

Subject: GCSE Religious Studies **Year** 11 **Ability** Mixed

Term / Date(s)	Unit 1	Unit 2	Unit 3	Unit 4
Topic	Living the Muslim Life	Matters of life and death	Peace and conflict	Revision & examination preparation
Topic overview	The actions and practices of Muslims and their purpose	Divergent Christian beliefs and teachings towards issues surrounding matters of life and death	Divergent Muslim beliefs and teachings towards issues surrounding peace and conflict	Application of knowledge and understanding to examination style questions.
Pupils will learn...	That within Islam there may be more than one perspective in the way beliefs and teachings are understood and expressed.	Non-religious attitudes to issues surrounding matters of life and death and their comparison to Christian beliefs.	Non-religious attitudes to issues surrounding peace and conflict and their comparison to Muslim beliefs.	Use of a range of revision techniques to aid recall and retention of specification content
Components	<p>Students will know and understand the nature, history and purpose of the Ten Obligatory Acts for Shi'a Muslims. In order to assess and analyse the importance of these beliefs for Muslims.</p> <p>Students will know and understand the nature and role of the Shahadah for Muslims. In order to assess and analyse the importance of the Shahadah for Muslims today.</p> <p>Students will know and understand the nature, history, importance and purpose of Salah for Muslims, including different ways of understanding them. In order to assess and analyse the importance of these beliefs for Muslims.</p> <p>Students will know and understand the nature, role, history and purpose of sawm. In order to assess and analyse the importance of these beliefs for Muslims, including the significance of Laylat Al-Qadr.</p> <p>Students will know and understand the nature, role, origins and importance of Zakah and Khums. In order to assess and analyse the benefits of giving and receiving Zakah or Khums.</p> <p>Students will know and understand the nature, role, origins and importance of Hajj. In order to assess and analyse the benefits and challenges from attending Hajj for Muslims.</p>	<p>Students will know and understand the Christian responses to the scientific explanations for the origins of the universe. In order to assess Christian teachings and the compatibility of these and the Bible to science.</p> <p>Students will know and understand Christian teaching about why life is holy (Sanctity of life) and shown as special in the Bible. In order to assess and divergent understandings of sanctity of life for Christians today.</p> <p>Students will know and understand Christian responses to scientific and non-religious explanations of the origins and value of human life. In order to assess and analyse the significance of responses to scientific and non-religious explanations for Christians today.</p> <p>Students will know and understand the implications of Christian teachings about the value of life for the issue of abortion.</p> <p>Students will know and understand divergent Christian teachings about the nature and use of abortion. In order to compare and contrast these to non-religious and ethical arguments about the use of abortion.</p> <p>Students will know and understand different Christian responses to non-religious arguments for life after death. In order to assess and analyse the importance of belief in life after death for Christians today.</p>	<p>Students will know and understand the nature and purpose of peace and Muslim teachings about peace. In order to assess and analyse the importance of peace for Muslims.</p> <p>Students will know and understand the role of Muslims in peacemaking and the ways in which they work for peace. In order to assess and analyse the importance of justice, forgiveness and reconciliation in peacemaking.</p> <p>Students will know and understand Muslim teachings about the nature and causes of conflict and the ways in which Muslims respond to conflict. In order to compare and contrast non-religious attitudes to the causes of conflict.</p> <p>Students will know and understand Muslim attitudes to pacifism and Muslim teachings towards passive resistance. In order to assess and analyse the efficacy of pacifism.</p> <p>Students will know and understand the nature history and conditions of a just war. In order to apply Muslim teachings and responses to the just war theory and assess and analyse whether a just war is possible.</p> <p>Students will know and understand Muslim teachings and responses to the nature of a holy war. In order to assess and analyse divergent Muslim and non-religious views about holy war.</p>	<p>Revision of specification content from across the 8 units.</p> <p>Recall and retention of specification material through the use of effective revision strategies.</p> <p>Application of knowledge and understanding to examination style questions.</p> <p>AO1 Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • Beliefs, practices and sources of authority • Influence on individuals, communities and societies • Similarities and differences within and/or between religions and beliefs. <p>AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>

