



# Curriculum Rationale Department of PME: Religious Studies GCSE

This document aims to inform parents of the knowledge and skills their children acquire and why they learn what they do over the course of their five years in Salendine Nook High School.

## Our Vision/Intent

**Religious Studies GCSE** is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. The purpose of Religious Education is to help pupils to reflect upon the experiences and the mysteries of life and the contribution of religious and spiritual dimensions to human life. Specifically pupils will gain a thorough knowledge and understanding of the religions of Christianity and Islam and their attitudes towards 4 key themes- Relationships and the family, religion and life, religion and crime and punishment and religion and peace and conflict. As a result of in depth research into available GCSEs the AQA option has been chosen as the best option for our students to be successful.

GCSE will enable pupils to:

- Acquire and develop knowledge and understanding of all principal religions represented in the United Kingdom and particularly in the Salendine Nook area
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom and thereby develop confidence in their own beliefs and values;
- Enhance their spiritual, moral, social and cultural development by:
  - developing awareness of the ultimate questions of life raised by human experiences, and of how religions can relate to them;
  - responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
  - reflecting positively on their own identity, beliefs, values and experiences in the light of their study;
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own. Develop positive attitudes of respect towards living in and contributing to an inclusive and caring community and a society of diverse religions.

## The Principles which Underpin our Curriculum

The principles that underpin our GCS Religious Studies curriculum at Salendine Nook Academy are based on aims suggested by the Commission for RE and the AQA religious Studies GCSE chosen option. The department aims to develop pupils' understanding of world faiths and other beliefs, exploring their commonality and diversity, though specifically following the need to cover the two specific religions, Christianity and Islam, that form the main part of the course that students will be examined for after two years study. We ensure that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions). Engaging and stimulating RS at the Academy helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place in the curriculum where difficult or 'risky' questions can be tackled within a safe but challenging context. Primarily, RS's purpose within the Academy is to give pupils a broad understanding of Christianity and Islam, the two core topics within the chosen GCSE but

also develop comparative knowledge and understanding where appropriate of world faiths and nonreligious beliefs and students' own beliefs.. Our curriculum ensures that there is both depth of study (all areas investigated in detail) and breadth of study (an overall general understanding of the faiths and related philosophical and ethical questions). Our units of work provide rigorous academic study, supporting problem solving and critical thinking skills. Additional benefits from the study of RS at GCSE enable a nurturing of SMSC development and students' understanding of diversity. The chosen RS option means students are helped to understand diversity, empathy and cohesion alongside developing their own views and beliefs. Our curriculum therefore deliberately integrates religious studies with aspects of philosophical questions and ethical issues. It also embraces the reality that beliefs are not always linked to faith a transcendent deity. Our curriculum contributes dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. By following a holistic approach to Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion we are able to focus on preparing students for life in the 21st century, engaging them in a contemporary and relevant context. Our units of work help develop students' knowledge and understanding of Christianity and Islam and explores their responses to life's challenges. This gives our students the knowledge and skills to flourish both within their own community and as members of a diverse and global society. Our units of study play an important role in preparing pupils for their future, for employment and lifelong learning. They enhance our students' spiritual, moral, social and cultural development by developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them. They help our students to respond to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience. Our pupils are able to reflect on their own beliefs, values and experiences in the light of their study. As with RE our units of study within PME we hope that our GCSE option will complement what our students will learn and experience a stimulating and rigorous framework where our students to learn about religion and world views, alongside nurturing tolerance, respect, empathy and kindness in our schools and local communities, in short, enable our students to be ***the best they can be for themselves and others***. They will also, just as importantly, be prepared to achieve the best GCSE grade they can at the end of the two year course which will also enable them to go to the next stage of education and pursue more specialised courses within Religious Studies and philosophy.

A range of teaching and learning styles are employed which include:

- Use of WAGOLLs and WABOLLs
- Discussion
- Provide models and worked examples
- Practise using the new material
- Check for understanding frequently and correct errors

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- Provide scaffolds for difficult tasks
- Independent practice
- Begin the lesson with a review of previous learning.
- Present new material in small steps.
- Video/DVD
- Debate
- Group work
- Research
- Games
- Revisit and Review quizzes
- Formative assessment
- Simulations
- Case studies
- Use of outside speakers
- High order questioning skills
- Climate building and ground rules
- Agenda setting
- Working together
- Values clarification
- Consensus building
- Problem solving
- Understanding another point of view
- Reflection, review and evaluation

## The Research behind our Rationale

*RE 'should explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.'* Commission on RE, September 2018.

