Hodgson Academy

Religious Studies GCSE

KS4 Curriculum Overview

GCSE Religious Studies: Key Stage 4 Curriculum Overview

	Autumn Term	Spring Term	Summer Term
Year 10	**Relationship and Families** Human sexuality including heterosexual and same sex (homosexual) relationships. Sexual relationships before and outside of marriage. Contraception and family planning. The nature and purpose of marriage. Same-sex marriage and cohabitation. Divorce, including reasons for divorce, and remarrying. Ethical arguments relating to divorce, including those based on the sanctity of marriage vows and compassion. The nature of families, including the role of parents and children, extended families and the nuclear family. The purpose of families, including procreation, stability and the protection of children, educating children in a faith. Contemporary family issues including same-sex parents and polygamy. • Gender roles. • Gender equality. • Gender prejudice and discrimination including examples. **Christianity – Key Beliefs** The nature of God: • God as omnipotent, loving and just, and the problem of evil and suffering. • The oneness of God and the Trinity: Father, Son and Holy Spirit. Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). Beliefs and teachings about the Incarnation and Jesus as the Son of God. Beliefs and teachings about the crucifixion, resurrection and ascension. Jesus Christ and salvation. Beliefs and teachings about: •sin, including original sin •the means of salvation, including law, grace and Spirit •the role of Christ in salvation including the idea of atonement. Learning outcomes Jesus Christ and salvation. Beliefs and teachings about: •sin, including original sin •the means of salvation, including law, grace and Spirit •the role of Christ in salvation including the idea of atonement. Religious teachings, beliefs and attitudes about death and an afterlife.	**Religion and Life** The relationship between scientific views, such as the Big Bang theory, and religious views. The relationship between scientific views, such as evolution, and religious views. • Religious teachings about the origins of the universe. • Religious teachings about the origins of human life. • Religious teachings about the origins of the universe and the origins of life, including different interpretations. • The relationship between scientific views and religious views. Religious teachings about the value of the world and the duty of human beings to protect it, including stewardship, dominion, responsibility, awe and wonder. Religious teachings, beliefs and attitudes about the use and abuse of the environment, including the use of natural resources, pollution. Religious teachings about the use and abuse of animals, including animal experimentation and the use of animals for food. The concepts of sanctity of life and the quality of life. Religious teachings, beliefs and attitudes about abortion, including situations when the mother's life is at risk. Religious teachings, beliefs and attitudes about abortion, including situations where the mother's life is at risk. Religious teachings, beliefs and attitudes about euthanasia. Religious teachings, beliefs and attitudes about euthanasia. **Christianity Practices** Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible private worship. Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. The role and meaning of the sacraments: • the meaning of sacrament • the sacrament of baptism and its significance for Christians; infant and believers' baptism • different beliefs about infant baptism. The sacrament of Holy Communion/ Eucharist and its significance for Christians, including different ways it's celebrated and different interpretations of its meaning. The role and importance of pilgrimage and celebrations including two contrasting examples of Christian pilgrimage: Lourdes and Iona. The celebration of Easter and Christmas including its importance for Christians in Great Britain today. The role of the church in the local and worldwide community. The role of the Church in the local community, including food banks and street pastors.	**Peace and Conflict** Religious teachings about peace and justice. Religious teachings about forgiveness and reconciliation. Religious understanding of attitudes to violence and violent protests. Religious understanding and attitudes to terrorism. Religious attitudes to war, including the reasons for war including greed, self-defence and retaliation. Religious attitudes to the use of weapons of mass destruction. What are the criteria for a just war? What are the criteria for a 'holy war'? Why does religious belief sometimes cause war and violence? What does pacifism mean? What do religions understand about pacifism? To look at the work of individuals who helped make peace because of their religious teachings. To look at a present-day religious organisation that helps victims of war. **Hinduism – Nature God/Humans** How Hinduism is a variety of practices and beliefs that have developed over time but there are central tenets of the faith. It is a faith found in India but also in other parts of the world, including the UK. Ideas about the nature of God and existence: Beliefs about Brahman. Brahman: ultimate reality as divine consciousness (nirguna) and manifestation of God in form (saguna); spiritual worlds. How the divine presents: the tri-murti and the beliefs surrounding Shiva and Vishnu. The tri-murti (Brahma, Vishnu and Shiva). distinct from material mind and body. •The cycle of birth and death (samsara), moral action and reaction (the law of karma), and types of liberation (moksha). Learning outcomes Individual free will and responses to suffering; knowledge and ignorance. •The concept of free will in Hinduism. •Hindu responses to suffering. •The effects of acting from knowledge or from ignorance about the truth of existence. The meaning of dharma (sanatana and varnashrama dharma); the four aims of life and personal virtues in Hinduism. •The meaning of dharma; sanatana dharma and varnashrama dharma.

