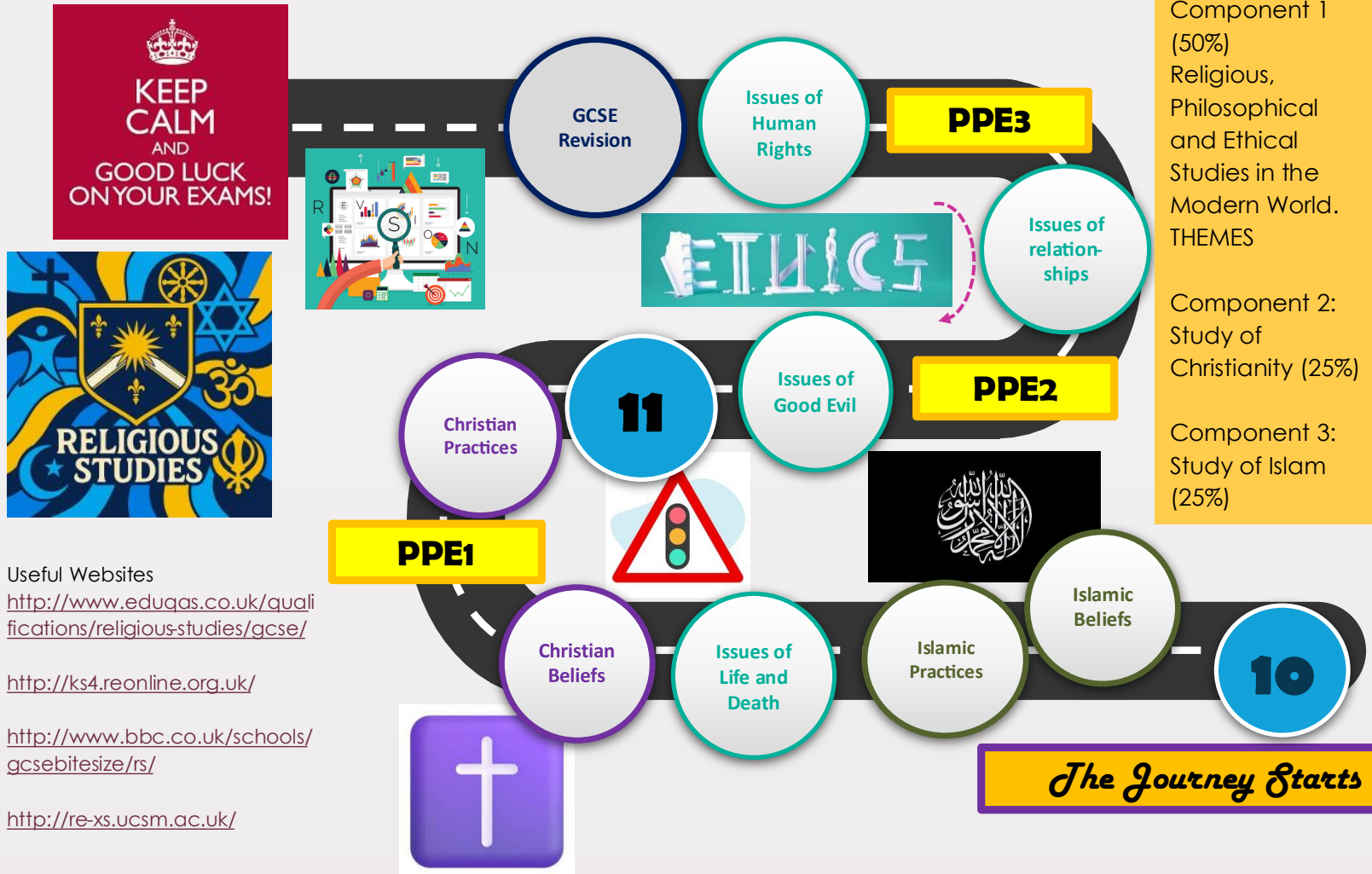


Curriculum overview: Religious Studies GCSE

Religious Studies @The Earls 25-27

https://www.eduqas.co.uk/qualifications/religiousstudies-gcse#tab_overview



Useful Websites

<http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>

<http://ks4.reonline.org.uk/>

<http://www.bbc.co.uk/schools/gcsebitesize/rs/>

<http://re-xs.ucsm.ac.uk/>

The course covers **three components**.

