

Year 9 GCSE Religious Education

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1</u></p> <p>Unit/ Topic title: Christianity – Christian beliefs</p> <p>Learning weeks: 6</p> <p>Key learning (knowledge and skills):</p> <p><u>Area of study 1 – Christian beliefs</u></p> <ul style="list-style-type: none"> ➤ 1.1.1- The Trinity <p>1.1 The Trinity: the nature and significance of the Trinity as expressed in the Nicene Creed; the nature and significance of the oneness of God; the nature and significance of each of the Persons individually: including reference to Matthew 3:13–17; how this is reflected in Christian worship and belief today.</p> <ul style="list-style-type: none"> ➤ 1.1.2- The creation of the universe and humanity <p>1.2 The creation of the universe and of humanity: the biblical account of creation and divergent ways in which it may be understood by Christians, including as literal and metaphorical; the role of the Word and Spirit in creation including John 1:1–18 and Genesis 1–3; the importance of creation for Christians today.</p> <ul style="list-style-type: none"> ➤ 1.1.3- The incarnation <p>1.3 The Incarnation: the nature and importance of the person of Jesus Christ as the incarnate Son of God; the biblical basis of this teaching, including John 1:1–18 and 1 Timothy 3: 16 and its significance for Christians today.</p> <ul style="list-style-type: none"> ➤ 1.1.4 – The last days of Jesus’ life 	<p><u>Half Term 1</u></p> <p>Unit/ Topic title: Christianity – Marriage and the family</p> <p>Learning weeks: 6</p> <p>Key learning (knowledge and skills):</p> <p><u>Area of study 2 – Marriage and the family</u></p> <ul style="list-style-type: none"> ➤ 1.2.1 – Marriage <p>2.1 The importance and purpose of marriage for Christians: Christian teachings about the significance of marriage in Christian life; the purpose of marriage for Christians including Mark 10:6–9; divergent Christian and non-religious (including atheist and Humanist) attitudes to the importance of marriage in society; including the sanctity of marriage, a lack of importance, cohabitation and Christian responses to these attitudes.</p> <ul style="list-style-type: none"> ➤ 1.2.2 – Sexual relationships <p>2.2 Christian teachings about the nature and importance of sexual relationships: divergent Christian teachings about sexual relationships; Christian attitudes towards sexual relationships outside of marriage and homosexuality, including interpretations of 1 Corinthians 6:7–20; divergent Christian and non-religious (including atheist and Humanist) attitudes to sexual relationships, including the acceptance of sexual relationships outside marriage and homosexuality and Christian responses to them.</p>	<p><u>Half Term 1</u></p> <p>Unit/ Topic title: Christianity – Living the Christian life.</p> <p>Learning weeks: 6</p> <p>Key learning (knowledge and skills):</p> <p><u>Section 3 Living the Christian life</u></p> <ul style="list-style-type: none"> ➤ 1.3.1 – worship <p>3.1 Christian worship: liturgical and non-liturgical forms of worship, including activities which are informal and individual, including reference to the Book of Common Prayer; when each form might be used and why; divergent Christian attitudes towards the practices, meaning and significance of liturgical and non-liturgical forms of worship in Christian life today, with reference to denominations which worship with less structure, such as some Pentecostal churches.</p> <ul style="list-style-type: none"> ➤ 1.3.2 – The role of the sacraments in Christian life <p>3.2 The role of the sacraments in Christian life and their practice in two denominations: the role of the sacraments/ordinance as a whole; the nature and importance of the meaning and celebration of baptism and the Eucharist in at least two denominations, including reference to the 39 Articles XXV-XXXVI; divergent Christian attitudes towards the use and number of sacraments in Orthodox, Catholic and Protestant traditions.</p>

1.4 The last days of Jesus' life: The Last Supper, betrayal, arrest, trial, crucifixion, resurrection and ascension of Jesus; the accounts of these within the Bible, including Luke 22–24 and the significance of these events to understanding the person of Jesus Christ.

Assessment: Edexcel GCSE mid topic written assessment. 'Christian beliefs'

Key vocabulary: Trinity, oneness, Nicene Creed, denomination, literalist, conservative, liberal, Worship, creation, universe, incarnation, salvation, atonement, reconciliation, resurrection, judgement, heaven, hell, purgatory, divergent, omnipotent, omnipresent, omnibenevolent, omniscience, moral, natural, evil, suffering, prayer, charity, value of soul making, free will, theoretical, practical, biblical.

