

**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 21<sup>st</sup> 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 23-24**

**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 & 2 Human Rights & Social Justice (Part 1) Christianity, Islam & Humanism						Term 3 & 4 Peace & Conflict (Part 1) Christianity, Islam & Humanism				Term 5 & 6 Peace & Conflict (Part 2) Christianity, Islam & Humanism								
KS4	September -December						January - March				January - Marc								
Year 10	TTD	Why do Human Rights and Social Justice matter?	What are the different types of Prejudice & Discrimination?	What is Freedom of Expression and Religious Freedom?	Are women treated equally in society and in religious communities?	Assessment	R &- Case study: Women	Why do Human Rights and Social Justice matter?	Why do Human Rights and Social Justice matter?	What are the different types of Prejudice & Discrimination?	What is Freedom of Expression and Religious Freedom?	Are women treated equally in society and in religious communities?	Assessment	R &- Case study: Women	GroFar	Why does the UN matter?	Why does forgiveness matter?	Why does pacifism matter?	Why does caring for victims of war matter?
Assessment	Multiple choice/knowledge-based answers x10 – student assessed  Evaluative essay showing well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues – Teacher assessed. Use Exam level descriptors.  ‘If everyone followed religious teachings then laws about human rights would not be needed.’ 12 marks (AQA Exam Q)						Knowledge-based answers x10  Evaluative essay showing well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues – Teacher assessed. Use Exam level descriptors.  ‘War never solves problems, it only creates them.’ Evaluate this statement. 12 marks (AQA Exam Q)  Student Voice Teacher Voice				Closed question assessment x10 – student assessed  Evaluative essay showing well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues – Teacher assessed. Use Exam level descriptors  ‘Religious people should always seek peace in any situation.’ Evaluate this statement. 12 marks (AQA Exam Q)								

<p><b>Curriculum Links</b></p>	<p>AQA Religious Studies A (8062) GCSE 3.2.1.4 Theme F: Human Rights &amp; Social Justice And Coventry &amp; 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><b>SMSC</b> – Spiritual, Moral, Social, Cultural <b>British Values:</b> Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all <b>Skills:</b> Investigating, Reflecting, Expressing, Discerning, Analysing, Synthesising, Evaluating <b>Developing Attitudes:</b> Commitment, Fairness, Respect, Self-understanding, Open Mindedness, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English: <b>Power &amp; Conflict Poetry</b> <b>Poetry includes – Concept of human rights, equality, devastation of prejudice &amp; discrimination, references to faith and Bible, internal conflict and morality, loss and guilt</b></p>	<p>AQA Religious Studies A (8062) GCSE 3.2.1.4 Theme D: Religion, peace and conflict And Coventry &amp; Warwickshire SACRE 17-22</p> <ul style="list-style-type: none"> <li>• Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews.</li> <li>• 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.</li> <li>• 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.</li> <li>• critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally.</li> </ul> <p><b>SMSC</b> - Moral, Social, Cultural <b>British Values:</b> Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all <b>Skills:</b> Investigating, Reflecting, Expressing, Discerning, Analysing, Synthesising, Evaluating <b>Developing Attitudes:</b> Commitment, Fairness, Respect, Critical Mindedness, Enquiry</p> <p>Cross curricular links to English: <b>Power, Conflict &amp; Unseen – Themes of War</b></p>		<p>AQA Religious Studies A (8062) GCSE 3.2.1.4 Theme D: Religion, peace and conflict And Coventry &amp; Warwickshire SACRE 17-22</p> <ul style="list-style-type: none"> <li>• Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews.</li> <li>• 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.</li> <li>• 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.</li> <li>• critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally.</li> </ul> <p><b>SMSC</b> - Moral, Social, Cultural <b>British Values:</b> Tolerance, Respectful Attitudes, Democracy, Law, Individual Liberty – Covers all <b>Skills:</b> Investigating, Reflecting, Expressing, Discerning, Analysing, Synthesising, Evaluating <b>Developing Attitudes:</b> Commitment, Fairness,</p>
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	<b>Term 1 &amp; 2</b> Human Rights & Social Justice (Part 2) Christianity, Islam & Humanism (Catch Up)	<b>Term 3 &amp; 4</b> What is Happiness? (variety of beliefs and own worldview)	<b>Term 5</b> Relationships & Family (Part 2) Christianity, Islam & Humanism	<b>Term 6</b> Exam Prep
<b>KS4</b>	Week 1-7 and Week 1-7	Week 1 – 7 and Week 1-5	Week 1 – 6	
<b>Year 11</b>	TTD Are all races treated equally in society? What are the teachings about wealth and charity? Are the poor exploited by society? Is Tolerance the greatest British Value? Assessment R & Case Study: BLM GroFar	The Science of happiness How can you measure happiness? What makes me happy? Happiness and Morality Happiness & Social Media (what makes me happy/unhappy) Happiness and the Environment	The ending of a relationship The Nature & Purpose of families Do roles in the family matter? Why does Gender equality matter? R & Case study - Celebration & Family Why does Family planning and Contraception matter?	
<b>Assessment</b>	Multiple choice/knowledge-based answers x10 – student assessed  Evaluative essay showing well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues – Teacher assessed. Use Exam level descriptors.  'Religious people have a duty to help the poor and vulnerable in society.' (Against – everyone does. Evaluate this statement. 12 marks (AQA Exam Q)	Closed question assessment x10 – student assessed  Evaluative essays – teacher assessed –  'Happiness should be the purpose of life.' Evaluate this statement. 12 marks	Knowledge-based answers x10  Evaluative essay showing well- informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues – Teacher assessed. Use Exam level descriptors.  'If a person isn't happy in a marriage they should get divorced..' Evaluate this statement. 12 marks (AQA themed Exam Q)	

<p><b>Curriculum Links</b></p>	<p>AQA Religious Studies A (8062) GCSE 3.2.1.4 Theme F: Human Rights &amp; Social Justice And Coventry &amp; Warwickshire SACRE 17-22</p> <ul style="list-style-type: none"> <li>• Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews.</li> <li>• 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.</li> <li>• 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.</li> <li>• critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally.</li> </ul> <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: <b>English Language Paper 2</b> Q2 - Write a summary Q5 – Persuasive Argument <b>English Language Paper 1</b> Q4 – To what extent do you agree... - Evaluative skills</p>	<p>Coventry &amp; Warwickshire SACRE 17-22</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews</li> <li>• 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</li> <li>• Enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, media and philosophy</li> </ul> <p>SMSC - Spiritual, Moral, Social, Cultural - covers all British Values: Tolerance, Respectful Attitudes, Individual Liberty Skills: Reflecting, Interpreting, Empathising, Applying, Discerning, Analysing, Synthesising, Evaluating Developing Attitudes: Respect, Self-understanding, Open Mindedness, Enquiry</p> <p>Cross curricular to C&amp;C: Mental wellbeing</p>	<p>AQA GCSE Religious Studies A (8062) 3.2.1.1 Theme A: Relationships and families And Coventry &amp; Warwickshire SACRE 17-22</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <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: <b>English Language Paper 2</b> Q2 - Write a summary Q5 – Persuasive Argument</p>
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