

GCSE RE

Curriculum Overview 2020-2021

Core aims of the subject at Key Stage 4

In preparing for adult life, students need to learn to respond well to a local, national and global landscape of religion and belief diversity. In the context of today's world, we are advocating that RE should help the personal development of young people to hold balanced and well-informed conversations about religion and belief, i.e. be religiously literate. At Brine Leas School students will access a high quality RE curriculum that engenders an interest in improving understanding of and showing respect for different faiths and cultural diversity. Students will access a broad and balanced curriculum which develops breadth and depth of religious knowledge and acceptance of worldviews. Students will be given challenging opportunities to develop the key skill to “disagree agreeably” becoming “skilled cultural navigators”, able to handle the differences of faith and belief around them, as well as establish their own sense of identity and belonging. Students will also develop their ability to be “objective about the subjective” through a multi-disciplined approach shaped by theology, philosophy, history and the social sciences.

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and motivate pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. There is little ethnic or religious diversity within the local context of our school and so it is our aim to show students how Religious Education promotes discernment and enables them to combat prejudice, preparing them for adult life, employment and life-long learning. We aim to develop students' moral compass, recognising the difference between right and wrong and readily apply this. reflection upon their own beliefs and cultural practices; make informed personal choices; empathy with and an understanding of others.

Our Religious Education curriculum is enhanced with trips to places of worship in our local area. This includes visits to The City Centre Mosque in Stoke on Trent and St Mary's Church in Nantwich. This gives students the opportunity to encounter people of different beliefs and lifestyles, fostering respect and social cohesion.

We use the Locally Agreed Cheshire East Religious Education syllabus as the basis for our curriculum. We have a representative from the department who works closely with the Standing Advisory Council for RE in the local area to ensure our curriculum is fit for purpose.

The RE curriculum is a vehicle for delivering aspects of SMSC. Spiritual education in RE involves the experience and search for meaning, the purpose of life and the values by which we live. In learning about a range of different religious traditions and why people believe, students have the opportunity to learn from their experiences, to reflect on and interpret spirituality in their own lives and to reflect on ultimate questions. The curriculum enables the moral education of students by providing opportunities to explore and debate a range of perspectives on key moral and ethical issues such as euthanasia, animal testing, life after death, science vs religion and right/wrong. Social education in RE involves exploring the similarities and differences in religions and cultures through which students make links between faith and personal action in everyday life. This is reflected in their relations with others through activities such as discussion and debate, and in their ability to

work cooperatively with others. Students become aware of the positive impact that religion has in society by exploring the way in which religion affects daily life, moral decisions and social responses from its believers. Cultural education in RE includes learning about a range of different religious traditions, giving students an opportunity to learn what it means to belong, to become confident in themselves and be able to respond positively to similarities and differences in our changing multi-ethnic and multi-faith society. Students are presented with opportunities to explore different artistic images and literature from religious and cultural perspectives.

Additionally, within the curriculum students consider the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. They are also taught that there can often be conflict between being a religious person and the law of the land.

Students will analyse a range of primary and secondary sources, recognising bias and stereotype. They will show understanding of symbolic language and use technical terminology effectively. They will develop resilience in interpreting meaning and significance, evaluate and reflect upon beliefs and ethics and how they impact upon the lives of others and themselves. Students will be given opportunities to think critically about the world and their place in it; consider moral principles, including the nature of good and evil. Students will learn independently to respectfully critique and value the wide range of beliefs and cultural influences that have shaped their own heritage and that of others, considering both differences and commonalities. Students will create a range of views, other than one's own, with accuracy.

Assessment: AQA: GCSE Religious Studies: (Specification code: 8062) (QAN code: 601/8400/0)

Students will be given a wide range of opportunities to apply their religious knowledge and understanding, skills of evaluation, interpretation and justification through short answer and long answer questions. Over time, their performance will determine their predicted grades based on the core principles of GCSE Religious Studies.

Organisation

Students are taught on a 2 week timetable. Therefore, to support retrieval practice and interleaving T and L techniques students are taught separate units parallel to one another;

WK 1 – Study of Religion; WK 2 – Ethical and Philosophical Themes

Homework

Homework will primarily involve recap of prior content learnt. Occasionally, homework will consist of further reading/research into a topic to develop students' wider contextual knowledge to prepare them for the evaluation style (12 mark) question.

Clubs and/or intervention

Recap sessions take place during one lunch time a week (Year 11 only). Extended reading is provided for students wishing to develop their knowledge and understanding further. FSM students are provided with revision guides and progress is monitored through termly one to one's. Easter revision sessions take place during year 11. All students are provided with comprehensive revision materials created by subject

teacher. Students are provided with feedback on exam questions and given the opportunity to redraft to mastery. Knowledge recall quizzes are used to improve long-term memory of specialist terms, key concepts and recall of key quotes from sources of wisdom and authority.

Parental/Carer support

Homework is recorded on-line. Parents are contacted if there is a lack of progress. Parents are provided with information on the VLE in the run up to yearly examinations. Students are provided with check lists which can aid parents when supporting students with revision. Parents are contacted regarding revision sessions in the Easter holidays. Parents should aim to review children’s learning in books in order to aid revision for knowledge recall quizzes; watch the local and national news; watch relevant documentaries regarding ethical issues. Discuss their views on key ethical issues with children.

Helpful sources of information

AQA Course Website: <https://www.aqa.org.uk/subjects/religious-studies/gcse>

To develop subject knowledge of the key beliefs of the main religious traditions of GB: <https://www.reonline.org.uk>

For easy to read revision material: <https://revisionworld.com/gcse-revision/rs-religious-studies>

For overviews of all topics: <https://www.bbc.com/bitesize/subjects/zb48q6f> Investigations into a variety of ethical issues:

<http://www.bbc.co.uk/ethics/guide/> Useful revision guide: AQA GCSE Religious Studies A: Christianity and Islam Revision Guide: ISBN-10: 0198422830