Core texts:

**Edexcel Religious Studies for GCSE (9-1): Beliefs in Action (Specification B) (Edexcel Religious Studies Gcse) Paperback – 24 Jun 2016
by Victor W. Watton (Author), Robert M. Stone (Author)**

Edexcel GCSE (9-1) Religious Studies B Paper1: Religion and Ethics – Christianity Student Book
ISBN 9781292139326

Revise Edexcel GCSE (9-1) Religious Studies B, Christianity & Islam Revision Workbook
ISBN 9781292148816

Key websites and media to support learning:

<https://www.hoddereducation.co.uk/gcsers/edexcel>

➤ 1.2.3 – Families

2.3 Christian teachings about the purpose and importance of the family including: procreation, security and education of children, with reference to Ephesians 6:1–4; divergent Christian responses to different types of family within 21st-century society (nuclear, single parent, same-sex parents, extended and blended families).

➤ 1.2.4 – Support for the family in the local parish

2.4 Support for the family in the local parish: how and why the local church community tries to support families, including through family worship, including interpretations of Matthew 19:13–14, rites of passage, classes for parents, groups for children, including Sunday schools and counselling; the importance of the support of the local parish for Christians today.

Assessment: Edexcel GCSE mid topic written assessment. 'Marriage and the family'

Key vocabulary:

Marriage, sanctity, sexual, relationships, homosexuality, contraception, artificial contraception, natural contraception, procreation, security, education, children, nuclear, single parent, same-sex, extended family, blended family, community, local church, parish, rites of passage, family planning, divorce, ethical theories, situation ethics, remarriage, equality, discrimination, prejudice, gender

Core texts:

Edexcel Religious Studies for GCSE (9-1): Beliefs in Action (Specification B) (Edexcel Religious Studies Gcse) Paperback – 24 Jun 2016

➤ 1.3.3 – The Nature and purpose of prayer

3.3 The nature and purpose of prayer: the nature of and examples of the different types of prayer; set prayers; informal prayer and the Lord's Prayer including Matthew 6:5–14; when each type might be used and why; divergent Christian attitudes towards the importance of each type of prayer for Christians today.

➤ 1.3.4 – Pilgrimage

3.4 Pilgrimage: the nature, history and purpose of pilgrimage, including interpretations of Luke 2:41–43; the significance of the places people go on pilgrimage; divergent Christian teachings about whether pilgrimage is important for Christians today, with specific reference to Catholic and Protestant understandings; the activities associated with, and significance of, Jerusalem, Iona, Taizé and Walsingham.

Assessment: Edexcel GCSE mid topic written assessment. 'Living the Christian life'

Key vocabulary:

Liturgical, non-liturgical, worship, prayer, sacrament, baptism, ordination, parish, charity evangelical, missionary, holy week, Easter, Christmas, Pilgrimage, advent, lent, community, convert, reconciliation, salvation, atonement, persecuted, formal, informal, private, ecumenism.

Core texts:

by Victor W. Watton (Author), Robert M. Stone (Author)

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Year 9 GCSE Religious Education		
Autumn Term	Spring Term	Summer Term
<p><u>Half Term 2</u></p> <p>Unit/ Topic title: Christianity – Christian beliefs</p> <p>Learning weeks: 6</p> <p>Key learning (knowledge and skills):</p> <p><u>Area of study 1 – Christian beliefs</u></p> <ul style="list-style-type: none"> ➤ 1.1.5 – The nature of salvation <p>1.5 The nature and significance of salvation and the role of Christ within salvation: law, sin, grace and Spirit, the role of Christ in salvation, including John 3:10–21 and Acts 4:8–12; the nature and significance of atonement within Christianity and its link to salvation.</p>	<p><u>Half Term 2</u></p> <p>Unit/ Topic title: Christianity – Marriage and the family</p> <p>Learning weeks: 6</p> <p>Key learning (knowledge and skills):</p> <p><u>Area of study 2 – Marriage and the family</u></p> <ul style="list-style-type: none"> ➤ 1.2.5 – Family planning <p>2.5 Christian teaching about family planning and regulation of births: divergent Christian attitudes about contraception and family planning, including teachings about the artificial methods of contraception by some Protestant Churches and the Catholic Church, with</p>	<p><u>Half Term 2</u></p> <p>Unit/ Topic title: Christianity – Living the Christian life.</p> <p>Learning weeks: 6</p> <p>Key learning (knowledge and skills):</p> <p><u>Section 3 Living the Christian life</u></p> <ul style="list-style-type: none"> ➤ 1.3.5 – Christian religious celebrations <p>3.5 Christian religious celebrations: the nature and history of Christian festivals in the church year, including Christmas and Easter; the significance of celebrating Advent and Christmas; the significance of</p>

