

## KS4 Religious Education Curriculum Plan 2014-15

Number of hours taught per fortnight : 2

### Edexcel GCSE (Short Course) in Religious Studies (3RS01)

<http://www.edexcel.com/quals/gcse/gcse09/rs/Pages/default.aspx>

#### Full details of the units:

Topic	Content summary
<b>Year 9</b>	Students follow the Shropshire Agreed Syllabus. Religious Education is fundamentally about 'the exploration of questions'. These 14 questions provide opportunities for students to gain important insights into their own beliefs and values as well as those represented in the religions and other world views being studied. The 14 Religious Questions that form the basis of the syllabus are set out below.
<b>Identity, diversity and belonging</b>	Students will learn how believers develop a sense of identity with their faith and about the range of belief contained in any faith and the ceremonies which take place when individuals become part of any faith group.
<b>Practices and ways of life</b>	Students will learn what religious practices take place within a faith community and how people live their lives within that faith community. They will study how these practices differ within faiths, over time and around the world. These issues are explored through the following Religious Questions : RQ14 Why do people's belief and practice differ?
<b>Expressing meaning</b>	Students will learn that different faiths demonstrate meaning through symbols, symbolic actions or colour, e.g. through art, music, artefacts, rituals, dance, prayer etc These issues are explored through the following Religious Question : RQ10 How is belief expressed through symbols and action?
<b>Values and commitments</b>	Students will learn the shared values of different faiths and what these require of their followers in terms of actions and behaviours.
<b>Beliefs, teachings and sources</b>	Students will learn what different religions teach about God, life and ethical issues and the sources on which this teaching is based. This will include religious texts, leaders and teachers. These issues are explored through the following Religious Questions : RQ8 Has science got all the answers? RQ9 What do people believe about God? RQ13 Where do people's beliefs come from? RQ8 Has science got all the answers?
<b>Meaning, purpose and truth</b>	Students will learn how different religions give sense and purpose to life, death, the nature of good and evil, what it means to be human and other ultimate questions. These issues are explored through the following Religious Questions : RQ12 How do people make sense of life and death? RQ11 How do people express their beliefs about truth?
<b>Year 10</b>	
<b>Marriage and the family</b>	Students will study changing attitudes to marriage, divorce, family life and homosexuality in the UK and the reasons for them. They will consider Christian attitudes to sex outside marriage and the reasons for them and the purposes of marriage in Christianity and how this is shown in the wedding ceremony. They will look at different Christian attitudes to divorce and the reasons for them and Christian attitudes to homosexuality and the reasons for them. They will study Christian teachings on family life and its importance, how Christian churches help with the upbringing of children and how Christian churches help to keep the family together. They will learn about different methods of contraception and the reasons for them and about different Christian attitudes to contraception. They will study how an issue arising from

	marriage and the family has been presented in the media and whether the treatment was fair to religious beliefs and religious people.
<b>Religion and community cohesion</b>	Students will study how and why attitudes to the roles of men and women have changed in the UK and the different Christian attitudes to equal rights for women in religion and the reasons for them. They will look at the nature of the UK as a multi-ethnic society, including the problems of discrimination and racism. They will look at Government action to promote community cohesion in the UK, including legislation on equal rights for ethnic minorities and religions. They will study the work of a Christian Church to help asylum seekers in the UK, and why Christians should help to promote racial harmony. They will look at differences among Christians in their attitudes to other religions (exclusivism, inclusivism, pluralism) and consider the UK as a multi-faith society, including the benefits of living in a multi-faith society. They will study issues raised for religion by a multi-faith society – conversion, bringing up children, interfaith marriages and consider the ways in which religions work to promote community cohesion in the UK. They will look at how an issue arising from religion and community cohesion has been presented in the media, including whether the treatment was fair to religious beliefs and religious people.
<b>Year 11</b>	
<b>Matters of life and death</b>	Students will study why Christians believe in life after death and how beliefs about life after death affect their lives. They will consider non-religious reasons for believing in life after death (near-death experiences, ghosts, mediums, evidence of reincarnation). They will look at why some people do not believe in life after death. They will study the nature of abortion, including current British legislation, and why abortion is a controversial issue. They will look at different Christian attitudes to abortion and the reasons for them and consider the nature of euthanasia, including current British legislation, and why euthanasia is a controversial issue. They will explore Christian attitudes to euthanasia and the reasons for them. They will study arguments for and against the media being free to criticise what religions say about matters of life and death. They will also explore the causes of world poverty and how and why one Christian agency is trying to end world poverty. They will look at how an issue arising from matters of life and death has been presented in the media and whether the treatment was fair to religious beliefs and religious people.
<b>Believing in God</b>	Students will study the main features of a Christian upbringing and how it may lead to belief in God. They will examine how religious experiences, as seen in the numinous, conversion, miracles and prayer, may lead to belief in God. They will consider the argument from design and how it may, or may not, lead to belief in God and the argument from causation and how it may, or may not, lead to belief in God. They will study why scientific explanations of the origins of the world may lead some people not to believe in God and how Christians respond to scientific explanations of the origins of the world. They will consider why unanswered prayers may lead some people not to believe in God and how Christians respond to the problem of unanswered prayers. They will look at why evil and suffering may lead some people not to believe in God and how Christians respond to the problem of evil and suffering.