

## Year 11 Religious Studies Revision Plan from 12<sup>th</sup> January 2026

<u>Week</u>	<u>Topic Area</u>	<u>Revision Link</u>	<u>Activity</u>	<u>Exam question: Challenge</u>
<b>Week 1: Monday 12<sup>th</sup> Jan</b>	<p><u>The Dhamma (Dharma)</u></p> <ul style="list-style-type: none"> <li>The concept of Dhamma (Dharma).</li> <li>The concept of dependent arising (paticcasamupada).</li> <li>The Three Marks of Existence: <ul style="list-style-type: none"> <li>anicca (impermanence)</li> <li>anatta (no fixed self)</li> <li>dukkha (unsatisfactoriness of life, suffering).</li> </ul> </li> <li>The human personality, in the Theravada and Mahayana traditions: <ul style="list-style-type: none"> <li>Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness</li> <li>Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature.</li> </ul> </li> <li>Human destiny: <ul style="list-style-type: none"> <li>different ideals in Theravada and Mahayana traditions: Arhat (a 'perfected person') and Bodhisattva ideals</li> <li>Buddhahood and the Pure Land.</li> </ul> </li> </ul> <p><u>The Buddha and the Four Noble Truths</u></p> <ul style="list-style-type: none"> <li>The Buddha's life and its significance: <ul style="list-style-type: none"> <li>the birth of the Buddha and his life of luxury</li> <li>the Four Sights: illness, old age, death, holy man (Jataka 075)</li> <li>the Buddha's ascetic life</li> <li>the Buddha's Enlightenment.</li> </ul> </li> <li>The Four Noble Truths: <ul style="list-style-type: none"> <li>suffering (dukkha) including different types of suffering</li> <li>the causes of suffering (samudaya); the Three Poisons, ignorance, greed and hate</li> <li>the end of craving (tanha), interpretations of nibbana (nirvana) and Enlightenment</li> <li>the Eightfold Path (magga) to nibbananirvana; the pathas the Threefold Way: ethics (sila), meditation (samadhi) and wisdom (panna). Dhammapada 190-191.</li> </ul> </li> </ul>	<p><a href="#">The concept of Dhamma (Dharma) - Dhamma in Buddhism - GCSE Religious Studies Revision - AQA - BBC Bitesize</a></p> <p><a href="#">Dependent arising (paticcasamupada) - Dhamma in Buddhism - GCSE Religious Studies Revision - AQA - BBC Bitesize</a></p> <p><a href="#">The Three Marks of Existence - Life and teachings of the Buddha - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">Human life - Buddhist beliefs - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">Arhat ideals Eduqas KS4   Y10 Religious education Lesson Resources   Oak National Academy</a></p> <p><a href="#">Are Bodhisattvas essential to the religion of Buddhism? - Advantages and disadvantages table in A Level and IB Religious Studies</a></p> <p><a href="#">BUDDHISM: LIFE OF THE BUDDHA, FOUR NOBLE TRUTHS &amp; EIGHTFOLD PATH (RELIGIOUS STUDIES)</a></p>	<p>Create revision cards on:</p> <ol style="list-style-type: none"> <li>Dharma</li> <li>Dependent arising</li> <li>3 Marks of Existence</li> <li>Human personality</li> <li>Arhat</li> <li>Bodhisattva</li> <li>Buddhahood</li> <li>The Pure Land</li> <li>The Buddha's life</li> <li>The 4 Noble Truths</li> <li>The Noble Eightfold Path</li> </ol>	<ol style="list-style-type: none"> <li>Explain the 5 Skandhas (5 marks)</li> <li>Explain 2 Buddhist beliefs about the Noble Eightfold Path (5 marks)</li> <li>'Are the 6 virtues the best Buddhist teachings to following in order to reach nirvana' (12 marks)</li> </ol>
<b>Week 2: Monday 19<sup>th</sup> Jan</b>	<p><u>Worship and festivals</u></p> <ul style="list-style-type: none"> <li>The nature, use and importance of Buddhist places of worship including temples, shrines, monasteries (viharas), halls for meditation or learning (gompas) and their key features including Buddha rupa, artefacts and offerings.</li> <li>Puja, the significance and role of puja/devotional ritual in the home and in the temple, including chanting, both as a devotional practice and as an aid to mental concentration, mantra recitation, use of malas.</li> <li>Meditation, the different aims, significance and methods of meditation: <ul style="list-style-type: none"> <li>Samatha (concentration and tranquillity) including mindfulness of breathing</li> <li>Vipassana (insight) including zazen</li> <li>the visualisation of Buddhas and Bodhisattvas.</li> </ul> </li> <li>The practice and significance of different ceremonies and rituals associated with death and mourning in Theravada communities and in Japan and Tibet.</li> <li>Festivals and retreats and their importance to Buddhists in Great Britain today, including the celebrations, origins and significance of: <ul style="list-style-type: none"> <li>Wesak</li> <li>Parinirvana Day.