Although the chosen GCSE course dictates the topic coverage and the detail various pieces of research has been undertaken to consider means of delivery. In the drive to establish positive, interesting and substantive religious resources. NATRE (National Association of Teachers of Religious Education) and the Religious Council for England has been instrumental in formulating thinking and pedagogy [www.religiouseducationcouncil.org.uk](http://www.religiouseducationcouncil.org.uk) Ofsted's requirements for essential successful Religious Education- Religious Education- realising the potential document have also shaped our provision for Religious Education. [www.assets.publishing.service.gov.uk/government](http://www.assets.publishing.service.gov.uk/government)

In terms of pedagogy and the successful delivery of religious education within PME substantial research has been undertaken to find appropriate and successful teaching styles and methods.

Ninian Smart's argument that the key aim of RE is to enable learners to develop an understanding of religions. Smart argues that RE is an academic discipline like history or science, with its own set of approaches and its own frontiers with faith and with education. It is important that students understand the "nuts and bolts" of religion and in RE we believe it is important to follow the Smartian seven dimensions of religion: ritual, practice, narrative, doctrinal, ethical, social and material. Smart, Ninian, *The Religious Experience of Mankind*, 1983.

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We believe it is important to RE to aid our students to be able to make judgements about the differing and competing truth claims in religion. Statements of belief are taken seriously and the evidence for them is weighed up. As Trevor Cooling argued the key skill is enabling students to become critical evaluators of truth claims from the competing world religions. They have to make decisions about which of these truth claims, if any, they believe to be true, whilst still demonstrating respect and toleration of these differing beliefs and life codes. Trevor Cooling, *Concept Cracking*, 1994. Wright, Andrew, *Prospects for Religious Literacy*, 1993.

RE is involved with the development of spiritual understanding. Students are spiritual beings and this aspect of their self needs to be educated and developed. RE is a tool to enable human development, and spiritual development. The aim of RE is to allow students to respond for themselves to questions about the meaning and purpose of human life. RE's place in the curriculum is related to the overarching purposes of the SMSC curriculum. RE is built on questions of meaning and there is often a strong focus on ethics and morals. As Michael Grimmit said 'A good RE lesson is part of the student's search for meaning and there is much time for reflection on 'what does this mean for me in my life?' The focus on 'finding meaning' has become hugely important in the study of Religious Studies. Grimmit, Michael, *RE and Human Development*, 1987.

PME lessons we believe should follow Sue Phillips ideas of a theatre of learning where role-play, drama, dance and other sensate activities are utilised to enable a development of an experience where possible of such a dynamic subject. *Theatre of learning* by Sue Phillips.

RE should begin by helping the student to understand the world-views that religions hold and to know and understand these before creating their own world-views. In RE we believe, like Clive Erricker that it is important for our students to find meaning about themselves and the world. In order to develop this world-view, students must be given the tools to study the beliefs and practices with which they are already familiar and which they are not. We believe that there is equal validity to all truth claims. Erricker, Clive, *Reconstructing Religious, Spiritual and Moral Education*, 2000.

GCSE examining experience built over thirty years within the department has led to the adoption of the AQA GCSE course as the best course potentially for students at Salendine Nook to succeed. Departmental experience and ingenuity has enabled the relevant course to be resourced to an excellent standard which will not only enable students to achieve successfully but also maintain a motivational drive for success and an enthusiastic interest in the pursuit of learning and considering one's place within the amazing world we live in and the adoption of values that will enable students to act as responsible, caring, understanding citizens in society, both locally and potentially nationally, internationally and globally.

## Key Stage Four

The following **Religious Studies skills** will be developed during the course of the RS programme of study from Years 10-11.

**Investigation** – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).

**Interpretation** – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.

**Reflection** – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions. **Empathy** – including the development of the power of

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imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view. **Evaluation** –including the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience. **Analysis** – including distinguishing between opinion, belief and fact,; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions. **Synthesis** – including the linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole. **Application** – including making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values. **Expression** – including the ability to articulate ideas, beliefs and values the ability to respond to religious ideas, beliefs and questions through a variety of media. **Self-understanding** – including the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

Specific exam style questions will be studied through the use of various resources to enable the development of exam skills to enable successful exam technique to be developed and highest possible GCSE grades to be achieved.

