

## RE Curriculum Map



### Year 10 – GCSE: Christian Beliefs & Teachings, Christian Practices, Relationships and Life & Death

#### Rationale and Links to The National Curriculum

Our GCSE RE course is based on the Eduqas GCSE Religious Studies specification. Students study Christianity and one other world faith. We have chosen Islam as our second faith as it is the second largest in the world and in the UK, and so builds on our students' cultural capital. In addition, students study four philosophical and ethical 'themes.' There are therefore three exam papers: Christianity, Islam and the Themes. Choosing the teaching order (and ensuring that sequencing enables recall and revision of earlier units over the two-year course) is key. We choose to teach Christianity first to build a strong grounding in understanding the beliefs and practices of the Christian faith, then teach all four Themes, in which students apply their understanding of diverse Christian views on these issues, and finish by teaching Islam, thereby supporting students to revisit their Christian knowledge from earlier in the courses as we explore the key similarities and differences between the two faiths.

In **Year 10** we begin with an introduction unit that explores the links between Judaism and Christianity, with an exploration of key stories, characters and themes from the Old Testament. This unit is not directly part of the exam specification, but it is vital to ensure that our students are able to best understand the material found on the GCSE course (it is impossible to fully understand the life, teachings and influence of Jesus – the main concepts within the exam specification – without first exploring the narrative of the Old Testament). Students study Christianity at KS3, and here we revisit this learning and build further depth of understanding.

Our first exam units are 'Christian Beliefs and Teachings' and 'Christian Practices.' The purpose of these first units is to look at key Christian beliefs (things Christians believe in) and teachings (things such as biblical instructions or stories) that lead to these beliefs, as well as Christian practices (things that Christians do or avoid doing). The content of these units is assessed in the Christianity paper. Students are taught to recognise the continuity that occurs here, understanding that beliefs are based on teachings which lead to practices. At this point in the course students also beginning to look at exam technique, especially the WHAT? WHY? HOW? system.

In term 3 we begin our study of the Themes with 'Relationships' and then 'Life and Death.' There are some different expectations in relation to the way in which exam questions must be answered on the Themes paper (including the requirement that students can answer more complicated questions in reference to 'two religions or religious traditions'), and so refining exam skills will be important.

