

IDSALL SCHOOL

Religious Education Curriculum KS4



Our Vision for R.E. at KS4:

The ability to understand and explore different worldviews is incredibly important in today's society, both culturally and economically, as we continue to operate on an increasingly globalised scale. Academically, it is a strong base for discussion, debate and analytical subjects such as Philosophy, Politics and of course Theology.

At Idsall School we are constantly seeking to ensure the Religious Education curriculum is relevant and current. We utilise the Shropshire syllabus, which came into force from September 2022, as a basis for our RE curriculum at KS3 and at KS4 students study the Eduqas GCSE Specification studying route A which includes:

- Religious Philosophical and Ethical Studies in the Modern World
- Study of Christianity
- Study of a World Faith ~ Sikhism

This enables students to reflect on their own world views and to make sense of the diverse, complex world around them. Students will work to make progress in substantive knowledge, ways of knowing, and personal knowledge.

At GCSE, students will deepen their knowledge of Sikhism and Christianity from their historical context; consider similarities and differences between their beliefs, teachings and practices; and understand the impact they have on the lives of Sikhs and Christians today.

Throughout this syllabus we weave in the key aspects of Spiritual, Moral, Social and Cultural values.

End of Key stage outcomes (Taken from the Shropshire agreed syllabus 2021-2026): [SYLLABUS-Shropshire-SACRE-2021.pdf](https://www.shropshire.gov.uk/media/1000000/2021-05-14/SYLLABUS-Shropshire-SACRE-2021.pdf) (shropshirelg.net)

What should students gain from RE in Key stage 4?

- Investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to evaluate issues and draw balanced conclusions
- Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate references to their historical, cultural and social contexts
- Develop coherent and well-informed analyses of diversity in the forms of expression and ways of life found in different religions and worldviews
- Use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies
- Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value
- Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others
- Enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, media and philosophy
- Use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally
- Research and skilfully present a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.

Prior Learning:

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school's/college's discretion. This specification builds on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of Religious Studies at either AS or A level.

Eduqas Route A: <https://www.eduqas.co.uk/media/wpojvm0/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf>

Religious, Philosophical and Ethical Studies in the Modern World

Written examination: 2 hours

50% of qualification 120 marks (plus 6 for spelling, punctuation and grammar)

For this component learners will study four themes: Issues of Relationships Issues of Life and Death Issues of Good and Evil Issues of Human Rights

Study of Christianity

Written examination: 1 hour 25% of qualification 60 marks (plus 6 for spelling, punctuation and grammar)

Study of a World Faith - Sikhism

Written examination: 1 hour 25% of qualification 60 marks

RE teaching and learning should enable pupils to ...

A. make sense of a range of religious and non-religious beliefs

B. understand the impact and significance of religious and non-religious beliefs

C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied

GCSE RELIGIOUS STUDIES

ROUTE A 3 Components

Candidates will sit **three** written examinations, in total.

All examination questions will be compulsory and will focus on **knowledge, understanding** and **evaluation**.

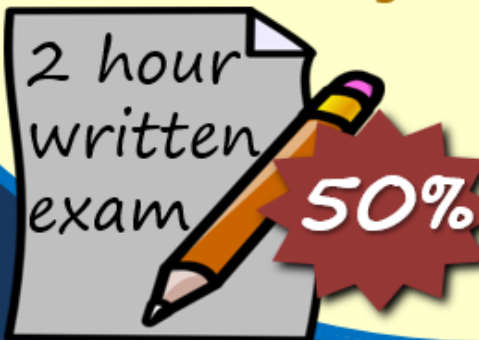


COMPONENT 1

Religious, Philosophical and Ethical Studies in the Modern World

4 THEMES

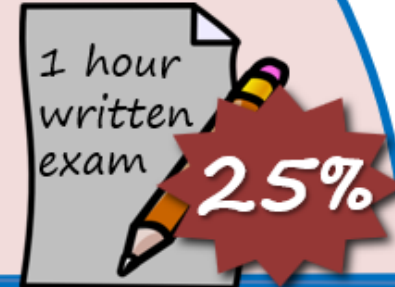
1. Issues of Relationships
2. Issues of Life and Death
3. Issues of Good and Evil
4. Issues of Human Rights



COMPONENT 2

Study of Christianity

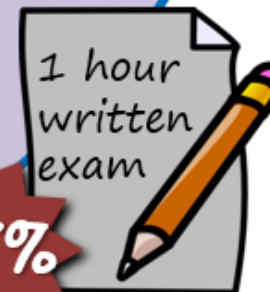
Beliefs
Teachings
Practices



COMPONENT 3

Study of Sikhism

Beliefs
Teachings
Practices





Y10 Religious Studies (Eduqas)



What is my learning journey this year?

