

INTENT
Intention: Students will know and understand a variety of worldwide views & beliefs focussing on Islam, Christianity and Humanism in-line with AQA GCSE RS. They develop attitudes which are respectful and open-minded as well as enhance their critical thinking skills. This will allow them to know, understand, analyse and appreciate 21st Century situations and their own worldview towards these. Links to SMSC, British Values, SACRE & English Curriculum all pinpointed. Future Qualification – A-Level RS.

Bilton School Planning for Progress over Time Programme of Study 2021-23

The bigger picture: Worldwide Views & Beliefs

1. Links to Personal Development – SMSC, British Values, Developing skills & attitudes.
2. Links to Cultural Capital - Widens and deepens an individual's cultural capital through curriculum experiences.
3. Links to Coventry & Warwickshire SACRE 17-22 (Believing (A), Expressing (B), Living (C) and AQA Religious Studies A (8062) GCSE

IMPLEMENTATION		Term 1 Relationships & Family (Part 1) Christianity, Islam & Humanism	Term 2 Peace & Conflict (Part 1) Christianity, Islam & Humanism	Term 3 Human Rights & Social Justice (Part 1) Christianity, Islam & Humanism	Term 4 Human Rights & Social Justice (Part 1) Christianity, Islam & Humanism (Catch Up)	Term 5 Life and WVB (variety of beliefs and own worldview)	Term 6 Christianity & Islam – Beliefs & Practises
	KS4	Week 1-7	Week 1-7	Week 1-7	Week 1-6	Week 1-5	Week 1-7
	Year 10	<p>TTD</p> <p>Love & Kindness</p> <p>Human sexuality</p> <p>The nature and purpose of marriage</p> <p>Sexual Relationships before marriage and cohabitation</p> <p>Revision & Assessment</p> <p>Same Sex marriage</p> <p>Gro Far/Medical Mavericks</p>	<p>Peace & Conflict – The Basics</p> <p>What are the reasons for war & Tolstoy?</p> <p>WMD & Can there ever be a Just War?</p> <p>A Humanists view on war (and own worldview)</p> <p>Assessment</p> <p>What are our Human Rights?</p> <p>Gro Far (Careers)</p>	<p>Why do Human Rights and Social Justice matter?</p> <p>What are the different types of Prejudice & Discrimination?</p> <p>What is Freedom of Expression and Religious Freedom?</p> <p>Are women treated equally in society and in religious communities?</p> <p>Assessment</p> <p>R & – Case study: Women</p>	<p>Why do Human Rights and Social Justice matter?</p> <p>What are the different types of Prejudice & Discrimination?</p> <p>What is Freedom of Expression and Religious Freedom?</p> <p>Are women treated equally in society and in religious communities?</p> <p>Assessment</p> <p>R & – Case study: Women</p>	<p>Respecting Animal Life</p> <p>Respecting our planet</p> <p>Life - Quality or Quantity – David Vetter</p> <p>Euthanasia</p> <p>The Right to Choose – Northern Ireland Case Study</p>	<p>The Nature of God and Six Articles of Faith</p> <p>Jesus Christ, Sin and Salvation</p> <p>Source of Authority</p> <p>The importance of worship</p> <p>The duties of a Muslim</p> <p>Assessment</p> <p>The importance of festivals for a Muslim in Britain today</p>
Assessment	<p>Knowledge-based answers x10</p> <p>Evaluative essay showing well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues – Teacher assessed. Use Exam level descriptors.</p> <p>'For religious believers, sexual relationships should only take place within marriage.' Evaluate this statement. 12 marks (AQA Exam Q)</p>	<p>Knowledge-based answers x10</p> <p>Evaluative essay showing well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues – Teacher assessed. Use Exam level descriptors.</p> <p>"War never solves problems, it only creates them." Evaluate this statement. 12 marks (AQA Exam Q)</p> <p>Student Voice Teacher Voice</p>	<p>Multiple choice/knowledge-based answers x10 – student assessed</p> <p>Evaluative essay showing well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues – Teacher assessed. Use Exam level descriptors.</p> <p>"If everyone followed religious teachings then laws about human rights would not be needed." 12 marks (AQA Exam Q)</p>	<p>Multiple choice/knowledge-based answers x10 – student assessed</p> <p>Evaluative essay showing well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues – Teacher assessed. Use Exam level descriptors.</p> <p>"If everyone followed religious teachings then laws about human rights would not be needed." 12 marks (AQA Exam Q)</p>	<p>Multiple choice/knowledge-based answers x10 – student assessed</p> <p>Evaluative essay showing well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues – Teacher assessed. Use Exam level descriptors.</p> <p>"Choice is important – we should not be held by one commonly held belief"</p>	<p>Multiple choice/knowledge-based answers x10 – student assessed</p> <p>Evaluative essay showing well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues – Teacher assessed. Use Exam level descriptors.</p> <p>'The Qu'ran is the only source a Muslim needs in life.' Evaluate this statement. 12 marks (Potential AQA Exam Q)</p> <p>OR</p> <p>'A loving God would not send anyone to hell.' Evaluate this statement. 12 marks (AQA Exam Q)</p>	