	Term 1 (35 Lessons)	Term 2 (30 Lessons)	Term 3 (35 Lessons)
Key Topics	<ul style="list-style-type: none"> <li>Introduction Unit – From Judaism to Christianity, Understanding the Old Testament.</li> </ul> <p><b>Christian Beliefs and Teachings:</b></p>	<p><b>Christian Practices:</b></p> <ul style="list-style-type: none"> <li>Forms of Worship – Liturgical, non-liturgical/informal and individual worship.</li> <li>Forms of Worship – The nature and importance of prayer.</li> </ul>	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>Relationships – Families.</li> <li>Relationships – The roles of men and women.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Nature of God – Omnipotent and Omnibenevolent.</li> <li>• The Nature of God – The Problem of Evil (and Solutions).</li> <li>• The Nature of God – Trinity – God as three persons: Father, Son and Holy Spirit.</li> <li>• Creation – The Creation of the Universe.</li> <li>• Creation – Literal and Non-Literal Interpretations of Creation Stories.</li> <li>• Creation – Human Nature and the Role of Humans.</li> <li>• Creation – The Word and Spirit in Creation (John 1:1).</li> <li>• Jesus Christ – Incarnation (Including Nativity).</li> <li>• Jesus Christ – Crucifixion.</li> <li>• Jesus Christ – Salvation (Being Saved from Sin).</li> <li>• Jesus Christ – Atonement (Making up for the Sins of Mankind).</li> <li>• Jesus Christ – Resurrection.</li> <li>• Jesus Christ – Ascension.</li> <li>• Salvation – The Word (Laws) of God.</li> <li>• Salvation – How God has Shown what He Wants.</li> <li>• Salvation – The Bible as a Key Source of Authority.</li> <li>• Salvation – Other Sources of Authority (e.g. Church, Natural Law).</li> <li>• Salvation – Sin.</li> <li>• Salvation – Grace and Spirit.</li> <li>• Salvation – The Role of the Holy Spirit in Evangelical Worship.</li> <li>• The Afterlife – Beliefs About the End of the World.</li> <li>• The Afterlife – Judgement.</li> <li>• The Afterlife – The Resurrection of the Body and/or Soul.</li> </ul>	<ul style="list-style-type: none"> <li>• Forms of Worship – The Lord’s Prayer.</li> <li>• Forms of Worship – Evangelical and Quaker Christian worship.</li> <li>• Sacraments – Different beliefs about sacraments.</li> <li>• Sacraments – The role, meaning and celebration of baptism.</li> <li>• Sacraments – Different interpretations of baptism (e.g. infant or believer’s).</li> <li>• Sacraments – The role, meaning and celebration of Eucharist.</li> <li>• Sacraments – Different interpretations of Eucharist (transubstantiation).</li> <li>• Pilgrimage and Celebrations – The importance of pilgrimage.</li> <li>• Pilgrimage and Celebrations – Pilgrimage to Taizé.</li> <li>• Pilgrimage and Celebrations – Pilgrimage to Walsingham.</li> <li>• Pilgrimage and Celebrations – The Christian celebrations of Christmas and Easter.</li> <li>• Christianity in Britain – The history of Christianity in Britain.</li> <li>• Christianity in Britain – The results of the 2011 census.</li> <li>• Christianity in Britain – The Christian roots of Britain’s laws, festivals, traditions.</li> <li>• Christianity in Britain – The festivals, beliefs and cultures of non-Christian groups.</li> <li>• The Church in the Community – The role of the Church in the local community.</li> <li>• The Worldwide Church – The importance of mission, evangelism &amp; church growth.</li> <li>• The Worldwide Church – Christian beliefs in action – the work of ‘Tearfund.’</li> <li>• The Worldwide Church – The persecution of Christians past and present.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships – Marriage outside the religious tradition.</li> <li>• Relationships – Cohabitation.</li> <li>• Relationships – The nature and purpose of marriage (inc. ceremonies).</li> <li>• Relationships – Adultery.</li> <li>• Relationships – Divorce (inc. annulment and remarriage).</li> <li>• Sexual Relationships – The nature and purpose of sex.</li> <li>• Sexual Relationships – The use of contraception.</li> <li>• Sexual Relationships – Thomas Aquinas’ Natural Law and Five Primary Precepts.</li> <li>• Sexual Relationships – Attitudes towards same sex relationships.</li> <li>• Issues of Equality – The roles of men and women in worship and authority.</li> </ul> <p><b>Life and Death:</b></p> <ul style="list-style-type: none"> <li>• The World – Beliefs about the origin of the universe.</li> <li>• The World – Non-religious/scientific views on origins of the universe.</li> <li>• The World – Attitudes towards dominion and stewardship.</li> <li>• The World – Environmental sustainability and global citizenship.</li> <li>• The Origin and Value of Human Life – The origin and sanctity of human life.</li> <li>• The Origin and Value of Human Life – Non-religious/scientific views on the origins of human life.</li> <li>• The Origin and Value of Human Life – Abortion.</li> <li>• The Origin and Value of Human Life – Euthanasia.</li> </ul>
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	<ul style="list-style-type: none"> <li>• The Afterlife – Traditional and Modern Beliefs on Heaven &amp; Hell.</li> </ul>	<ul style="list-style-type: none"> <li>• The Worldwide Church – Reconciliation: The WCC and Ecumenical Movement.</li> </ul>	<ul style="list-style-type: none"> <li>• The Origin and Value of Human Life – The importance of human and animal life ('speciesism').</li> <li>• The Origin and Value of Human Life – The Humanist 'Dignity in Dying' movement.</li> <li>• Beliefs About Death and the Afterlife – The soul and judgement.</li> <li>• Beliefs About Death and the Afterlife – Heaven and hell.</li> </ul>
<p><b>Substantive Knowledge</b> (The knowledge the students will develop)</p>	<ul style="list-style-type: none"> <li>• Christianity is a faith built upon Judaism; the 'Old Testament' of the Christian Bible contains stories, including the creation story in Genesis, the stories of Noah, Abraham, and Job, and the story of Moses in Exodus, that are key to an understanding of Christianity.</li> <li>• Christians believe in one all-powerful, all-loving and all-knowing God.</li> <li>• What makes Christianity distinct from other monotheistic faiths is the Trinity, the belief in God as Father, Son and Holy Spirit.</li> <li>• The story of Genesis explains how and why God created the Earth and is interpreted literally by some Christians and symbolically by others.</li> <li>• God created humans as stewards of the Earth, gave them free will and expected him to love and worship him, as well as following his rules, but humans have sinned and disobeyed God, creating a rift.</li> <li>• As an act of love and grace, God incarnated at Jesus (the Son of God), and through his death and resurrection he redeemed mankind, atoning for their sin.</li> <li>• Jesus' life contained examples of miracles, proving he had the power of God, and teachings that summarise his thoughts on</li> </ul>	<ul style="list-style-type: none"> <li>• The largest denominations in the UK (Catholicism and Anglicanism) worship liturgically, following a set structure including prayer, Bible readings, sermons and the Eucharist.</li> <li>• Other denominations way worship non-liturgically, with worship being guided more by the Holy Spirit than by pre-planning.</li> <li>• Christians use prayer as a key form of worship, with the Lord's Prayer (taught by Jesus) as the most well-known and used set prayer, but with informal prayer used as appropriate.</li> <li>• Sacraments are the most important practices that Christians undertake, with most denominations following two: Baptism and Eucharist, as these were taught and performed by Jesus, and with Catholics following seven.</li> <li>• The majority of Christians practice baptism, but some denominations follow infant baptism and others follow believer's baptism.</li> <li>• Christians may undertake pilgrimage as a form of worship, including visiting ecumenical sites (sites visited by multiple denominations) including Walsingham in the UK and Taizé in France.</li> </ul>	<ul style="list-style-type: none"> <li>• The nature of families in the UK has changed over time, meaning today there are nuclear families, single parent families, childless families and reconstituted families.</li> <li>• The expectation around roles and responsibilities of men and women has changed over time at a societal level in the UK, but we still do not have full equality, with men being paid more than women and women doing more housework and childcare than men.</li> <li>• Attitudes to cohabitation, marriage and divorce have changed in the UK over time, with marriage rates falling, divorce rates rising and cohabitation becoming socially accepted and 'the norm' for many.</li> <li>• Attitudes to contraception are quite different between British social norms, in which contraception is promoted, and Christian expectations, wherein some faiths (including Catholicism) are opposed to the contraception, believing it goes against God's intended purpose for sex, which is chiefly reproduction.</li> <li>• Thomas Aquinas taught that God has embedded five Natural Laws in humans (preserve innocent life, reproduce, learn, worship God and live in an ordered society),</li> </ul>