	<p>Students will understand the nature, origins and importance of jihad in Islam. In order to know and understand divergent understandings of jihad including lesser and greater jihad.</p> <p>Students will know and understand the nature, origins, activities, meaning and significance of specific Muslim festivals and commemorations for different Muslim groups. In order to analyse and assess the importance of specific Muslim festivals and commemorations for Muslims.</p>	<p>Students will know and understand Christian responses to non-religious arguments against life after death. In order to assess and analyse why Christians reject arguments against belief in life after death.</p> <p>Students will know and understand the implications of Christian teachings about the value of life for the issue of euthanasia. In order to compare and contrast non-religious and ethical arguments about the use of euthanasia.</p> <p>Students will know and understand Christian teachings about threats to the natural world. In order to compare and contrast ethical teachings about threats to the natural world e.g., the application of utilitarianism</p>	<p>Students will know and understand divergent Muslim attitudes to weapons of mass destruction (WMD). In order to assess and analyse the reasons why utilitarian ethics might allow the use of WMD and non-religious views towards their acquisition and use.</p> <p>Students will know and understand Muslim teachings and responses to issues surrounding conflict. In order to assess and analyse non-religious attitudes to issues surrounding conflict and the Muslim responses to them.</p>	
What pupils should already know (prior learning components)	<p>Students have knowledge of key Muslim beliefs from the second unit of work studied in Y10.</p> <p>Y10 Unit 4- Islamic attitudes to crime and punishment which includes Muslim beliefs and teachings about forgiveness</p> <p>Y7 Unit 3- Pilgrimage to Mecca</p>	<p>Students have knowledge of key Christian beliefs from the first unit of work studied in Y10.</p> <p>Y9 Unit 1- Matters of Life and death. Students study the topics of abortion and euthanasia.</p> <p>Y8 Unit 1- Creation of the world. Students study both religious and scientific theories for the creation of the world.</p>	<p>Students have knowledge of key Muslim beliefs from the second unit of work studied in Y10.</p> <p>Y10 Unit 4- Islamic attitudes to crime and punishment which includes Muslim beliefs and teachings about forgiveness and reconciliation.</p> <p>Y11 Unit 1- The Living the life unit introduces students to Jihad. Students will apply this knowledge and understanding to their work on Holy war.</p>	<p>Unit 1- Christian Beliefs</p> <p>Unit 2- Muslim Beliefs</p> <p>Unit 3- Marriage & the family (Christianity)</p> <p>Unit 4- Crime & Punishment (Islam)</p> <p>Unit 5- Living the Christian Life</p> <p>Unit 6- Living the Muslim Life</p> <p>Unit 7- Matters of Life & Death (Christianity)</p> <p>Unit 8- Peace & Conflict (Islam)</p>
Transferrable knowledge (skills)	<p>Knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</p> <p>The ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject</p> <p>The ability to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life</p> <p>An understanding of the influence of religion on individuals, communities and societies</p> <p>An understanding of significant common and divergent views between and within Islam.</p> <p>The ability to construct well-informed and balanced arguments on matters concerned with Muslim beliefs and values.</p>	<p>Knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</p> <p>The ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject</p> <p>The ability to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life</p> <p>An understanding of the influence of religion on individuals, communities and societies</p> <p>An understanding of significant common and divergent views between and within Christianity.</p> <p>An understanding of non-religious beliefs and the ability to apply ethical theories such as Situation Ethics to moral issues.</p>	<p>Knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</p> <p>The ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject</p> <p>The ability to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life</p> <p>An understanding of the influence of religion on individuals, communities and societies</p> <p>An understanding of significant common and divergent views between and within Islam.</p> <p>An understanding of non-religious beliefs and the ability to apply ethical theories such as Situation Ethics to moral issues.</p>	<p>Provide knowledge of religion and belief by recalling factual information.</p> <p>Provide an understanding of religion and belief and contrast with that of another.</p> <p>Respond to explain question in one of two ways:</p> <p>1. (4 marks) Provide understanding of an aspect of religion and belief and developing this beyond a habitual response.</p> <p>2. (5 marks) Provide understanding of an aspect of religion and belief and developing this beyond a habitual response. In addition, students will be required to reference one source of wisdom or authority in support of their explanation</p> <p>Interpret a given stimulus in order to consider different viewpoints and perspectives relating to the importance or significance of a particular aspect of a religion or belief. Deconstruct the information or issue at hand, by constructing logical chains of reasoning and making connections between the elements in the</p>

