1 paper (ethics and philosophy) for example beliefs about forgiveness, atonement and confession would be used in ethical topics on the death penalty and punishment. Also Christian beliefs in creation and the fall are useful in the philosophical unit on evil.	National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students' prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal	



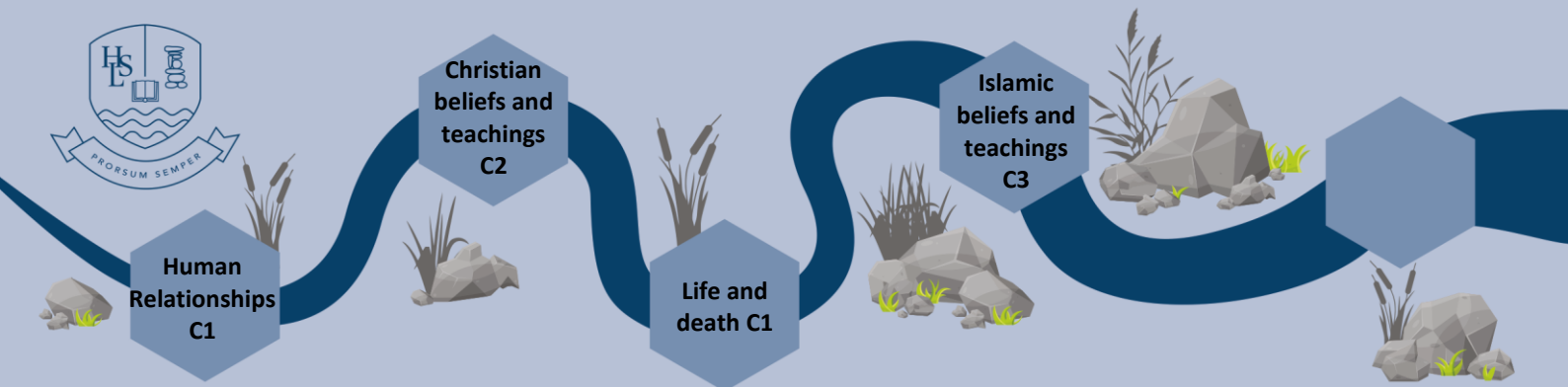
		religions represented in Great Britain".	
RRSA Links: Article 14: Freedom of thought and religion		Assessment of Learning: (Impact) SUMMATIVE: FORMATIVE: Key term tests. Description questions Explanation questions. Evaluation questions. Class notes marked and feedback given Exam style questions throughout. End of unit assessment INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes	
British Values Links: Tolerance of those of different beliefs and faiths.			
Eco Schools Links: Students may explore the use of contraception as a way to limit population growth to prevent over use of the earth's resources.			
Reading / Enrichment: Links to articles on RE pages of the VLE Links to videos on the RE pages of the VLE	Key Vocabulary: (Literacy) 8 key terms glued into the front of exercise books Found on page 2 of this document http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_58/GLOSSARY%20OF%20KEY%20CONCEPTS%20-%20BOTH%20ROUTES,%20SC%20and%20FC.pdf	Numeracy Opportunities: N/A	Career Links: Researcher Lawyer Ethicist Public services Teacher or lecturer Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.



Subject: Religious Education		Year Group: 10	Terms: 3
Module/Theme: Christian beliefs and teachings Component 2 of Eduqas GCSE Religious Studies. <ul style="list-style-type: none">• Component 1 is the Religious, Philosophical and Ethical Studies in the Modern World paper. It includes 4 units; Human relationships, Life and death, Good and evil and Human Rights. It is 50% of the GCSE• Component 2 is the Christianity paper, worth 25% of the GCSE. It includes 2 units; Christian beliefs and teachings and Christian Practices.• Component 3 is the Islam paper, worth 25% of the GCSE. It includes 2 units; Islamic beliefs and teachings an Islamic Practices.			
Topic Outline & Aims (Intent) Key Skills and Knowledge taught through this topic: (Intent) The intent of the Eduqas GCSE Religious Studies qualification is to develop students' understanding of religious and non-religious beliefs, teachings, and practices. Students will also learn to: Construct arguments: Develop the ability to create well-structured, balanced, and informed written arguments Reflect on beliefs: Consider their own values, beliefs, and attitudes in light of what they've learned Engage with complex beliefs: Participate in informed discussions about belief systems and how they influence a person’s actions Improve critical thinking: Develop philosophical and critical thinking skills Develop transferrable skills: Learn extended writing and how to present arguments and counterarguments In this unit we will develop knowledge of: <ul style="list-style-type: none">- Christian beliefs in God and the problem of Evil- Christian beliefs in the Trinity- Christian beliefs about Jesus- Christian beliefs about salvation and atonement- Christian beliefs about the afterlife.			
Prior Learning: (Context) KS3: Throughout KS3 students have explored different religions and their basic beliefs as well as humanism. Most KS3 students have explores The Big Story which lays a solid foundations for this unit. This module draws on ks3 content both in content, vocabulary and skills. Our prior GCSE unit was from Component 1 (ethics and philosophy) which introduced	Future Learning: (Context) KS4: From this unit we will revert back to component 1 and study Life and Death. Teachings from Christian beliefs and teachings will be used to inform students about modules in that module (creation, abortion, stewardship, afterlife). In year 11 we continue to explore Christianity and move from ‘beliefs and teachings’ to ‘practices’. These beliefs and practices will then influence student responses in component 1 paper (ethics and philosophy) for example beliefs about forgiveness, atonement and confession would be used in ethical		National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students’ prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must ‘reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal



students to sources of authority and some concepts relevant for this unit.		topics on the death penalty and punishment. Also Christian beliefs in creation and the fall are useful in the philosophical unit on evil.		religions represented in Great Britain".	
RRSA Links: Article 14: Freedom of thought and religion		Assessment of Learning: (Impact) SUMMATIVE: FORMATIVE: Key term tests. Description questions Explanation questions. Evaluation questions. Class notes marked and feedback given Exam style questions throughout. End of unit assessment INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes			
British Values Links: Tolerance of those of different beliefs and faiths.					
Eco Schools Links: Christian ideas of stewardship and creation.					
Reading / Enrichment: Links to articles on RE pages of the VLE Links to videos on the RE pages of the VLE		Key Vocabulary: (Literacy) 8 key terms glued into the front of exercise books Found on page 6 of this document http://resource.download.wjec.co.uk/s3.amazonaws.com/vtc/2015-16/15-16_58/GLOSSARY%20OF%20KEY%20CONCEPTS%20-%20BOTH%20ROUTES,%20SC%20and%20FC.pdf		Numeracy Opportunities: N/A	
				Career Links: Researcher Lawyer Ethicist Public services Teacher or lecturer Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.	



Subject: Religious Education		Year Group: 10	Terms: 3
Module/Theme: Life and Death <ul style="list-style-type: none"> Life and death - Unit 2 of Component 1 of Eduqas GCSE Religious Studies. Component 1 is the Religious, Philosophical and Ethical Studies in the Modern World paper. It includes 4 units; Human relationships, Life and death, Good and evil and Human Rights. It is 50% of the GCSE Component 2 is the Christianity paper, worth 25% of the GCSE. It includes 2 units; Christian beliefs and teachings an Christian Practices. Component 3 is the Islam paper, worth 25% of the GCSE. It includes 2 units; Islamic beliefs and teachings an Islamic Practices. 			
Topic Outline & Aims (Intent) Key Skills and Knowledge taught through this topic: (Intent) The intent of the Eduqas GCSE Religious Studies qualification is to develop students' understanding of religious and non-religious beliefs, teachings, and practices. Students will also learn to: Construct arguments: Develop the ability to create well-structured, balanced, and informed written arguments Reflect on beliefs: Consider their own values, beliefs, and attitudes in light of what they've learned Engage with complex beliefs: Participate in informed discussions about belief systems and how they influence a person's actions Improve critical thinking: Develop philosophical and critical thinking skills Develop transferrable skills: Learn extended writing and how to present arguments and counterarguments In this unit we will develop knowledge of: <ul style="list-style-type: none"> - Creation of the universe and humanity (religious and scientific theories and different interpretation of religious texts) - Issues surrounding the environment and the treatment of animals. - Religious and humanist views associated with abortion and euthanasia. - Beliefs about the afterlife. 			
Prior Learning: (Context) KS3: Throughout KS3 students have explored different religions and their basic beliefs as well as humanism. Most KS3 students have explored issues surrounding the sanctity of life and quality of life as well as ethical theory which feeds into this module. This module draws on ks3 content both in content, vocabulary and skills.	Future Learning: (Context) KS4: From this unit we will continue to explore Islamic beliefs and teachings and then onto Christian Practices. These beliefs and practices will then influence student responses in future component 1 paper (ethics and philosophy) for example beliefs about forgiveness, atonement and confession would be used in ethical topics on the death penalty and punishment. Also Christian beliefs in creation and the fall are useful in the philosophical unit on evil.	National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students' prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching	



Our prior GCSE unit on Christian beliefs and teaching has overlap with this unit as it also covers creation (of the world and humanity) and also beliefs about the afterlife. All previous units develop student use of sources of authority and some concepts relevant for this unit.

and practices of the other principal religions represented in Great Britain".