</li> </ul> </li> </ul>	<p><a href="#">Worship - Practices in Buddhism - GCSE Religious Studies Revision - OCR - BBC Bitesize</a></p> <p><a href="#">Worship (AQA GCSE Religious Studies - Buddhism Practices) REVISION</a></p> <p><a href="#">Death and mourning - Practices in Buddhism - GCSE Religious Studies Revision - Eduqas - BBC Bitesize</a></p> <p><a href="#">Festivals and retreats - Practices in Buddhism - GCSE Religious Studies Revision - Eduqas - BBC Bitesize</a></p>	<p>Create maps on:</p> <ol style="list-style-type: none"> <li>Buddhist temples</li> <li>Buddhist shrines</li> <li>Puja</li> <li>Meditation</li> <li>Death rituals &amp; funerals</li> <li>Wesak</li> <li>Parinirvana Day</li> <li>Karma</li> <li>5 Precepts</li> <li>6 Perfections</li> </ol>	<ol style="list-style-type: none"> <li>Explain the key features of a Buddhist shrine (4 marks)</li> <li>Explain 2 different types of Buddhist meditation (5 marks)</li> <li>Explain why Wesak is important for Buddhist today (5 marks)</li> </ol>

	<p><b>Buddhist ethics</b></p> <ul style="list-style-type: none"> <li>Ethical teaching: <ul style="list-style-type: none"> <li>kamma (karma) and rebirth</li> <li>compassion (karuna)</li> <li>loving kindness (metta).</li> </ul> </li> <li>The five moral precepts: <ul style="list-style-type: none"> <li>do not take life</li> <li>do not take what is not given</li> <li>do not misuse the senses</li> <li>do not speak falsehoods</li> <li>do not take intoxicants that cloud the mind.</li> </ul> </li> <li>The six perfections in the Mahayana tradition: <ul style="list-style-type: none"> <li>generosity</li> <li>morality</li> <li>patience</li> <li>energy</li> <li>meditation</li> <li>wisdom, including how the individual develops these perfections</li> </ul> </li> </ul>	<p><a href="#">Karma and rebirth - The Buddha and his teachings in Buddhism - GCSE Religious Studies Revision - Eduqas - BBC Bitesize</a></p> <p><a href="#">Karuna and metta - Buddhist beliefs - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">Karuna and metta - Buddhist beliefs - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">The six perfections - Practices in Buddhism - GCSE Religious Studies Revision - AQA - BBC Bitesize</a></p>		
<p><b>Week 3: Monday 26<sup>th</sup> Jan</b></p>	<p><b>Sikhism</b></p> <p><i>Key beliefs</i></p> <ul style="list-style-type: none"> <li>The nature of God as expressed in the Mool Mantra: the content and significance of the Mool Mantra, Guru Granth Sahib (GGS) 1a.</li> <li>God as Creator, including different aspects of God's relationship with creation: <ul style="list-style-type: none"> <li>God shown in and through the universe</li> <li>God as separate from the universe</li> </ul> </li> <li>The nature of human life as an opportunity to unite with God, including the development of Sikh virtues such as wisdom, truthful living, justice, temperance, self-control, patience, courage, humility, contentment.</li> <li>Beliefs in karma and rebirth, and the aim of mukti; the meaning of mukti, including the different aspects of mukti – positive and negative.</li> <li>The five stages of liberation (five khandas) and barriers to mukti (illusion, self-centredness, lust, anger, greed, worldly attachment, pride).</li> <li>The importance of being gurmukh (God-centred) rather than manmukh (man-centred) and the elimination of pride or ego (haumai).</li> </ul> <p><i>Beliefs about the nature of human life</i></p> <ul style="list-style-type: none"> <li>Belief in the oneness of humanity and in the equality of all, including complete equality of women with men.</li> <li>The expression of the equality of all in: <ul style="list-style-type: none"> <li>the stories of the lives of Gurus, including Guru Nanak and Guru Gobind Singh</li> <li>the Guru Granth Sahib</li> <li>in Sikhism today.</li> </ul> </li> <li>Sewa: the importance and priority of service to others, including physical (tan), mental (man) and material (dhan).</li> <li>The role and importance of the sangat (religious community).