

Curriculum

	What pupils will learn	How it builds on learning
Year 10	<p>Christianity (J625/01)</p> <p>Students will start their study by exploring the Christian faith, and how it is lived out today.</p> <p>This includes:</p> <ul style="list-style-type: none"> the nature of God, the concept of the Trinity, views on Creation, the problem of evil, the person and teachings of Jesus, the concept of salvation, eschatology, worship and sacraments, prayer, pilgrimage, celebrations, the role of the church in both the local community and the wider world. <p>Students will study this following a roughly chronological curriculum, which means that they can understand the flow of Christian narratives and how this shapes the faith today.</p>	<p>Students will find links between this topic and lots of their prior learning going back to KS1 and KS2. Within the KS3 curriculum there are clear links between the problem of evil (7.2), beliefs about life after death (8.1) different perspectives on Jesus (8.4), Christian ethics (9.1) the impact of religion today (7.1 and 9.4).</p> <p>This topic is also a building block for all of the thematic units (J625/06) in the course.</p>
	<p>Relationships and Families (J625/06)</p> <p>Students look to apply their knowledge of religion and faith to a range of ethical questions.</p> <p>This includes:</p> <ul style="list-style-type: none"> the concept of a family relationship today, marriage, divorce, changing patterns in society, gender equality, same sex relationships, attitudes to LGBT+ people, prejudice and discrimination. <p>Students look at the issues of the topic, as well as both religious (predominantly Christian) and non-religious perspectives on each one.</p>	<p>All of the thematic units in the GCSE build upon the Christianity topic (J625/01) as they are looking at the content via a Christian perspective. This topic also has links to topics in KS3 including; the religious views of the country (7.1), perspectives on Jesus (8.2), Christian ethics (9.1), the impact of religion on shaping society (7.1 and 9.4), and may link to the elective topic students study (9.3).</p>
	<p>Religion, Peace and Conflict (J625/06)</p> <p>Students look to apply their knowledge of religion and faith to a range of ethical questions.</p> <p>This includes:</p> <ul style="list-style-type: none"> questions around the use of violence; reasons for and different types of warfare; the concept of pacifism; the role of peace, forgiveness, and reconciliation in the world today; 	<p>All of the thematic units in the GCSE build upon the Christianity topic (J625/01) as they are looking at the content via a Christian perspective. This topic also has links to topics in KS3 including: the concept of suffering (7.2), beliefs about life after death (8.1), perspectives on Jesus (8.4), Christian ethics (9.1), attitudes to forgiveness (9.2), the impact of religion on society</p>

	<p>as well as examples of people and organisations who work in the areas covered.</p> <p>Students look at the issues of the topic, as well as both religious (predominantly Christian) and non-religious perspectives on each one.</p>	<p>today (9.4)), and may link to the elective topic students study (9.3).</p>
	<p>The existence of God (J625/06) Students look to apply their knowledge of religion and faith to a range of ethical questions. This includes: questions around the nature of God and the problem of evil, arguments for the existence of God and the purpose of humans, claims of experiencing God and their verifiability.</p> <p>Students look at the issues of the topic, as well as both religious (predominantly Christian) and non-religious perspectives on each one.</p>	<p>All of the thematic units in the GCSE build upon the Christianity topic (J625/01) as they are looking at the content via a Christian perspective. This topic also has links to topics in KS3 including: the problem of evil (7.2), claims about the afterlife (8.1), perspectives on Jesus (8.4)), and may link to the elective topic students study (9.3).</p>
	What pupils will learn	How it builds on learning
Year 11	<p>Islam (J625/02) Students will explore the Islamic faith, and how it is lived out today. This includes: core beliefs about Allah, the range of Holy books and their significance, chains of prophecy, judgement and predestination, different schools of Islamic thought, the roles of angels in Islam, eschatology, prayer, fasting, almsgiving and charity, pilgrimage, the concept of jihad, and challenging misconceptions around this festivals and celebrations</p>	<p>Students will find links between this topic and lots of their prior learning going back to KS1 and KS2. Within the KS3 curriculum there are clear links between the study of Islamic artwork (7.3), as well as perspectives on the problem of evil (7.2), life after death (8.1), Jesus (8.4), as well as the impact of religion on society today (7.1 and 9.4).</p>
	<p>Dialogue between religions and non-religious beliefs and attitudes (J625/06) Students look to apply their knowledge of religion and faith to a range of ethical questions. This includes: the history of Christianity as the established faith in Britain; the role of Christianity in modern Britain, changing attitudes to religion; secular and non-religious perspectives; potential areas of dispute between religious and secular views on topics; medical ethics.</p>	<p>All of the thematic units in the GCSE build upon the Christianity topic (J625/01) as they are looking at the content via a Christian perspective. This topic also has links to topics in KS3 including: the religious nature of Britain (7.1), the impact of religion on society today (9.4), ethical arguments (9.1), and may link to the elective topic students study (9.3).</p>

