

<u>Section on the specification</u>	<u>Covered in lessons</u>	<u>Booklet completed</u>	<u>Revised this section</u>
Exam 1- <u>Component 1- The study of religions, beliefs and practices</u>			
<p style="text-align: center;">Beliefs & Teachings <u>Christianity</u></p> <p style="color: red; text-align: center;"><i>Taught in year 10</i></p>	<p><u>Beliefs and teachings- Christianity</u></p> <p>Key beliefs</p> <ul style="list-style-type: none"> • 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. • 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. <p>Jesus Christ and salvation</p> <ul style="list-style-type: none"> • 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. 		

<p>Practices- <u>Christianity</u></p> <p><i>Taught in year 10</i></p>	<p><u>Practices- Christianity</u></p> <p>Worship and festivals</p> <ul style="list-style-type: none">• 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. <p>The role of the church in the local and worldwide community</p> <ul style="list-style-type: none">• 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:		
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	<ul style="list-style-type: none"> • 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. 		
<p style="text-align: center;"> Beliefs & Teachings <u>Islam</u> </p> <p style="color: red; text-align: center;"><i>Taught in year 11</i></p>	<p><u>Beliefs and teachings- Islam</u></p> <p>Key Beliefs</p> <ul style="list-style-type: none"> • 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. <p>Authority</p> <ul style="list-style-type: none"> • Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. • The holy books: <ul style="list-style-type: none"> • 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. 		

<p>Practices- <u>Islam</u></p> <p><i>Taught in year 11</i></p>	<p><u>Practices- Islam</u></p> <p>Worship</p> <ul style="list-style-type: none">• 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).• 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. <p>Duties and festivals</p> <ul style="list-style-type: none">• 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		
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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.

Exam 2- Component 2- Thematic Studies

Theme A- Relationships and families

Taught in year 10

Theme A-Relationships and families

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:

- 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.
- 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

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	<ul style="list-style-type: none"> • extended families and the nuclear family. • The purpose of families, including: <ul style="list-style-type: none"> • procreation • stability and the protection of children • educating children in a faith. • Contemporary family issues including: <ul style="list-style-type: none"> • same-sex parents • polygamy. • The roles of men and women. • Gender equality. • Gender prejudice and discrimination, including examples. 		
<p style="text-align: center;"><u>Theme B-</u> Religion and Life</p> <p style="text-align: center;"><i>Taught in year 9</i></p>	<p><u>Theme B- Religion and Life</u></p> <p>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:</p> <ul style="list-style-type: none"> • Abortion. • Euthanasia. • Animal experimentation. <p><u>The origins and value of the universe</u></p> <ul style="list-style-type: none"> • The origins of the universe, including: <ul style="list-style-type: none"> • 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. 		

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	<ul style="list-style-type: none"> • The use and abuse of the environment, including the use of natural resources, pollution. • The use and abuse of animals, including: <ul style="list-style-type: none"> • animal experimentation • the use of animals for food. <p>The origins and value of human life</p> <ul style="list-style-type: none"> • The origins of life, including: <ul style="list-style-type: none"> • 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. <p>humanism:</p>		
<p style="text-align: center;"><u>Theme C-</u> The existence of God and revelation</p>	<p><u>Theme C-The existence of God and revelation</u></p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and non-religious beliefs such as atheism and humanism:</p> <ul style="list-style-type: none"> • Visions. • Miracles. 		

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<p><i>Taught in year 10</i></p>	<ul style="list-style-type: none">• Nature as general revelation. <p>Philosophical arguments for and against the existence of God</p> <ul style="list-style-type: none">• The Design argument, including its strengths and weaknesses.• The First Cause argument, including its strengths and weaknesses.• The argument from miracles, including its strengths and weaknesses, and one example of a miracle.• Evil and suffering as an argument against the existence of God.• Arguments based on science against the existence of God. <p>The nature of the divine and revelation</p> <ul style="list-style-type: none">• Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision.• Enlightenment as a source of knowledge about the divine.• General revelation: nature and scripture as a way of understanding the divine.• Different ideas about the divine that come from these sources:<ul style="list-style-type: none">• omnipotent and omniscient• personal and impersonal• immanent and transcendent.• The value of general and special revelation and enlightenment as sources of knowledge about the divine, including:<ul style="list-style-type: none">• the problems of different ideas about the divine arising from these experiences• alternative explanations for the experiences, and the possibility that the people who claimed		
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	to have them were lying or mistaken.		
<p><u>Theme F-</u> Religion, human rights and social justice</p> <p><i>Taught in year 11</i></p>	<p><u>Theme F- Religion, human rights and social justice</u></p> <p>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:</p> <ul style="list-style-type: none"> • Status of women in religion. • The uses of wealth. • Freedom of religious expression. <p>Human rights</p> <ul style="list-style-type: none"> • Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. • Issues of equality, freedom of religion and belief including freedom of religious expression. • Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others. • Social justice. • Racial prejudice and discrimination. • Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice. <p>Wealth and poverty</p> <ul style="list-style-type: none"> • Wealth, including: • the right attitude to wealth • the uses of wealth. 		

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	<ul style="list-style-type: none">• The responsibilities of wealth, including the duty to tackle poverty and its causes.• Exploitation of the poor including issues relating to:<ul style="list-style-type: none">• fair pay• excessive interest on loans• people-trafficking.• The responsibilities of those living in poverty to help themselves overcome the difficulties they face.• Charity, including issues related to giving money to the poor.		
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