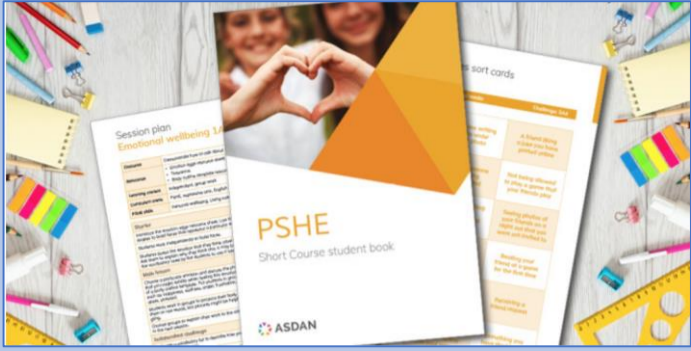


GCSE RELIGIOUS STUDIES SUMMARY OF ASSESSMENT ROUTE A	
Component 1: Religious, Philosophical and Ethical Studies in the Modern World Written examination: 2 hours 50% of qualification	Candidates will study the following four themes. All questions are compulsory. Theme 1: Issues of Relationships Theme 2: Issues of Life and Death Theme 3: Issues of Good and Evil Theme 4: Issues of Human Rights This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.
Component 2: Study of Christianity Written examination: 1 hour 25% of qualification	Candidates will study the beliefs, teachings and practices of Christianity. This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.
Component 3: Study of a World Faith Written examination: 1 hour 25% of qualification	Candidates will study the beliefs, teachings and practices of one world faith from the following list: either: Islam or: Hinduism or: Judaism or: Sikhism or: Other religions This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.





KS4

Complete your 100% coursework ASDAN course in PSHE. This flexible, multi-level programme is internally moderated and accredits 10-60 hours of activities. It can count as up to 3 of the credits needed to achieve the [Personal Development Programmes](#), up to 6 of the credits needed to achieve [CoPE](#) (Certificate of Personal Effectiveness) and offers progression to [AoPE](#) (Award of Personal Effectiveness) and [Wider Key Skills](#).

CVs and prep for college
College applications with support from Careers Dep.

Looking at:

- Child sexual exploitation
- FGM
- Harassment
- Honour based violence
- Rape
- Sexual abuse

Looking at:

- Aspirations
- Future plans
- Personal brand
- Opportunities
- Improving my prospects

Looking at:

- Impact of drug taking
- Managing situations involving drugs

Looking at:

- Communication skills
- Is commitment important in relationships?
- Abuse in relationships

Looking at:

- Gambling
- Gangs and knife crime

Looking at:

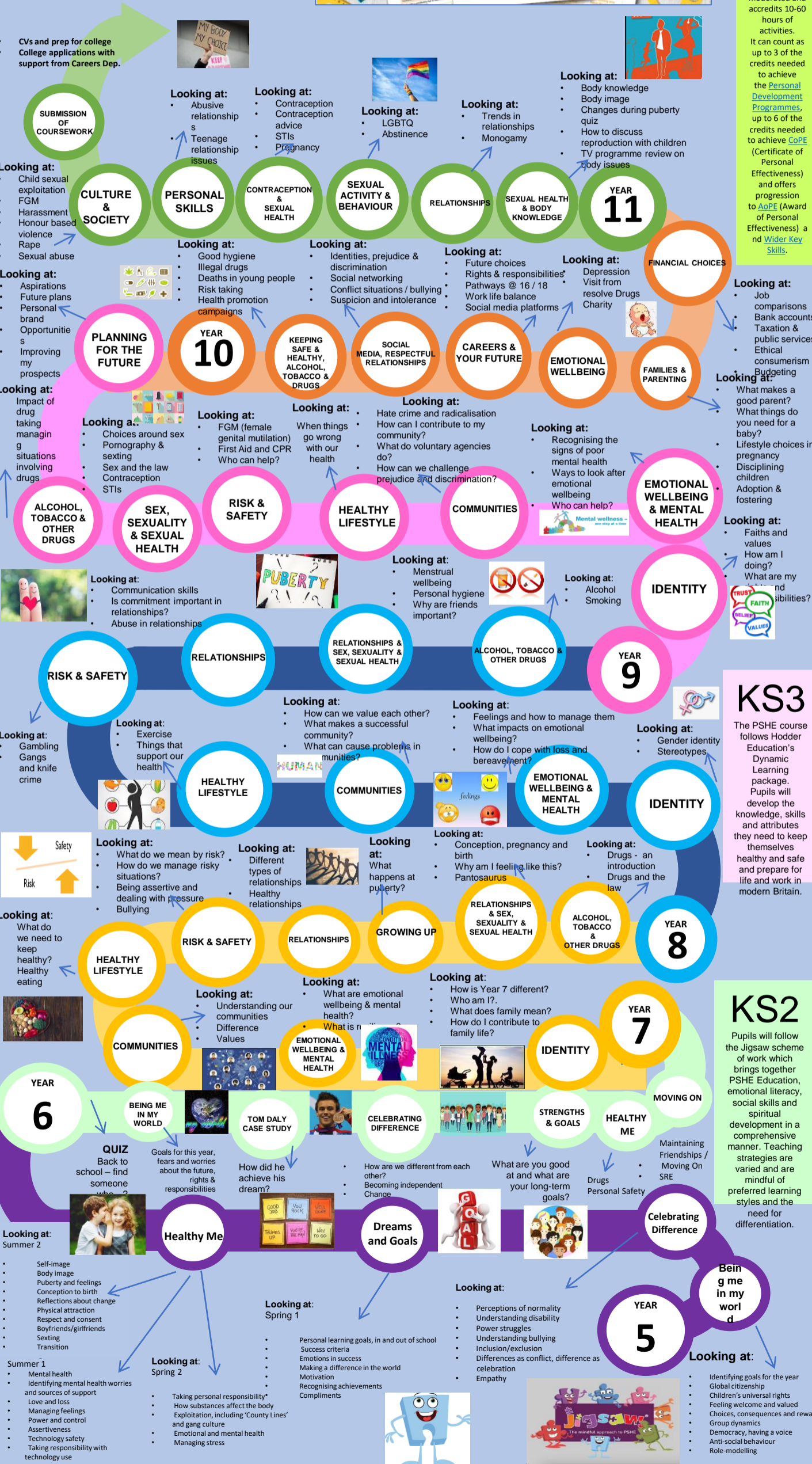
- What do we need to keep healthy?
- Healthy eating

