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## GCSE (9-1) Religious Studies

### Specification B: Beliefs in Action

#### Three-year Planner

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#### Area of Study 1: Religion and Ethics (Christianity)

#### Area of Study 3: Religion, Philosophy and Social Justice (Sikhism)

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#### Planner at a glance

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Term		
Autumn	Y9	Christianity: Section 1 (Christian Beliefs)
Spring	Y9	Sikhism: Section 1 (Sikh Beliefs)
Summer	Y9	Christianity: Section 2 (Marriage and the Family) Sikhism: Section 2 (Religious Experience)
Autumn	Y10	Christianity: Section 3 (Living the Christian Life)
Spring	Y10	Sikhism: Section 3 (Living the Sikhism Life)
Summer	Y10	Christianity: Section 4 (Matters of Life and Death)

Autumn	Y11	Sikhism: Section 4 (Equality)
Spring	Y11	Revision and examinations
Summer	Y11	Revision and examinations

## Year 9

Year 9	
<b>Autumn</b>	<p><b>Introduction to Religious Studies GCSE</b></p> <p>Outline of the structure of the course including 2 examinations at the end:</p> <ul style="list-style-type: none"> <li>• <b>Area of Study One – Religion and Ethics: Christianity (50%)</b> <ul style="list-style-type: none"> <li>▪ Section 1 – Christian Beliefs</li> <li>▪ Section 2 – Marriage and the Family</li> <li>▪ Section 3 – Living the Christian Life</li> <li>▪ Section 4 – Matters of Life and Death</li> </ul> </li> <li>• <b>Area of Study Three – Religion, Philosophy and Social Justice: Sikhism (50%)</b> <ul style="list-style-type: none"> <li>▪ Section 1 – Sikh Beliefs</li> <li>▪ Section 2 – Religious Experience</li> <li>▪ Section 3 – Living the Sikh Life</li> <li>▪ Section 4 – Equality</li> </ul> </li> </ul> <p><b>Area of Study 1 - Section 1 – Christian Beliefs</b></p> <p>Students need to have an in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• <b>1.1 The Trinity: the nature of the Trinity as expressed in the the Nicene Creed; the oneness of God and the Father, Son and Holy Spirit; how this is reflected in worship and belief today</b> <ul style="list-style-type: none"> <li>- Examine what is meant by the Trinity, be able to provide examples of how the Trinity is shown in the Nicene Creed.</li> </ul> </li> </ul>

GCSE Religious Studies Spec B: Three Year Planner – Area of study 1 (Christianity) & Area of study 2 (Islam)

Year 9	
Autumn	<ul style="list-style-type: none"> <li>- Explore how the Trinity is shown in worship, liturgical and non-liturgical.</li> <li>- Discuss and analyse why the Trinity is important to Christians and why these characteristics might cause questions to be raised by non-Christians.</li> </ul> <ul style="list-style-type: none"> <li>• <b>1. 2 The creation of the universe and of humanity: The Biblical account of creation and how it may be understood in different ways; the role of the Word and Spirit in creation including John 1 and Genesis 1-3; the importance of creation for Christians today</b> <ul style="list-style-type: none"> <li>- Examine the biblical creation and how it is shown in the Old Testament (Genesis 1-2) and in the New Testament (John 1)</li> <li>- Explore why the biblical creation is important to Christians today including stewardship</li> <li>- Discuss and analyse the biblical creation causes questions to be raised by Non-Christians.</li> </ul> </li> <li>• <b>1.3 The Incarnation: the nature and importance of the person of Jesus Christ as the incarnate Son of God; the biblical basis of this teaching and its importance for Christians today.</b> <ul style="list-style-type: none"> <li>- Examine the concept of the incarnation of God as Jesus including references within the New Testament.</li> <li>- Discuss and analyse why the incarnation is important to Christians and why it might cause questions to be raised by non- Christians.</li> <li>- Explore how the incarnation is reflected in the liturgical year</li> </ul> </li> <li>• <b>1.4 The last days of Jesus’ life: The Last Supper, betrayal, arrest, trial, crucifixion, resurrection and ascension of Jesus; the accounts of these within the Bible and the importance of these to understanding the purpose of the life of Jesus Christ.</b> <ul style="list-style-type: none"> <li>- Examine the relevance of the last days of Jesus life to his whole life and to the fulfilment of Old Testament prophecy</li> <li>- Explore the Gospel descriptions from the Last Supper preparations to the ascension</li> <li>- Explore why the events in the last days of the life of Jesus are important for Christians today and how they are remembered in liturgical celebrations today</li> </ul> </li> </ul>