➤ 1.1.6 – Christian eschatology
1.6 Christian eschatology: divergent Christian teachings about life after death, including the nature and significance of resurrection, judgment, heaven, and hell and purgatory, with reference to the 39 Articles of Religion and Catholic teachings; how beliefs about life after death are shown in the Bible, including reference to 2 Corinthians 5:1–10 and divergent understandings as to why they are important for Christians today.

➤ 1.1.7 – The problem of evil and suffering
1.7 The problem of evil/suffering and a loving and righteous God: the problems it raises for Christians about the nature of God, including reference to omnipotence and benevolence, including Psalm 103; how the problem may cause believers to question their faith or the existence of God; the nature and examples of natural suffering, moral suffering.

➤ 1.1.8 – Solutions to the problem of evil and suffering.
1.8 Divergent solutions offered to the problem of evil/suffering and a loving and righteous God: biblical, theoretical and practical, including reference to Psalm 119, Job, free will, vale of soul-making, prayer, and charity; the success of solutions to the problem.

Assessment: Edexcel GCSE end of topic written assessment. 'Christian beliefs'

Key vocabulary: Trinity, oneness, Nicene Creed, denomination, literalist, conservative, liberal, Worship, creation, universe, incarnation, salvation, atonement, reconciliation, resurrection, judgement, heaven, hell, purgatory, divergent, omnipotent, omnipresent, omnibenevolent, omniscience, moral, natural, evil, suffering, prayer, charity vale of soul making, free will, theoretical, practical, biblical.

reference to Humanae Vitae; different non-religious (including atheist and Humanist) attitudes to family planning and the application of ethical theories, such as situation ethics, and Christian responses to them.

➤ 1.2.6 – Divorce and remarriage
2.6 Christian teachings and attitudes towards divorce and remarriage: Christian teachings about divorce and remarriage, including Matthew 19:1–12; divergent Christian, non-religious (including atheist and Humanist) attitudes to divorce and remarriage, including the application of ethical theories, such as situation ethics, and Christian responses to them.

➤ 1.2.7 – Equality of men and women in the family
2.7 Christian teaching about the equality of men and women in the family: Christian teachings and attitudes about the role of men and women in the family, including reference to Genesis 1–3 and Ephesians 5:21–30; divergent Christian attitudes about the equality and role of men and women in the family and Christian responses to them.

➤ 1.2.8 – Gender prejudice and discrimination
2.8 Christian teachings about gender prejudice and discrimination: Christian opposition to gender prejudice and discrimination, including Galatians 3:23–29; examples of Christian opposition to gender prejudice and discrimination; divergent Christian attitudes to gender differences, including the role of women in the Church, prejudice and discrimination and Christian responses to them.

Assessment: Edexcel GCSE end of topic written assessment. 'Marriage and the family'

Key vocabulary:

celebrating Holy Week and Easter, with reference to interpretations of 1 Corinthians 15:12–34.

➤ 1.3.6 – The future of the Church
3.6 The future of the Christian Church: Church growth, the history and purpose of missionary and evangelical work including reference to Mark 16:9–20; divergent ways this is put into practice by the Church locally, nationally and globally; Christian attitudes to why evangelical work is important for the Church and for individual Christians.

➤ 1.3.7 – The importance of the local church
3.7 The role and importance of the local church in the local community: how and why it helps the individual believer and the local area; local parish activities, including interpretations of 1 Peter 5:1–4, ecumenism, outreach work, the centre of Christian identity and worship through living practices.

➤ 1.3.8 – The worldwide Church
3.8 The role and importance of the Church in the worldwide community: how and why it works for reconciliation and the problems faced by the persecuted Church; divergent Christian responses to teachings about charity, including 1 Corinthians 13 and Matthew 25:31–46; the work of Christian Aid, what it does and why.

Assessment: Edexcel GCSE mid topic written assessment. 'Living the Christian life'

Key vocabulary:

Liturgical, non-liturgical, worship, prayer, sacrament, baptism, ordination, parish, charity evangelical, missionary, holy week, Easter, Christmas, Pilgrimage, advent, lent, community, convert, reconciliation, salvation, atonement, persecuted, formal, informal, private, ecumenism.