START
Y10



Sikh Beliefs:
God, Creation,
oneness of
humanity, gurmukh,
afterlife, sewa.



**Issues of Life and
Death:**
The world
The origin and
value of human life
Beliefs about death
and the afterlife.



Christian Beliefs:
God, Creation,
Jesus, Salvation,
the afterlife



**Issues of
Relationships:**
Relationships
Sexual
relationships
Issues of equality,
gender prejudice
and discrimination



ON TO
Y11

The Big Picture - Intent:

Y10 Religious Studies GCSE EDUQAS. Idsall started teaching the EDUQAS GCSE Syllabus September 2022. Students will be covering Christian beliefs, Sikh beliefs, Issues of Relationships and Issues of Life and Death.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

RE is delivered over 5 lessons a fortnight

Topics are: Christian beliefs; Sikh beliefs; Relationships; Issues of life and death.

Independence and study skills will be fostered through challenging questions and problems, modelling, deep thinking and homework. All students will receive a PLC at the beginning of each unit which we RAG rate before each topic and then after the termly assessment.

Lessons will be based around multiple representations; Concrete, Pictorial, Abstract to give a deeper understanding of concepts.

Lessons throughout the year are engaging with a wide variety of individual and group activities. There are opportunities to develop key skills such as problem solving, communication and presentation.

Reinforcing key words and previously learnt concepts are the basis of the Do Now activities helping to build connections in learning.

Assessment opportunities vary from written PEEL paragraphs using key words, debating ethical dilemmas through to preparing questions to hot seat visitors.

Key Summative Assessments:

Low stakes testing and retrieval tasks, vocabulary, content, quotes.

Examination questions (In class and for HWK)

Timed essay writing

End of year exam based on all Y10 topic areas.

Autumn Term Assessments:

Christian beliefs (past paper questions)

Spring Term:

Cumulative vocab and quotation test

Sikh beliefs (past paper questions)

Summer term

Cumulative vocab and quotation test

Issues of Relationships (past paper questions)

Impact:

Students will have increased understanding and confidence in RE. Students will know more and remember more. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments. Students will be able to draw links and comparisons between religion, religious people and their own lives regardless of whether they hold personal belief.

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y11)
Study of Christianity ~ Beliefs	<ul style="list-style-type: none"> Learners know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, but also diverse and include the following religious and non-religious traditions: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism. This knowledge may be applied throughout the assessment of the specified content learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts. 	<p>The nature of God</p> <ul style="list-style-type: none"> Omnipotent: Exodus 7-11, Exodus 14:21: Omni-benevolent: Psalm 86:15, John 3:16, Romans 8: 37-39. Evil and suffering: Quote on God and evil from Epicurus, Book of Job 1: 8 -12, 42:1-6 The Trinity, beliefs and teachings about the oneness of God: Father, Son and Holy Spirit: John 10:30, John 14: 6-11 <p>Creation</p> <ul style="list-style-type: none"> Genesis 1-3; nature and role of humans, literal and non-literal ways of interpretation. The role of Word and Spirit in creation: John 1:1-5 <p>Jesus Christ</p> <ul style="list-style-type: none"> Beliefs and teachings about Jesus' incarnation: John 1:14, Luke1:28-33 Crucifixion: Matthew 27:28-50 Salvation and Atonement : Matthew 26:26-29, Leviticus 16:20-22, Isaiah 53:3-9. Resurrection: Luke 24:1-9, 1 Corinthians 15:3-8, 12-14 Ascension: Luke 24:50-53 <p>Salvation:</p> <ul style="list-style-type: none"> Law: Word of God; inspiration and revelation: differing ways of interpreting biblical writings; Bible in relation to other sources of authority. Sin as preventing salvation. Grace and the Spirit: Acts 2:1-6. The role of Holy Spirit in Evangelical worship 	<ul style="list-style-type: none"> Christian practices Sikh practices. Issues of Good and Evil and Issues of Human Rights. Revision / Exams