GCSE Religious Studies Spec B: Three Year Planner – Area of study 1 (Christianity) & Area of study 2 (Islam)

Year 9	
Autumn	<ul style="list-style-type: none"> <li>• <b>1.5 The nature of salvation and the role of Christ within salvation: law, sin, grace and Spirit, the role of Christ in salvation; atonement within Christianity and its link to salvation; different understandings of atonement the importance of atonement and salvation for Christians today.</b> <ul style="list-style-type: none"> <li>- Examine the concepts of atonement, law, sin, grace and Spirit and how Jesus brings these including Acts 4:12 and Hebrews 2:17</li> <li>- Explore what atonement means to different Christians and how it might be bought about</li> <li>- Examine why atonement is needed is needed by Christians today especially with regard to salvation</li> </ul> </li> <li>• <b>1.6 Eschatology: Christian teachings about life after death; the nature of resurrection, judgement, heaven, and hell and purgatory; how they are shown in the Bible, and why they are important for Christians today.</b> <ul style="list-style-type: none"> <li>- Examine the concept of eschatology with regard to Christian ideas of what it might mean</li> <li>- Explore Christian teachings about life after death, include references to life after death as described in the Bible including John 11:25-26 and Mark 16</li> <li>- Discuss and analyse the importance of belief in life after death for Christians today</li> </ul> </li> <li>• <b>1.7 The problem of evil/suffering and a loving and righteous God: the problems it raises for Christians about the nature of God including reference to omnipotence and benevolence; how the problem may lead some people to reject belief in God or cause believers to question their faith; the nature and examples of natural suffering, moral suffering</b> <ul style="list-style-type: none"> <li>- Examine the concepts of evil and suffering, moral suffering and natural suffering be able to describe them and be able to give examples of them and the problems they cause</li> <li>- Examine what the problem of evil and suffering is including the contradiction to the characteristics of God as loving, powerful and righteous (Inconsistent triad)</li> <li>- Discuss and analyse why this might lead some people to question their belief in God</li> </ul> </li> <li>• <b>1.8 The solutions offered to the problem of evil/suffering and a loving and righteous God: biblical, theoretical and practical including reference to Psalms, Job, free-will, vale of soul-making, prayer, and charity; the success of solutions to the problem</b> <ul style="list-style-type: none"> <li>- Examine the various Christian responses to the problem of evil: in the Bible examine at Psalms and Job,</li> </ul> </li> </ul>

**GCSE Religious Studies Spec B: Three Year Planner – Area of study 1 (Christianity) & Area of study 2 (Islam)**

Year 9	
<p><b>Autumn</b></p>	<ul style="list-style-type: none"> <li>- Explore Christian responses to the problem both theoretical such as the free-will argument, the idea of a vale of soul making and practical such as prayer and charity work, be able to provide examples of these responses and who might use them</li> <li>- Discuss and analyse the varying success of these responses together with the idea that there can never be a solution to the problem</li> </ul> <p><i>Within each of these topics students should understand Christian teachings concerning the beliefs and that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Christians in the UK today.</i></p>
<p><b>Spring</b></p>	<p><b>Area of Study 3- Section 1 – Sikh Beliefs</b></p> <p>Students need to have an in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• <b>1.1</b> The nature of God: how the characteristics of God are shown in the Mool Mantar, Guru Granth Sahib 1, and why the characteristics are important and why the Mool Mantar is significant for Sikhs.</li> <li>• <b>1.2</b> God as Creator: the nature and importance of God as creator (Karta Purakh) for Sikhs; Sikh teachings on God as creator, including Guru Granth Sahib 12 and 94.</li> <li>• <b>1.3</b> The nature of human life: the purpose and significance of life as an opportunity to unite with God; Sikh understandings of why uniting with God is important; how uniting with God will affect their lives, including Guru Granth Sahib 12.</li> <li>• <b>1.4*</b> Sikh beliefs about life after death: the nature of karma, rebirth and mukti (liberation); how they are shown in the Guru Granth Sahib, including reference to Guru Granth Sahib 2, 11 and 78; divergent understandings of how and why karma, rebirth and mukti are important for Sikh life today.</li> <li>• <b>1.5</b> Purpose of life: the nature and importance of being gurmukh (God-centred) not</li> </ul>