<p>Core texts:</p> <p>Edexcel Religious Studies for GCSE (9-1): Beliefs in Action (Specification B) (Edexcel Religious Studies Gcse) Paperback – 24 Jun 2016 by Victor W. Watton (Author), Robert M. Stone (Author)</p> <p>Edexcel GCSE (9-1) Religious Studies B Paper1: Religion and Ethics – Christianity Student Book ISBN 9781292139326</p> <p>Revise Edexcel GCSE (9-1) Religious Studies B, Christianity& Islam Revision Workbook ISBN 9781292148816</p> <p>Key websites and media to support learning: https://www.hoddereducation.co.uk/gcsers/edexcel</p>	<p>Marriage, sanctity, sexual, relationships, homosexuality, contraception, artificial contraception, natural contraception, procreation, security, education, children, nuclear, single parent, same-sex, extended family, blended family, community, local church, parish, rites of passage, family planning, divorce, ethical theories, situation ethics, remarriage, equality, discrimination, prejudice, gender</p> <p>Core texts:</p> <p>Edexcel Religious Studies for GCSE (9-1): Beliefs in Action (Specification B) (Edexcel Religious Studies Gcse) Paperback – 24 Jun 2016 by Victor W. Watton (Author), Robert M. Stone (Author)</p> <p>Edexcel GCSE (9-1) Religious Studies B Paper1: Religion and Ethics – Christianity Student Book ISBN 9781292139326</p> <p>Revise Edexcel GCSE (9-1) Religious Studies B, Christianity& Islam Revision Workbook ISBN 9781292148816</p> <p>Key websites and media to support learning: https://www.hoddereducation.co.uk/gcsers/edexcel</p>	<p>Core texts:</p> <p>Edexcel Religious Studies for GCSE (9-1): Beliefs in Action (Specification B) (Edexcel Religious Studies Gcse) Paperback – 24 Jun 2016 by Victor W. Watton (Author), Robert M. Stone (Author)</p> <p>Edexcel GCSE (9-1) Religious Studies B Paper1: Religion and Ethics – Christianity Student Book ISBN 9781292139326</p> <p>Revise Edexcel GCSE (9-1) Religious Studies B, Christianity& Islam Revision Workbook ISBN 9781292148816</p> <p>Key websites and media to support learning: https://www.hoddereducation.co.uk/gcsers/edexcel</p>
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Year 10 GCSE Religious Education		
Autumn Term	Spring Term	Summer Term

Half Term 1

Unit/ Topic title: Christianity – Matters of life and death

Learning weeks: 6

Key learning (knowledge and skills):

Section 4 – Matters of life and death

➤ 1.4.1 – Origins and value of the universe

4.1 Christian teachings about the origins and value of the universe: scientific explanations for the origins of the universe and Christian responses to them, including the work of Georges Lemaître; the value of the universe in Christian teaching; Christian responses to the possible view that the universe can be used as a commodity, including interpretations of Genesis 1–2.

➤ 1.4.2 – Sanctity of life

4.2 Christian teachings about the sanctity of life: why human life is holy; how the Bible can be interpreted to show life as special, including reference to being created in the image of God as shown in Genesis 1–3; the importance of sanctity of life for Christians today.

➤ 1.4.3 – The origins and value of Human life

4.3 Christian responses to scientific and non-religious explanations about the origins and value of human life, such as evolution and survival of the fittest, including Special Agenda IV Diocesan Synod motions compatibility of science and Christian belief (Diocese of Manchester); the significance of the responses to scientific and non-religious explanations, such as evolution and survival of the fittest, for Christians today.

➤ 1.4.4 – The issues with abortion

4.4 Implications of the value and sanctity of life for the issue of abortion: the nature of abortion; divergent Christian pro-life and pro-choice teachings about abortion, including reference to Humanae Vitae; non-

Half Term 1

Unit/ Topic title: Sikhism – Sikh beliefs

Learning weeks: 6

Key learning (knowledge and skills):

Section 1 – Sikhism Beliefs

➤ 1.1: The nature of God

Know and understand the nature of God and how the characteristics are shown in the Mool Mantar. Assess and analyse the importance of these beliefs for Sikhs

➤ 1.2: God as creator

Know and understand the nature and importance of God as creator (Karta Purakh)

Know and understand the Sikh teachings on God as creator, including Guru Granth Sahib 12 and 94

Assess and analyse the importance of these beliefs for Sikhs.