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y11)
Study of Christianity ~ beliefs	<ul style="list-style-type: none"> Learners know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, but also diverse and include the following religious and non-religious traditions: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism. This knowledge may be applied throughout the assessment of the specified content learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts 	<p>The afterlife</p> <ul style="list-style-type: none"> Eschatological beliefs: John 11:25-26, John 14:2-7 Judgement: Matthew 25:31-46, Luke 16:19-31 Resurrection: 1 Corinthians 15:42-55 Traditional and contemporary beliefs about heaven and hell <p>Key Terminology:</p> <ul style="list-style-type: none"> Omnipotent; Omnibenevolent; Trinity; Incarnation; Atonement; Resurrection; Sacraments; Evangelism. Learners should be able to explain and apply these concepts in relation to the theme 	<ul style="list-style-type: none"> Christian practices Sikh practices. Issues of Good and Evil and Issues of Human Rights. Revision / Exams

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y11)
<p>Study of a World Faith:</p> <p>Sikhism ~ beliefs</p>	<ul style="list-style-type: none"> Sikhism is the world faith that we study at Idsall as it is currently our second largest religion represented in school and also in the wider community. This knowledge may be applied throughout the assessment of the specified content learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts. 	<p>Learners should be aware that Sikhism is one of a diverse range of religious and nonreligious traditions and beliefs in Great Britain today that also includes Christianity, Buddhism, Hinduism, Islam, Judaism, Humanism and Atheism, but that the main religious tradition in Great Britain is Christian.</p> <p>The Nature of God</p> <ul style="list-style-type: none"> Beliefs and teachings about the nature of God as expressed in the Mool Mantra: Guru Granth Sahib 1 God as Creator: GGS 294 God's relationship with human life: Guru Granth Sahib : 921 <p>The Oneness of Humanity</p> <ul style="list-style-type: none"> Beliefs and teachings about the equality of all human beings, including equality of men and women: GGS 349 Examples of equality in the lives of the Gurus and in Sikhism today, including practice of the Langar, Guru Amar Das appoints women preachers The priority of service to others: Daswandh (Guru Amar Das) <p>Gurmukh (God centred)</p> <ul style="list-style-type: none"> The importance of being God-centred (gurmukh): GGS125, 1054-55; The elimination of haumai (pride/ego): GGS 226, 538, 466 <p>The Sangat</p> <ul style="list-style-type: none"> The role of the sangat (community) in spiritual edification and progress of an individual: Guru Nanak - GGS 72, GGS 1098, As a centre of religious and ethical training: Guru Arjan - GGS 266 Basis for acts of sewa (selfless service), nihangs, khalsa <p>The Afterlife</p> <ul style="list-style-type: none"> Teachings and beliefs about karma and rebirth: GGS 2, 78 The aim of mukti (liberation): GGS 11,43 	<ul style="list-style-type: none"> Christian practices Sikh practices. Issues of Good and Evil and Issues of Human Rights. Revision / Exams

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y11)
<p>Religious, Philosophical and Ethical Studies in the Modern World:</p> <p>Relationships</p>	<ul style="list-style-type: none"> Learners will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts. Learners will be expected to demonstrate an understanding of different perspectives. Learners know and understand the fact that the religious traditions of Great Britain whilst being, in the main, Christian are also diverse and apply this knowledge throughout the assessment 	<p>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>Learners are expected to make relevant references to scripture and other sources of authority.</p> <p>Relationships</p> <ul style="list-style-type: none"> Christian beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation. The nature and purpose of marriage as expressed through Christian marriage ceremonies in Britain and teachings: Mark 10:6-8 and the Church of England Synod. Varying Christian attitudes towards adultery, divorce and annulment and separation and re-marriage. Interpretations of Matthew 19:8-9, Mark 10:9 <p>Sexual relationships</p> <ul style="list-style-type: none"> Christian teachings about the nature and purpose of sex and the use of contraception including varied interpretations of the Natural Law/Absolutist approach of Thomas Aquinas' Five Primary Precepts with reference to the second Primary Precept. Diverse attitudes within and across Christian traditions towards same sex relationships, including varied interpretations of: Leviticus 20:13 and 1 Timothy 1: 8-10 <p>Issues of equality: gender prejudice and discrimination</p> <ul style="list-style-type: none"> Diverse attitudes within Christianity toward the roles of women and men in worship and authority with reference to Catholic, Orthodox and Anglican views on this issue. Interpretations of teachings: 1 Timothy 2:11-12, Galatians 3:27- 29 <p>Key Terminology:</p> <ul style="list-style-type: none"> Adultery; Divorce; Cohabitation; Commitment; Contraception; Gender equality; Responsibilities; Roles Learners should be able to explain and apply these concepts in relation to the theme. 	<ul style="list-style-type: none"> Christian practices Sikh practices. Issues of Good and Evil and Issues of Human Rights. Revision / Exams