## Year 10

**Unit 1: Christian beliefs** begins our students' religious studies GCSE learning journey at Salendine Nook Academy. This first unit enables our students to know and understand the key religious beliefs held by Christians. As the whole AQA GCSE religious studies course is based on the knowledge and understanding of the beliefs of two chosen religions and the attitudes of these two chosen religions towards the four themes of relationships, religion and life, religion and crime and punishment and religion and peace and conflict it is essential that pupils gain a thorough knowledge and understanding of the beliefs and practices of these two chosen faiths first. As a school with a many diverse religious and non-religious backgrounds but which has a majority of Christians and Muslims then the choice of the two religions are obvious-Christianity and Islam. After a thorough run through of the course specifications then the first unit delivers quality knowledge and understanding of Christian beliefs and values. This unit will cover key topics essential to the understanding of Christian beliefs- The nature of God as omnipotent, loving and just. Deep philosophical thinking will be developed as pupils consider the problem for Christians with the existence of evil and suffering.. Concepts of the oneness of God and the Trinity will be studied. Students will address the beliefs and teachings centred on Jesus' incarnation and status as Son of God, his crucifixion, resurrection and ascension. Salvation and original sin will be considered as well as original sin, atonement and concepts of the Christian belief in the afterlife. Students will also study the different beliefs about creation. By gaining a thorough awareness of the belief systems of Christians Students will be given a firm foundation which they can then use to put the beliefs in context and understand Christian views and attitudes towards the four chosen themes at a deeper level. This unit delivers key RS values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom and the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals* The exact topics required for study are seen below:

Key beliefs

- The nature of God:
- God as omnipotent, loving and just, and the problem of evil and suffering
- the oneness of God and the Trinity: Father, Son and Holy Spirit.

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- Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).
- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. Jesus Christ and salvation
- Beliefs and teachings about:
  - the incarnation and Jesus as the Son of God
  - the crucifixion, resurrection and ascension
  - sin, including original sin
  - the means of salvation, including law, grace and Spirit
  - the role of Christ in salvation including the idea of atonement.

## Unit 2: Christian Practices

This unit will link with previous units by encouraging pupils to consider the various practices that Christians follow as a result of the beliefs of Christianity that they hold so passionately. Students will study how the real lives of Christians are impacted by their beliefs that they put into practice thus reinforcing what they had researched and discovered in Unit 1. This unit builds on the beliefs of Unit 1 by explaining how these beliefs have led to the actions that Christians partake in such as worship and festivals. The importance of rites of passage and prayer are studied showing the importance of personal and communal relationships that Christians hold. Students will consider the importance of the sacraments, such as Baptism and the Lord's Supper and the meaning ascribed to both. Pilgrimage is studied as a means of demonstrating how the important beliefs of the faith can lead to journeys of deep meaning and significance. Christian mission and aspiration for a world of equality and justice for all are studied through the Christian practice of charity, reconciliation and the response towards persecution across the world. This unit delivers key RS values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

The exact topics required for study are seen below:

### Worship and festivals

- Different forms of worship and their significance:
  - liturgical, non-liturgical and informal, including the use of the Bible
  - private worship.
- Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.
- The role and meaning of the sacraments:
  - the meaning of sacrament • the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism
  - the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.
- The role and importance of pilgrimage and celebrations including:
  - two contrasting examples of Christian pilgrimage: Lourdes and Iona
  - the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today. The role of the church in the local and worldwide community
- The role of the Church in the local community, including food banks and street pastors.
- The place of mission, evangelism and Church growth.
- The importance of the worldwide Church including:
  - working for reconciliation
  - how Christian churches respond to persecution

- the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.