**GCSE Religious Studies Spec B: Three Year Planner – Area of study 1 (Christianity) & Area of study 2 (Islam)**

Year 9	
<p align="center"><b>Spring</b></p>	<p>manmukh (self-centred) and the elimination of haumai – (ego/pride) including reference to Guru Granth Sahib 125 and 226; what actions make a gurmukh Sikh; divergent understandings of why being gurmukh and eliminating haumai is important in Sikh life today.</p> <ul style="list-style-type: none"> <li>• <b>1.6</b> The oneness of humanity: how the equality of all humans is shown in the Guru Granth Sahib, including Guru Granth Sahib 349, in stories from the lives of the Gurus, including the example of Mai Bhago, and the appointment of women as teachers, and in Sikh life today; how and why complete equality of men and women is important for Sikhs today.</li> <li>• <b>1.7</b> Sewa (service to others): the nature of sewa, including tan, man and dhan; the origins and purpose of sewa and its importance in the development of Sikhism, including Guru Granth Sahib 26; divergent understandings of the practice and importance of sewa in Sikh life today in reflecting the priority of service to others</li> <li>• <b>1.8</b> Sangat: the nature and history of the sangat; divergent understandings of why the sangat is important for Sikhs, including Guru Granth Sahib 1316; the concept of Sat Sangat and divergent understandings of its significance for Sikhs; problems for Sikhs living without a sangat.</li> </ul> <p><i>Within each of these topics students should understand Sikh teachings about beliefs that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Sikhs in the UK today.</i></p>



GCSE Religious Studies Spec B: Three Year Planner – Area of study 1 (Christianity) & Area of study 2 (Islam)

Year 9	
Summer	<ul style="list-style-type: none"> <li>- Examine Christian teachings about the nature, purpose and importance of the family, including reference to procreation and importance to the security and education of children</li> <li>- Explore the different types of family and the way that family types have changed over the last century, know examples of the different types and the advantages and disadvantages of each type</li> <li>- Discuss and analyse different attitudes to the different types of family and including those of Humanists and atheists and the Christian responses to them</li> <li>• <b>2.4 Support for the family in the local parish: how and why the local church community tries to support families including through family worship, rites of passage, classes for parents, groups for children and counselling; the importance of this support for Christians today</b> <ul style="list-style-type: none"> <li>- Examine the ways that the Christian community encourages family life, including how and why the local church community works to support families</li> <li>- Discuss and analyse the reasons why these ways might help and why they are important to both the family and to the Christian community</li> </ul> </li> <li>• <b>2.5 Contraception: Different Christian teachings and attitudes about contraception and family planning including reference to Humanae Vitae; different atheist and Humanist attitudes to family planning and Christian responses to them</b> <ul style="list-style-type: none"> <li>- Examine Christian attitudes and teachings about the different types of contraception including Humanae Vitae</li> <li>- Explore the nature and purpose of contraception, the different types and how they function including the advantages and disadvantages of the different types of contraception.</li> <li>- Discuss and analyse different attitudes to contraception including those of Humanists and atheists and the Christian responses to them</li> </ul> </li> <li>• <b>2.6 Divorce: Different Christian teachings and attitudes towards divorce and remarriage; different atheist and Humanist attitudes to divorce and remarriage and Christian responses to them</b> <ul style="list-style-type: none"> <li>- Examine the different Christian attitudes and teachings about divorce and remarriage</li> <li>- Explore the nature and purpose of divorce and re-marriage including the UK law on divorce</li> <li>- Discuss and analyse different attitudes to divorce and re-marriage including those of Humanists and atheists and the Christian responses to them</li> </ul> </li> <li>• <b>2.7 Equality of men and women in the family: Different Christian teachings and attitudes about the role of men and women in the family including reference to Genesis 1-3 and Ephesians 5:22-30; different atheist and</b></li> </ul>

GCSE Religious Studies Spec B: Three Year Planner – Area of study 1 (Christianity) & Area of study 2 (Islam)