<p>Curriculum Links</p>	<p>AQA GCSE Religious Studies A (8062) 3.2.1.1 Theme A: Relationships and families And Coventry & Warwickshire SACRE 17-22</p> <ul style="list-style-type: none"> 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. 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. <p>SMSC - Moral, Social, Cultural British Values: Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all Skills: Investigating, Reflecting, Interpreting, Empathising, Analysing, Synthesising, Evaluating Developing Attitudes: Commitment, Fairness, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English: Macbeth Importance of marriage, Reproduction & the importance of male heirs Evaluation Literacy – Vocabulary Explanation A Christmas Carol Importance of family, importance of marriage Traditional roles & stereotypes of men and women in the church Dickens' times, Gender equality, Roles of family members</p>	<p>AQA Religious Studies A (8062) GCSE 3.2.1.4 Theme D: Religion, peace and conflict And Coventry & Warwickshire SACRE 17-22</p> <ul style="list-style-type: none"> Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews. 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. critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally. <p>SMSC - Moral, Social, Cultural British Values: Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all Skills: Investigating, Reflecting, Expressing, Discerning, Analysing, Synthesising, Evaluating Developing Attitudes: Commitment, Fairness, Respect, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English: Power, Conflict & Unseen – Themes of War</p>	<p>AQA Religious Studies A (8062) GCSE 3.2.1.4 Theme F: Human Rights & Social Justice And Coventry & Warwickshire SACRE 17-22</p> <p>Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews.</p> <p>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.</p> <p>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.</p> <p>critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally.</p> <p>SMSC – Spiritual, Moral, Social, Cultural British Values: Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all Skills: Investigating, Reflecting, Expressing, Discerning, Analysing, Synthesising, Evaluating Developing Attitudes: Commitment, Fairness, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English: Power & Conflict Poetry Poetry includes – Concept of human rights, equality, devastation of prejudice & discrimination, references to faith and Bible, internal conflict and morality, loss and guilt</p>	<p>AQA Religious Studies A (8062) GCSE 3.2.1.4 Theme F: Human Rights & Social Justice And Coventry & Warwickshire SACRE 17-22</p> <p>Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews.</p> <p>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.</p> <p>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.</p> <p>critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally.</p> <p>SMSC – Spiritual, Moral, Social, Cultural British Values: Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all Skills: Investigating, Reflecting, Expressing, Discerning, Analysing, Synthesising, Evaluating Developing Attitudes: Commitment, Fairness, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English: An Inspector Calls The play is based on concepts of capitalism and socialism, social justice, prejudice & discrimination, wealth & poverty and a duty to care for others.</p>	<p>AQA GCSE Religious Studies A (8062) 3.2.1.2 Theme B: Religion and Life And Coventry & Warwickshire SACRE 17-22</p> <p>Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews.</p> <p>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.</p> <p>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.</p> <p>critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally.</p> <p>SMSC – Spiritual, Moral, Social, Cultural British Values: Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all Skills: Investigating, Reflecting, Expressing, Discerning, Analysing, Synthesising, Evaluating Developing Attitudes: Commitment, Fairness, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English: Revision for English Literature Links to next half term - Speaking & Listening Engagement with a range of topics to produce their speech</p>	<p>AQA GCSE Religious Studies A (8062) Component 3.1.5 Islam And 3.2.1.6 Theme B: Religion and life And Coventry & Warwickshire SACRE 17-22</p> <ul style="list-style-type: none"> 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 analysis of diversity in the forms of expression and ways of life found in different religions and worldviews 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. <p>SMSC – Spiritual, Moral, Social, Cultural British Values: Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all Skills: Investigating, Reflecting, Empathising, Applying, Discerning, Analysing, Synthesising, Evaluating Developing Attitudes: Fairness, Respect, Open Mindedness, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English: Speaking & Listening Engagement with a range of topics to produce their speech</p>
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Intended Impact: All pupils should extend and deepen their knowledge and understanding of WVB (both religious and non-religious) explaining local, national and global contexts.