Component 1 (50%)
Religious, Philosophical and Ethical Studies in the Modern World. THEMES

Component 2:
Study of Christianity (25%)

Component 3:
Study of Islam (25%)

Homework

Homework is set weekly for a variety of reasons. This may be a task in preparation for the next lesson, key words to learn, exam questions or a research task to enable greater understanding.

Assessment

There are three formal PPEs (Pre-Public Examinations) in KS4 RS, in keeping with the school calendar. We will also carry out a variety of formative assessments in lessons at other points in the year to check understanding and progress. In addition, there will be a summative assessment at the end of each topic to check understanding and progress.

Exam Board

We follow Religious Studies Eduqas Route A

[Eduqas GCSE RS Specification full course](#)

The Journey Starts

Year 10				
Islamic beliefs and teachings <i>Component 3</i>	Islamic practices <i>Component 3</i>	Theme 2 <i>Component 1</i>	Christian beliefs and teachings <i>Component 2</i>	Christian practices <i>Component 2</i>
Pupils should understand, express, and compare different Islamic beliefs, teachings supported by relevant scriptures and sacred texts. Key Areas of Study: The Nature of Allah Tawhid (Oneness of Allah) – Qur'an 3:18 Attributes: immanence, transcendence, omnipotence, beneficence, mercy, fairness, justice – Qur'an 46:33 Adalat (justice) in Shi'a Islam Prophethood (Risalah) Role and importance of prophets – Qur'an 2:136 Key prophets: Adam (first prophet), Ibrahim (father of Isaac and Ishma'il), Isa – Qur'an 2:87, Muhammad (seal of the prophets)	Pupils should understand, express, and compare different Islamic practices supported by relevant scriptures and sacred texts. Key Areas of Study: Five Pillars of Sunni Islam: 1. Shahadah 2. Salah 3. Zakah 4. Sawm 5. Hajj Ten Obligatory Acts of Shi'a Islam: 1. Salat 2. Sawm 3. Zakah 4. Hajj (including Shi'a shrines) 5. Khums 6. Jihad 7. Amr-bil-Marooif 8. Nahil Anril Munkar 9. Tawalia 10. Tabarra	This theme explores religious and non-religious beliefs about the universe, human life, death, and the afterlife. Pupils examine both Christian and non-religious perspectives (Humanist and Atheist), making use of scripture, authority, and modern thinkers. Pupils study beliefs, teachings, and scriptures from Christianity and Islam to understand, explain and discuss key issues such as: Origins of the universe (Biblical, Quranic, Big Bang, evolution) Relationship between Christian/Islam and non-religious views of creation Dominion, stewardship, and environmental responsibility Sustainability and global citizenship Origin and sanctity of human life (Bible, Qur'an, evolution, Dawkins, Darwin)	Pupils must know, explain, and evaluate Christian beliefs using scripture and sources of authority. Key Areas of Study: The Nature of God Omnipotent, omnibenevolent, and responses to evil and suffering (Epicurus, Book of Job). The Trinity: Father, Son, Holy Spirit. Creation Genesis 1–3 and interpretations (literal/non-literal). Role of Word and Spirit in creation. Jesus Christ Incarnation, crucifixion, salvation and atonement, resurrection, ascension (key biblical references).	Pupils must know, explain, and evaluate Christian practices using scripture and sources of authority. Key Areas of Study: Forms of Worship Different types: liturgical, informal, individual (Matthew 18:20). Importance of prayer, including set prayers like the Lord's Prayer and informal prayers. Variation across Christian traditions, e.g., Society of Friends vs. Evangelical worship. Sacraments Diverse beliefs about sacraments. Focus on Baptism and Eucharist (John 3:3-6). Different interpretations in Catholic vs. Protestant traditions.