Year 9	
	<p><b>Humanist attitudes about the equality of men and women in the family and Christian responses to them</b></p> <ul style="list-style-type: none"><li>- Examine Christian beliefs, teachings and attitudes towards the role of men and women within the family including Genesis 1-3 and Ephesians 5:22-30</li><li>- Explore the role of men and women as shown in the scriptures</li><li>- Discuss and analyse different attitudes to the role of men and women within the family and including those of Humanists and atheists and the Christian responses to them</li></ul> <p>• <b>2.8 Different Christian teachings about gender prejudice and discrimination: the meaning of gender prejudice and discrimination; examples of Christian opposition to gender prejudice and discrimination; different atheist and Humanist attitudes to gender prejudice and discrimination and Christian responses to them</b></p> <ul style="list-style-type: none"><li>- Examine Christian teachings about gender prejudice and discrimination and how Christians show gender equality</li><li>- Explore the nature and purpose of gender prejudice and discrimination</li><li>- Discuss and analyse different attitudes to gender prejudice and discrimination including those of Humanists and atheists and the Christian responses to them</li></ul> <p><i>Within each of these topics students should understand Christian teachings concerning the beliefs and that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Christians in the UK today.</i></p>

## Year 10

Year 10	
Autumn	<p><b>Area of Study 3 - Section 2 – Religious Experience</b></p> <p>Students need to have an in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• <b>2.1</b> Revelation as proof of the existence of God: the meaning of the word Gurbani and the revelation to Guru Nanak during the River experience as narrated in the Janamsakhis and Guru Granth Sahib 1; reasons why revelation might be important to Sikhs and why it might not be; what revelation shows about the nature of God for Sikhs.</li> <li>• <b>2.2</b> Visions/mystical experiences as proof of the existence of God: the nature and importance of visions/mystical experiences in Sikhism and their use as a philosophical argument for the existence of God; scriptural examples including Guru Granth Sahib 263; reasons why they might lead to belief in the existence of God for Sikhs and Sikh responses to non-religious arguments (including atheist and Humanist) which maintain that visions are hallucinations and provide no proof that God exists; what visions show about the nature of God for Sikhs.</li> <li>• <b>2.3</b> Sikh attitudes towards numinous experiences and enlightenment: Sikh teachings and responses to the nature and importance of numinous experiences and enlightenment; scriptural examples, including Guru Granth Sahib 448–1–7 and non-religious examples of numinous experiences; reasons why they might lead to belief in the existence of God for Sikhs; Humanist and atheist responses to numinous experiences and enlightenment and Sikh responses to them.</li> </ul>

**GCSE Religious Studies Spec B: Three Year Planner – Area of study 1 (Christianity) & Area of study 2 (Islam)**

<b>Year 10</b>	
<b>Autumn</b>	

**GCSE Religious Studies Spec B: Three Year Planner – Area of study 1 (Christianity) & Area of study 2 (Islam)**

Year 10	
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• <b>2.4</b> Miracles as proof of the existence of God: the nature and importance of miracles in Sikhism, including why Guru Nanak did not work them on demand with reference to Guru Granth Sahib 14; examples of miracles; reasons why they might lead to belief in the existence of God and Sikh responses to non-religious arguments (including atheist and Humanist) which maintain that miracles can be scientifically explained and provide no proof that God exists; divergent understanding of what miracles show about the nature of God for Sikhs.</li>   <li>• <b>2.5</b> Sikh attitudes towards religious experiences: Sikh attitudes towards religious experiences and its use as a philosophical argument for the existence of God: the nature of a religious experience within Sikhism, including Guru Granth Sahib 1402; divergent understandings of the nature and importance of religious experiences in Sikhism; Sikh responses to non-religious (including atheist and Humanist) arguments that religious experiences do not provide proof that God exists.</li>   <li>• <b>2.6</b> The Design argument and its use in Sikhism as a philosophical argument for the existence of God and what it shows about the nature of God: divergent understandings of the nature and importance of the design argument for the existence of God in Sikhism, including reference to Guru Granth Sahib 463; Sikh responses to non-religious (including atheist and Humanist) arguments against the design argument as evidence for the existence of God.</li>   <li>• <b>2.7</b> Cosmological argument: the cosmological argument for the existence of God and its use in Sikhism as a philosophical argument for the existence of God; what the cosmological argument shows about the nature of God in Sikhism, including Guru Granth Sahib 1; divergent understandings of the strengths and challenges of the cosmological argument in Sikhism; Sikh responses to non-religious (including atheist and Humanist) arguments against the cosmological argument as evidence</li> </ul>