	Students look at the issues of the topic, as well as both religious, predominantly Christian, and non-religious perspectives on each one.	
	<p>The existence of God (J625/06) – Completion of the topic</p> <p>Students look to apply their knowledge of religion and faith to a range of ethical questions. This includes:</p> <ul style="list-style-type: none"> questions around the nature of God and the problem of evil; arguments for the existence of God and the purpose of humans; claims of experiencing God and their verifiability. <p>Students look at the issues of the topic, as well as both religious (predominantly Christian) and non-religious perspectives on each one.</p>	All of the thematic units in the GCSE build upon the Christianity topic (J625/01) as they are looking at the content via a Christian perspective. This topic also has links to topics in KS3 including: the problem of evil (7.2), claims about the afterlife (8.1), perspectives on Jesus (8.4)), and may link to the elective topic students study (9.3).

Assessment

Students will complete regular knowledge checks as part of lessons and homework that are used to identify areas of weakness, and to shape teaching of the topics.

At the end of each topic, plus midway through the study of each religion, students will sit a formal assessment. This will be made up of a range of knowledge questions to check understanding across the topic, and some exam style questions to check student's ability to explain their ideas.

In both Year 10 and Year 11, students will sit Internal Examinations, designed to simulate the final exam series, and allow them to both experience the exam situation, and provide an opportunity to show their understanding of the course.

Examinations: Students will sit three exams for the course. The first two are sat in one exam session and will cover the study of religions (Christianity and Islam). Each of these exams is 1 hour long, giving a total exam time of 2 hours. The second exam will cover the religion, philosophy, and ethics in the modern world topics, and will be a 2 hour exam. Details on exam paper styles and timings advice will be given to students in lessons as preparation.

Supporting your child

What you can do at home:

A key area of focus is on the ability to explain difficult ideas, or personal views, in a clear and understandable manner, and discussions can often be used to help students develop their ability to explain their ideas in these ways.

Particularly for the religion, philosophy, and ethics in the modern world topics there is a link to current affairs. It is beneficial to engage students with the news, from a variety of sources to broaden their knowledge of these topics.

Equipment:

There is no requirement to bring any extra or specialist equipment to RPE lessons

Students will be given the opportunity to purchase revision materials during both Year 10 and Year 11, which will help them with their work. There is no requirement to bring these to lessons, or to purchase them, but they can help benefit student work at home.

Extended learning

Homework policy:

All GCSE students will be set regular homework, usually once a week. This will cover a range of different tasks including; reading around the subject, completing knowledge checks of prior learning, sample exam questions, and more.

From early in Year 10, students will also be set monthly homework focused on revision, designed to produce and use a range of revision resources throughout the course.

Clubs/ Enrichment opportunities:

There are currently no direct RPE related clubs, but these have run in the past. Students are able to engage in events which link to their RPE studies through the Aspiration talks.

Revision sessions will run throughout Year 11, and Year 10 students will be given the opportunity to attend these if relevant.

Extended study suggestions and reading lists:

There are suggestions for additional reading and resources to explore located on the CATalogue for students to access if they wish to extend their knowledge of the subject. There are also a range of subject focused books available in the RPE classrooms if students wish to borrow them.

Possible trips and visits:

There are no currently planned trips for students undertaking this course, but we have looked at the possibility of trips to a range of places of worship, which may be arranged during the course of study.