



Year 10 Syllabus in a nutshell

Religious Studies





Year 10 Syllabus in a nutshell – IGCSE Religious Studies: Beliefs Values

Human Rights and Social Justice

<u>Topic</u>	<u>Objective</u>	<u>Tick if confident</u>
Human Rights	To investigate Human Rights. Do you have rights? What qualifies an individual to have rights? What happens when these rights are violated? What is the role and significance of the UNDoHR?	
Equal Rights and Opportunities - Gender	To identify and reflect the equality between men and women. To explore the divergent attitudes, including religious, about the roles that men and women play in society.	
Equal Rights and Opportunities - Disability	To reflect on the treatment of disability in society. To investigate the variety of differing attitudes toward disability in society and religion.	
Equal Rights and Opportunities - Race	To investigate the history of racism and reflect on different issues surrounding racism; from both religious and secular perspectives. To gain an awareness of the multi-ethnic nature of the UK and reflect on the steps that have been taken to make the UK a more inclusive society.	
Multi Faith Society	To gain an awareness of how the variety of faiths in the UK, and wider world, interact with each other. To explore how religious believers share their faith and view other religious perspectives; specifically looking at proselytisation, exclusivism, inclusivism and pluralism.	
Poverty and Wealth	To investigate the relationships between Rich and Poor and consider responses to poverty; both religious and secular. To reflect on the ideals of charity, justice and compassion.	

God, the Universe, and Us

<u>Topic</u>	<u>Objective</u>	<u>Tick if confident</u>
The Origins of the Universe and Humans	To investigate beliefs about the origins of the universe and mankind. To reflect the Christian creation story and the divergent beliefs held, while comparing this with scientific answers to the origins of the universe; including the Big Bang and Evolution. To consider if Religion and Science compliment or contradict each other.	
The Environment	To explore differing views as to why people believe that human beings have a responsibility for the planet, and the different ways in which they can exercise this responsibility; specifically working with the concepts of Stewardship and Dominion.	
Free Will and Determinism	To reflect on religious and non-religious beliefs and teachings about free will, determinism and predestination. To consider what it means to have free will and reflect on its possible limitations. To explore what determinism means for a human being's choices and	



	actions if they are not free and whether they should be held responsible (and punished) for their actions. To consider the role God plays in deciding our fate.	
The Nature of God	To explore religious beliefs and teachings about the nature and character of God. To identify religious and non-religious attitudes to the idea of an ultimate reality. To consider Monotheism and Polytheism, and reasons why people believe in one God or many gods; or even no God at all.	
Jesus	To reflect on the significance of Jesus to Christians; His birth, life, crucifixion, resurrection, and ascension. To consider how Christians identify Jesus and how this directs their beliefs about God, human nature, and the existence of evil in the universe; drawing upon the story of the Fall.	
Arguments for the existence of God	To develop an understanding of the reasons for believing in the existence of God or an ultimate reality. With specific reference to the <i>cosmological argument</i> , the <i>teleological (design) argument</i> , the <i>ontological argument</i> , the <i>moral argument</i> , the <i>argument from experience (including conversion)</i> . To also reflect on reasons for being unsure of (agnosticism), or not believing in (atheism), the existence of God or an ultimate reality. To consider the role and impact of upbringing on an individual's belief in God.	
The Problem of Evil and Suffering	To explore the causes and existence of evil and suffering in the world. To reflect on why the existence of natural evil, moral evil, and suffering raises questions for people who believe that God is omnipotent, omniscient and benevolent, and may lead some people to reject belief in God. To consider attempts by religious people to explain why God created a world containing suffering and/or allows it to continue. To consider non-religious explanations of the causes and existence of evil and suffering in the world. To reflect on religious and non-religious responses to the reality of evil and suffering, and views on how to cope with them.	

IGCSE Religious Studies: Religious Communities (Buddhism)

Origins and their impact on the community

Topic	Objective	Tick if confident
Religious Texts		
The role and authority of the texts	To know the main Buddhist texts – The Tipitaka – the Vinaya Pitaka, the Suttas and the Abidhama, the Dhammapada, and the Questions of King Milinda. To understand the difference in authority between Theravadan and Mahayana readings of the texts. To be able to give an example of an additional Mahayana text (e.g. the Heart Sutra).	
How the text is used in worship, meditation,	To understand the role that these texts place; to be able to compare the role of the Dhammapada with the Vinaya Pitaka. To understand the different authority and emphasis placed upon the texts by lay Buddhists and monks.	



teaching and education.		
Founders and leaders		
How Buddhism came about	To understand the context in which Buddhism arose (Siddhartha was originally a Hindu; the poverty in India, the belief in reincarnation, etc).	
The Buddha's life	To understand the Buddha's early life, including key moments in his life (such as the experience he had at the ploughing festival when he was a child). To be confident explaining the significance of the 4 sights, and the Buddha became enlightened.	
The Buddha's teachings	To be able to give a couple of short quotes which encapsulate some of the Buddha's teachings. To understand the 4 Noble Truths, and explain them using the Doctor Analogy. To understand the 3 marks of existence, the 3 mental poisons (Akusala), and the 8fold path. To be able to use a range of key pali words	
The authority of the Buddha	To understand that the Buddha is NOT worships as a God, but for what he represents; the ability to escape suffering and reach enlightenment. To understand that the Buddha told his followers to put everything he said to the test; there is no blind dogma in Buddhism.	
How Buddhism spread	To understand the role of Ashoka in spreading Buddhism in its infancy. To understand how key contemporary Buddhas have helped to spread Buddhism. To be able to give examples of countries which have different schools of Buddhism as their main religion.	
Schools of Buddhism	To understand how Buddhism developed into different schools (Theravada, Mahayana and Vajrayana/Tibetan), and the differences and similarities between them.	
Key historical figure	To understand the role Ashoka played in early Buddhism	
Key contemporary figure	To understand the role of the Dalai Lama, and/or Thich Naht Hahn in contemporary Buddhism.	

Celebration and Pilgrimage

Topic	Objective	Tick if confident
Celebrations and Festivals		
Katina Festival	To be able to explain what happens at the Katina Festival, the history behind the festival, which schools of Buddhism it is relevant to, and the significance of celebrating it for Buddhists today. To understand the relationship between lay and monastic Buddhists as emphasised by this festival.	
Wesak	To understand the history behind this festival, explain what activities take place, and the importance and significance of these. To be able to explain which school of Buddhism this festival is significant to.	



Parinirvana Day	To understand the history behind this festival, explain what activities take place, and the importance and significance of these. To be able to explain which school of Buddhism this festival is significant to.	
Pilgrimage		
Why people go on pilgrimage	To be able to explain why pilgrimage is beneficial in general; what do people help to achieve; why it might be particular important for people in the modern age.	
Bodh Gaya	To be able to give details about the activities that take place during this pilgrimage, their significance and importance, how this relates to key Buddhist principles. To explain how this festival unifies Buddhists.	
Mount Kailash	To be able to explain activities that take place during this festivals. To know which school of Buddhism this festival is related to. To be able to use key pali words, such as 'Kora' and how this is related to the production of good karma.	
Significance of pilgrimage	To understand what Buddhists feel they gain by going on pilgrimage, and how this might add to their everyday practice of meditation etc.	
How pilgrimage is a form of devotion	To understand how pilgrimage can be understood as a form of meditation. To explain the act of and significance of actions such as full body prostrations.	