**GCSE Religious Studies Spec B: Three Year Planner – Area of study 1 (Christianity) & Area of study 2 (Islam)**

Year 10	
Spring	<ul style="list-style-type: none"> <li>- Explore the biblical history and the importance of Baptism today, know how and why it may be celebrated (infant and adult) Explore the biblical history and the importance of the Eucharist today, know how and why it may be celebrated</li> <li>- Discuss and analyse why sacraments are important to many Christians and why they might cause questions to be raised by non-Christians.</li> </ul> <p><b>3.3 The nature and purpose of prayer: the nature of and examples of the different types of prayer; set prayers; informal prayer and the Lord’s Prayer including Matt 6: 9-13; when each type might be used and why</b></p> <ul style="list-style-type: none"> <li>- Examine the nature of the different types of prayer, set (formulaic) and informal (extempore).</li> <li>- Explore why Christians pray in different ways and the importance of the different types of prayer, be able to give examples of each of the different types of prayer.</li> <li>- Examine the Lord’s Prayer in detail, understand its history, including Matthew 6:9-13 and the importance of the prayer for Christians today. Discuss and analyse why it is important to have a variety of types of prayer for Christians.</li> </ul> <ul style="list-style-type: none"> <li>• <b>3.4 Pilgrimage: the nature, history and purpose of pilgrimage; the significance of the places people go on pilgrimage; why pilgrimage is important for Christians today with reference to Jerusalem, Iona, Taize and Walsingham.</b> <ul style="list-style-type: none"> <li>- Examine the nature and purpose of pilgrimage in Christianity</li> <li>- Explore the history of pilgrimage, Church teachings about pilgrimage and explain why pilgrimage is important for Christians today.</li> <li>- Examine in detail places of Christian pilgrimage: a historical pilgrimage site - Jerusalem, ecumenical pilgrimage sites - Iona and Taize and a Marian site – Walsingham, know why Christians go on pilgrimage to these places and what they do at there</li> <li>- Discuss and analyse the reason why pilgrimage might be important to some Christians and not important to others</li> </ul> </li> <li>• <b>3.5 Christian celebrations: the nature, history, activities, significance and purpose of Christmas including Advent; the nature, history, activities, significance and purpose of Easter including Holy week</b> <ul style="list-style-type: none"> <li>- Examine the nature of Christian celebrations of Christmas and Easter</li> <li>- Explore the history and the importance of Advent and Christmas today, know how and why it may be celebrated</li> </ul> </li> </ul>

GCSE Religious Studies Spec B: Three Year Planner – Area of study 1 (Christianity) & Area of study 2 (Islam)

Year 10	
Spring	<ul style="list-style-type: none"> <li>- Explore the biblical history and the importance of Lent, Holy Week and Easter today, know how and why it may be celebrated.</li> <li>- Discuss and analyse why Celebrations of Christmas and Easter are important to Christians and why they might cause questions to be raised by non-Christians.</li> </ul> <ul style="list-style-type: none"> <li>• <b>3.6 The future of the Church: Church growth, the history and purpose of missionary and evangelical work; what it does locally, nationally and globally, and why evangelical work is important for the Church and for individual Christians</b> <ul style="list-style-type: none"> <li>- Examine the future of the Church; what its role will be in the future, how it will grow</li> <li>- Explain the nature, history and purpose of missionary and evangelical work</li> <li>- Discuss and analyse different attitudes towards about missionary and evangelical work and why it is important both for the Church and for individuals</li> </ul> </li> <li>• <b>3.7 The local church (parish): the role and importance of the local church in the local parish community; how and why it helps the individual believer and the local area, including local parish activities, ecumenism, outreach work, the centre of Christian identity and worship through living practices</b> <ul style="list-style-type: none"> <li>- Examine the role and importance of the local (parish) church</li> <li>- Explore the different roles that a church (parish) has, especially as a focus of identity and a place of worship and why there is a need for the role</li> <li>- Explore how the activities of the church might be important to the individual, the local area and the diocese</li> <li>- Discuss and analyse the importance of the local church for Christians and why it might be seen as important or unimportant for non-Christians</li> </ul> </li> <li>• <b>3.8 The worldwide Church: the role and importance of the Church in the worldwide community; how and why it works for reconciliation and the problems faced by the persecuted Church; Christian teachings about charity including 1 Corinthians 13 and Matthew 25: 31-46; the work of Christian Aid, what they do and why</b> <ul style="list-style-type: none"> <li>- Examine the role and importance of the worldwide Church</li> <li>- Explore the different roles that the worldwide Church has, especially as a force for reconciliation and harmony and the problems it faces as a persecuted Church</li> <li>- Explore the charitable activities of the Church, know how and why they do them including 1 Corinthians 13 and Matthew 25: 31-46.</li> <li>- Examine the work of Christian Aid, know what they do and why</li> </ul> </li> </ul>