</li> </ul>	<p><a href="#">Beliefs about God - Key beliefs in Sikhism - GCSE Religious Studies Revision - AQA - BBC Bitesize</a></p> <p><a href="#">The Mool Mantar - Waheguru (God) and authority - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</a></p> <p><a href="#">Mukti - Key beliefs in Sikhism - GCSE Religious Studies Revision - AQA - BBC Bitesize</a></p> <p><a href="#">The five stages of liberation (the Five Khandas) - Key beliefs in Sikhism - GCSE Religious Studies Revision - AQA - BBC Bitesize</a></p> <p><a href="#">Gurmukh - Key beliefs in Sikhism - GCSE Religious Studies Revision - Eduqas - BBC Bitesize</a></p> <p><a href="#">Equality within the Sikh community - The nature of human life in Sikhism - GCSE Religious Studies Revision - AQA - BBC Bitesize</a></p>	<p>Create revision cards on the following:</p> <ol style="list-style-type: none"> <li>Nature of God</li> <li>God as creator</li> <li>Sikh virtues</li> <li>Karma</li> <li>Rebirth</li> <li>5 stages of liberation</li> <li>Barriers to mukti</li> <li>Gurmukh</li> <li>Equality</li> <li>Sewa</li> <li>Sangat</li> </ol>	<ol style="list-style-type: none"> <li>Explain how men and women are equal in Sikhism today (5 marks)</li> <li>Describe how a Sikh eliminates haumai (5 marks)</li> <li>Explain why the Sangat is the most important concept in Sikhism today (5 marks)</li> </ol>

		<a href="#">Amrit Sanskar - Practices - AQA - GCSE Religious Studies Revision - AQA - BBC Bitesize</a>  <a href="#">The sangat - The nature of human life in Sikhism - GCSE Religious Studies Revision - AQA - BBC Bitesize</a>  <a href="#">Sewa - The nature of human life in Sikhism - GCSE Religious Studies Revision - AQA - BBC Bitesize</a>		
<b>Week 4:</b> <b>Monday</b> <b>2<sup>nd</sup> Feb</b>	<p><b>Worship and service</b></p> <ul style="list-style-type: none"> <li>Religious features of the gurdwara: design, furniture, and artefacts; the practices associated with these features and their importance, including the paiki and takht.</li> <li>The role of the gurdwara within the Sikh community.</li> <li>The role of prayer in the home, GGS 305.4.</li> <li>The role and importance of the akhand path.</li> <li>The meaning and significance of langar as an expression of sewa.</li> <li>The significance of meditating on the name of God (nam japna) in daily life and in the gurdwara.</li> </ul> <p><b>Festivals and lifestyle</b></p> <ul style="list-style-type: none"> <li>Festivals and their importance for Sikhs in Great Britain today, including the origins and significance of the following:             <ul style="list-style-type: none"> <li>Vaisakhi (Baisakhi)</li> <li>Divali</li> </ul> </li> <li>Gurpurbs, including Guru Nanak's birthday and differences in the way gurpurbs are celebrated in India and Great Britain.</li> <li>The importance of visiting Sikh historical gurdwaras, including the Golden Temple (Harimandir Sahib) in Amritsar.</li> <li>Birth and naming ceremonies including their meaning and significance.</li> <li>The initiation ceremony (Amrit Sanskar), including the meaning and importance of the Khalsa and the five Ks, and the different perspectives of sahajdhari and amritdhan Sikhs.</li> <li>The significance and use of the names Singh and Kaur.</li> </ul>	<a href="#">BBC - Religions - Sikhism: The Gurdwara</a>  <a href="#">Features of the gurdwara - Practices in Sikhism - GCSE Religious Studies Revision - Edugas - BBC Bitesize</a>  <a href="#">Prayer - Ways of Sikh living - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</a>  <a href="#">Worship - Practices in Sikhism - GCSE Religious Studies Revision - Edugas - BBC Bitesize</a>  <a href="#">Worship in Sikhism   Revision World</a>  <a href="#">Worship in the home - Practices - AQA - GCSE Religious Studies Revision - AQA - BBC Bitesize</a>  <a href="#">Amrit Sanskar - Practices - AQA - GCSE Religious Studies Revision - AQA - BBC Bitesize</a>  <a href="#">What is Vaisakhi, or Baisakhi and how is it celebrated? - BBC Newsround</a>  <a href="#">Pilgrimage - Practices in Sikhism - GCSE Religious Studies Revision - Edugas - BBC Bitesize</a>	<p><b>1.</b> Create a labelled diagram of a Gurdwara explain the importance.</p> <p>Create mind maps on:</p> <p>a) Worship b) Prayer at home c) Langar d) Nam Japna e) Adi Granth f) Guru Granth sahib g) Vaisakhi h) Divali i) Gurpurbs j) Birth &amp; naming ceremonies k) Amrit Sanskar l) 5 Ks <b>m)</b> Names Sign &amp; Kaur</p>	<p>1. Explain two important practices which take place during a naming ceremony (4 marks)</p> <p>2. Explain why Vaisakhi is important to Sikhs today (5 marks)</p> <p>3. 'The Guru Granth Sahib is the most important teacher.' Evaluate this statement (12 marks)</p>