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1	<p style="text-align: center;">(WK1) ISLAM: KEY DIVISION AND FUNDAMENTAL BELIEFS</p> <p>Islam is one of the diverse religious traditions and beliefs in Great Britain today. With over 3 million Muslims living in Great Britain, Islam is the second largest religion. Without a doubt given the political turmoil worldwide and the ever-present fears of extremism and terrorism, promoting intelligent debate and understanding of Islam and the role of Muslims in the contemporary world is increasingly vital. Through studying the core beliefs of Islam students will gain an understanding of the common and divergent views within Islam in the way beliefs and teachings are understood. Students will learn the significance of a belief in the Oneness of God, Islamic views on God’s justice, the paradoxical claim that God is immanent and transcendent, contrasting understandings of free will and predestination. Students study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. This ensures that students are fully prepared to understand the meaning behind the ways in which Muslim’s express their faith in our country.</p> <p style="text-align: center;">(WK2) THEME A: Relationships: SEX, MARRIAGE AND DIVORCE</p>			

While social attitudes to sexual diversity are becoming more inclusive in Great Britain, people who identify as non-heterosexual still face many challenges in contemporary British society. People who identify as gay, lesbian, or bisexual often feel marginalised and isolated, and experience less inclusive environments in schools, workplace and society. **Sexuality education:**

- is vital for the overall well-being of young people, can increase abilities to make positive and health-enhancing decisions
 - can enable children and youth to think critically and act in socially just ways.

In this unit students will gain an understanding about the social, religious and cultural influences that shape the way society views sexuality. They will explore the laws surrounding sexuality including The Sexual Offences Act 2003, the 2004 Civil Partnership Act, 2013 Marriage (Same Sex Couples) Act Adoption and Children Act 2002. Students will gain knowledge of available contraceptive methods and how they work, enabling them to make informed decisions. They will consider the wider impact of readily available contraceptives on the sacredness of the sexual act and religious views surrounding this debate. The unit ends with an in-depth analysis of whether 'divorce is right' – a topic which is essential for students to enter into a dialogue over as 42% of marriages end in divorce in England and Wales and many students will be personally affected by.

Week 1

- Introduction to the course, including styles of questioning
- The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.
- Tawhid (the Oneness of God), Qur'an Surah 112.
- The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam.
- Different ideas about God's relationship with the world: immanence and transcendence.

- Knowledge of specialist vocabulary and key beliefs through closed questions.
- Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions.
- Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark).
- Mid Unit Assessment

Prior Learning of;

- The Nature of God Islam (YR 8) – Tawhid, Justice, Omnipotence
- The Characteristics of God (YR 7) – omniscience, benevolence, omnipotence

Connections to the Curriculum

- SMSC 1A, 2A,2B, 3C, 4E
- RSE 2A.

Careers

- Theologian
- Police
- Civil Service
- Counter Terrorism
- Social Worker
- Health Service
- Politician
- Teacher

Future learning

➤ **KS5 – Year 12:**

- Philosophy of Religion – Arguments for the Existence of God: The Ontological Argument
- Philosophy of Religion – Arguments for the Existence of God: The Cosmological Argument
- Religion & Ethics: Free Will & Moral Responsibility

	<ul style="list-style-type: none"> ➤ Predestination and human freedom and its relationship to the Day of Judgement. 			
<p style="color: blue;">Week 2</p>	<p>Human sexuality including:</p> <ul style="list-style-type: none"> ➤ 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, including those based on the sanctity of marriage vows and compassion. 	<ul style="list-style-type: none"> ➤ Knowledge of specialist vocabulary and key beliefs through closed questions ➤ Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions. ➤ Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark). ➤ Mid Unit Assessment 	<p>Prior Learning of;</p> <ul style="list-style-type: none"> - Prejudice and Discrimination (YR 9) - Sanctity and Quality of Life (YR 9) - Introduction to Ethical Theories (YR 9) <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> - SMSC 1A, 1B, 2A, 2B, 2C, 4E, 4B - RSE 1C, 1D, 1E, 2C, 2D, 2F, 2H, 4A, 4B, 5A, 5B, 5C, 5D, 5E, 5F, 5H, 5I, 5J - Fundamental British Values: A, D, E, F - Healthy Education; 1A, 1E, 8A, 8B - History (YR 7) – How significant was Henry VIII? – long term consequences. - History (YR 7) – Should Elizabeth marry? 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Police ➤ Civil Service ➤ Social Worker ➤ Health Service ➤ Politician ➤ Lawyer ➤ Local Government ➤ Business Owner ➤ Human Rights Activist ➤ Anthropologist ➤ Teacher <p>➤ KS5 – Year 12:</p> <ul style="list-style-type: none"> • Religion & Ethics: The Application of Natural Moral Law, Situation Ethics & Virtue Ethics <p>➤ KS5 – Year 13</p> <ul style="list-style-type: none"> • Christianity: Christianity, Gender & Sexuality

(WK 1) ISLAM: BELIEFS IN THE SUPERNATURAL AND AFTERLIFE AND AUTHORITY

“Of the good that they do nothing will be rejected of them; for Allah knoweth well those that do right. Those who reject faith – neither their possessions nor their progeny will avail them aught against Allah: they will be companions of the fire, dwelling therein forever”

(The Holy Qur’an)

Students begin this unit by looking at Islamic teachings on eschatology and the impact of the beliefs on a Muslims life; including their opposition to cremation/post-mortems/transplant surgery. The view that a person holds about the afterlife is bound to affect the value given to this current life and for students to learn about this from a Muslim perspective will enable them to be fully informed and socially more aware and prepared for life in a religiously pluralist society.

Autumn
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The Holy Qur’an is the absolute, infallible word of God for Muslims, therefore is the basis of their belief system and the reason for their actions. In this unit students will gain an understanding of the historical/cultural context of Islam, going back to the lawless and corrupt Pre-Islamic Arabian society. They will look at the revelation and compilation of the Qur’an and how the prescriptions in the Qur’an govern Muslims lives, including the Qur’an being the basis for Shari’ah Law. Students will develop their knowledge of other Islamic sources of wisdom and authority such as the Injil, the Gospels and the Scrolls of Ibrahim. This will broaden their knowledge and help to show the connections between the Abrahamic faiths and that Islam was not a ‘new’ religion.