➤ 1.3: The nature of Human life

Know and understand the nature, of human life, its purpose and significance as an opportunity to unite with God. Assess and analyse the importance of these beliefs for Sikhs

➤ 1.4: Sikh beliefs about life after death

Know and understand the Sikh belief about life after death, karma, mukti and rebirth. Know and understand how karma, rebirth and mukti are shown in the Guru Granth Sahib 2, 11 and 78. Assess and analyse the importance of the belief about life after death for Sikhs today

Assessment: Edexcel GCSE mid topic written assessment. 'Christian beliefs'

Half Term 1

Unit/ Topic title: Sikhism – Crime and Punishment

Learning weeks: 6

Key learning (knowledge and skills):

Section 2 – Crime and punishment

➤ 2.1: Sikh attitudes towards justice

Know and understand the nature of justice for Sikhs

Know and understand the Sikh responses to why justice is important for the victim

Assess and analyse the importance of justice for non-religious people

➤ 2.2: Sikh attitudes towards crime

Know and understand Sikh teachings and responses to the nature causes and problems of crime

Know and understand the Sikh teachings about crime

Assess and analyse the work and the action taken by Sikh to end crime

➤ 2.3: Sikh teachings about good, evil and suffering

Know and understand Sikh teachings about good, evil and suffering

Know and understand non-religious attitudes about why people suffer, including believing in religion and Sikh responses to them

Assess and analyse divergent Sikh teachings about why people suffer

➤ 2.4: Sikh attitudes towards punishment

religious (including atheist and Humanist) arguments surrounding its use, including the application of ethical theories, such as situation ethics, and Christian responses to them.

Assessment: Edexcel GCSE mid topic written assessment. 'Matters of life and death'

Key vocabulary: value, commodity, creation, Big Bang, creationism, Apparent Age, intelligent design, compatibility, Redshift, sanctity, holy, Origins, global warming nature, stewardship, pollution, humanity, euthanasia, abortion, science, paranormal, resurrection, life, sacred.

Core texts:

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Key websites and media to support learning:

<https://www.hoddereducation.co.uk/gcsers/edexcel>

Key vocabulary:

Mool Mantar, nature, creator, Karta Purakh, karma, muki, rebirth, life, death, reincarnation, oneness, humanity, cycle, God, divine

Core texts:

Authors: Cynthia Bartlett, Marianne Fleming, Peter Smith, David Worden

Publisher: Oxford University Press

ISBN-13: [978-0-19-837037-6](https://www.oxfordup.com/9780198370376)

Key websites and media to support learning:

<http://www.youtube.com/watch?v=HKwIH-Radys>

http://www.sikhiwiki.org/index.php/Karta_Purakh

<http://www.srigurugranth.org/0012.html>

<http://www.srigurugranth.org/0094.html>

<http://www.sikhnet.com/stories/audio/going-blind-0>

Know and understand the nature of punishment and Sikh attitudes towards punishment

Know and understand nature and meaning of Sikh teachings about punishment including reference to the Rahit Maryada section 6-chapter 8 article XXV

Assess and analyse the Sikh teachings about why punishment might be regarded as justice and why it might be needed by society

Assessment: Edexcel mid topic assessment 'Crime and Punishment'

Key vocabulary: Punishment, justice, equality, protection, retribution, deterrence, reformation, forgiveness, situation ethics, crime

Core texts:

Authors: Cynthia Bartlett, Marianne Fleming, Peter Smith, David Worden

Publisher: Oxford University Press

ISBN-13: [978-0-19-837037-6](https://www.oxfordup.com/9780198370376)

- Guru Granth Sahib 695 line 2
- Guru Granth Sahib 340 line 11

Rahit Maryada section 6-chapter 8 article XXV

Key websites and media to support learning:

<https://www.bbc.co.uk/education/guides/z66ncdm/revision>

<http://www.swatondon.com/>

<https://www.youtube.com/watch?v=GBntEe39f-U>

Autumn Term	Spring Term	Summer Term
<p>Half Term 2</p> <p>Unit/ Topic title: Christianity – Matters of life and death</p> <p>Learning weeks: 6</p> <p>Key learning (knowledge and skills):</p> <ul style="list-style-type: none"> ➤ 1.4.5 – Death and the afterlife 4.5 Christian teachings and beliefs about life after death: Christian teachings and beliefs that support the existence of a life after death, including the resurrection of Jesus and Ephesians 2:1–10; divergent Christian arguments for life after death (including remembered lives, paranormal, logic, reward, comfort and meeting loved ones who have passed on); the significance of belief in life after death for Christians. ➤ 1.4.6 – Non-religious arguments for life and death 4.6 Christian responses to non-religious arguments against life after death: why Christians reject arguments against belief in life after death (including as a source of comfort, lack of evidence, fraudulent accounts and social control), including 1 Peter 3:18–22. ➤ 1.4.7 – Euthanasia 4.7 Implications of Christian teachings about the value and sanctity of life for the issue of euthanasia: the nature of euthanasia; Christian teachings and divergent responses to euthanasia, including support for hospice care and interpretations of Job 2:1–10; non-religious (including atheist and Humanist) arguments surrounding its use, including 	<p>Half Term 2</p> <p>Unit/ Topic title: Sikhism – Sikh beliefs</p> <p>Learning weeks: 6</p> <p>Key learning (knowledge and skills):</p> <ul style="list-style-type: none"> ➤ 1.5: Purpose of life Know and understand the nature and importance of being gurmukh not manmukh, and how these actions make a gurmukh Sikh. Know and understand the elimination of haumai with reference to the Guru Granth Sahib 125 and 226 (AO1) Assess and analyse the importance of why being gurmukh and eliminating haumai is important in Sikh life today ➤ 1.6: The oneness of humanity Know and understand the oneness of humanity: how the equality of humans is shown in the Guru Granth Sahib 349. Know and understand the stories of the lives of the Gurus, including the example of Mai Bhago, and the appointment of women as teachers. .Assess and analyse how and why complete equality for men and women is important for Sikhs today ➤ 1.7: Sewa (service to others) Know and understand the nature sewa including tan man and dhan Know and understand the origins of sewa and the importance in the development of Sikhism today including 	<p>Half Term 2</p> <p>Unit/ Topic title: Sikhism – Crime and Punishment</p> <p>Learning weeks: 6</p> <p>Key learning (knowledge and skills):</p> <ul style="list-style-type: none"> ➤ 2.5: Sikh attitudes towards the aims of punishment Know and understand the Sikh attitude towards the aims of punishment specifically protection, retribution, deterrence and reformation Know and understand Sikh teachings about the nature of punishment including Guru Granth Sahib 148 ➤ 2.6: Sikh teaching about forgiveness Know and understand the nature and importance of Sikh teachings about forgiveness Know and understand how offenders are forgiven by the community and restorative justice Assess and analyse the importance of restorative justice ➤ 2.7: Sikh teachings about the treatment of criminals including the opportunity of reformation and the seeking of God Know and understand Sikh teachings about the treatment of criminals including the opportunity of reformation and the seeking of God in Guru Granth Sahib 245 Know and understand the divergent Sikh attitudes towards the use of torture, human rights, fair trial and trial by jury Assess and analyse why the application of situation ethics might affect the treatment of offenders ➤ 2.8: Sikh attitudes towards the death penalty

the application of ethical theories, such as situation ethics, and Christian responses to them.

➤ 1.4.8 – The nature of the world

4.8 Christian responses to issues in the natural world: Christian responses to threats to the world, including pollution, global warming and the use of natural resources; stewardship and humanity's role as stewards, including The Christian Declaration on Nature, Assisi 1986; differing Christian responses to animal rights, including animal experimentation and the use of animals for food, including the application of ethical theories such as utilitarianism.

Assessment: Edexcel GCSE end of topic written assessment. 'Matters of life and death'

Key vocabulary: value, commodity, creation, Big Bang, creationism, Apparent Age, intelligent design, compatibility, Redshift, sanctity, holy, Origins, global warming nature, stewardship, pollution, humanity, euthanasia, abortion, science, paranormal, resurrection, life, sacred.

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Guru Granth Sahib 25 'you shall find peace, doing seva (selfless service)'

➤ 1.8: Sangat

Know and understand the nature and history of the sangat including divergent understandings of why the sangat is important for Sikhs

Know and understand the concept of Sat Sangat

Know and understand the problems of living without a sangat

Assessment: Edexcel end of topic assessment 'Sikh Beliefs'

Key vocabulary:

Gurmukh, manmukh, haumai, humanity, equality, Langar, Sangat, Sewa, peace, service, discrimination, gender, prejudice, oneness.