### Unit 3: Muslim Beliefs

This unit will cover key beliefs in Islam as a means of enabling our students' to know and understand what Muslims believe and why these beliefs are believed. Students will look at similarities and differences of different Muslim interpretations through the six articles of faith of Sunnis and the five roots of Usul ad-Din in Shi'a Islam thus increasing knowledge and understanding of the differing beliefs and attitudes within the Muslim world. As with Unit 1 connections will be made with the Christian belief in one God and many of the beliefs of Christians being compatible with Islam (such as omnipotence, omnipresence, omniscient, omni-benevolence etc) will enable interleaving to occur and help pupils understand the concepts more fully. Again key concepts about God studied on mercy, fairness, immanence, transcendence and justice help to consolidate Christian beliefs that are very similar. More consolidation of ideas continue with the study of Muslim beliefs about Heaven and Hell, predestination, free will and the Day of Judgement. The importance of the Holy Qur'an and other important Holy Books and authority are covered alongside the concept of the messenger or Prophet thus ensuring a deep knowledge and understanding of Muslim beliefs to be put in practice in Unit 4. This unit delivers key RS values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

The exact topics required for study are seen below:

#### Key Beliefs

- The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.
- Tawhid (the Oneness of God), Qur'an Surah 112.
- The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.
- Angels, their nature and role, including Jibril and Mika'il.
  - Predestination and human freedom and its relationship to the Day of Judgement.
- Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.

#### Authority

- Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.
- The holy books:
  - Qur'an: revelation and authority
  - the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.
- The imamate in Shi'a Islam: its role and significance.

### Unit 4: Muslim Practices

This unit will link with previous units by encouraging pupils to consider the various practices that Muslims follow as a result of the beliefs of Islam that they hold so passionately. Students will study how the real lives of Muslims are impacted by their beliefs that they put into practice thus reinforcing what they had researched and discovered in Unit 3. This unit builds on the beliefs of Unit 3 by explaining how these beliefs have led to the actions that Muslims partake in such as worship and festivals.

The exact topics required for study are seen below:

#### Worship

- Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam).

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- Shahadah: declaration of faith and its place in Muslim practice.
- Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer. Duties and festivals
- Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5
- Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.
- Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance.
- Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.
- Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.

**Unit 5: Religion and relationships** continues to enable students to know and understand Christian and Muslim beliefs and attitudes within the area of relationships and family life. Students will consider how children should be brought up in these faiths and how families should be structured within Christianity and Islam. These beliefs and attitudes can be contrasted with different family structures in order to enable our students to continue to develop their own personal attitudes of respect and toleration to those around them. This will continue with a study of different relationships such as heterosexual and same sex relationships again to continue to develop a positive outlook on life that will lead to an adoption of values of respect and compassion for all members of society. Marriage and cohabitation are studied and the different views of appropriate sexual behaviour and attitudes covered will link in with PME lessons concerned with the adoption and the making of safe choices within relationships. Christians and Muslim attitudes towards contraception looks at the complexity of this issue and links again to PME lessons on relationships and sexual health. This first unit delivers key RS values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom and the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.*

The exact topics required for study are seen below:

Theme A: Relationships and families Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Contraception.
- Sexual relationships before marriage.
- Homosexual relationships. Sex, marriage and divorce
- Human sexuality including: heterosexual and homosexual relationships.
- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Same-sex marriage and cohabitation.
- Divorce, including reasons for divorce, and remarrying.

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- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. Families and gender equality
- The nature of families, including:
  - the role of parents and children
  - extended families and the nuclear family.
    - The purpose of families, including:
      - procreation
      - stability and the protection of children
      - educating children in a faith.
- Contemporary family issues including:
  - same-sex parents
  - polygamy.
- The roles of men and women.
- Gender equality.
- Gender prejudice and discrimination, including examples.

## Year 11

**Unit 6: Religion and life** will continue the journey of Christian and Muslim beliefs and the effect they have on life beliefs and issues by looking at how these two religious faiths explain the purpose and origins of life. This will help our students develop their own views of their place in the world. This unit also ties with PME lessons with an important consideration of the purpose of human beings according to Christians and Muslims with a focus on being the best a person can be in order to achieve a good life on earth and an even better one in paradise with God. Pupils can then consider these ideas for themselves and contrast them with other life views such as Humanism which many students adopt as their own life beliefs and life stance. This will lead to great philosophical debates and an increase in awareness and toleration of different life views. Controversial and contentious issues such as the sanctity and quality of life, abortion and euthanasia are also covered leading again to challenging ethical discussions about the moral implications of the taking of life. Such sensitive issues are handled with great care but give a powerful ability for pupils to consider the difficulties of making decisions based on such situations. The final topic within this unit deals with the important beliefs on the origin and protection of the planet and in light of serious concerns facing the planet and its people in terms of climate change the unit gives pupils an important opportunity to consider the current facts about the state of our world and the Christian and Muslim responses to why we should be doing everything we can to save it. This unit will continue to challenge pupils beliefs and attempt to make them responsive to the need to work towards a better and safer world. This unit delivers key RS values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

The exact topics required for study are seen below:

Theme B: Religion and life Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Abortion.
- Euthanasia.