RRSA Links:

Article 14: Freedom of thought and religion

British Values Links:

Tolerance of those of different beliefs and faiths.

Eco Schools Links:

Christian ideas of stewardship and creation.

Assessment of Learning: (Impact)

SUMMATIVE:

FORMATIVE:

Key term tests.

Description questions

Explanation questions.

Evaluation questions.

Class notes marked and feedback given

Exam style questions throughout.

End of unit assessment

INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes

Reading / Enrichment:

Links to articles on RE pages of the VLE

Links to videos on the RE pages of the VLE

Key Vocabulary: (Literacy)

8 key terms glued into the front of exercise books

Found on page 2 of this document

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_58/GLOSSARY%20OF%20KEY%20CONCEPTS%20-%20BOTH%20ROUTES,%20SC%20and%20FC.pdf

Numeracy Opportunities:

N/A

Career Links:

Researcher

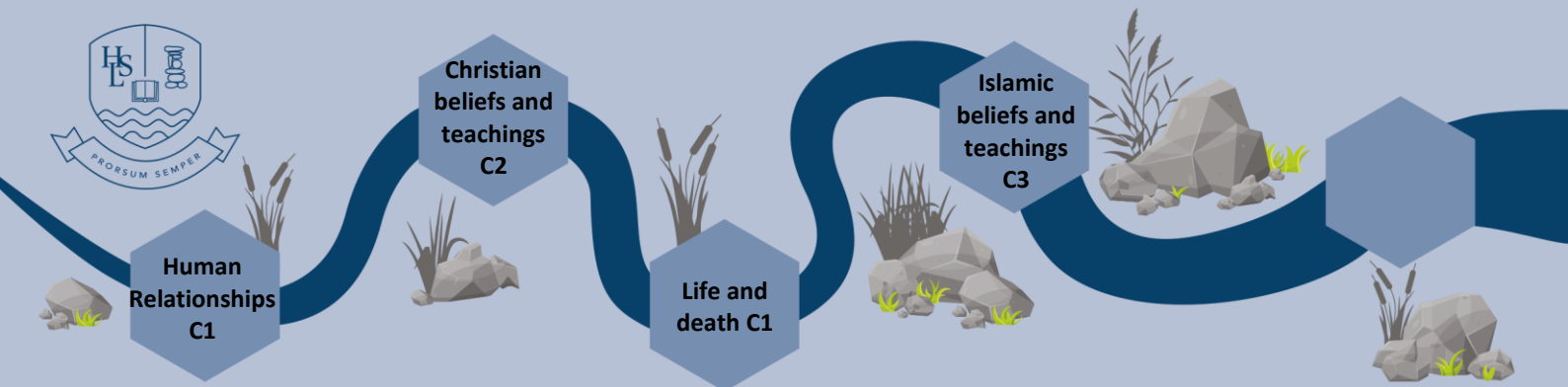
Lawyer

Ethicist

Public services

Teacher or lecturer

Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.



Subject: Religious Education		Year Group: 10	Terms: 5
Module/Theme: Islam beliefs and teachings <ul style="list-style-type: none"> Islam beliefs and teachings – Component 3 of Eduqas GCSE Religious Studies. Component 1 is the Religious, Philosophical and Ethical Studies in the Modern World paper. It includes 4 units; Human relationships, Life and death, Good and evil and Human Rights. It is 50% of the GCSE Component 2 is the Christianity paper, worth 25% of the GCSE. It includes 2 units; Christian beliefs and teachings an Christian Practices. Component 3 is the Islam paper, worth 25% of the GCSE. It includes 2 units; Islamic beliefs and teachings an Islamic Practices. 			
Topic Outline & Aims (Intent) Key Skills and Knowledge taught through this topic: (Intent) The intent of the Eduqas GCSE Religious Studies qualification is to develop students' understanding of religious and non-religious beliefs, teachings, and practices. Students will also learn to: Construct arguments: Develop the ability to create well-structured, balanced, and informed written arguments Reflect on beliefs: Consider their own values, beliefs, and attitudes in light of what they've learned Engage with complex beliefs: Participate in informed discussions about belief systems and how they influence a person's actions Improve critical thinking: Develop philosophical and critical thinking skills Develop transferrable skills: Learn extended writing and how to present arguments and counterarguments In this unit we will develop knowledge of: <ul style="list-style-type: none"> - The nature of Allah, - Prophethood (risalah) - Angels (malaikah) - Akhirah (afterlife) - Foundations of faith (6 articles of Sunni belief and 5 roots of Shia faith) 			
Prior Learning: (Context) KS3: Throughout KS3 students have explored different religions and their basic beliefs as well as humanism. KS3 students have explored Islam and the challenges facing Muslims in Britain today. This module draws on ks3 content both in content, vocabulary and skills. All previous units develop student use of sources of authority and some concepts relevant for this unit.	Future Learning: (Context) KS4: From this unit we will return to component 1 (philosophy and ethics) to explore 'Good and Evil'. We will be able to draw on knowledge from Islamic beliefs and teachings to explore views on capital punishment but also how Muslims try to reconcile suffering in a world created by God (using concepts such as al qadr and inshallah)	National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students' prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain".	