(WK2) THEME A: Relationships: FAMILIES AND GENDER EQUALITY

“So God created man in his own image, in the image of God he created him; male and female he created them.” (Genesis 1.27)

“Wives, submit to your husbands, as is fitting in the Lord” (Colossians 3:18)

In this unit students will recognise diversity in different family structures and examine gender roles, equality and discrimination. They will develop knowledge and skills that will help them to interact in positive, respectful, and supportive ways with others. Students will look at the importance of family in religion including the view that family is the “first and vital cell of society” and the place where children discern right from wrong. The unit ends with a discussion over whether ‘*men and women are equal in the UK*’ looking at the Equal Pay Act 1970, the Sex Discrimination Act of 1975 and fundamental HR’s surrounding gender discrimination. Through studying divergent religious beliefs about the roles of men and women students will discern whether stereotypical roles show ‘equality’ or ‘difference’. Learning about gender equality and discrimination is vital for young people to be able to engage positively and critically in a fast-changing, technological, and global world.

- Angels, their nature and role, including Jibril and Mika’il
- Akhirah (life after death), human responsibility and accountability,

- Knowledge of specialist vocabulary and key beliefs through closed questions
- Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions.

Prior Learning of;

- Religious responses to evil and suffering (YR 7)
- Christian beliefs in the after life (YR 7)
- The Qur’an as justification for beliefs in God (YR 8)

Careers

- Theologian
- Police
- Civil Service
- Counter Terrorism
- Social Worker
- Health Service
- Politician

<p>Week 1</p>	<p>resurrection, heaven and hell.</p> <ul style="list-style-type: none"> ➤ Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad ➤ The holy books: <ul style="list-style-type: none"> • Qur'an: revelation and authority the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. ➤ The imamate in Shi'a Islam: its role and significance. 	<ul style="list-style-type: none"> ➤ Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark). ➤ End of Unit Assessment 	<p>Connections to the Curriculum</p> <ul style="list-style-type: none"> - SMSC 1A, 2A, 2C, 3C, 4A, 4C, 4E - RSE 2D - Fundamental British Values: E 	<ul style="list-style-type: none"> ➤ Teacher
<p>Week 2</p>	<p>The nature of families, including:</p> <ul style="list-style-type: none"> ➤ the role of parents and children ➤ extended families and the nuclear family. <p>The purpose of families, including:</p> <ul style="list-style-type: none"> ➤ procreation ➤ stability and the protection of children ➤ educating children in a faith. <p>Contemporary family issues including:</p> <ul style="list-style-type: none"> ➤ same-sex parents 	<ul style="list-style-type: none"> ➤ Knowledge of specialist vocabulary and key beliefs through closed questions ➤ Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions. ➤ Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark). ➤ End of Unit Assessment 	<p>Prior Learning of;</p> <ul style="list-style-type: none"> - Prejudice and Discrimination (YR 9) - Sanctity and Quality of Life (YR 9) - Introduction to Ethical Theories (YR 9) - HWK Learning Project (YR 9) <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> - SMSC 1A, 1B, 1D, 2A, 2B, 2C, 3B, 4E, 4B - RSE 1A, 1B, 1C, 1D, 1E, 1F, 2B, 2C, 2D, 2F, 2H, 4A, 4B, 5A, 5E 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Police ➤ Civil Service ➤ Social Worker ➤ Health Service ➤ Politician ➤ Lawyer ➤ Local Government ➤ Business Owner ➤ Human Rights Activist ➤ Anthropologist ➤ Teacher <p>Future learning</p> <ul style="list-style-type: none"> ➤ KS5 – Year 12: <ul style="list-style-type: none"> • Religion & Ethics: The Application of Natural Moral

	<ul style="list-style-type: none"> ➤ polygamy. The roles of men and women. ➤ Gender equality. ➤ Gender prejudice and discrimination, including examples 		<ul style="list-style-type: none"> - Fundamental British Values: A, B, D E, F ➤ Healthy Education; 1A,1B, 1E, - History (YR 8) Why was not everyone allowed to vote in the 19th Century? 	<p>Law, Situation Ethics & Virtue Ethics</p> <ul style="list-style-type: none"> ➤ KS5 – Year 13 <ul style="list-style-type: none"> • Christianity: Christianity, Gender & Sexuality
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Spring 1	SPRING 1 WILL BE USED TO COMPLETE ANY EXCESS CONTENT FROM THE STUDY OF ISLAM UNIT AND THEME A
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Spring 2	<p style="text-align: center;">(WK 1) CHRISTIAN BELIEFS IN GOD, CREATION AND THE HEREAFTER</p> <p>The religious traditions in Great Britain are, in the main Christian so familiarity with the core beliefs of this tradition are essential for young people to make sense of themselves and the world in which they live. The Bible is the key text for understanding the huge impact the Christian faith has had on the language, culture, history and values of both the United Kingdom and the wider world. Throughout this unit students will discover that the biblical narratives have something significant to say about the central themes and questions of life, informing our attitudes, values, responsibilities, friendships, how to care for the world and how to recognise and relate to our neighbours. The study of Evil and Suffering within this unit gives pupils the opportunity to question the existence of God in light of the negative aspects of life today. Pupils will gain an insight to how different people around the world live within a variety of conditions, and how different global groups respond to both moral and natural evil. Studying the responses to the spectrum of suffering that exists in the world will help equip pupils to respond to any struggles they may face now or in the future. In Psalms it states <i>“it was good for me that I was afflicted”</i> – students will begin to consider resilience in the face of suffering and the importance of suffering so that we value the good.</p> <p style="text-align: center;">(WK 2) THEME B: Religion and Life: THE ORIGINS AND VALUE OF THE UNIVERSE</p> <p style="text-align: center;"><i>“The Greatest Threat to Our Planet Is the Belief That Someone Else Will Save It”</i> (Robert Swain)</p> <p><i>“The LORD God took the man and placed him in the Garden of Eden in order to have him cultivate it and guard it.”</i> (Genesis 2: 15)</p> <p>Damage to the environment could affect every person and every living organism in some way. In this unit students will learn about the main ways in which we use and abuse the environment and they will develop their awareness of the effects of these abuses for their life time and future generations. As Scripture proclaims everything belongs to God, we manage the property of our Lord. So, the duty of the religious person is to learn how to become responsible stewards of the Earth’s resources entrusted into our care. Students will develop their understanding of how religious people put their beliefs in stewardship into practice through sustainable methods of conservation. They will look at organisations such as IFEES, a UK based Muslim charity dedicated to the maintenance of the Earth as a healthy habitat for all living beings. Throughout this unit students will begin to question their own responsibility towards leaving a liveable earth for future generations.</p>
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<p>Week 1</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 	<ul style="list-style-type: none"> ➤ Knowledge of specialist vocabulary and key beliefs through closed questions ➤ Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions. ➤ Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark). ➤ Mid Unit Assessment 	<p>Prior Learning of;</p> <ul style="list-style-type: none"> - Religious responses to evil and suffering (YR 7) - Christian beliefs in the after life (YR 7) - The Trinity (YR 7) <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> - SMSC: 1A, 2C, 4A, 4B, 4E - Fundamental British Values: E - RSE: 2D - History (YR 7) – religious beliefs in Medieval Britain - History (YR 7) – The Black Death – long term consequences of questioning the existence of God. - History (YR 8) – The Plague/Great Fire of London 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Theologian ➤ Police ➤ Civil Service ➤ Counter Terrorism ➤ Social Worker ➤ Health Service ➤ Politician ➤ Teacher ➤ Philosopher <p>Future learning</p> <ul style="list-style-type: none"> ➤ KS5 – Year 12: <ul style="list-style-type: none"> • Philosophy of Religion – Arguments for the Existence of God: The Design Argument • Philosophy of Religion – Arguments for the Existence of God: The Cosmological Argument • Philosophy of Religion – Arguments for the Existence of God: The Ontological Argument ➤ KS5 – Year 13 <ul style="list-style-type: none"> • Philosophy of Religion: Self, Death & Afterlife • Christianity: Self, Death & Afterlife • Christianity: Sources of Wisdom & Authority • Christianity: God
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<p>Week 2</p>	<p>The origins of the universe, including:</p> <ul style="list-style-type: none"> ➤ religious teachings about the origins of the universe, and different interpretations of these ➤ the relationship between scientific views, such as the Big Bang theory, and religious views. ➤ The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. ➤ The use and abuse of the environment, including the use of natural resources, pollution. <p>The use and abuse of animals, including:</p>	<ul style="list-style-type: none"> ➤ Knowledge of specialist vocabulary and key beliefs through closed questions ➤ Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions. ➤ Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark). ➤ Mid Unit Assessment 	<p>Prior Learning of;</p> <ul style="list-style-type: none"> - Animal Testing (YR 9) - HWK Project (YR 9) <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> - SMSC: 1A, 1B, 1D, 2A, 2B, 2C, 3C, 4A, 4E - Fundamental British Values: A, E - Health Education: 1A - History (YR 8) Enclosure 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Environmentalist ➤ Alternative Fuel Researcher ➤ Civil Service ➤ Health Service ➤ Politician ➤ Lawyer ➤ Local Government ➤ Human Rights Activist ➤ Philosopher ➤ Teacher ➤ Pharmaceutical Research Scientist ➤ Animal Rights Activist ➤ Charity Worker ➤ Climate Change Activist <p>Future learning</p> <ul style="list-style-type: none"> ➤ KS5 – Year 12: <ul style="list-style-type: none"> • Philosophy of Religion – Arguments for the Existence of God: The Design Argument • Philosophy of Religion – Arguments for the Existence of God: The Cosmological Argument

