**Y10 – Religious Studies GCSE**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Big Ideas | Does God exist?  God and Revelation | Sikhism Beliefs | Sikhism Beliefs cont’  Sikhism Practices | Sikhism Practices | | Christian Beliefs | Christian Practices |
| Topics |  | * What do Sikhs believe about the nature of God? * What do Sikhs believe about the nature of human life? * What is Karma, rebirth and Mukti and how is it obtained? * What are the five stages of liberation and five evils? | * Why do Sikhs think it is important to be God-Centred? * Why do Sikhs place an emphasis on the oneness of humanity and equality? * What can Sikhs learn about equality from 'Guru Nanak' and 'Guru Gobind Singh'? * How is equality seen in the 'Guru Granth Sahib' and Sikhism today? * What is Sewa? * Why is the sangat important and what is it's role? * What is a Gurdwara and how is it used in Sikh worship? * How is the Gurdwara used in other ways? | * Why is the Guru Granth Sahib so important for Sikhs? * Why is Langar important for Sikhs? * How do Sikhs pray at home? * What is the festival of Vaisakhi (Baisakhi)? * What happens at the festival of Divali? * What happens at Gurpurbs? * Do Sikhs go on Pilgrimage? * Are there any major Sikh ceremonies? | | * God - What is the Christian belief about God - God as Omnipotent, loving and just. * How can God be three and one? * How do different Christians believe the world was created? * Who was Jesus? * What happened to Jesus that is important for Christians? * What does this mean for Christians today? * What do Christians believe about the afterlife? * What is heaven and hell for Christians? * Why are the terms - sin and salvation important for Christians? * What role does Jesus play in salvation? | * How do Christians show devotion to God? Part I - Prayer * How do Christians show devotion to God? Part II- Worship * What is a Sacrament - Baptism and intro to Communion. * Communion - How do Christians celebrate Jesus' Death and Resurrection? * What is Pilgrimage? * How do Christians celebrate Easter and Christmas? * How do Christians work in the local community? * How do Christians work in the worldwide community (including Poverty)? * What does evangelisation mean for Christians? * Are Christians persecuted today? |
| Skills | DEVELOPMENT OF PHILOSOPHICAL THINKING   * Experience of Philosophical enquiry (P4C, Socratic Circle) * Flipped learning (use of video homework) * Introduction to explain questions | | DEVELOPMENT OF PHILOSOPHICAL THINKING   * Experience of Philosophical enquiry (P4C, Socratic Circle) * Flipped learning (use of video homework) * Introduction to explain and evaluate questions | | | DEVELOPMENT OF PHILOSOPHICAL THINKING   * Experience of Philosophical enquiry (P4C, Socratic Circle) * Flipped learning (use of video homework) * Introduction to explain and evaluate questions | |
| Assessment | End of unit assessment using GCSE style questions. | | End of unit assessment using GCSE style questions. | | | End of unit assessment and end of year assessment using GCSE style questions. | |
| Linked learning | Buddhist’s Mandalas in Maths | | | | | | |
| \*SMSC Links | 253. Provision for the spiritual development of pupils includes developing their:  ability to be reflective about their own beliefs (religious or otherwise) and perspective on life  knowledge of, and respect for, different people’s faiths, feelings and values  sense of enjoyment and fascination in learning about themselves, others and the world around them  use of imagination and creativity in their learning  willingness to reflect on their experiences  255. Provision for the social development of pupils includes developing their:  use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds  256. Provision for the cultural development of pupils includes developing their:  understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others  understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain  ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities | | | | | | |
| Literacy | Classification of words Philosophical and Religious, terminology, and definitions. Use literacy to communicate routes and direction | | | Numeracy | Mandalas in Buddhism (link to year 8 maths) | | |
| Enrichment | Impact of Socratic Circles to improve enquiry | | | | | | |
| Impact | The aims of Religious Studies at Droitwich Spa High School fall into five main areas.   * To promote awareness, tolerance and respect of different faiths, cultures, and religions. * To encourage enquiry into the big questions that philosophy and religion attempt to answer. * To enable evaluation of different points of view of these questions. * An encouragement to think critically about ethical issues and questions of morality. * To give pupils religious and philosophical literacy to help with these intentions. | | | | | | |

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| Ways to support student learning in this subject |
| * Encourage the completion of homework. * Encourage discussion of philosophical issues that arise in the news. * Discuss Philosophy and Religion lessons and their progress. * Encourage a positive attitude towards Religion and its applications * Encourage self-assessment and reflection using personalised learning checklists (PLCs) * Read newspaper articles and watch relevant TV programmes * Practice units, unit conversions, standard form, rearranging equations and encourage the use of a calculator * Use of low stakes questioning and exam material to build confident and knowledge base * Encourage students to use GCSEPod to consolidate knowledge and build on recall skills * Refer students to LaunchPad revision materials * Encourage pupils to look frequently at their Knowledge Organisers; especially their key terms |