**RRSA Links:**

Article 14: Freedom of thought and religion

British Values Links:

Tolerance of those of different beliefs and faiths.

Eco Schools Links:

NA

Assessment of Learning: (Impact)

SUMMATIVE:

FORMATIVE:

Key term tests.

Description questions

Explanation questions.

Evaluation questions.

Class notes marked and feedback given

Exam style questions throughout.

End of unit assessment

INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes

Reading / Enrichment:

Links to articles on RE pages of the VLE

Links to videos on the RE pages of the VLE

Key Vocabulary: (Literacy)

8 key terms glued into the front of exercise books

Found on page 9 of this document

http://resource.download.wjec.co.uk/s3.amazonaws.com/vtc/2015-16/15-16_58/GLOSSARY%20OF%20KEY%20CONCEPTS%20-%20BOTH%20ROUTES,%20SC%20and%20FC.pdf

Numeracy**Opportunities:**

N/A

Career Links:

Researcher

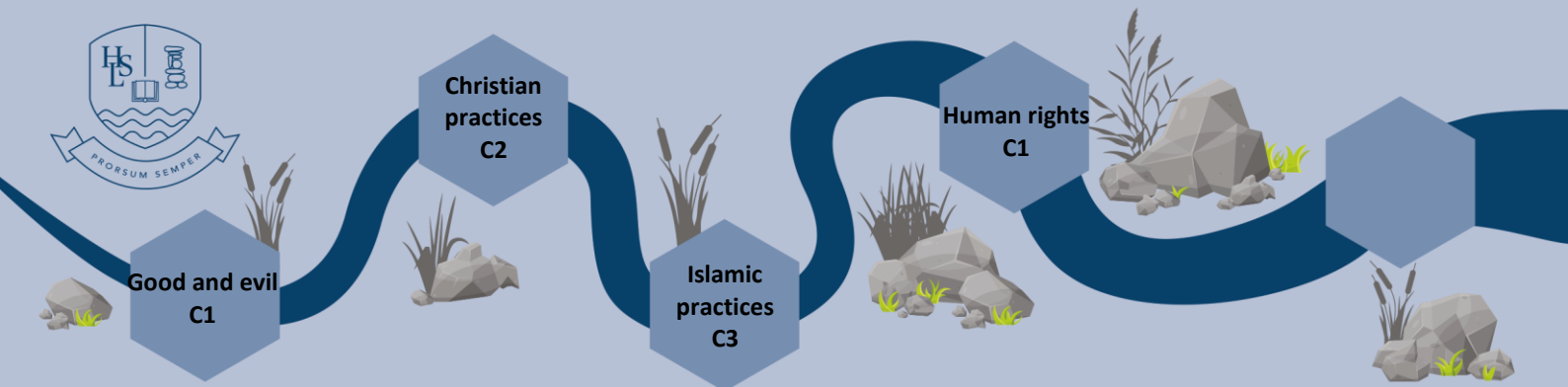
Lawyer

Ethicist

Public services

Teacher or lecturer

Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.