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y11)
<p>Religious, Philosophical and Ethical Studies in the Modern World</p> <p>Issues of Life and Death</p>	<p>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>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>The world</p> <ul style="list-style-type: none"> • Diverse Christian beliefs, teachings and attitudes about the accounts of the origin of the universe: Genesis 1 and 2 • The relationship between Christian views and non-religious views of creation and the extent to which they conflict; Stephen Hawking's view of the Big Bang • Christian and non-religious beliefs, teachings and attitudes about dominion, stewardship, environmental responsibility, Sustainability, and global citizenship: Genesis 1:28, Psalm 8:6, 'Humanists for a Better World' <p>The origin and value of human life</p> <ul style="list-style-type: none"> • Diverse Christian beliefs, teachings and attitudes toward the origin and sanctity of human life: Genesis 1:31, Jeremiah 1:5 • Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins • Diverse Christian attitudes towards abortion and euthanasia • Non-religious views on the importance of human and animal life; • Peter Singer's views on 'speciesism' • Humanist 'Dignity in Dying' Movement <p>Beliefs about death and the afterlife</p> <ul style="list-style-type: none"> • Christian beliefs and teachings about life after death, including soul, judgement, heaven and hell: John 11:24-27, 1 Corinthians 15: 42-44 • Diverse Christian beliefs about the afterlife • How Christian and Humanist funerals in Britain reflect beliefs about the afterlife <p>Key Terminology:</p> <ul style="list-style-type: none"> • Afterlife; Environmental Sustainability; Euthanasia; Evolution; Abortion; Quality of Life; Sanctity of Life; Soul • Learners should be able to explain and apply these concepts in relation to the theme. 	<ul style="list-style-type: none"> • Christian practices • Sikh practices. • Issues of Good and Evil and Issues of Human Rights. • Revision / Exams



Y11 Religious Studies (Eduqas)



What is my learning journey this year?



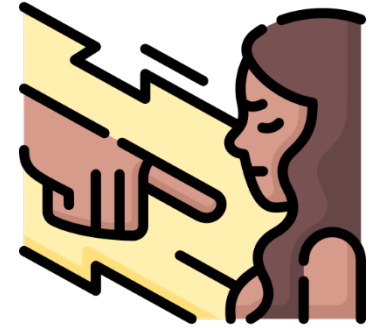
START
Y11



Sikh Practices:
The Gurdwara,
Worship,
ceremonies,
Amritsar
Festivals



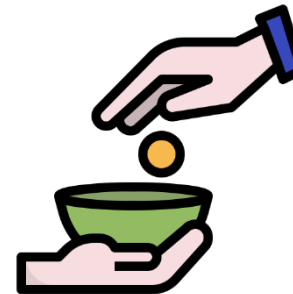
**Issues of Human
Rights:**
HR and Social
Justice,
Prejudice &
Discrimination
Wealth & Poverty



Christian practices:
Forms of worship,
Sacraments,
Pilgrimage &
Celebrations,
Christianity in GB
The worldwide
church



**Issues of Good &
Evil:**
Crime & Punishment
Forgiveness
Good, Evil & Suffering



ON TO
A level

The Big Picture - Intent:

Y11 Religious Studies GCSE EDUQAS. Students will be applying Christian beliefs & teachings & Sikh beliefs & teachings to issues of Human Rights and Good and Evil.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

RE is delivered over 5 lessons a fortnight

Topics are: Christian Practices; Sikh Practices; Issues of Good and Evil; Issues of Human Rights. Independence and study skills will be fostered through challenging questions and problems, modelling, deep thinking and homework. All students will receive a PLC at the beginning of each unit which we RAG rate before each topic and then after the termly assessment.

Lessons will be based around multiple representations; Concrete, Pictorial, Abstract to give a deeper understanding of concepts.

Lessons throughout the year are engaging with a wide variety of individual and group activities. There are opportunities to develop key skills such as problem solving, communication and presentation.