		The role of the church in the local and worldwide community. The place of mission, evangelism and Church growth	•The four aims of life: dharma, artha, kama and moksha. •Personal virtues including ahimsa, respect, empathy, mind/sense control, humility and love. The meaning of dharma (sanatana and varnashrama dharma); the four aims of life and personal virtues in Hinduism. •The meaning of dharma; sanatana dharma and varnashrama dharma. •The four aims of life: dharma, artha, kama and moksha. •Personal virtues including ahimsa, respect, empathy, mind/sense control, humility and love.	
Year 11	**Crime and Punishment** Good and evil intentions and actions. Reasons for crime, including poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law. Good and evil intentions and actions. Is Crime ever evil? Views about people who break the law. Views about different types of crime, including hate crimes, theft and murder. The aims of punishment, including retribution, deterrence and reformation. The aims of punishment, including retribution, deterrence and reformation, and religious attitudes to each. The treatment of criminals, including religious attitudes. Prison: Exploring this punishment and religious attitudes to it. Corporal punishment: Exploring this punishment and religious attitudes to it, including contrasting views. Community service: Explore the use of community service as a punishment and religious attitudes to it. Forgiveness. Religious attitudes to this, including contrasting views. The death penalty. • Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life. • Religious attitudes to the death penalty. **Hinduism Practices** How the divine presents: the concept of avatara, including Krishna, Rama. The concept of the avatar including beliefs about Krishna and Rama as avatars of Vishnu. How the divine presents: male and female deities, including Ganesha, Lakshmi, Hanuman and Saraswati. •The idea that deities can be both male and female. •Popular deities and their significance, including Ganesha, Lakshmi, Hanuman and Saraswati.	**Worship and festivals: Places of worship.** •The importance of places of worship •Worship in the home, the temple, outdoors (such as shrines, and in the space of the heart. Different forms of Hindu worship/meditation. •Different forms of worship/meditation and their significance. •Meditation, havan, darshan, bhajan/kirtan, japa/mantra. •Key differences in worship in Shaivism and Vaishnavism and different Hindu views about the importance of worship. Different forms of worship: puja and arati. The rituals of puja and arati and their significance for Hindus. Focuses of worship and representation of the divine and their importance. The rituals of puja and arati and their significance for Hindus. Other representations of the divine and their importance. Holy land, hills and rivers; sacred plants and animals; the many deities, gurus and other elders. Pilgrimage. •The role of pilgrimage in Hinduism. •Pilgrimage practices and purposes. •Sacred sites, including Varanasi. •Kumbh Mela Sacred festivals. The origins and meaning of the festival of Holi. The four paths towards yoga (union with the divine). •The four paths of yoga, including action (karma yoga), knowledge (jnana yoga), meditation (astanga yoga) and devotion (bhakti yoga). •The differences and importance of these paths to Hindus. Hindu environmental projects and charities that promote wellbeing. •The work and significance of Hindu environmental projects including 'cow protection' •The work and significance of Hindu charities that promote well-being, social inclusion and women's rights.		

	Matter (prakriti); the three qualities (tri-guna); illusion (maya); cosmology; the cycle of four ages; many worlds and their diverse inhabitants.Rig Veda 10.129.6-7. The beliefs surrounding the creation and structure of the universe, eg matter (prakriti), the three qualities (tri-guna), the many worlds and their diverse inhabitants, the cycle of four ages and maya. Beliefs about the nature of human life: the concepts of atman, samsara, karma and moksha. •The concept of atman, as individual, eternal inner self,			