Subject: Religious Education		Year Group: 11	Terms: 1
Module/Theme: Good and evil <ul style="list-style-type: none"> Good and evil; theme 3 of Component 1 of Eduqas GCSE Religious Studies. Component 1 is the Religious, Philosophical and Ethical Studies in the Modern World paper. It includes 4 units; Human relationships, Life and death, Good and evil and Human Rights. It is 50% of the GCSE Component 2 is the Christianity paper, worth 25% of the GCSE. It includes 2 units; Christian beliefs and teachings and Christian Practices. Component 3 is the Islam paper, worth 25% of the GCSE. It includes 2 units; Islamic beliefs and teachings and Islamic Practices. 			
Topic Outline & Aims (Intent) Key Skills and Knowledge taught through this topic: (Intent) The intent of the Eduqas GCSE Religious Studies qualification is to develop students' understanding of religious and non-religious beliefs, teachings, and practices. Students will also learn to: Construct arguments: Develop the ability to create well-structured, balanced, and informed written arguments Reflect on beliefs: Consider their own values, beliefs, and attitudes in light of what they've learned Engage with complex beliefs: Participate in informed discussions about belief systems and how they influence a person's actions Improve critical thinking: Develop philosophical and critical thinking skills Develop transferrable skills: Learn extended writing and how to present arguments and counterarguments In this unit we will develop knowledge of: <ul style="list-style-type: none"> Crime and punishment (what makes an act wrong, what is morality/ sin?, the aims of punishment, the treatment of criminals, varying attitudes towards the death penalty. Forgiveness with examples such as Julie Nicholson and Gee Walker Good, evil and suffering; including the problem of evil and theodicies. 			
Prior Learning: (Context) KS3: Throughout KS3 students have explored different religions and their basic beliefs as well as humanism. KS3 students have explored issues surrounding the sanctity of life and quality of life as well as ethical theory (explicitly covering the death penalty in year 9) which feeds into this module. This module draws on ks3 content both in content, vocabulary and skills. Our prior GCSE unit on Islamic and Christian beliefs and teaching will help students explore varying views on these ethical situations. We have already touched on the problem of evil and the		Future Learning: (Context) KS4: From this unit we will continue to explore Christian Practices and so notions of forgiveness and confession covered here will be relevant to the next module.	National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students' prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal



Augustinian theodicy which is built upon here with the vale of soul making.

All previous units develop student use of sources of authority and some concepts relevant for this unit.

religions represented in Great Britain".

RRSA Links:

Article 14: Freedom of thought and religion

British Values Links:

Tolerance of those of different beliefs and faiths.

Eco Schools Links:

NA

Assessment of Learning: (Impact)

SUMMATIVE:

FORMATIVE:

Key term tests.

Description questions

Explanation questions.

Evaluation questions.

Class notes marked and feedback given

Exam style questions throughout.

End of unit assessment

INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes

Reading / Enrichment:

Links to articles on RE pages of the VLE

Links to videos on the RE pages of the VLE

Key Vocabulary: (Literacy)

8 key terms glued into the front of exercise books

Found on page 4 of this document

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Numeracy Opportunities:

N/A

Career Links:

Researcher

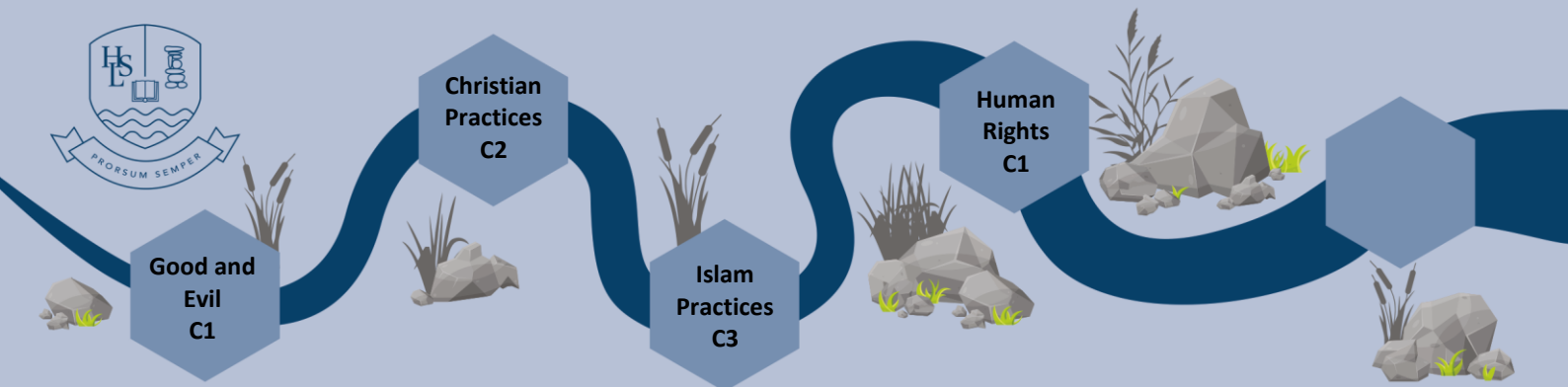
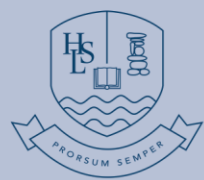
Lawyer

Ethicist

Public services

Teacher or lecturer

Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.