	<ul style="list-style-type: none"> ➤ animal experimentation ➤ the use of animals for food. 			<ul style="list-style-type: none"> • Philosophy of Religion – Arguments for the Existence of God: The Ontological Argument • Religion & Ethics: The Application of Natural Moral Law, Situation Ethics & Virtue Ethics ➤ KS5 – Year 13 <ul style="list-style-type: none"> • Christianity: Christianity & Science
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Summer 1	<p style="text-align: center;">(WK 1) Jesus Christ and salvation</p> <p style="text-align: center;"><i>“For it is by grace you have been saved, through faith—and this not from yourselves, it is the gift of God.”</i> (Ephesians 2:8)</p> <p>Jesus spent 3 years meeting and teaching people. When he died he left a devoted group of a few hundred followers. Today, 2 billion people worldwide call themselves Christians. What makes Jesus so central to Christians’ lives today? For many, he is seen in the words he used to describe himself in John 14:6: ‘The Way, the Truth and the Life’ who brings people to God the Father. In this unit students will study the central role Jesus has for the life of Christians as the ‘sacrificial lamb’ making it possible for humanity to be reconciled with God. They will study the fundamental concepts of incarnation, resurrection and salvation – concepts which are culturally significant for understanding life in a Christian country. Students will also gain a broader perspective of the importance of forgiveness and reconciliation within their own lives.</p> <p style="text-align: center;">(WK 2) THEME B: Religion and Life: THE ORIGINS AND VALUE OF HUMAN LIFE</p> <p style="text-align: center;"><i>“You created every part of me; you knit me together in my mother’s womb. When my bones were being formed, carefully put together in my mother’s womb, when I was growing there in secret, you knew that I was there – you saw me before I was born. The days allotted to me had all been recorded in your book, before any of them ever began.”</i> (Psalm 139:13-1)</p> <p>Within this topic, students will develop an awareness of the competing religious concepts of the quality of life versus the sanctity of life. Students will consider the origins of life and how from scripture human life is considered to be of intrinsic value and so therefore should be protected absolutely. The unit then develops students understanding of two extremely thought provoking and contentious issues; abortion and euthanasia. It is essential that young adults are given the opportunity to think critically about these topics which could have profound effects on their lives. Section 21 of the Suicide Act 1961 makes it a criminal offence for a person to; <i>“Aid, abet, counsel or procure the suicide of another or an attempt of another to commit suicide”</i>. Students gain knowledge of this restrictive legal criteria and consider the wider impact on society of moving towards a more relaxed assisted dying law, for</p>
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example harms to vulnerable people – those with disabilities, the elderly and the fragile. Students consider a variety of religious responses to the topic of assisted dying including the role of hospices and palliative care as an alternative. Since the Abortion Act of 1967, women in England and Wales have been given safe, free and legal access to abortion practically on demand. When something is legal it is very easy to not discuss the morality around it. In this unit students will learn about the abortion rates in the UK, the role of abortion in giving females reproductive autonomy and the divergent religious beliefs surrounding this topic. Students will learn about the concept of the Doctrine of Double Effect utilised by the Catholic Church when discussing abortion when the mother’s life is in danger. Each year around 4,000 abortions are performed on girls under 16, with another 35,000 on girls between 16 and 19. It is therefore essential for students to be aware of their choices in relation to pregnancy with medically and legally accurate and impartial information.

