



Department	RELIGIOUS STUDIES	
Key Stage	KEY STAGE 4	
Course Level	GCSE	
Exam Board	AQA	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
Christian Beliefs and Teachings	<p>This is the first unit of work students' study when they begin the GCSE Religious Studies course. Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. As students have learnt about Christianity before, some of the content is familiar to them from Key Stage 3 and therefore accessible early in their studies.</p> <p>The unit enables students to study the beliefs and teachings of Christianity specified below and their basis in Christian sources of wisdom and authority. Students will study the influence of the beliefs and teachings studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed are included throughout; students will be able to refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant.</p>

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Year 9 (September to November)	Christian Beliefs and Teachings	The nature of God	<ul style="list-style-type: none"> ➤ 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 	Making judgements Linking concepts Providing evidence that backs up concepts	Students will have a mid-unit assessment (this will be as a way of identifying any gaps in knowledge or issues in exam technique) and an end of unit assessment. On-going assessment of learning is a key feature of all units of work in RS at TPS	AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide by Marianne Fleming, Nagapriya & Peter Smith Mr Finlayson's channel on YouTube - https://www.youtube.com/@MrFinlayson
		Different Christian beliefs about creation	The role of Word and Spirit (John 1:1-3 and Genesis 1:1-3) in the Creation Story, Adam and Eve, the six days of creation and theories of creation e.g. the watchmaker and God as the starting factor the Big Bang/Evolution	Making judgements Linking concepts Providing evidence that backs up concepts Significance		
		Different Christian beliefs about the afterlife and their importance	Resurrection, life after death, judgement, heaven, hell and purgatory	Making judgements Linking concepts Providing evidence that backs up concepts Significance		


		Jesus Christ	<ul style="list-style-type: none"> ➤ The incarnation and Jesus as the Son of God ➤ The crucifixion, resurrection and ascension 	<p>Making judgements Linking concepts Providing evidence that backs up concepts Significance</p>	<p>This unit of work will also be assessed as part of the Paper 1 mock exams, which focuses on religious beliefs in both Christianity and Buddhism.</p>	<p>Grade 9-1 GCSE Religious Studies: AQA A Revision Guide by CGP Books</p> <p>TrueTube (search Christianity) - https://www.true-tube.co.uk/</p>
		Sin, salvation and atonement	<ul style="list-style-type: none"> ➤ 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>Making judgements Linking concepts Providing evidence that backs up concepts Significance</p>		

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Buddhist Beliefs and Teachings	<p>This is the second unit of work students' study when they begin the GCSE Religious Studies course. Students should be aware that Buddhism is one of the diverse religious traditions and beliefs in Great Britain today. As students have learnt about Buddhism before, some of the content is familiar to them from Key Stage 3 and therefore accessible early in their studies.</p> <p>The unit enables students to study the beliefs and teachings of Buddhism specified below and their basis in Buddhist sources of wisdom and authority. Students will study the influence of the beliefs and teachings studied on individuals, communities and societies. Common and divergent views within Buddhism in the way beliefs and teachings are understood and expressed are included throughout; students will be able to refer to a range of different Buddhist perspectives in their answers including Theravada, Mahayana, Zen and Pure Land.</p>

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Year 9 (November to February)	Buddhist Beliefs and Teachings	The concept of Dhamma (Dharma)	<ul style="list-style-type: none"> ➤ The Three Marks of Existence: anicca (impermanence), anatta (no fixed self) and dukkha (suffering) ➤ The concept of dependent arising ➤ The Four Noble Truths: suffering, the causes of suffering and the end of craving ➤ Eightfold Path ➤ Threefold Way: ethics, meditation and wisdom ➤ The Three Poisons: ignorance, greed and hate 	<p>Making judgements</p> <p>Linking concepts</p> <p>Providing evidence that backs up concepts</p> <p>Significance</p> <p>Explain how belief impacts practice</p>	<p>Students will have a mid-unit assessment (this will be as a way of identifying any gaps in knowledge or issues in exam technique) and an end of unit assessment.</p>	<p>AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide by Marianne Fleming, Nagapriya & Peter Smith</p> <p>Mr Finlayson's channel on YouTube - https://www.youtube.com/@MrFinlayson</p>
		The Buddha's life and its significance	<ul style="list-style-type: none"> ➤ The birth of the Buddha and his life of luxury ➤ The Four Sights: illness, old age, death, holy man (Jataka 075) ➤ The Buddha's ascetic life ➤ The Buddha's Enlightenment 	<p>Making judgements</p> <p>Linking concepts</p> <p>Significance</p> <p>Explain how belief impacts practice</p>	<p>On-going assessment of learning is a key feature of all units of work in RS at TPS</p>	


		The beliefs and teachings of different groups in Buddhism	<ul style="list-style-type: none"> ➤ Theravada Buddhism ➤ Mahayana Buddhism ➤ Zen Buddhism ➤ Pure Land Buddhism 	<p>Making judgements Linking concepts Significance Explain how belief impacts practice Similarities and difference</p>	This unit of work will also be assessed as part of the Paper 1 mock exams, which focuses on religious beliefs in both Christianity and Buddhism.	Grade 9-1 GCSE Religious Studies: AQA A Revision Guide by CGP Books TrueTube (search Buddhism) - https://www.truetube.co.uk/ The Four Noble Truths - https://www.bbc.co.uk/programmes/p02mrlbg
	The human personality, in the Theravada and Mahayana traditions	<ul style="list-style-type: none"> ➤ Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness ➤ Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature 	<p>Making judgements Linking concepts Similarities and difference Significance Explain how belief impacts practice</p>			
	Human destiny	<ul style="list-style-type: none"> ➤ Different ideals in Theravada and Mahayana traditions: Arhat (a 'perfected person') and Bodhisattva ideals ➤ Buddhahood and the Pure Land 	<p>Making judgements Linking concepts Similarities and difference Significance Explain how belief impacts practice</p>			