Subject: Religious Education		Year Group: 11	Terms: 2
Module/Theme: Christian practices Component 2 of Eduqas GCSE Religious Studies. <ul style="list-style-type: none"> • Component 1 is the Religious, Philosophical and Ethical Studies in the Modern World paper. It includes 4 units; Human relationships, Life and death, Good and evil and Human Rights. It is 50% of the GCSE • Component 2 is the Christianity paper, worth 25% of the GCSE. It includes 2 units; Christian beliefs and teachings an Christian practices. • Component 3 is the Islam paper, worth 25% of the GCSE. It includes 2 units; Islamic beliefs and teachings an Islamic practices. 			
Topic Outline & Aims (Intent) Key Skills and Knowledge taught through this topic: (Intent) The intent of the Eduqas GCSE Religious Studies qualification is to develop students' understanding of religious and non-religious beliefs, teachings, and practices. Students will also learn to: Construct arguments: Develop the ability to create well-structured, balanced, and informed written arguments Reflect on beliefs: Consider their own values, beliefs, and attitudes in light of what they've learned Engage with complex beliefs: Participate in informed discussions about belief systems and how they influence a person's actions Improve critical thinking: Develop philosophical and critical thinking skills Develop transferrable skills: Learn extended writing and how to present arguments and counterarguments In this unit we will develop knowledge of: <ul style="list-style-type: none"> - Forms of worship - Sacraments - Pilgrimage and celebrations (Walsingham, Taizé, Christmas and Easter) - Christianity in Britain and the Church in the local community - The worldwide church 			
Prior Learning: (Context) KS3: Throughout KS3 students have explored different religions and their basic beliefs as well as humanism. KS3 students have explores The Big Story which lays a solid foundations for this unit and this module draws on ks3 content both in content, vocabulary and skills. This unit directly builds on the previous C2 unit of Christian beliefs and teachings but also links to	Future Learning: (Context) KS4: From this unit we will continue with the study of practices in the Islamic C3 unit and our final unit on human rights will draw on ideas from all components looking at how to combat poverty and uphold social justice and the dignity of human beings.	National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students' prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching	



previous modules in C1 when we looked at local eco churches.

Our prior GCSE units have taught students to use sources of authority and some concepts relevant for this unit.

RRSA Links:

Article 14: Freedom of thought and religion

British Values Links:

Tolerance of those of different beliefs and faiths.

Eco Schools Links:

The activities of the church in the local community and the world wide church looks at how churches and charities help communities affected by poverty, climate change and natural disasters.
Exploration of how looking after the environment can be a form of worship.

Reading / Enrichment:

Links to articles on RE pages of the VLE

Links to videos on the RE pages of the VLE

Key Vocabulary: (Literacy)

8 key terms glued into the front of exercise books

Found on page 6 of this document

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Assessment of Learning: (Impact)

SUMMATIVE:

FORMATIVE:

Key term tests.

Description questions

Explanation questions.

Evaluation questions.

Class notes marked and feedback given

Exam style questions throughout.

End of unit assessment

INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes

Numeracy

Opportunities:

N/A

and practices of the other principal religions represented in Great Britain".

Career Links:

Researcher

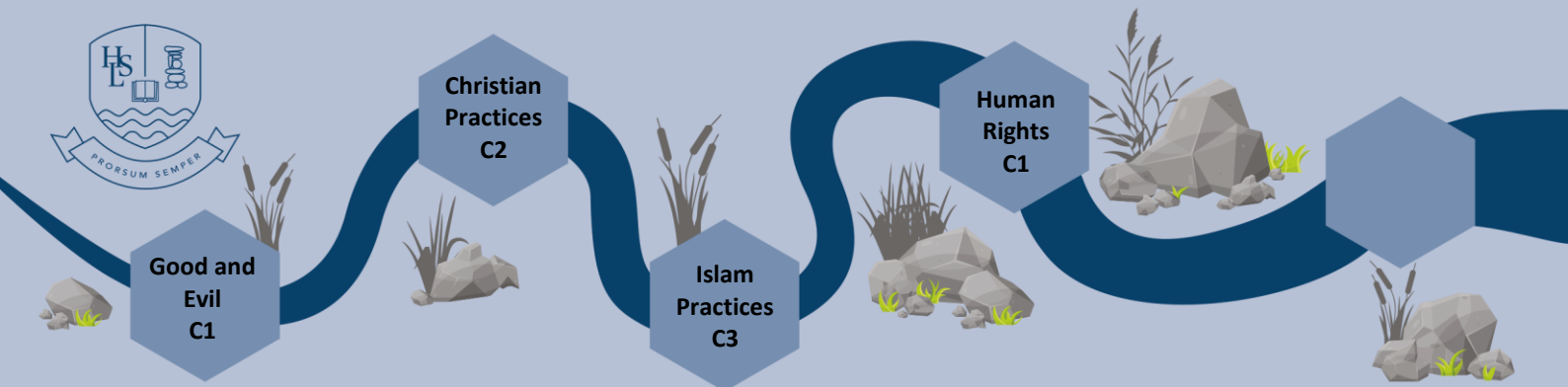
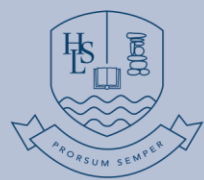
Lawyer