Reinforcing key words and previously learnt concepts are the basis of the Do Now activities helping to build connections in learning.

Key Summative & Formative Assessments:

Low stakes testing and retrieval tasks, vocabulary, content, quotes.

Examination questions (In class and for HWK)

Timed essay writing

End of year exam

Autumn Term Assessments

End of unit assessment: Christian and Sikh Practices

Mock Exams Y10 content

Spring Term:

Mock Exams: Relationships, Issues of Life and Death, : Issues of Good and Evil.

Summer term

End of unit assessment: Human Rights

EDUQAS EXTERNAL EXAMS

Impact:

Students will have increased understanding and confidence in RE. Students will know more and remember more. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments. Students will be able to draw links and comparisons between religion, religious people and their own lives regardless of whether they hold personal belief.

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (A Level)
Study of Christianity ~ Practices	<p>Learners will be expected to demonstrate an understanding of different perspectives.</p> <p>Learners know and understand the fact that the religious traditions of Great Britain whilst being, in the main, Christian are also diverse and apply this knowledge throughout the assessment.</p> <p>Demonstrate knowledge and understanding of religion and beliefs.</p> <p>Analyse and evaluate aspects of religion and beliefs.</p>	<p>Forms of worship</p> <ul style="list-style-type: none"> • The nature and significance of liturgical, informal and individual worship: Matthew 18:20 • The nature and importance of prayer: The Lord’s Prayer • Set prayers and informal prayers: different forms of worship across the different Christian traditions with reference to Society of Friends and Evangelical worship <p>Sacraments</p> <ul style="list-style-type: none"> • Diverse beliefs regarding Sacraments • The role, meaning and celebration of Baptism and Eucharist: John 3:3-6 • Diverse interpretations of Baptism and Eucharist with reference to the beliefs of the Catholic and Protestant Churches <p>Pilgrimage and Celebrations</p> <ul style="list-style-type: none"> • The importance of pilgrimage: Walsingham, Taizé • How Christians celebrate Christmas and Easter <p>Christianity in Britain and the Church in the local community</p> <ul style="list-style-type: none"> • Christianity in Britain; results of the 2011 census compared to the 2001 census, showing an increase in diverse religious and nonreligious beliefs and practices (including those of Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism), whilst also showing that over half of those who responded considered themselves Christian • U.K. laws, festivals and traditions are rooted in the Christian tradition whilst also celebrating the festivals, beliefs and cultures of other religious and non-religious traditions. • The role of the Church in the local community; a place of worship, social and community functions 	<ul style="list-style-type: none"> • A level Philosophy and Ethics is offered as an A level subject at Idsall.

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (A Level)
Study of Christianity ~ Practices	<p>Learners will be expected to demonstrate an understanding of different perspectives.</p> <p>Learners know and understand the fact that the religious traditions of Great Britain whilst being, in the main, Christian are also diverse and apply this knowledge throughout the assessment.</p> <p>Demonstrate knowledge and understanding of religion and beliefs.</p> <p>Analyse and evaluate aspects of religion and beliefs.</p>	<p>The worldwide Church</p> <ul style="list-style-type: none"> • The importance of mission, evangelism and church growth. • The work of Tearfund: Christian beliefs in action Persecution of Christians past and present • Working for reconciliation: World Council of Churches, The Ecumenical Movement <p>Key terminology:</p> <p>Omnipotent; Omnibenevolent; Trinity; Incarnation; Atonement; Resurrection; Sacraments; Evangelism</p> <p>Learners should be able to explain and apply these concepts in relation to the theme.</p>	<ul style="list-style-type: none"> • A level Philosophy and Ethics is offered as an A level subject at Idsall.