	<p>Tolerance and understanding of the different beliefs and perspectives of others.</p> <p>How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</p> <p>AO1: Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • Beliefs, practices and sources of authority • Influence on individuals, communities and societies • Similarities and differences within and/or between religions and beliefs. <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>The ability to construct well-informed and balanced arguments on matters concerned with Christian beliefs and values</p> <p>Tolerance and understanding of the different beliefs and perspectives of others.</p> <p>How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</p> <p>AO1: Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • Beliefs, practices and sources of authority • Influence on individuals, communities and societies • Similarities and differences within and/or between religions and beliefs. <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>The ability to construct well-informed and balanced arguments on matters concerned with Muslim beliefs and values.</p> <p>Tolerance and understanding of the different beliefs and perspectives of others.</p> <p>How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</p> <p>AO1: Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • Beliefs, practices and sources of authority • Influence on individuals, communities and societies • Similarities and differences within and/or between religions and beliefs. <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>question. Arguments must be justified by the appraisal of evidence leading to a supported conclusion.</p> <p>The ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject</p> <p>The ability to construct well-informed and balanced arguments on matters concerned with Christian and Muslim beliefs and values</p> <p>AO1: Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • Beliefs, practices and sources of authority • Influence on individuals, communities and societies • Similarities and differences within and/or between religions and beliefs. <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>
Key vocabulary pupil will know and learn	Amr bil ma'roof, Nahl anil munkar, Ten Obligatory Acts, Five Pillars, Shahadah, Shirk, Adhan, Imam, Jummah prayer, Qiblah, Rak'ah, Salah, Wudu', I'tikaf, Laylat al-Qadr, Ramadan, Sawm, Khums, Nisab, Sadaqah, Zakah, Hajj, Ka'bah, pilgrimage, Tawaf, Greater Jihad, Jihad, Lesser Jihad, Ashura, Id-ulAdha, Id-ul-Fitr, Id-ul-Ghadeer,	Big Bang theory, commodity, sanctity of life, evolution, General Synod, survival of the fittest, abortion, conception, pro-choice, pro-life, situation ethics, paranormal, resurrection, spiritualist, euthanasia, quality of life, hospice, natural life, environment, stewardship, utilitarianism.	Al-salamu 'alaykum, Peace, peace-making, Reconciliation, conflict, pacifism, passive resistance, sanctity of life, Just War Theory, Harb al-Maqadis, Holy War, weapons of mass destruction (WMD), Terrorism	State, outline, describe, Explain, Evaluate, justify, conclusion,
Assessment activities	<p>Current topic:</p> <ul style="list-style-type: none"> • Do now questions to assess recall and retention of knowledge • Exam style questions for each question type a, b, c, and d • End of unit assessment in timed conditions 	<p>Current topic and prior learning:</p> <ul style="list-style-type: none"> • Do now questions to assess recall and retention of knowledge • Exam style questions for each question type a, b, c, and d • End of unit assessment in timed conditions 	<p>Current topic and prior learning:</p> <ul style="list-style-type: none"> • Do now questions to assess recall and retention of knowledge • Exam style questions for each question type a, b, c, and d • End of unit assessment in timed conditions 	<p>Current topic and prior learning:</p> <ul style="list-style-type: none"> • Do now questions to assess recall and retention of knowledge • Exam style questions for each question type a, b, c, and d • End of unit assessment in timed conditions