<b>Week 5:</b> <b>Monday</b> <b>9<sup>th</sup> Feb</b>	<p><b>Sex, marriage and divorce</b></p> <ul style="list-style-type: none"> <li>Human sexuality including: heterosexual and same sex relationships.</li> <li>Sexual relationships before and outside of marriage.</li> <li>Contraception and family planning.</li> <li>The nature and purpose of marriage.</li> <li>Same-sex marriage and cohabitation.</li> <li>Divorce, including reasons for divorce, and remarrying.</li> <li>Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.</li> </ul>	<a href="#">Christianity GCSE RS revision – Relationships and Families – AQA - BBC Bitesize</a>  <a href="#">Relationships and families - GCSE Religious Studies - BBC Bitesize</a>  <a href="#">Buddhism GCSE RS revision – Relationships and Families – AQA - BBC Bitesize</a>	<p>Create revision cards for:</p> <p>1. Human sexuality 2. Sex outside of marriage 3. Contraception 4. Nature of marriage 5. Purpose of marriage 6. Same sex marriage</p>	<p>1. Explain religious beliefs about polygamy (4 marks)</p> <p>2. Explain religious beliefs about marriage (5 marks)</p> <p>3. Males and females should have clearly defined roles within marriage'. Evaluate this statement. (12 marks)</p>

	<p><b>Families and gender equality</b></p> <ul style="list-style-type: none"> <li>The nature of families, including: <ul style="list-style-type: none"> <li>the role of parents and children</li> <li>extended families and the nuclear family.</li> </ul> </li> <li>The purpose of families, including: <ul style="list-style-type: none"> <li>procreation</li> <li>stability and the protection of children</li> <li>educating children in a faith.</li> </ul> </li> <li>Contemporary family issues including: <ul style="list-style-type: none"> <li>same-sex parents</li> <li>polygamy.</li> </ul> </li> <li>The roles of men and women.</li> <li>Gender equality.</li> <li>Gender prejudice and discrimination, including examples.</li> </ul>	<p><a href="#">Sikhism GCSE RS revision – Relationships and Families – AQA - BBC Bitesize</a></p>	<ol style="list-style-type: none"> <li>Civil partnerships</li> <li>Divorce</li> <li>Nature of families</li> <li>Role of parents</li> <li>Role of child</li> <li>Purpose of families</li> <li>Same sex parents</li> <li>Role of men &amp; women</li> <li>Gender equality</li> <li>Gender prejudice &amp; discrimination</li> </ol>	
<p><b>Week 6: Monday 26<sup>th</sup> Feb</b></p>	<p><b>The origins and value of the universe</b></p> <ul style="list-style-type: none"> <li>The origins of the universe, including: <ul style="list-style-type: none"> <li>religious teachings about the origins of the universe, and different interpretations of these</li> <li>the relationship between scientific views, such as the Big Bang theory, and religious views.</li> </ul> </li> <li>The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.</li> <li>The use and abuse of the environment, including the use of natural resources, pollution.</li> <li>The use and abuse of animals, including: <ul style="list-style-type: none"> <li>animal experimentation</li> <li>the use of animals for food.</li> </ul> </li> </ul> <p><b>The origins and value of human life</b></p> <ul style="list-style-type: none"> <li>The origins of life, including: <ul style="list-style-type: none"> <li>religious teachings about the origins of human life, and different interpretations of these</li> <li>the relationship between scientific views, such as evolution, and religious views.</li> </ul> </li> <li>The concepts of sanctity of life and the quality of life.</li> <li>Abortion, including situations when the mother's life is at risk.</li> <li>Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.</li> <li>Euthanasia.</li> <li>Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</li> </ul>	<p><a href="#">Creation of the world - The world - GCSE Religious Studies Revision - WJEC - BBC Bitesize</a></p> <p><a href="#">Big Bang Theory - The expanding Universe - AQA - GCSE Physics (Single Science) Revision - AQA - BBC Bitesize</a></p> <p><a href="#">Stewardship - The world - GCSE Religious Studies Revision - WJEC - BBC Bitesize</a></p> <p><a href="#">Does it matter how we treat animals? – KS3 Religious Studies – BBC Bitesize</a></p> <p><a href="#">The debate about abortion - Matters of life and death: Abortion and euthanasia - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize</a></p>	<p>Create mind maps for:</p> <ol style="list-style-type: none"> <li>Origins of the universe</li> <li>The Big Bang</li> <li>Origins of Humans</li> <li>Stewardship</li> <li>Animal experimentation</li> <li>Sanctity of life</li> <li>Abortion</li> <li>Euthanasia</li> <li>The afterlife</li> </ol>	<ol style="list-style-type: none"> <li>Explain religious attitudes towards animal experiments (4 marks)</li> <li>Explain how human life began (5 marks)</li> <li>'Religions should be against euthanasia'. Evaluate this statement. (12 marks)</li> </ol>