Ethicist

Public services

Teacher or lecturer

Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.



Subject: Religious Education		Year Group: 11	Terms: 3
Module/Theme: Islamic practices Component 3 of Eduqas GCSE Religious Studies. <ul style="list-style-type: none"> • Component 1 is the Religious, Philosophical and Ethical Studies in the Modern World paper. It includes 4 units; Human relationships, Life and death, Good and evil and Human Rights. It is 50% of the GCSE • Component 2 is the Christianity paper, worth 25% of the GCSE. It includes 2 units; Christian beliefs and teachings an Christian practices. • Component 3 is the Islam paper, worth 25% of the GCSE. It includes 2 units; Islamic beliefs and teachings an Islamic practices. 			
Topic Outline & Aims (Intent) Key Skills and Knowledge taught through this topic: (Intent) The intent of the Eduqas GCSE Religious Studies qualification is to develop students' understanding of religious and non-religious beliefs, teachings, and practices. Students will also learn to: Construct arguments: Develop the ability to create well-structured, balanced, and informed written arguments Reflect on beliefs: Consider their own values, beliefs, and attitudes in light of what they've learned Engage with complex beliefs: Participate in informed discussions about belief systems and how they influence a person's actions Improve critical thinking: Develop philosophical and critical thinking skills Develop transferrable skills: Learn extended writing and how to present arguments and counterarguments In this unit we will develop knowledge of: <ul style="list-style-type: none"> - The 5 pillars of Sunni Islam; practices in Britain and elsewhere - 10 Obligatory Acts of Shia Islam; practices in Britain and elsewhere. - Jihad - Festivals and commemorations; practices in Britain and elsewhere. 			
Prior Learning: (Context) KS3: Throughout KS3 students have explored different religions and their basic beliefs as well as humanism. In KS3 students explored Islam and the concepts of jihad and the 5 pillars which is developed here. This unit directly builds on the previous C3 unit of Islamic beliefs and teachings but also links to previous modules in C1 when we looked at how Muslims care for the planet and Muhammad's final	Future Learning: (Context) KS4: Our final unit in the GCSE is on human rights will draw on ideas from all components looking at how to combat poverty and uphold social justice and the dignity of human beings.	National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students' prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal	



sermon which speaks of social justice.

Our prior GCSE units have taught students to use sources of authority and some concepts relevant for this unit.

religions represented in Great Britain”.

RRSA Links:

Article 14: Freedom of thought and religion

British Values Links:

Tolerance of those of different beliefs and faiths.

Eco Schools Links:

Exploration of how looking after the environment can be a form of jihad

Assessment of Learning: (Impact)

SUMMATIVE:

FORMATIVE:

Key term tests.

Description questions

Explanation questions.

Evaluation questions.

Class notes marked and feedback given

Exam style questions throughout.

End of unit assessment

INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes

Reading / Enrichment:

Links to articles on RE pages of the VLE

Links to videos on the RE pages of the VLE

Key Vocabulary: (Literacy)

8 key terms glued into the front of exercise books

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Numeracy Opportunities:

N/A

Career Links:

