

Subject:

Religious Studies

Religious Studies Intent:

WJEC Eduqas GCSE Religious Studies provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen understanding of religions and their effect on society. It will develop learners' competence in a wide range of skills and approaches and enable young people to become religiously informed and thoughtful, engaged citizens. This specification provides a solid basis for further study in this and related subject areas. In addition, it provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study.

Our Exam Board is: Eduqas

The Big Questions...

Year 10	Year 11
<p>Christianity Beliefs and Teachings & Issues of Life and Death (Sept-Dec): This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life. Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.</p> <p>Issues of Good and Evil (Jan-Apr): This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered.</p> <p>Christianity Practices and Issues of Human Rights (May-Jul): This theme considers contemporary issues of human rights and social justice and their relationship with religion and belief. Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.</p>	<p>Islam Beliefs and Teachings (Sept-Nov): What do Muslims believe about Allah? Why is Muhammad so important? Is Jesus relevant to Muslims? What do Muslims believe about the role of Angels and do they all agree? What are the Sunni and Shia differences? Do humans have free will if Allah knows everything?</p> <p>Issues of Relationships (Dec-Feb): This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles.</p> <p>Islam Practices (Feb-Apr):</p> <ul style="list-style-type: none"> - How do Sunni Muslims worship, how do they pray, visit mosque, pay zakah, use the Qur'an. How do British Muslims follow Ramadan and maintain their fast? - Shia Islam; How do Shia Muslims give to charity and attend Hajj? Why do they have special places of pilgrimage? - What does Jihad mean? The greater Jihad and the lesser Jihad, how do Muslims live up to this requirement? Where did the command for holy war originate and what are the conditions? - How do Muslims celebrate the festival of Id-ul-Adha and Id-ul-fitr.

What skills will I develop?

- Students will appreciate the complex multicultural world we live in; they will be able to engage to religious and philosophical discussions.
- They will be able to confidently articulate their understanding of the past both in academic writing as well as through debate and discussion. Sanctity of Life, Science & Ethics.
- They will appreciate the ethnic and cultural diversity of our community and thereby become inclusive members of our society. Religion, Human Rights & Social Justice.
- Through reading and writing, they will develop a critical and enquiring mind, which appreciates the impact of individual endeavour and shows empathy with the past. Global Issues, Interfaith Dialogue.

How will I be assessed?

At Key stage 4 work is assessed at the end of each module with graded exams on the units shown above so that students can understand their strengths and weaknesses on each unit. We also deliver regular knowledge testing on ShowMyHomework. Teacher feedback is given verbally, in books and on assessed work so that pupils can improve their understanding before moving on to the next section of the course. Students are provided with grade trackers to target revision.

Examination: The end of the GCSE course is 100% exam-based and will involve three GCSE papers, taken at the end of Year 11. Ethics 2hrs Christianity 1hr and Islam 1hr.

What great resources can I use?

- www.bbc.co.uk/bitesize contains great links to all materials studies as well as test you can take online
- The PiXL Key words app is fantastic for checking key terms and topping up knowledge. @RSYateley twitter feed and YouTube Channels have links and resources.
- ShowMyHomework has a wealth of low stakes quizzes to test knowledge on each section of the course.

Three ways that parents/carers can help...

1. Visiting places of worship such as Churches, Mosques and Gurdwaras in London. Attending the RS trips to places of worship. .
2. By engaging in conversations with your child about current ethical topics in the news and media, abortion, euthanasia, crime and punishment and extremism are often debated in the press.
3. By contacting following @RSYateley for ideas and articles to discuss at home. Email alexander.bristow@yateley.hants.sch.uk for further recommendations.