

			AUTUMN 1							AUTUMN 2							SPRING 1						SPRING 2						SUMMER 1						SUMMER 2						7
			1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6						
			GCSE AQA A – Buddhism (Paper 1)																GCSE AQA A – Theme A & B (Paper 2)																						
Unit description	EQ – Is it possible to overcome suffering?	EQ – How do the Buddhists follow the example set by Siddhartha?	EQ – How important is family life for believers?	EQ – How do you decide the value of life?																																					
	<p><b>Buddhism – beliefs &amp; teachings</b></p> <p><i>Outcomes:</i> Students should be aware that Buddhism is one of the diverse religious traditions and beliefs in Great Britain today. This knowledge may be applied throughout the assessment of the specified content. Students should study the belief and teachings of Buddhism specified below and their basis in Buddhist sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate.</p> <p><b>Substantive knowledge –</b></p> <ul style="list-style-type: none"> <li>The life of the Buddha (the birth, life of luxury, the four sights, ascetic life and the enlightenment)</li> <li>The Dhamma (with reference to the Three Refuges)</li> <li>The Concept of Dependant Arising (with reference to the Tibetan Wheel of Life)</li> <li>The Three Marks of Existence: Dukkha, Anicca and Anatta</li> <li>The Four Noble Truths: Dukkha, Samudaya, Nirodha and Magga</li> <li>Theravada Buddhism</li> <li>Mahayana Buddhism</li> <li>The Arhat and the Bodhisattva</li> <li>Pure Land Buddhism</li> </ul>	<p><b>Buddhism – practices</b></p> <p><i>Outcomes:</i> Students should be able to explain the importance of the key beliefs studied for Buddhist ways of living in Britain today. They will be able to give reasons and examples to explain how and why Buddhist put their beliefs into action in different ways. As well as, show how beliefs and teachings guide Buddhist in responding to the challenges of life in Britain today. This knowledge will enable them to give a coherent account of the challenges and opportunities of being a Buddhist in Britain today, offering reasons and justifications for their responses.</p> <p><b>Substantive knowledge -</b></p> <ul style="list-style-type: none"> <li>Places of worship</li> <li>How Buddhists worship</li> <li>Samatha meditation</li> <li>Vipassana meditation</li> <li>The visualisation of Buddhas and Bodhisattvas</li> <li>Ceremonies and rituals associated with death and mourning</li> <li>Wesak and Parinirvana day</li> <li>Kamma and rebirth</li> <li>Compassion (karuna)</li> <li>Loving-kindness (metta)</li> <li>The five moral precepts meditation</li> <li>The six perfections</li> </ul>	<p><b>Theme A – Relationships and Family</b></p> <p><i>Outcomes:</i> Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world. Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or sacred texts.</p> <p><b>Substantive knowledge</b> Human Sexuality Sexual Relationships Before and Outside Relationships Contraception and Family Planning Marriage Divorce and Remarriage The Nature of Families The Purpose of Families Gender Equality</p>	<p><b>Theme B – Religion and Life</b></p> <p><i>Outcomes:</i> Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world. Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or sacred texts.</p> <p><b>Substantive knowledge</b> The origins of the universe and the value of the world The origins of human life The use and abuse of the environment Pollution The use and abuse of animals Abortion Euthanasia Death and the afterlife</p>																																					
	Curriculum Links – Year 8 Dharmic Faiths	Curriculum Links – Year 8 Dharmic Faiths	Curriculum Links – Year 7 Gendered terms to describe God & Year 8 Gender Equality	Curriculum Links – Year 7 and Year 9 Creation																																					
<p><b>Disciplinary knowledge</b> – all units will implicitly and discreetly address the multi-disciplinary approach to RE with reference to theology, philosophy and human/social sciences. This can be found in the unit overviews which differentiates between the units as – believing, thinking and living – which will be followed by specific questions that link to the different disciplines.</p>																																									
<p><b>Personal knowledge</b> – Students will reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of world views which highlight the complexity of the world in which they live today. This will facilitate their own exploration of their own religious, spiritual and philosophical ways living, believing and thinking.</p>																																									

Religious Studies

Curriculum

Assessment	AO1 & AO2 – 12 Mark Question (BB)	AO1 & AO2 - 24 Mark Assessment (BB)	AO1 & AO2 – 24 Mark Assessment (BP)	AO1 & AO2 - 12 MARK ASSESSMENT (THEME A)	AO1 & AO2 – YEAR 10 MOCK (BB AND BP)	AO1 & AO2 - 24 Mark Assessment (THEME B)
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AO1: Demonstrate knowledge and understanding of religion and beliefs including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs.

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

- Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.
- Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.
- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

Our religious education curriculum is built upon the concept of >Something More? Through every lesson, question and conversation we have with our students we encourage them to develop their sense of >Something More? Listed below are a few examples of how we achieve this through our curriculum, however, it is impossible to list every instance as it is the very essence of our curriculum to develop our students’ sense of spirituality.

- **Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?**
  - The foundations of our curriculum are “big” questions that students explore through each unit and every lesson. The focus of Year 10 is to explore the Buddhist faith as part of their GCSE curriculum, which provides students with an alternative worldview from their more familiar Abrahamic faiths. Students will be faced with the existential questions relating to the nature of suffering, the path out of suffering and the possibility of liberation.
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- **Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.**
  - Students will be exposed to the different ways in which Buddhists perform puja (worship). For example, they will listen to chanting, design their own mandalas and take part in guided meditation. This will broaden our students understanding and awareness of different worldviews and their lived experiences, which will hopefully enrich their experience in the classroom.
- **Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.**

## Religious Studies

### Curriculum

- The Souster Youth, a Christian charity, deliver lessons to our students in years 7-10 and provide an opportunity for students to explore “big questions” from the Christian perspective. They offer RE lessons that are carefully crafted to engage students with creative learning activities that aid and enhance their learning.
- **Encouraging self-awareness, emotional intelligence, and moral reasoning.**
  - The very nature of our curriculum encourages students to develop their self-awareness (to reflect on their own beliefs, values, and identity), emotional intelligence (by teaching empathy, compassion, and understanding of others’ perspectives) and moral reasoning (by thinking through ethical dilemmas and making responsible choices). In Year 10, Students will begin their Thematic Studies and will explore issues that are linked to wider society, such as climate change, animal testing, abortion and euthanasia. We encourage our students to think about the “bigger picture” as well as to think of their personal worldview, in order to encourage qualities such as tolerance, respect and open mindedness, especially given the diversity of our community.
- **Fostering a sense of belonging and interconnectedness with others, nature, and the universe.**
  - A core concept of the Buddhist tradition is dependent arising (paticca-samuppada) which means everything is interconnected and arises based on specific causes and conditions. This principle is not just a philosophical idea but also a practical guide for understanding the nature of reality, the cycle of suffering, and how to liberate oneself from it. For our Year 10s, we apply this concept to issues relating to responsibility, the law of cause and effect (karma) as well as how this influences Buddhists and their attitudes towards creation. It provides students with a moment of “pause” to realise the sense of interconnectedness and dependency amongst all things.