Core texts:

Authors: Cynthia Bartlett, Marianne Fleming, Peter Smith, David Worden
Publisher: Oxford University Press
ISBN-13: [978-0-19-837037-6](https://doi.org/10.1017/9780198370376)

Key websites and media to support learning:

<http://kaur.sikhnet.com/>

http://www.sikhiwiki.org/index.php/Importance_of_Sangat

Know and understand the nature and purpose of capital punishment

Know and understand divergent Sikh teachings about capital punishment including interpretations of God's power of life and death in Guru Granth Sahib 7

Assess and analyse non-religious attitudes to capital punishment and the attitude of situation ethics towards capital punishment

Assessment: Edexcel end of topic assessment 'crime and punishment'

Key vocabulary: Punishment, justice, equality, protection, retribution, deterrence, reformation, forgiveness, situation ethics, crime

Core texts:

Authors: Cynthia Bartlett, Marianne Fleming, Peter Smith, David Worden
Publisher: Oxford University Press
ISBN-13: [978-0-19-837037-6](https://doi.org/10.1017/9780198370376)

Guru Granth Sahib 148

Key websites and media to support learning:

<http://theforgivenessproject.com/stories/pardeep-kaleka-usa/>

<https://www.bbc.co.uk/education/guides/z66ncdm/revision/3>
www.bbc.co.uk/ethics/introduction/situation_1.shtml

ISBN 9781292148816

Key websites and media to support learning:

<https://www.hoddereducation.co.uk/gcsers/edexcel>

Year 11 GCSE Religious Education

Autumn Term

Half Term 1

Unit/ Topic title: Sikhism – Living the Sikh Life

Learning weeks: 6

Key learning (knowledge and skills):

Section 3 – Living the Sikh life

- 3.1: Features of the Gurdwara

Know and understand the features of the gurdwara including the nature, history and purpose of the design as the 'Door/Gate to the Guru' including Rahit Maryada chapter 4-6

Know and understand how and why objects of devotion are used within the gurdwara.

Spring Term

Half Term 1

Unit/ Topic title: Sikhism – Peace and Conflict

Learning weeks: 6

Key learning (knowledge and skills):

Section 4 – Peace and Conflict

- 4.4: Sikh attitudes to pacifism

Know and understand Sikh attitudes to pacifism

Know and understand Sikh teachings about passive resistance

Assess and analyse the efficacy of pacifism

- 4.5: Sikh attitudes to the Just War theory

Know and understand the nature history and conditions of a Just war.

Summer Term

Half Term 1

**Unit/ Topic title:
Revision based on Question Level Analysis
and topic PLCs of both areas of study.**

Assess and analyse the divergent understandings of the importance of these features in Sikh life today

➤ 3.2: The gurdwara

Know and understand the role and importance of the gurdwara within the Sikh community

Know and understand the activities that take place within the gurdwara

Know and understand the importance of visiting Sikh historical gurdwaras and analyse why it is important to make such visits

➤ 3.3: Langar

Know and understand the history of the langar including Guru Granth Sahib 967

Know and understand the nature and purpose of the langar and how it is significant for the Sikhs today, especially as a form of sewa

➤ 3.4: Nam Japna – Meditating on the name of God

Know and understand the Nam Japna, its nature and significance and the ways it is used in the gurdwara

➤ 3.5: Prayer

Know and understand prayer including reference to Guru Granth Sahib 305 (AO1)

Know and understand nature, role and purpose of prayer in the home, the different types of prayer, when it may take place and why.

Assess and analyse the importance of having different prayers

Know and understand the conditions of a Just war within Sikhism.

Assess and analyse whether a Just war is possible.

➤ 4.6: Sikh attitudes to Holy War

Know and understand Sikh teachings and responses to the nature of a holy war

Know and understand Sikh teachings about war and peace

Assess and analyse divergent Sikh and non-religious views about holy war

➤ 4.7: Sikh attitudes to weapons of mass destruction (WMD)

Know and understand Sikh attitudes to weapons of mass destruction (WMD)

Know and understand the divergent Sikh attitudes towards the use of WMD

Assess and analyse the reasons why utilitarian ethics might allow the use of WMD and non-religious views towards their acquisition and use

➤ 4.8: Sikh responses to issues surrounding conflict.

Know and understand Sikh teachings and responses to issues surrounding conflict

Know and understand how Sikhs have worked to overcome these issues

Assess and analyse non-religious attitudes to issues surrounding conflict and the Sikh responses to them

Assessment: Edexcel end of topic assessment 'Peace and Conflict'

Key vocabulary: Peace, conflict, war, justice, pacifism, equality, Just war.