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- Animal experimentation.

The origins and value of the universe

- The origins of the universe, including:
  - religious teachings about the origins of the universe, and different interpretations of these
  - the relationship between scientific views, such as the Big Bang theory, and religious views.
- The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.
- The use and abuse of the environment, including the use of natural resources, pollution.
- The use and abuse of animals, including:
  - animal experimentation
  - the use of animals for food.

The origins and value of human life

- The origins of life, including:
  - religious teachings about the origins of human life, and different interpretations of these
  - the relationship between scientific views, such as evolution, and religious views.
- The concepts of sanctity of life and the quality of life.
- Abortion, including situations when the mother's life is at risk.
- Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.
- Euthanasia.
- Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

## Unit 7: Religion and crime and punishment

This unit will link with previous units by encouraging pupils to understand the social and personal consequences of crime and how Christians and Muslims respond towards these different crimes. Although both religions have a huge degree of compassion and this underpins the attitudes to how offenders and criminals should be treated they also accept the 4 aims of punishment which include deterrence and vindication. Students will be able to develop their own attitudes and views towards justice in the hope that they will begin to hold compassionate and just views themselves. This unit ties in with the previous unit by reinforcing knowledge and understanding of the key concepts of sanctity and quality of life as students consider the moral and ethical responses to corporal and capital punishment. This unit delivers key RS values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

The exact topics required for study are seen below:

Theme E: Religion, crime and punishment Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Corporal punishment.
- Death penalty.
- Forgiveness.

Religion, crime and the causes of crime

- Good and evil intentions and actions, including whether it can ever be good to cause suffering.
- Reasons for crime, including:
  - poverty and upbringing
  - mental illness and addiction

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- greed and hate
- opposition to an unjust law.
- Views about people who break the law for these reasons.
- Views about different types of crime, including hate crimes, theft and murder. Religion and punishment
- The aims of punishment, including:
  - retribution
  - deterrence
  - reformation.
- The treatment of criminals, including:
  - prison
  - corporal punishment
  - community service.
- Forgiveness.
- The death penalty.
- Ethical arguments related to the death penalty, including those based on the principle of utility

**Unit 8: Religion and peace and conflict** continues our student's knowledge and understanding of Christian and Muslim beliefs and attitudes in the context of peace and conflict. Students are taught to consider the reasons for conflict in the world and the need to try to establish peace and good relations on a human level throughout the world. In a world where groups are stereotyped by the actions of small number of people this unit will reinforce the core values of Islam and Christianity as religions of peace and also enable students to consider the practicalities of war and the moral implications of conflict. Students will look at the ethical implications of violence both on an individual and a global level considering the beliefs in moral warfare through Holy and Just war and the dreadful implications on society and the world itself and the human race through the existence and potential use of nuclear weapons. Students will consider the means available to try to deliver peace in the world which will then encourage our students to try to mirror this in their own lives and adopt peaceful manners themselves. This first unit delivers key RS and values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom and the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.*

The exact topics required for study are seen below:

Theme D: Religion, peace and conflict. Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Violence.
- Weapons of mass destruction.
- Pacifism. Religion, violence, terrorism and war
- The meaning and significance of:
  - peace
  - justice
  - forgiveness
  - reconciliation.
- Violence, including violent protest.
- Terrorism.
- Reasons for war, including greed, self-defence and retaliation.
- The just war theory, including the criteria for a just war.

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- Holy war.
- Pacifism.
- Religion and belief as a cause of war and violence in the contemporary world.
- Nuclear weapons, including nuclear deterrence.
- The use of weapons of mass destruction.
- Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.
- Religious responses to the victims of war including the work of one present day religious organisation.

**Revision:** The time remaining will enable our students to revise the previous topics. This will be done through various revision techniques highlighted earlier as well as through practice of the various 1, 2, 4, 5 and 12 mark questions.