Week 1

- 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

- Knowledge of specialist vocabulary and key beliefs through closed questions
- Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions.
- Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark).
- End of Unit Assessment

Prior Learning of;
 Jesus Christ (YR 7)
 Christian concept of heaven (YR 7)

Connections to the Curriculum

- SMSC: 1A, 2A, 4A, 4E
- Fundamental British Values: E
- History (YR 7) – religious beliefs in Medieval Britain -

Careers

- Theologian
- Police
- Civil Service
- Social Worker
- Politician
- Teacher
- Philosopher

Future learning

- **KS5 – Year 13**
 - Christianity: Sources of Wisdom & Authority

- The origins of life, including:**
- religious teachings about the origins of human life, and different interpretations of these
 - the relationship between scientific views, such as evolution, and religious views.

- Knowledge of specialist vocabulary and key beliefs through closed questions
- Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions.
- Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark).
- End of Unit Assessment

Prior Learning of;
 HWK Learning Project (YR 9)
 Abortion and Euthanasia (YR 9)
 Ethical Theories (YR 9)
 The Afterlife (YR 7)

Connections to the Curriculum

- SMSC: 1A, 1B, 1D, 2A, 2B, 2C, 4A
- Fundamental British Values: A, B, E
- RSE: 5A, 5B, 5C, 5G, 5H, 5J, 5L

Careers

- Funeral Director
- Primary School Teacher
- Secondary School Teacher
- Civil Service
- Law
- Politics
- Medicine
- Midwifery
- Veterinarian
- Philosopher
- Scientist
- Physicist

<p>Week 2</p>	<ul style="list-style-type: none"> ➤ The concepts of sanctity of life and the quality of life. ➤ Abortion, including situations when the mother's life is at risk. ➤ Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. ➤ Euthanasia. ➤ Beliefs about death and an afterlife, and their impact on beliefs about the value of human life. 		<ul style="list-style-type: none"> - Health Education: 1A - History (YR 7) – religious beliefs in Medieval Britain - 	<p>Future learning</p> <ul style="list-style-type: none"> ➤ KS5 – Year 12: <ul style="list-style-type: none"> • Philosophy of Religion – Arguments for the Existence of God: The Design Argument • Philosophy of Religion – Arguments for the Existence of God: The Cosmological Argument • Religion & Ethics: The Application of Natural Moral Law, Situation Ethics & Virtue Ethics ➤ KS5 – Year 13 <ul style="list-style-type: none"> • Philosophy of Religion: Self, Death & Afterlife • Christianity: Self, Death & Afterlife • Christianity: Christianity & Science
<p>Summer 2</p>	<p>SUMMER 2 WILL BE USED TO COMPLETE ANY EXCESS CONTENT FROM THE STUDY OF CHRISTIANITY UNIT AND THEME B</p>			

Year 11 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1	<p>(WK 1) CHRISTIANITY PRACTICES: Worship and festivals</p> <p>Article 9 of the Human Rights Act 1998 states that everyone has the right either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching practice and observance. Therefore, it is of central importance for students to be aware of the variety of ways in which Christians put their belief into practice in GB. Throughout this unit students gain an understanding of common and divergent views within Christianity in the way beliefs and teachings are understood and expressed. Students explore formulaic versus extempore prayers and the Biblical justification for each. They will gain a better understanding of the role of the sacraments as <i>“outward signs of inward grace”</i> and consider the diverse ways in which the Eucharist is celebrated in Christian Churches locally, nationally and globally. Students look at a myriad of ways in which Christians celebrate Easter and Christmas, they also consider the secularisation of these festivals.</p> <p>(WK 2) THEME D: Peace and Conflict: RELIGION, VIOLENCE, TERRORISM AND WAR</p> <p><i>“But if the enemy incline towards peace, do thou (also) incline towards peace, and trust in Allah: for He is One that heareth and knoweth (all things).”</i> (Qur'an 8:61)</p> <p>of the characteristics of positive and healthy relationships; management of conflict, forgiveness and reconciliation. Students will become aware of contrasting religious perspectives in contemporary British society on issues such as peace, justice, forgiveness. Students will consider whether or not some actions for religious people are unforgiveable. Students will develop their knowledge of the law in the UK on the right to protest and the responsibilities which come with such a right. This will increase their wider awareness of how they can as citizens influence decision making through the democratic process. This unit gives students the opportunity to debate whether <i>‘war is ever right’</i> from a variety perspectives including pacifism and the idea of a justified conflict to promote peace and resist aggression. Students will draw upon Christianity, Buddhism, Hinduism, Islam and Sikhism, as well as other religions and non-religious beliefs such as In this unit students will gain an awareness atheism and humanism. Students will also consider philosophical and ethical arguments related to war, and their impact and influence on the modern world. This unit ends with religious beliefs concerning terrorism, such instruction can help erase stereotypes of religious minorities and fill a pressing need to reduce ignorance about religions. Talking about subjects such as terrorism can ignite wider discussions about politics, history or prejudice, which are so important in helping young people understand the world around them.</p>			
	<p>Different forms of worship and their significance:</p> <ul style="list-style-type: none"> ➤ liturgical, non-liturgical and informal, including the use of the Bible 	<ul style="list-style-type: none"> ➤ Knowledge of specialist vocabulary and key beliefs through closed questions ➤ Knowledge of QUOTES from Sources of Wisdom 	<p>Prior Learning of;</p> <p>Jesus Christ and Salvation (YR 7) (YR 10)</p> <p>Sources of Wisdom and Authority: The Bible (YR 8)</p> <p>Places of Worship (YR 8)</p>	<p>Careers</p> <ul style="list-style-type: none"> ➤ Tourist Information ➤ Travel Agent ➤ Public Speaker ➤ Teaching ➤ Local Government ➤ Civil Service

