


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?
Theme B: Religion and life	<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 and Life unit of work, students are able to understand the issues surrounding animal rights, the environment, abortion, euthanasia and the afterlife. This unit of work is studied at the start of Year 11, making it the final unit of work students study for their RS GCSE, so that students already have a full understanding of religious beliefs, teachings and practices and have had time to develop the maturity to discuss sensitive issues in a respectful manner.</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 11 (September to November)	Theme B: Religion and life	The origins of the universe	<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 	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.youtube.com/@MrFinlayson
		The value of the world and the duty of human beings to protect it	<ul style="list-style-type: none"> ➤ Stewardship ➤ Dominion ➤ Responsibility ➤ Awe and wonder 	Making judgements Similarities and difference Significance Explain how belief impacts practice		
		The use and abuse of the environment	<ul style="list-style-type: none"> ➤ Use of natural resources ➤ Pollution 	Making judgements Similarities and difference Significance Continuity and change Explain how belief impacts practice		

		The use and abuse of animals	<ul style="list-style-type: none"> ➤ Animal experimentation ➤ The use of animals for food 	<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>	Grade 9-1 GCSE Religious Studies: AQA A Revision Guide by CGP Books
		The origins of life	<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 	<p>Making judgements Similarities and difference Significance Explain how belief impacts practice</p>		
		Abortion and euthanasia	<ul style="list-style-type: none"> ➤ The concepts of sanctity of life and the quality of life ➤ Abortion – what it is and conditions ➤ Ethical arguments related to abortion ➤ Euthanasia – what it is and conditions ➤ Ethical arguments related to euthanasia 	<p>Making judgements Similarities and difference Significance Continuity and change Explain how belief impacts practice</p>		
		Death and an afterlife	<ul style="list-style-type: none"> ➤ Heaven, Hell and Purgatory ➤ Cycle of samsara ➤ Nirvana ➤ Beliefs about death and an afterlife and their impact on beliefs about the value of human life 	<p>Making judgements Similarities and difference Significance Providing evidence that backs up concepts Explain how belief impacts practice</p>		