Angels (Malaikah) Importance of angels – Qur’an 2:97-98, 2:285 Differences in Sunni and Shi’a beliefs regarding angels and free will Roles: Jibril (revelation of Qur’an), Mika’il (plants & rain), Israfil (Day of Resurrection) Akhirah (Afterlife): Al-Qadr (Predestination) and human freedom Accountability and responsibility in the afterlife Beliefs about Heaven (nature, stages, purpose) and Hell (nature, purpose) Foundations of Faith: Sunni: Six Articles of Faith Shi’a: Five Roots of Usul ad-Din Attitudes towards holy books: Qur’an, Sahifah, Injil, Tawrat, Zabur	Jihad Greater Jihad Lesser Jihad Festivals and Commemorations: Id-ul-Adha: Festival of sacrifice Id-ul-Fitr: Festival marking end of Ramadan Ashura: Shi’a Day of Remembrance Night of Power: Importance of Qur’an’s revelation	Value of human and animal life (including speciesism) Abortion Euthanasia Humanist <i>Dignity in Dying</i> movement Beliefs about the soul Life after death (soul, judgement, heaven, hell) Diverse Christian/Islamic beliefs about the afterlife Humanist/Isliamic/Christian funerals	Salvation Law, sin, grace, and the Holy Spirit. Bible and other sources of authority. Afterlife Eschatological beliefs: resurrection, judgement, heaven, and hell (traditional and modern views).	Pilgrimage and Celebrations Significance of pilgrimage (e.g., Walsingham, Taizé). Celebration of key festivals: Christmas and Easter. Christianity in Britain & Local Church Census data shows Christianity remains dominant but declining; growing religious diversity. UK laws and festivals rooted in Christianity but recognize other beliefs. Church’s role locally: worship, social, and community activities. The Worldwide Church Mission, evangelism, and church growth. Christian social action (e.g., Tearfund). Persecution of Christians, historically and currently. Efforts for reconciliation through organizations like the World Council of Churches and Ecumenical Movement.
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Key Concepts Pupils should apply concepts such as tawhid, prophethood, halal (permitted), haram (forbidden), greater/lesser jihad, mosque, shariah (straight path), ummah comparing similarities and differences in belief and practice.		Key Concepts Pupils should apply concepts such as afterlife, environmental sustainability, euthanasia, evolution, abortion, quality of life, sanctity of life, soul to both religions, comparing similarities and differences in belief and practice.		Key Concepts Pupils should apply concepts such as omnipotent, omnibenevolent, Trinity, incarnation, atonement, resurrection, sacraments, evangelism , comparing similarities and differences in belief and practice.	
Assessment: Formative assessment will take place throughout all RS lessons. At the start and end of each topic, we will measure knowledge, this will then be assessed at the end of each unit. Pupils will also carry out a past paper in exam conditions, assessing skills and content.	Assessment: Formative assessment will take place throughout all RS lessons. At the start and end of each topic, we will measure knowledge, this will then be assessed at the end of each unit. Pupils will also carry out a past paper in exam conditions, assessing skills and content.	Assessment: Formative assessment will take place throughout all RS lessons. At the start and end of each topic, we will measure knowledge, this will then be assessed at the end of each unit. Pupils will also carry out a past paper in exam conditions, assessing skills and content.	Assessment: Formative assessment will take place throughout all RS lessons. At the start and end of each topic, we will measure knowledge, this will then be assessed at the end of each unit. Pupils will be examined on KS4 content so far in PPE1, this will test skill and content.	Assessment: Formative assessment will take place throughout all RS lessons. At the start and end of each topic, we will measure knowledge, this will then be assessed at the end of each unit. Pupils will also carry out a past paper in exam conditions, assessing skills and content.	
Revision lessons will take place at relevant times throughout the year, with bespoke revision material available on Class Charts					