<p>Week 1</p>	<ul style="list-style-type: none"> ➤ private worship. ➤ Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. The role and meaning of the sacraments: ➤ the meaning of sacrament ➤ the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism ➤ the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. ➤ The role and importance of pilgrimage and celebrations including: ➤ two contrasting examples of Christian pilgrimage: Lourdes and Iona ➤ the celebrations of Christmas and Easter, 	<p>and Authority through closed questions.</p> <ul style="list-style-type: none"> ➤ Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark). ➤ Mid Unit Assessment 	<p>Human Rights: Religious Expression (YR 8) Faith in Action (YR 8) Connections to the Curriculum</p> <ul style="list-style-type: none"> - SMSC: 1A, 1B, 1D, 4A, 4B, 4E - Fundamental British Values: D, E - RSE: 2D - Health Education: 1A - History (YR 7) Religious beliefs in Medieval England - pilgrimage 	<ul style="list-style-type: none"> ➤ Marketing ➤ Journalism ➤ Charity Work ➤ Social Work ➤ Pastor <p>Future learning</p> <ul style="list-style-type: none"> ➤ KS5 – Year 13 <ul style="list-style-type: none"> • Christianity: Expressions of Religious Identity <p>Careers</p> <ul style="list-style-type: none"> ➤ Politician ➤ Counter Terrorism ➤ Police ➤ Human Rights Lawyer ➤ Human Rights Activist ➤ Protestor ➤ United Nations Ambassador ➤ Foreign Policy Administrator ➤ Restorative Justice Officer ➤ Health Worker ➤ Local Government ➤ National Government ➤ Civil Service ➤ Charity Worker <p>Future learning</p> <ul style="list-style-type: none"> ➤ KS5 – Year 12: Religion & Ethics: The Application of Natural Moral Law, Situation Ethics & Virtue Ethics ➤ KS5 – Year 13
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<p>Week 2</p>	<p>including their importance for Christians in Great Britain today</p>			<p>Christianity: Good Conduct & Key Moral Principles</p>
	<p>The meaning and significance of:</p> <ul style="list-style-type: none"> ➤ 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 ➤ Pacifism 	<ul style="list-style-type: none"> ➤ Knowledge of specialist vocabulary and key beliefs through closed questions ➤ Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions. ➤ Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark). ➤ Mid Unit Assessment 	<p>Prior Learning of;</p> <p>Jesus' role in reconciliation of humanity to God (YR 7) (YR 10)</p> <p>Adalat – God's Justice in Islam (YR 10)</p> <p>Nature of God (YR 7) (YR 10)</p> <p>Evil and Suffering: Moral Evil (YR 7) (YR 10)</p> <p>Human Rights: Right to Protest (YR 8)</p> <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> - SMSC: 1A, 1B, 1C, 1D, 2A, 2B, 2C, 4E - Fundamental British Values: A, D, E, F - RSE: 2A, 2B, 2C, 2D, - Health Education: 1A - History (YR 7) Religious beliefs in Medieval England – motives of the Crusades - History (YR 7): Wars of the Roses - History (YR 8): Divine Rights of Kings - History (YR 8) English Civil War - History (YR 8) How were people treated in the British Empire? 	

			<ul style="list-style-type: none"> - History (YR 9) – How were African people forcibly settled in the Americas? - History (YR 9) – How WW1 and WW2 affected the population – conscientious objectors - History (YR 9) – Appeasement - History (YR 9) – The War on Terror 	
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Autumn 2	<p style="text-align: center;">(WK 1) CHRISTIANITY PRACTICES: The role of the church in the local and worldwide community <i>“So also faith by itself, if it does not have works, is dead” (James 2: 14-16)</i></p> <p>In this unit students will be revisited and study to a greater depth how lots of changes in our society, particularly those around caring for people better, are prompted by Christians who choose to follow the example of Jesus in being ‘good news’ to the poor and needy, the sick, the friendless and those in prison. Students will develop their awareness of the multifaceted role of the Church in the local community including food banks, street pastors and the global community by looking at a worldwide Christian relief organisation. Students will consolidate their understanding of Christian beliefs towards reconciliation by looking at Christian organisations such as the Corrymeela community who work towards reducing tension between the Nationalists and Unionists in Northern Ireland.</p> <p>The Great Commission is one of the most significant passages in the Holy Bible. First, it's the last recorded personal instruction given by Jesus to His disciples. Second, it's a special calling from Jesus Christ to all His followers to take specific action while on this earth. The Great Commission is found in the Gospel of Matthew: <i>“Then Jesus came to them and said, ‘All authority in heaven and on earth has been given to me. Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you.’”</i> In this unit students will develop their awareness of the myriad of ways in which Christians spread the Gospel. They will discover how some people travel each year on missionary trips throughout the earth, spreading the word of Jesus Christ. How many Christians have made incredible sacrifices, traveling to remote regions of the world beyond the civilized cities into jungles and deserts. Students will learn how mission fields can also be very close to home. It could be a neighbour who has not heard the Good News, or a poverty stricken area just down the road where people can't afford Bibles.</p> <p style="text-align: center;">(WK 2) Big Idea: THEME D: Peace and Conflict: RELIGION AND BELIEF IN 21st CENTURY CONFLICT “Nuclear weapons cannot be justified and deserve condemnation. The world must move to the abolition of nuclear weapons through a universal, non-discriminatory ban with intensive inspection by universal authority.” (Archbishop Renato Martino)</p>			
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In this unit students will revisit and study to a greater depth whether in the nuclear age war can ever be considered as just. Students will consider nuclear weapons from a utilitarian perspective and how the resources which would be saved from disarmament could then be employed in projects of development, capable of benefiting all people, especially the poor. In this broader context students will consider how nuclear weapons alone threaten the life of the planet. Students will consolidate their understanding of Christian beliefs in stewardship by looking at organisations such as The Christian Peacemaker Teams who work on peace making in conflict zones and bring aid to support the victims of war. This should ensure that students are aware that they are part of a larger community and that we are all responsible for those around us.

Week 1

- The role of the Church in the local community, including food banks and street pastors.
- The place of mission, evangelism and Church growth.
- The importance of the worldwide Church including:
 - working for reconciliation
 - how Christian churches respond to persecution
 - the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.

- Knowledge of specialist vocabulary and key beliefs through closed questions
- Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions.
- Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark).
- End of Unit Assessment

Prior Learning of;
 Jesus Christ (YR 7) (YR 10)
 Christian responses to evil and suffering (YR 7) (YR 10)
 Places of worship (YR 8)
 Human Rights: Religious Expression (YR 8)
 Stewardship (YR 10)
 Faith in Action (YR 8)

Connections to the Curriculum

- SMSC: 1A, 1B, 1D, 2A, 2B, 2C, 3C, 4A, 4E
- Fundamental British Values: D, E, F
- RSE: 2A, 2B, 2D
- Health Education: 1A, 1B
- History (YR 7) Poverty and the Poor Law
- History (Yr 9) Jewish Persecution
- History (YR 9) The Troubles

- Careers**
- Charity Worker
 - Restorative Justice Officer
 - Human Rights Lawyer
 - Public Speaker
 - Humanitarian
 - Philanthropist
 - United Nations Ambassador
 - Foreign Policy Administrator

- Future learning**
- **KS5 – Year 13**
 - Christianity: Expressions of Religious Identity
 - Christianity: Christianity & the Challenge of Secularisation
 - Christianity: Christianity, Migration & Religious Pluralism

Week 2

- 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.