Looking at:

- Self-image
- Body image
- Puberty and feelings
- Conception to birth
- Reflections about change
- Physical attraction
- Respect and consent
- Boyfriends/girlfriends
- Sexting
- Transition

Looking at:

- Mental health
- Identifying mental health worries and sources of support
- Love and loss
- Managing feelings
- Power and control
- Assertiveness
- Technology safety
- Taking responsibility with technology use



Looking at:

- Job comparisons
- Bank accounts
- Taxation & public services
- Ethical consumerism
- Budgeting

Looking at:

- What makes a good parent?
- What things do you need for a baby?
- Lifestyle choices in pregnancy
- Disciplining children
- Adoption & fostering

Looking at:

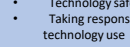
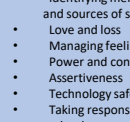
- Faiths and values
- How am I doing?
- What are my responsibilities?

KS3
The PSHE course follows Hodder Education's Dynamic Learning package. Pupils will develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain.

KS2
Pupils will follow the Jigsaw scheme of work which brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive manner. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Looking at:

- Identifying goals for the year
- Global citizenship
- Children's universal rights
- Feeling welcome and valued
- Choices, consequences and rewards
- Group dynamics
- Democracy, having a voice
- Anti-social behaviour
- Role-modelling



Looking at:

- Back to school - find someone who?
- Goals for this year, fears and worries about the future, rights & responsibilities
- How did he achieve his dream?

Looking at:

- How are we different from each other?
- Becoming independent
- Change

Looking at:

- What are you good at and what are your long-term goals?
- Drugs
- Personal Safety

Looking at:

- Perceptions of normality
- Understanding disability
- Power struggles
- Understanding bullying
- Inclusion/exclusion
- Differences as conflict, difference as celebration
- Empathy

Looking at:

- Personal learning goals, in and out of school
- Success criteria
- Emotions in success
- Making a difference in the world
- Motivation
- Recognising achievements
- Compliments

Looking at:

- Taking personal responsibility
- How substances affect the body
- Exploitation, including 'County Lines' and gang culture
- Emotional and mental health
- Managing stress

Looking at:

- Exercise
- Things that support our health

Looking at:

- What do we mean by risk?
- How do we manage risky situations?
- Being assertive and dealing with pressure
- Bullying

Looking at:

- Different types of relationships
- Healthy relationships

Looking at:

- What happens at puberty?

Looking at:

- Conception, pregnancy and birth
- Why am I feeling like this?
- Pantosaurus

Looking at:

- Drugs - an introduction
- Drugs and the law

Looking at:

- Feelings and how to manage them
- What impacts on emotional wellbeing?
- How do I cope with loss and bereavement?

Looking at:

- Gender identity
- Stereotypes

Looking at:

- How can we value each other?
- What makes a successful community?
- What can cause problems in communities?

Looking at:

- Menstrual wellbeing
- Personal hygiene
- Why are friends important?

Looking at:

- Alcohol
- Smoking

Looking at:

- Hate crime and radicalisation
- How can I contribute to my community?
- What do voluntary agencies do?
- How can we challenge prejudice and discrimination?

Looking at:

- Future choices
- Rights & responsibilities
- Pathways @ 16 / 18
- Work life balance
- Social media platforms

Looking at:

- Depression
- Visit from resolve Drugs Charity

Looking at:

- Identities, prejudice & discrimination
- Social networking
- Conflict situations / bullying
- Suspicion and intolerance

Looking at:

- Good hygiene
- Illegal drugs
- Deaths in young people
- Risk taking
- Health promotion campaigns

Looking at:

- Contraception advice
- STIs
- Pregnancy

Looking at:

- Abusive relationships
- Teenage relationship issues

Looking at:

- Contraception
- Sex and the law
- Contraception
- STIs

Looking at:

- Choices around sex
- Pornography & sexting
- Sex and the law
- Contraception
- STIs

Looking at:

- Impact of drug taking
- Managing situations involving drugs

Looking at:

- Aspirations
- Future plans
- Personal brand
- Opportunities
- Improving my prospects

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