**GCSE Religious Studies Spec B: Three Year Planner – Area of study 1 (Christianity) & Area of study 2 (Islam)**

<b>Year 10</b>	<p align="center">- Discuss and analyse the importance of the Church for Christians and why it might be seen as important or unimportant for non-Christians</p> <p><i>Within each of these topics students should understand Christian teachings concerning the beliefs and that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Christians in the UK today.</i></p>
<b>Summe</b>	<p><b>Area of Study 3 - Section 3 – Living the Sikh Life</b></p> <p>Students need to have an in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• <b>3.1</b> Features of the gurdwara: the nature, history and purpose of the design of the Gurdwara as the 'Door/Gate of the Guru', including Rahit Maryada Chapters 4–6; how and why objects of devotion are used within the gurdwara: Guru Granth Sahib, Takht, Chanani, Chaur, the langar hall, four doors, and the Nishan Sahib; divergent understandings of the importance of these features in Sikh life today.</li> <li>• <b>3.2</b> The gurdwara: the role and importance of the gurdwara within the Sikh community, including reference to Guru Granth Sahib 1391; activities that take place within the gurdwara and why; the nature and importance of visiting Sikh historical gurdwaras: the Harmandir Sahib in Amritsar (the Golden Temple).</li> <li>• <b>3.3</b> Langar: the history of langar including Guru Granth Sahib 967; the nature and purposes of langar; the significance of langar for Sikhs today, especially as an expression of sewa.</li> </ul>

**GCSE Religious Studies Spec B: Three Year Planner – Area of study 1 (Christianity) & Area of study 2 (Islam)**

Year 10	
<p><b>Summer</b></p>	<ul style="list-style-type: none"> <li>• <b>3.4</b> Nam Japna – Meditating on the name of God: the nature and significance of Nam Japna; diverse ways in which the Nam Japna is used in the gurdwara and in Sikh daily life, including Guru Granth Sahib 1142.</li>   <li>• <b>3.5*</b> Prayer, including reference to Guru Granth Sahib 305: the nature, role and purpose of prayer in the home; the different types of prayer; when prayer might take place and why; the importance of having different prayers.</li>   <li>• <b>3.6</b> Akhand path (continuous 48-hour reading of the Guru Granth Sahib): the nature, history, role and purpose of the akhand path, including reference Rahit Maryada Chapter 7; how and why Sikhs might take part in the akhand path: why the akhand path is important for the Sikh community and for individual Sikhs.</li>   <li>• <b>3.7</b> Gurburbs and commemorations: divergent understandings of the nature, history and purpose of gurburbs and commemorations; why they are important for Sikhs today; the origins and meaning gurburbs, including Guru Nanak’s birthday, Vaisakhi, including reference to the account of the events found in Gurbilas Patshahi 10, Divali: the origins and meaning of commemorations, including the martyrdom of Guru Arjan and Guru Tagh Bahadur Ji.</li>   <li>• <b>3.8</b> Birth and naming rituals and ceremonies: the celebration and significance of Naam Karan and Hukamnama; the significance of Amrit sanskar (the initiation ceremony) for Sikh families, including reference to the Rahit Maryada Chapters 11 and 13; divergent understandings of these ceremonies between khalsa and non-khalsa</li> </ul>

GCSE Religious Studies Spec B: Three Year Planner – Area of study 1 (Christianity) & Area of study 2 (Islam)

Year 10	
	<p>Sikhs; the significance of the names Singh and Kaur in the naming and Amrit ceremonies, and for Sikh identity today.</p> <p><i>Within each of these topics students should understand Sikh teachings about beliefs that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Sikhs in the UK today.</i></p>