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Unit Title	Why This Is Important and Why Is It Taught at This Point?
Theme D: Religion, peace and conflict	<p>Through the Themes units of work students will be aware of different religious perspectives about a range of issues within and/or between religious and non-religious beliefs, such as atheism and humanism. Students will also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.</p> <p>Through the Religion, peace and conflict unit of work, students are able to understand the issues surrounding war in the modern world, including the causes of war, terrorism, types of war (including nuclear war), victims of war and pacifism. This unit of work is studied during Year 9, meaning students already have a good understanding of religious beliefs and teachings; it is the first themes unit of work that students study as from the news and previous learning, both in RS and other subjects, students already have an understanding of the concept of war.</p>

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Year 9 (March to June)	Theme D: Religion, peace and conflict	The concept of peace	<ul style="list-style-type: none"> ➤ Peace ➤ Justice ➤ Forgiveness ➤ Reconciliation ➤ Pacifism 	Making judgements Significance Explain how belief impacts practice Providing evidence that backs up concepts	Students will have a mid-unit assessment (this will be as a way of identifying any gaps in knowledge or issues in exam technique) and an end of unit assessment. On-going assessment of learning is a key feature of all units of work in RS at TPS	AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide by Marianne Fleming, Nagapriya & Peter Smith Mr Finlayson's channel on YouTube - https://www.youtube.com/@MrFinlayson
		Violence	<ul style="list-style-type: none"> ➤ Violent protest ➤ Terrorism ➤ Religion and belief as a cause of war and violence in the contemporary world 	Making judgements Similarities and difference Significance Explain how belief impacts practice Providing evidence that backs up concepts		
		Reasons for war	<ul style="list-style-type: none"> ➤ Greed, self-defence and retaliation. ➤ The just war theory, including the criteria for a just war ➤ Holy war 	Making judgements Similarities and difference Significance Explain how belief impacts practice		

				Providing evidence that backs up concepts	This unit of work will also be assessed as part of the Paper 2 mock exams, which focuses on the different themes they have studied.	Grade 9-1 GCSE Religious Studies: AQA A Revision Guide by CGP Books
	Different forms of weapons and war	<ul style="list-style-type: none"> ➤ Conventional weapons ➤ Biological warfare ➤ Chemical warfare ➤ Nuclear weapons, including nuclear deterrence ➤ The use of weapons of mass destruction 	<p>Making judgements</p> <p>Similarities and difference</p> <p>Significance</p> <p>Explain how belief impacts practice</p>			
	Support for those who are impacted by war	<ul style="list-style-type: none"> ➤ 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 	<p>Making judgements</p> <p>Significance</p> <p>Explain how belief impacts practice</p> <p>Providing evidence that backs up concepts</p>			

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Theme E: Religion, crime and punishment	<p>Through the Themes units of work students will be aware of different religious perspectives about a range of issues within and/or between religious and non-religious beliefs, such as atheism and humanism. Students will also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.</p> <p>Through the Religion, crime and punishment unit of work, students are able to understand the issues surrounding crime and punishment in the modern world, including the causes of crime, types of crime, forms of punishment and what is trying to be achieved as a result of punishing criminals. This unit of work is studied at the end of Year 9 and the start of Year 10, meaning that students already have a good understanding of religious beliefs and teachings; it is the second themes unit of work that students study as from the news and previous learning, both in RS and other subjects, students already have an understanding of the concept of crime and punishment.</p>

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Year 9/10 (June to September)	Theme E: Religion, crime and punishment	Good and evil intentions and actions	<ul style="list-style-type: none"> ➤ Sin ➤ Skilful and unskilful actions ➤ Good and evil intentions and actions, including whether it can ever be good to cause suffering 	Making judgements Similarities and difference Significance Explain how belief impacts practice	Students will have a mid-unit assessment (this will be as a way of identifying any gaps in knowledge or issues in exam technique) and an end of unit assessment. On-going assessment of learning is a key feature of all	AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide by Marianne Fleming, Nagapriya & Peter Smith Mr Finlayson's channel on YouTube - https://www.yo
		Reasons for crime	<ul style="list-style-type: none"> ➤ Poverty and upbringing ➤ Mental illness and addiction ➤ Greed and hate ➤ Opposition to an unjust law ➤ Views about people who break the law for these reasons 	Making judgements Similarities and difference Significance Explain how belief impacts practice		
		Views about different types of crime	<ul style="list-style-type: none"> ➤ Hate Crime ➤ Theft ➤ Murder 	Making judgements Similarities and difference Significance		

		The aims of punishment	<ul style="list-style-type: none"> ➤ Retribution ➤ Deterrence ➤ Reformation ➤ Forgiveness 	<p>Making judgements Similarities and difference Significance Explain how belief impacts practice</p>	<p>units of work in RS at TPS</p> <p>This unit of work will also be assessed as part of the Paper 2 mock exams, which focuses on the different themes they have studied.</p>	<p>utube.com/@MrFinlayson</p> <p>Grade 9-1 GCSE Religious Studies: AQA A Revision Guide by CGP Books</p>
		The treatment of criminals	<ul style="list-style-type: none"> ➤ Prison ➤ Corporal punishment ➤ Community service ➤ The death penalty ➤ Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life 	<p>Making judgements Similarities and difference Significance Continuity and change Explain how belief impacts practice</p>		