- Knowledge of specialist vocabulary and key beliefs through closed questions
- Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions.
- Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark).
- End of Unit Assessment

Prior Learning of;
The value of the world and the duty of human beings to protect it (YR 10)
Concepts of peace, reconciliation (YR 11)
Jesus Christ: reconciliation (YR 10) (YR 7)
Protest (YR 10)
Christian responses to evil and suffering (YR 7) (YR 10)
Faith in Action (YR 8)

Connections to the Curriculum

- SMSC: 1A, 1B, 1D, 2B, 2C, 3B, 4A, 4B, 4E
- Fundamental British Values: A, E
- RSE: 2A, 2B
- Health Education: 1A, 1B
- History (YR 7)
Religious beliefs in Medieval England – motives of the Crusades
- History (YR 7): Wars of the Roses
- History (YR 8):
Divine Rights of Kings
- History (YR 8)
English Civil War

History (YR 9) – How WW1 and WW11 affected the population – conscientious objectors

Careers

- Charity Worker
- Restorative Justice Officer
- Human Rights Lawyer
- Public Speaker
- Humanitarian
- Philanthropist
- United Nations Ambassador
- Foreign Policy Administrator
- Campaigner
- Nuclear Materials Manager

Future learning

- **KS5 – Year 12:**
 - Religion & Ethics: The Application of Natural Moral Law, Situation Ethics & Virtue Ethics
- **KS5 – Year 13**
 - Christianity: Good Conduct & Key Moral Principles

			<ul style="list-style-type: none"> - History (YR 9) The Atomic Bomb - History (YR 9): The American Dream 	
Spring 1	<p style="text-align: center;">(WK 1) ISLAM PRACTICES: Worship</p> <p>Article 9 of the Human Rights Act 1998 states that everyone has the right either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching practice and observance. Therefore, it is of central importance for students to be aware of the variety of ways in which Muslims put their belief into practice in GB. Throughout this unit students gain an understanding of common and divergent views within Islam in the way beliefs and teachings are understood and expressed. Students will consolidate their understanding of how and why Muslims pray. They will learn to appreciate the values expressed in daily prayer such as dedication, purification, submission. Understanding the purpose of Islamic prayer will enable students to develop religious tolerance and understanding in our religiously pluralistic country.</p> <p style="text-align: center;">(WK 2) THEME E: Crime and Punishment: RELIGION, CRIME AND THE CAUSES OF CRIME</p> <p>In this unit students will revisit and consolidate their understanding of evil and suffering with the consideration of whether suffering can ever be considered 'good'. Students will revisit the importance of relationships in contributing to human happiness and consider the wider impact that negative relationships can have. Students will gain an appreciation of the variety of reasons why people commit crimes and the divergent views of religious believers as to how such criminals should be treated. This is essential for raising their acceptance and engagement with the fundamental British values of the rule of law, individual liberty and mutual respect and tolerance.</p> <p>According to the NSPCC there were over 10,500 race hate crime offences against children across the UK in 2017-18 - an average of 29 a day. In this unit students will broaden their understanding of the laws and punishment surrounding hate crimes. They will develop their knowledge of a variety of religious responses to hate crime. Providing students with an understanding of the importance of identifying and combatting discrimination and an acceptance that prejudicial or discriminatory behaviour should not be tolerated.</p>			
<ul style="list-style-type: none"> ➤ Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a 	<ul style="list-style-type: none"> ➤ Knowledge of specialist vocabulary and key beliefs through closed questions ➤ Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions. 	<p>Prior Learning of;</p> <ul style="list-style-type: none"> Islamic beliefs in God and Authority (YR 10) Nature of God: Islam (YR 10) Faith in Action (YR 8) Human Rights: Religious Expression (YR 8) 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Theologian ➤ Police ➤ Civil Service ➤ Counter Terrorism ➤ Social Worker ➤ Health Service 	

<p>Week 1</p>	<p>Islam and the additional duties of Shi'a Islam).</p> <ul style="list-style-type: none"> ➤ Shahadah: declaration of faith and its place in Muslim practice. ➤ Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer 	<ul style="list-style-type: none"> ➤ Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark). ➤ Mid Unit Assessment 	<p>Connections to the Curriculum</p> <ul style="list-style-type: none"> - SMSC: 1A, 1B, 4A, 4B, 4E - Fundamental British Values: D, E - RSE: 2D - Health Education: 1B 	<ul style="list-style-type: none"> ➤ Politician ➤ Teacher ➤ Philosopher ➤ Human Rights Lawyer
<p>Week 2</p>	<ul style="list-style-type: none"> ➤ Good and evil intentions and actions, including whether it can ever be good to cause suffering. <p>Reasons for crime, including:</p> <ul style="list-style-type: none"> ➤ poverty and upbringing ➤ mental illness and addiction ➤ greed and hate 	<ul style="list-style-type: none"> ➤ Knowledge of specialist vocabulary and key beliefs through closed questions ➤ Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions. ➤ Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark). 	<p>Prior Learning of;</p> <p>Evil and Suffering (YR 7) (YR 10)</p> <p>Protest (YR 10)</p> <p>Human Rights (YR 8)</p> <p>Prejudice and Discrimination (YR 9)</p> <p>Purpose of Families (YR 10)</p> <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> - SMSC: 1A, 1B. 1C, 2A, 2B, 2C, 3C, 4A, 4E 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Politician ➤ Social Worker ➤ Teacher ➤ Restorative Justice Officer ➤ Lawyer ➤ Counter Terrorism ➤ Police ➤ Counsellor ➤ Family Liaison Officer ➤ Behaviour Support Worker ➤ Child psychologist