They should build on their prior learning, appreciate and appraise the nature of different WVB in systematic ways.

They should use a wide range of concepts in the field of WVB confidently and flexibly to contextualise and analyse the expressions of WVB they encounter.

They should be able to research and investigate the influence and impact of WVB on the views and lives of both individuals and groups, evaluating their impact on current affairs.

They should be able to appreciate and appraise the beliefs and practices of different WVB with an increasing level of discernment based on interpretation, evaluation and analysis, developing and articulating well-reasoned positions.

	Term 1 Relationships & Family (Part 2) Christianity, Islam & Humanism		Term 2 Peace & Conflict (Part 2) Christianity, Islam & Humanism		Term 3 Human Rights & Social Justice (Part 2) Christianity, Islam & Humanism		Term 4 Human Rights & Social Justice (Part 2) Christianity, Islam & Humanism (Catch Up)		Term 5 What is Happiness? (variety of beliefs and own worldview)		Term 6 Exam Prep
KS4	Week 1-7	HOLIDAY: 1 WEEK	Week 1-7	HOLIDAY: 2 WEEKS	Week 1-7	HOLIDAY: 1 WEEK	Week 1-5	HOLIDAY: 1 WEEK	Week 1-6	24/5/20	Week 1-7

<p>Curriculum Links</p>	<p>AQA GCSE Religious Studies A (8062) 3.2.1.1 Theme A: Relationships and families And Coventry & Warwickshire SACRE 17-22</p> <ul style="list-style-type: none"> 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. 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. <p>SMSC – Spiritual, Moral, Social, Cultural British Values: Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all Skills: Investigating, Reflecting, Interpreting, Empathising, Analysing, Synthesising, Evaluating Developing Attitudes: Commitment, Fairness, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English: English Language Paper 2 Q2 - Write a summary Q5 – Persuasive Argument</p>	<p>AQA Religious Studies A (8062) GCSE 3.2.1.4 Theme D: Religion, peace and conflict And Coventry & Warwickshire SACRE 17-22</p> <ul style="list-style-type: none"> Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews. Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the nature of 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. critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally. <p>SMSC - Moral, Social, Cultural British Values: Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all Skills: Investigating, Reflecting, Expressing, Discerning, Analysing, Synthesising, Evaluating Developing Attitudes: Commitment, Fairness, Respect, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English: English Language Paper 1 Q4 – To what extent do you agree... - Evaluative skills</p>	<p>AQA Religious Studies A (8062) GCSE 3.2.1.4 Theme F: Human Rights & Social Justice And Coventry & Warwickshire SACRE 17-22</p> <ul style="list-style-type: none"> Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews. 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