Resources available	<p>Edexcel Religious Studies Specification B Edexcel GCSE Religious Studies B (2016) Pearson qualifications</p> <p>The Five Pillars The Five Pillars of Islam (Sunni and Shi'a Islam) - Ways of Muslim living - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</p> <p>The 10 Obligatory Acts The Ten Obligatory Acts (Shi'a Islam) - Ways of Muslim living - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</p> <p>Jihad</p>	<p>Edexcel Religious Studies Specification B Edexcel GCSE Religious Studies B (2016) Pearson qualifications</p> <p>Summary - Matters of life and death: Abortion and euthanasia - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize</p> <p>The debate about euthanasia - Matters of life and death: Abortion and euthanasia - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize</p>	<p>Edexcel Religious Studies Specification B Edexcel GCSE Religious Studies B (2016) Pearson qualifications</p> <p>What does Islam teach about war and peace? - War and peace - GCSE Religious Studies Revision - BBC Bitesize</p> <p>What is jihad? - War and peace - GCSE Religious Studies Revision - BBC Bitesize</p> <p>What does pacifism mean in Islam? - War and peace - GCSE Religious Studies Revision - BBC Bitesize</p>	<p>Edexcel Religious Studies Specification B Edexcel GCSE Religious Studies B (2016) Pearson qualifications</p>

	<p>Jihad - Ways of Muslim living - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</p> <p>Festivals Id - Ways of Muslim living - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize Ashura - Ways of Muslim living - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</p>		<p>How do Muslims work for peace? - War and peace - GCSE Religious Studies Revision - BBC Bitesize</p>	
<p>Notes</p> <p>Why this topic is important...</p>	<p>This unit of work develops students understanding of the significance and importance of the various beliefs, issues and practices to Muslims today. Students will explore the fundamental beliefs held by Muslims, including different beliefs held by Sunni and Shi'a Muslims. This topic provides the opportunity to address misconceptions and a lack of understanding surrounding the Shi'a denomination and the nature of Jihad.</p> <p>Students will apply their knowledge and understanding of fundamental Muslim beliefs already studied to the ways of life examined in this unit.</p> <p>Students will learn to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community.</p> <p>Knowledge and understanding that there are many beliefs and teachings within Islam and there are different perspectives often depending on the denomination they may belong to.</p>	<p>This unit of work develops students understanding of the significance and importance of the various beliefs, issues and practices to Christians today. Students will explore the fundamental beliefs held by Christians, including different beliefs held by Protestants and Roman Catholics. This topic provides the opportunity to address moral issues such as the use of treatment of animals, abortion and euthanasia. Students will also explore ultimate questions such as what is the meaning and purpose of life? how was the world created? and when does life begin? Care is taken to address the UK law and make links to British Values where relevant.</p> <p>Students will develop the ability to compare and contrast Christian beliefs to non-religious beliefs.</p> <p>Students will understand Ethical theories such as Situation Ethics and be able to apply this theory to moral issues both in this unit and beyond.</p> <p>Students will learn to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community.</p> <p>Knowledge and understanding that there are many beliefs and teachings within Christianity and there are different perspectives often depending on the denomination they may belong to.</p>	<p>This unit of work develops students understanding of the significance and importance of the various beliefs, issues and practices to Muslims today. Students will explore the fundamental beliefs held by Muslims, including different beliefs held by Sunni and Shi'a Muslims. This topic provides the opportunity to address misconceptions and a lack of understanding surrounding Muslim attitudes to Holy war and divergent interpretations of the Qur'an, including those by extremist groups in relation to war. This topic provides the opportunity to address moral issues such as the use of weapons of mass destruction. Care is taken to address the UK law and make links to British Values where relevant.</p> <p>Students will develop the ability to compare and contrast Muslim beliefs to non-religious beliefs.</p> <p>Students will understand Ethical theories such as Situation Ethics and be able to apply this theory to moral issues both in this unit and beyond.</p> <p>Students will learn to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community.</p> <p>Knowledge and understanding that there are many beliefs and teachings within Islam and there are different perspectives often depending on the denomination they may belong to.</p>	<p>This unit provides opportunity for students to review their learning over the last two years. Students will be taught and practice a range of revision techniques in order to aid recall and retention. Students will apply their knowledge and understanding to typical examination style questions.</p>