Year 11

Year 11	
Autumn	<p><b>Area of Study 1 - Section 4 – Matters of Life and Death</b></p> <p>Students need to have an in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• <b>4.1 Origins and value of the universe: scientific explanations for the origins of the universe and Christian responses to them, including the work of Georges Lemaître; the value of the universe in Christian teaching; and responses to the possible view that the universe can be used as a commodity</b> <ul style="list-style-type: none"> <li>- Examine the scientific explanations for the existence of the universe and the Christian responses to them including reference to compatibility with Christian teachings and Georges Lemaitre</li> <li>- Explore the value of the universe for Christians</li> <li>- Discuss and analyse the concept that the universe is a commodity to be used from a Christian, Humanist and atheist perspective</li> </ul> </li>   <li>• <b>4.2 Sanctity of life: why human life is holy; how life is shown as special in the Bible including reference to being created in the image of God as shown in Genesis 1-3; the importance of sanctity of life for Christians today</b> <ul style="list-style-type: none"> <li>- Examine the concept of the sanctity of life, why Christians regard life as holy including reference to Genesis 1-3 which show life is holy</li> <li>- Explore why belief in the sanctity of life is important to Christians</li> <li>- Discuss and analyse the issues raised in Christian life by belief in the idea of sanctity of life</li> </ul> </li>   <li>• <b>4.3 Christian responses to scientific and non-religious explanations about the origins and value of human life including evolution and survival of the fittest; the importance of the responses for Christians today</b> <ul style="list-style-type: none"> <li>- Examine the scientific explanations for the origins and value of human life including reference to evolution and survival of the fittest and the Christian responses to them including that science and Christian teachings agree with each other</li> <li>- Explore the value of human life for Christians</li> </ul> </li>   <li>• <b>4.4 Implications of the value and sanctity of life for the issue of abortion: the nature of abortion; different Christian teachings about abortion including reference to Humanae Vitae; atheist and Humanist arguments surrounding its use and Christian responses to them</b></li> </ul>

GCSE Religious Studies Spec B: Three Year Planner – Area of study 1 (Christianity) & Area of study 2 (Islam)

Year 11	
Autumn	<ul style="list-style-type: none"> <li>- Explain Christian teachings about abortion and the sanctity of life including in Humanae Vitae</li> <li>- Explore the nature of abortion, why some people feel that it should be allowed and why some people think it should not be used</li> <li>- Discuss and analyse the issues raised by abortion for Christians, Humanists and atheists</li> </ul> <ul style="list-style-type: none"> <li>• <b>4.5 Death and the afterlife: Christian teachings and beliefs that support the existence of a life after death including the resurrection of Jesus; Christian atheist and Humanist arguments for life after death: remembered lives, paranormal, logic, reward, comfort and meeting loved ones who have passed on; why people might hold these beliefs</b> <ul style="list-style-type: none"> <li>- Explore Christian beliefs and teachings about life after life</li> <li>- Examine the non-religious reasons why some people might believe in life after death, the nature, meaning and importance of remembered lives, paranormal, logic, reward, comfort and meeting loved ones</li> <li>- Discuss and analyse reasons for belief in life after death including non-religious ones and the Christian responses to them</li> </ul> </li> <li>• <b>4.6 Christian responses to non-religious arguments against life after death: why Christians reject arguments against life after death including as a source of comfort, lack of evidence, fraudulent accounts, social control, atheist and Humanist beliefs</b> <ul style="list-style-type: none"> <li>- Examine the non-religious reasons why some people might not accept belief in life after death; desire for comfort, lack of evidence, fraudulent accounts of paranormal experiences, social control (Marx) and humanist beliefs</li> <li>- Explore why Christians reject these arguments</li> <li>- Discuss and analyse the importance of belief in life after death for Christians and non- Christians</li> </ul> </li> <li>• <b>4.7 Implications of the value and sanctity of life for the issue of euthanasia: the nature of euthanasia; different Christian teachings about euthanasia; religious, non-religious and personal arguments surrounding its use and Christian responses to them including support for Hospice care</b> <ul style="list-style-type: none"> <li>- Explain various Christian teachings about euthanasia and the sanctity of life including the Decalogue and support for hospices</li> <li>- Explore the nature of euthanasia, why some people feel that it should be allowed and why some people think it should not be used</li> <li>- Discuss and analyse the issues raised by euthanasia for Christians, Humanists and atheists</li> </ul> </li> </ul>