Researcher

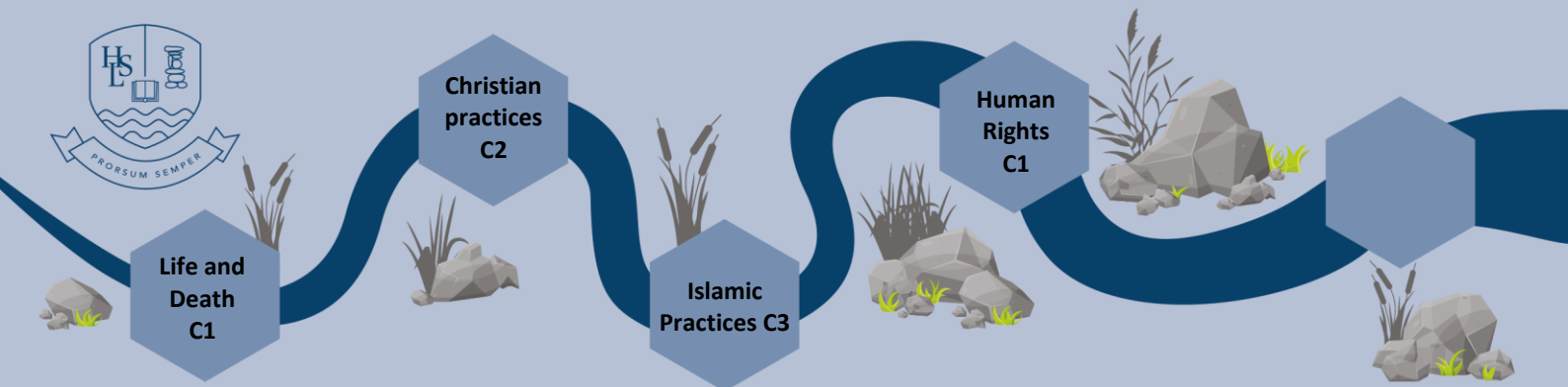
Lawyer

Ethicist

Public services

Teacher or lecturer

Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.



Subject: Religious Education		Year Group: 10	Terms: 4
Module/Theme: Human rights <ul style="list-style-type: none"> Human rights, theme 4 of Component 1 of Eduqas GCSE Religious Studies. Component 1 is the Religious, Philosophical and Ethical Studies in the Modern World paper. It includes 4 units; Human relationships, Life and death, Good and evil and Human Rights. It is 50% of the GCSE Component 2 is the Christianity paper, worth 25% of the GCSE. It includes 2 units; Christian beliefs and teachings and Christian Practices. Component 3 is the Islam paper, worth 25% of the GCSE. It includes 2 units; Islamic beliefs and teachings an Islamic Practices. 			
Topic Outline & Aims (Intent) Key Skills and Knowledge taught through this topic: (Intent) The intent of the Eduqas GCSE Religious Studies qualification is to develop students' understanding of religious and non-religious beliefs, teachings, and practices. Students will also learn to: Construct arguments: Develop the ability to create well-structured, balanced, and informed written arguments Reflect on beliefs: Consider their own values, beliefs, and attitudes in light of what they've learned Engage with complex beliefs: Participate in informed discussions about belief systems and how they influence a person's actions Improve critical thinking: Develop philosophical and critical thinking skills Develop transferrable skills: Learn extended writing and how to present arguments and counterarguments In this unit we will develop knowledge of: <ul style="list-style-type: none"> - Human rights and social justice (Human rights, the sanctity of life, agape in action, how personal convictions can be in conflict with the rules of a country and censorship). - Prejudice and discrimination (beliefs and teachings about prejudice with a focus on Martin Luther King Junior) - Issues of wealth and poverty (ethical views on how to acquire and use money and looking at certain charity work) 			
Prior Learning: (Context) KS3: Throughout KS3 students have explored different religions and their basic beliefs as well as humanism. KS3 students have explored ethical theory which feeds into this module and throughout Ks3 students have looked at how beliefs have motivated people to campaign against injustice and the idea of social justice. This module draws on ks3 content both in content, vocabulary and skills.		Future Learning: (Context) KS4: This is the final unit in the GCSE specification.	National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students' prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian



Our prior GCSE units on Islamic and Christian beliefs and teaching has overlap with this unit. Prior modules in C1 such as relationships also covered gender equality which are relevant here.

All previous units develop student use of sources of authority and some concepts relevant for this unit.

while taking account of the teaching and practices of the other principal religions represented in Great Britain”.

RRSA Links:

Article 14: Freedom of thought and religion

British Values Links:

Tolerance of those of different beliefs and faiths.

Eco Schools Links:

Students may explore how poverty can be caused by environmental degradation and climate change.

Assessment of Learning: (Impact)

SUMMATIVE:

FORMATIVE:

Key term tests.

Description questions

Explanation questions.

Evaluation questions.

Class notes marked and feedback given

Exam style questions throughout.

End of unit assessment

INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes

Reading / Enrichment:

Links to articles on RE pages of the VLE

Links to videos on the RE pages of the VLE

Key Vocabulary: (Literacy)

8 key terms glued into the front of exercise books

Found on page 5 of this document

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_58/GLOSSARY%20OF%20KEY%20CONCEPTS%20-%20BOTH%20ROUTES.%20SC%20and%20FC.pdf

Numeracy**Opportunities:**

N/A

Career Links:

Researcher

Lawyer

Ethicist

Public services

Teacher or lecturer

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