	<ul style="list-style-type: none"> ➤ opposition to an unjust law. ➤ Views about how people who break the law for these reasons. ➤ Views about different types of crime, including hate crimes, theft and murder 	<ul style="list-style-type: none"> ➤ Mid Unit Assessment 	<ul style="list-style-type: none"> - Fundamental British Values: A, B, D, E - RSE: 1B, 2A, 2C, 2D - Health Education: 1A, 1B, 5A - History (YR 7) Poverty and the Poor Law - History (YR 8): Divine Rights of Kings - History (YR 8) Jack the Ripper 	<p>Future learning</p> <ul style="list-style-type: none"> ➤ KS5 – Year 12: <ul style="list-style-type: none"> • Religion & Ethics: The Application of Natural Moral Law, Situation Ethics & Virtue Ethics ➤ KS5 – Year 13 <ul style="list-style-type: none"> • Christianity: Good Conduct & Key Moral Principles
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<p>Spring 2</p>	<p style="text-align: center;">(WK 1) ISLAM PRACTICES: Duties and Festivals</p> <p>In this unit students will discover the true meaning behind Ramadan as a time when Muslims distance themselves from material needs, reconnect with nature and spirituality, acknowledge the suffering on the planet and challenge destructive behaviours. In turn students will reflect on their own resistance to consumerism and oppression. With over 3 million Muslims living in Great Britain and practising Muslims in our school community, this unit is therefore significant for developing students understanding and appreciation of the range of cultures within school and further afield as an essential element of their preparation for life in modern Britain. Jihad is a term which is heavily misconstrued in the media, being associated with Jihadists, ISIS, Al Qaeda. In this unit students will revisit and gain a greater awareness of the term Jihad, meaning ‘to struggle’. Students will look at the myriad of ways in which Muslims believe they need ‘to strive for Islam’, many of which involve resisting personal temptations such as greed, lust and ignorance. Reiterating Islam as a peaceful religion will ensure students become more informed and enable them to participate in a culturally diverse society without prejudicial or discriminatory behaviour.</p> <p style="text-align: center;">(WK 2) THEME E: Crime and Punishment: RELIGION AND PUNISHMENT</p> <p style="text-align: center;"><i>“For if you forgive others their trespasses, your heavenly Father will also forgive you.” (Matthew 6:14)</i></p> <p>In this unit students will revisit and broaden their understanding of the central tenet within religion of forgiveness, compassion and reconciliation. They will consider the main aims of punishment and divergent religious beliefs towards these punishments. Students will gain an understanding of the variety of ways in which criminals are punished in GB and the wider world; including the role of corporal punishment and prisons in some societies. They will consider the central role of reformation in the British justice system and the importance of reconciliation for developing a positive mindset. This unit ends with a critical approach to the topic of the death penalty, with students revisiting and developing their understanding of ethical theories such as utilitarianism by applying it to this ethical dilemma. Enabling students to make reasoned and justified arguments.</p>
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<p>Week 1</p>	<ul style="list-style-type: none"> ➤ Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5. ➤ Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. ➤ Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. ➤ Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the 	<ul style="list-style-type: none"> ➤ Knowledge of specialist vocabulary and key beliefs through closed questions ➤ Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions. ➤ Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark). ➤ End of Unit Assessment 	<p>Prior Learning of;</p> <p>Islamic beliefs in God and Authority (YR 10) Nature of God: Islam (YR 10) Faith in Action (YR 8) Human Rights: Religious Expression (YR 8) The use of animals for food (YR 10) Holy War (YR 10) Protest (YR 10) The value of the world and the duty of human beings to protect it (YR 10) Concepts of peace, reconciliation (YR 11)</p> <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> - SMSC: 1A, 1B, 1D, 2C, 3C, 4B, 4E - Fundamental British Values: D, E, F - RSE: 2A, 2C, 2D - Health Education: 1A, 1B 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Theologian ➤ Police ➤ Civil Service ➤ Counter Terrorism ➤ Social Worker ➤ Health Service ➤ Politician ➤ Teacher ➤ Philosopher ➤ Human Rights Lawyer ➤ Tourist Information ➤ Charity Worker ➤ Business Owner ➤ United Nations Ambassador
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	<p>declaration of lesser jihad.</p> <ul style="list-style-type: none"> ➤ Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura 			
Week 2	<p>The aims of punishment, including:</p> <ul style="list-style-type: none"> ➤ retribution ➤ deterrence ➤ reformation. <p>The treatment of criminals, including:</p> <ul style="list-style-type: none"> ➤ prison ➤ corporal punishment ➤ community service. ➤ Forgiveness. ➤ The death penalty. ➤ Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life 	<ul style="list-style-type: none"> ➤ Knowledge of specialist vocabulary and key beliefs through closed questions ➤ Knowledge of QUOTES from Sources of Wisdom and Authority through closed questions. ➤ Application of knowledge and skills: short answer (5 mark/4 mark) and long answer questions (12 mark). ➤ End of Unit Assessment 	<p>Prior Learning of;</p> <p>Concepts of peace, reconciliation (YR 11)</p> <p>Jesus Christ: reconciliation and forgiveness (YR 10) (YR 7)</p> <p>HWK Learning project (YR 9)</p> <p>Introduction to Ethical Theories (YR 9)</p> <p>Sanctity of Life (YR 10)</p> <p>Nature of God (YR 10) (YR 7)</p> <p>Connections to the Curriculum</p> <ul style="list-style-type: none"> - SMSC: 1A, 1B, 1D, 2A, 2B, 2C, 3C, 4A, 4B, 4E - Fundamental British Values: B, D, E, F - RSE: 2A, 2C, 2C, 2D - Health Education: 1A, 1B, - History (YR 7) Crime and Punishment - History (YR 8): Divine Rights of Kings 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Politician ➤ Social Worker ➤ Teacher ➤ Restorative Justice Officer ➤ Lawyer ➤ Counter Terrorism ➤ Police ➤ Counsellor ➤ Family Liaison Officer ➤ Behaviour Support Worker ➤ Child psychologist ➤ Prison Officer <p>Future learning</p> <ul style="list-style-type: none"> ➤ KS5 – Year 12: <ul style="list-style-type: none"> • Religion & Ethics: The Application of Natural Moral Law, Situation Ethics & Virtue Ethics ➤ KS5 – Year 13 <ul style="list-style-type: none"> • Christianity: Good Conduct & Key Moral Principles

Summer
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SUMMER 1 WILL BE USED TO COMPLETE ANY EXCESS CONTENT FROM THE UNITS STUDIED
OR
TO PREPARE STUDENTS FOR THEIR FORTHCOMING EXAMINATIONS