

GCSE RE (Short course) Curriculum Map

Relationships and families	Religion, peace and conflict	Christianity
<p>1. Sex, marriage and divorce:</p> <ul style="list-style-type: none"> • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. • Ethical arguments related to divorce <p>2. Families and gender equality</p> <ul style="list-style-type: none"> • The nature of families, including: the role of parents and children, extended families and the nuclear family. • The purpose of families, including: <ul style="list-style-type: none"> • procreation • stability and the protection of children • educating children in a faith. • Contemporary family issues including: <ul style="list-style-type: none"> • same-sex parents • polygamy. • The roles of men and women. • Gender equality. • Gender prejudice and discrimination, including examples. 	<p>1. Religion, violence, terrorism and war</p> <ul style="list-style-type: none"> • The meaning and significance of: peace, justice, forgiveness, reconciliation. • Violence, including violent protest. • Terrorism. • Reasons for war, including greed, self-defence and retaliation. • The just war theory, including the criteria for a just war. • Holy war. <p>2. Religion and belief in 21st century conflict</p> <ul style="list-style-type: none"> • Religion and belief as a cause of war and violence in the contemporary world. • Nuclear weapons, including nuclear deterrence. • The use of weapons of mass destruction. • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. • Religious responses to the victims of war including the work of one present day religious organisation. 	<p>1. Key beliefs</p> <ul style="list-style-type: none"> • The nature of God: • God as omnipotent, loving and just, and the problem of evil and suffering • the oneness of God and the Trinity: Father, Son and Holy Spirit. • Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). • Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. <p>2. Jesus Christ and salvation</p> <ul style="list-style-type: none"> • Beliefs and teachings about: <ul style="list-style-type: none"> • the incarnation and Jesus as the Son of God • the crucifixion, resurrection and ascension • sin, including original sin • the means of salvation, including law, grace and Spirit, the role of Christ in salvation including the idea of atonement.

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Judaism	Catch Up	Revision
<p>Students should be aware that Judaism is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity.</p> <p>1. Key beliefs</p> <ul style="list-style-type: none"> • The nature of God: • God as one • God as Creator • God as Law-Giver and Judge, loving and merciful. • The divine presence (Shekhinah). • Beliefs about life after death, including judgement and resurrection. • The nature and role of the Messiah, including different views on the role and importance of the Messiah. <p>2. The Covenant and the mitzvot</p> <ul style="list-style-type: none"> • The promised land and the Covenant with Abraham, Genesis 12:1-3. • The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments, Exodus 20:1-17. • Key moral principles including justice, healing the world, charity and kindness to others. • The importance of the sanctity of human life, including the concept of 'saving a life' (Pikuach Nefesh). • The relationship between free will and the 613 mitzvot. • Mitzvot between man and God and mitzvot between man and man, including the difference between them and their importance. 	<p>Students use this time to complete any work from before they started if they started late.</p>	