Core texts:

Assessment: Edexcel mid topic assessment. 'Living the Sikh life'

Key vocabulary: Gurdwara, Rahit Maryada, devotion, Langer, Nam Japna, meditating, prayer, community, Sewa, service, worship, palki, takht, manji, chanani, Nishan sahib and chauri

Core texts:

Authors: Cynthia Bartlett, Marianne Fleming, Peter Smith, David Worden
Publisher: Oxford University Press
ISBN-13: [978-0-19-837037-6](#)

Key websites and media to support learning:

<https://www.truetube.co.uk/film/holy-cribs-gurdwara>
<http://www.searchsikhism.com/institution-of-langar>
<http://www.sikh-history.com/sikhhist/archivedf/feature-dec.html>
<http://www.sikhiwiki.org/index.php/Langar>
<http://www.srigurugranth.org/0967.html>
<http://www.srigurugranth.org/0305.html>

Authors: Cynthia Bartlett, Marianne Fleming, Peter Smith, David Worden
Publisher: Oxford University Press
ISBN-13: [978-0-19-837037-6](#)

Key websites and media to support learning:

www.bbc.co.uk/ethics/war/against/pacifism_1.shtml
and
<http://ppu.org.uk/learn/infodocs/index.html>

www.bbc.co.uk/ethics/war/just/introduction.shtml

Year 11 GCSE Religious Education

Autumn Term

Spring Term

Summer Term

Half Term 2

Unit/ Topic title: Sikhism – Living the Sikh Life / Peace and Conflict

Learning weeks: 6

Key learning (knowledge and skills):

Section 3 – Living the Sikh life

➤ 3.6: Akhand path

Know and understand the nature, history, role and purpose of the akhand path

Know and understand how and why Sikhs may take part in the akhand path and its importance for the Sikh community

Assess and analyse the importance of the akhand path

➤ 3.7: Gurburbs and Commemorations

Know and understand divergent understandings of the nature, history and purpose of gurburbs and commemorations

Know and understand why gurburbs are important to Sikhs today including the origins and meaning of the gurburbs with reference to the birthday of Guru Nanak, Vaisakhi, Divali and the martyrdom of Guru Arjan and Guru Tegh Bahadur

Assess and analyse the importance of a gurburb and commemorations

➤ 3.8: Birth and naming rituals and ceremonies

Know and understand birth and naming rituals including the celebration and significance of Naam Karan and Hukamnama.

Know and understand the significance of Amrit Sanskar for Sikh families.

Know and understand the significance of the names Singh and Kaur in the naming and Amrit ceremonies and for the Sikh today

Half Term 2

Unit/ Topic title: Revision based on Question Level Analysis and topic PLCs of both areas of study.

Half Term 2

Assess and analyse the importance of these ceremonies especially in connection between khalsa and non khalsa Sikhs

Section 4 – Peace and Conflict

➤ 4.1: Sikh attitudes towards peace

Know and understand the nature and purpose of peace for Sikhs

Know and understand Sikh teachings about peace

Assess and analyse the importance of peace for Sikhs

➤ 4.2: The role of Sikhs in peacemaking

Know and understand the role of Sikhs in peacemaking

Know and understand the work of Sikhs working for peace today

Assess and analyse the importance of justice, forgiveness and reconciliation in peacemaking.

➤ 4.3: Sikh attitudes to conflict

Know and understand Sikh teachings about the nature and causes of conflict

Know and understand Sikh responses to conflict

Assess and analyse non-religious attitudes to the causes of conflict

Assessment: Edexcel end of topic 'Living the Sikh life'

Key vocabulary:

Akhand Path, Gurburbs, commemorating, Varsakhi, Divali, Martyrdom, Naam Karan, Hukamnama, Amrit Sanskar, Khalsa, ceremonies, rituals, reconciliation, peace, peacemaking, conflict, war, Just war, forgiveness, oneness, humanity, retribution, justice.

Core texts:

Authors: Cynthia Bartlett, Marianne Fleming, Peter Smith, David Worden
Publisher: Oxford University Press
ISBN-13: [978-0-19-837037-6](https://www.isbn-international.org/product/9780198370376)

Key websites and media to support learning:

<https://www.sikhdharma.org/akhand-paths/what-is-an-akhand-path/>

http://www.sikhiwiki.org/index.php/Akhand_Paath

<https://www.sikhs.org/reht3.htm#art9>

<https://www.truetube.co.uk/film/sikh-naming-ceremony-naam-karan>

<http://www.sikhmissionarysociety.org>