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (A Level)
<p>Sikhism ~ Practices</p>	<p>Sikhism is the world faith that we study at Idsall as it is currently our second largest religion represented in school and also in the wider community.</p> <p>This knowledge may be applied throughout the assessment of the specified content learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices.</p> <p>References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.</p>	<p>The Gurdwara: practices in Britain and elsewhere</p> <ul style="list-style-type: none"> • The importance and the role of Bhatra and Ramgarhia gurdwaras in Britain as places of worship, social and community functions • Religious features: artefacts, Guru Granth Sahib, langar (as an expression of sewa - selfless service to others) and associated practices <p>Worship</p> <ul style="list-style-type: none"> • The role and importance of prayer in the home • Significance of the practice of meditating on the name of God • The importance of the Akand Path <p>Ceremonies</p> <ul style="list-style-type: none"> • The meaning and significance of birth and naming ceremonies • The significance of Amrit Sanskar: (the initiation ceremony): Bhai Gurdas Var 3.11. The significance and use of the names Singh and Kaur • The different views of khalsa and non-khalsa (sahaj-dhari) Sikhs towards Khalsa and the Five K's <p>Amritsar</p> <ul style="list-style-type: none"> • The importance and significance of Amritsar as a place of Sikh pilgrimage; the spiritual centre of Sikhism • The Harmander Sahib in Amritsar (Golden Temple): features and practices of pilgrimage to the Golden Temple <p>Festivals: practices in Britain and elsewhere</p> <ul style="list-style-type: none"> • The origins and practices of gurpurbs and melas and how these are celebrated by different Sikh communities in Britain. • Guru Nanak's birthday, commemorations of the martyrdoms of Guru Arjan and Guru Tagh Bahadur Ji • Vaisakhi • Divali <p>Key Terminology:</p> <p>Amrit Sanskar; Gurdwara; Gurpurbs; Mool Mantra; Mukti; Sangat; sewa; Vaisakhi</p>	<ul style="list-style-type: none"> • A level Philosophy and Ethics is offered as an A level subject at Idsall.

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (A Level)
<p>Religious, Philosophical and ethical Studies in the Modern World:</p> <p>Issues of Good and Evil</p>	<p>Learners are expected to make relevant references to scripture and other sources of authority</p>	<p>This theme considers 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>Content from a Christian perspective</p> <p>Crime and Punishment</p> <ul style="list-style-type: none"> • What makes an act 'wrong'? • Religious and ethical responses: relative and absolute morality, conscience, virtues, sin • Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation The treatment of criminals and the work of prison reformers and prison chaplains • Varied Conservative and Liberal Christian responses to the Death Penalty, including interpretations of Christian teaching: Exodus 20:13, Matthew 5:38-39, 43-47 <p>Forgiveness</p> <ul style="list-style-type: none"> • Christian teachings about forgiveness, including interpretations of teachings: Matthew 18:21-22, Matthew 6: 14-15 • Examples of forgiveness arising from personal beliefs. <p>Good, Evil and Suffering</p> <ul style="list-style-type: none"> • Philosophical perspectives on the origin of evil: Original Sin (free will) and 'soul-making' (Irenaeus and John Hick) • Philosophical challenges posed by belief in God, free will and the existence of evil and suffering <p>Key Terminology:</p> <p>Good/Evil; Forgiveness; Free will; Justice; Morality; Punishment; Sin; Suffering</p> <p>Learners should be able to explain and apply these concepts in relation to the theme.</p>	<ul style="list-style-type: none"> • A level Philosophy and Ethics is offered as an A level subject at Idsall.

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (A Level)
<p>Religious, Philosophical and ethical Studies in the Modern World:</p> <p>Issues of Human Rights</p>	<p>Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination. Learners are expected to make relevant references to scripture and other sources of authority.</p>	<p>This theme considers contemporary issues of human rights and social justice and their relationship with religion and belief.</p> <p>Content from a Christian perspective</p> <p>Human Rights and Social Justice</p> <ul style="list-style-type: none"> • Christian beliefs, teachings and attitudes toward the dignity of human life: Genesis 1:26-27 • Christian practices to promote human rights including equality: agape in action • An example of conflict between personal conviction and the laws of a country • Censorship, freedom of religious expression and religious extremism <p>Prejudice and discrimination</p> <ul style="list-style-type: none"> • Christian beliefs, teachings and attitudes towards prejudice and discrimination: Galatians 3:27-29 • Christian beliefs, teachings and attitudes towards racial prejudice and discrimination, including Martin Luther King's teachings on equality <p>Issues of wealth and poverty</p> <ul style="list-style-type: none"> • Ethical considerations about acquisition and use of wealth: Luke 16:19-31 • The actions and attitudes of Christian charities in twenty first century Britain whose aim is to alleviate poverty: Christian Aid. <p>Key terminology:</p> <p>Censorship; Discrimination; Extremism; Human Rights; Personal Conviction; Prejudice; Relative and Absolute poverty ; Social Justice</p> <p>Learners should be able to explain and apply these concepts in relation to the theme.</p>	<ul style="list-style-type: none"> • A level Philosophy and Ethics is offered as an A level subject at Idsall.