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<p><b>Year 11</b></p>	
<p><b>Autumn</b></p>	<ul style="list-style-type: none"> <li>• <b>4.8 Christian responses to issues in the natural world: Christian responses to threats to the world including pollution, global warming and the use of natural resources; stewardship and humanity’s role as stewards; differing Christian responses to animal rights including animal experimentation and the use of animals for food; atheist and Humanist attitudes to the natural world and Christian responses to them</b> <ul style="list-style-type: none"> <li>- Explain the nature of threats to the natural world such as pollution, global warming, animal experimentation and using animals for food</li> <li>- Explore various Christian responses to problems in the natural world, including stewardship</li> <li>- Discuss and analyse the issues raised by threats to the natural world for Christians, Humanists and atheists</li> </ul> </li> </ul> <p><i>Within each of these topics students should understand Christian teachings concerning the beliefs and that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Christians in the UK today.</i></p>
<p><b>Spring</b></p>	<p><b>Area of Study 3 - Section 4 – Equality</b></p> <p>Students need to have an in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• <b>4.1</b> Sikh teaching on human rights: Sikh teachings and responses to the nature and purpose of human rights; why Sikhs might support human rights as important, including Guru Granth Sahib 300; divergent Sikh responses to the need for and application of individual human rights, including the support offered by situation ethics; the problems human rights might cause for Sikhs; non-religious (including atheist and Humanist) arguments and Sikh responses to them.</li> <li>• <b>4.2</b> Sikh attitudes towards equality: Sikh teachings and responses to the causes of inequality and problems caused by inequality in the world with reference to</li> </ul>

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<b>Year 11</b>	
<b>Spring</b>	<p>examples; Sikh teachings and practices that reflect equality, including Guru Granth Sahib 349; possible Sikh solutions to inequality and why Sikhs may support them.</p> <ul style="list-style-type: none"> <li>• <b>4.3</b> Sikh attitudes towards religious freedom: different Sikh teachings and responses to the nature and importance of religious freedom, including Guru Gobind Singh, Dasam Granth 51; the divergent responses of Sikhs to a multi-faith society; the benefits and challenges for Sikhs living in a multi-faith society; Sikh responses to non-religious arguments (including atheist and Humanist) against aspects of religious freedom.</li> <li>• <b>4.4</b> Sikh attitudes to prejudice and discrimination: Sikh teachings and responses to the nature of prejudice and discrimination, and the problems they cause, including links to situation ethics; Sikh teachings on why prejudice and discrimination against religions is wrong, including Guru Arjan, Asa 385.</li> <li>• <b>4.5</b> Sikh attitudes towards racial harmony: Sikh teachings about racial harmony; different reasons and ways Sikhs have worked for racial harmony, including teachings on racial harmony, including Guru Granth Sahib 345, and those that may reflect situation ethics; the benefits for Sikhs of living in a multi-ethnic society.</li> <li>• <b>4.6</b> Sikh teachings and attitudes towards racial discrimination: Sikh teachings about why it causes problems in society, including Guru Granth Sahib 300; Sikh</li> </ul>

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<b>Year 11</b>	
<b>Spring</b>	<p>responses to racial discrimination as shown in the life and teachings of Guru Nanak and those teachings that may reflect ethical theories such as situation ethics; Humanist and atheistic responses to racial discrimination.</p> <ul style="list-style-type: none"> <li>• <b>4.7</b> Sikh attitudes to social justice: divergent Sikh responses to and teachings about the nature of the distribution of wealth and opportunity in the UK and the world; Sikh teaching about social justice, including the concepts supporting 'Deg Tegh Fateh' for khalsa and non-khalsa Sikhs and how these concepts are expressed in the Rahit Maryada Chapter 12; the different ways Sikhs work for social justice and how these may link to situation ethics.</li> <li>• <b>4.8</b> Sikh attitudes towards wealth and poverty: divergent Sikh teachings and responses to the nature and causes of poverty in the UK and in the world; Sikh teachings about wealth and poverty, including Guru Granth Sahib 1159, and how these may link to ethical theory.</li> </ul> <p><i>Within each of these topics students should understand Sikh teachings about beliefs that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Sikhs in the UK today.</i></p>
<b>Summer</b>	<p>Revision</p> <p>Two examination papers of 1 hour and 45 minutes: one for Area of Study 1 and one for Area of Study 2</p>