Year 11

Issues of Good and Evil <i>Component 1</i>	Issues of Relationships <i>Component 1</i>	Issues of Human Rights <i>Component 1</i>	Revision of GCSE content and practice of skills
This theme explores philosophical and religious questions about the nature and origins of good and evil. Pupils examine Christian and Islamic teachings, scripture, and ethical perspectives on crime, punishment, forgiveness, and suffering to understand, explain and discuss key issues such as: Considerations of relative/absolute morality, conscience, virtues, and sin. Causes of crime and aims of punishment Treatment of criminals Conservative and Liberal Christian and Islamic views on the death penalty, Christian and Islamic teachings about forgiveness Philosophical explanations for evil: Original Sin (free will) and	This theme explores relationships, marriage, and family life in the 21st century. Pupils study beliefs, teachings, and scriptures from Christianity and Islam to understand, explain and discuss key issues such as: Relationships Marriage (nature, purpose, ceremonies, contracts) Cohabitation and marriage outside religious tradition Adultery Divorce, annulment, separation, and remarriage Sexual relationships (nature, purpose, boundaries) Contraception Same-sex relationships	This theme explores human rights, social justice, and their connection to religion and belief, focusing on Christianity. Pupils study issues such as wealth and poverty, racial prejudice, and discrimination, referencing scripture and authority sources to understand, explain and discuss key issues such as: Human dignity Christian and Islamic actions promoting equality Conflicts between personal conviction and law Censorship, religious freedom, and extremism Christian and Islamic views on prejudice Racial equality, including Martin Luther King's teachings	Content revision involves students recalling and making connections between key beliefs, teachings, and examples across the course. This ensures they have a secure knowledge base and can apply it accurately in different contexts. Skills revision focuses on practising a range of exam question types. This includes using sources of authority effectively, structuring clear explanations, and developing balanced arguments for extended 15-mark discussion questions. Together, these approaches enable students to strengthen both their subject knowledge and their examination technique, ensuring they are well prepared for the full Eduqas GCSE Religious Studies assessment. This will be bespoke based on student needs. Click below for exam website: GCSE Religious Studies Eduqas

“soul-making” (Irenaeus, John Hick). Challenges posed by belief in God alongside free will, evil, and suffering.	Family life and responsibilities Roles of women and men Gender prejudice and discrimination Equality in worship and authority	Ethical use of wealth Work of charities like Christian Aid and Islamic Relief	
Key Concepts Pupils should apply concepts such as good/evil, forgiveness, free will, justice, morality, punishment, sin, suffering to both religions, comparing similarities and differences in belief and practice.	Key Concepts Pupils should apply concepts such as adultery, divorce, cohabitation, commitment, contraception, gender equality, responsibilities, and roles to both religions, comparing similarities and differences in belief and practice.	Key Concepts Pupils should apply concepts such as Censorship, discrimination, extremism, human rights, personal conviction, prejudice, poverty (absolute/relative), social justice to both religions, comparing similarities and differences in belief and practice.	
Assessment: Formative assessment will take place throughout all RS lessons. At the start and end of each topic, we will measure knowledge, this will then be assessed at the end of each unit. Pupils will also carry out a past paper in exam conditions, assessing skills and content.	Assessment: Formative assessment will take place throughout all RS lessons. At the start and end of each topic, we will measure knowledge, this will then be assessed at the end of each unit. Pupils will be examined on KS4 content so far in PPE2, this will test skill and content.	Assessment: Formative assessment will take place throughout all RS lessons. At the start and end of each topic, we will measure knowledge, this will then be assessed at the end of each unit. Pupils will be examined on KS4 content so far in PPE3, this will test skill and content.	GCSE Exam Structure Component 1: Religious, Philosophical and Ethical Studies in the Modern World • Exam: 2 hours, 50% of qualification • Content: Four themes – Relationships, Life and Death, Good and Evil, Human Rights • Assessment: Compulsory questions testing knowledge, understanding, and evaluation Component 2: Study of Christianity • Exam: 1 hour, 25% of qualification

			• Content: Beliefs, teachings, and practices of Christianity • Assessment: Compulsory questions testing knowledge, understanding, and evaluation Component 3: Study of a World Faith • Exam: 1 hour, 25% of qualification • Content: Beliefs, teachings, and practices of one chosen world faith: Islam • Assessment: Compulsory questions testing knowledge, understanding, and evaluation
Revision lessons will take place at relevant times throughout the year, with bespoke revision material available on Class Charts			