	<p>how people should live their lives, with love and forgiveness as key themes.</p> <ul style="list-style-type: none"> <li>• Jesus died on Good Friday, having been arrested after the Last Supper on Maundy Thursday, placed on trial for blasphemy, found guilty of sedition by the Roman authorities and crucified to death.</li> <li>• Jesus resurrected on Easter Sunday, and was then witnessed by Mary Magdalene at first and by all the disciples in due course over the following forty days.</li> <li>• Jesus ascended to heaven forty days after his resurrection, promising that he would return (judgement day) and that the Holy Spirit would come to guide his followers.</li> <li>• Fifty days after the resurrection. The Holy Spirit came to the disciples at Pentecost, and this is considered the beginning of the Church.</li> <li>• The Bible contains the laws that God expects humans to follow, but these can be interpreted in different ways by different Christian denominations.</li> <li>• Humans can be saved from sin through faith (a belief in Jesus Christ) and works (following the laws of God).</li> <li>• Christians believe that there is an afterlife, wherein humans are judged by God for their actions in their life and sent to an eternal place of happiness, heaven, or an eternal place of torment, hell.</li> </ul>	<ul style="list-style-type: none"> <li>• The most celebrated Christian festivals are Christmas (the celebration of Jesus' birth) and Easter (the celebration of Jesus' death and resurrection).</li> <li>• Christianity has a long history in Britain and has had a very strong influence on British culture, laws, festivals and traditions.</li> <li>• The level of Christian belief in the UK has been declining over time according to consecutive British censuses, standing at 72% in 2001, 59% in 2011 and 46% in 2021.</li> <li>• The Church has a larger role in British society than simply worship, including contributing to charity and providing a social hub in many British towns and cities.</li> <li>• Jesus asked Christians to evangelise through the Great Commission and Christians may put this into practice through evangelism at home and missionary work abroad (in the tradition of missionaries such as St Paul).</li> <li>• Christians put their beliefs into action in the way they treat others, with charity work (such as the work of the Christian charity 'Tearfund') being a clear example.</li> <li>• The Worldwide Church and Ecumenical Movement show the way in which different denominations are working towards reconciliation.</li> <li>• Jesus and his followers were persecuted by Rome from the start of the religion, including being killed for their beliefs, and today Christians are the most persecuted faith worldwide.</li> </ul>	<p>and that Christian societies should promote these.</p> <ul style="list-style-type: none"> <li>• Attitudes to same sex relationships have changed over time in the UK, meaning that homosexual couples now have the same rights as heterosexual couples.</li> <li>• Different Christian denominations hold different views around the roles of men and women in worship, with the largest denomination, Catholicism, not allowing female priests, but the Church of England first allowing female priests in 1992 and now having a clergy that is approximately 40% female.</li> <li>• Modern science claims that the universe is around 13.8 billion years old (beginning with the Big Bang), the Earth is around 4.5 billion years old and that humans have evolved over millions of years, and whilst most large denominations agree with this (including Catholicism and Anglicanism) some creationist denominations believe this cannot be true as it does not agree with a literal interpretation of the Bible.</li> <li>• Christians and non-religious groups, including humanists, both promote environmental sustainability, with Christians seeing the Earth as a gift from God and others arguing that we all live on Earth and so must share the role of stewards.</li> <li>• Abortion has been legal in the UK since 1967, but different groups disagree over the terms of abortion (wherein viability is currently set at 24 weeks) or whether abortion should be banned (the view of the Catholic Church).</li> <li>• Euthanasia has many forms, including active, passive, voluntary, non-voluntary and assisted suicide, all of which involve the</li> </ul>
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			taking of life and therefore generally disapproved by Christians, based on the Sanctity of Life.
<b>Disciplinary Knowledge</b> (The skills and approaches that students will develop)	<ul style="list-style-type: none"> <li>• Linking key Old Testament stories, characters and moral messages to the teachings of Jesus and beliefs of modern Christians.</li> <li>• Analysing whether key biblical narratives should be interpreted literally or symbolically and providing reasoning for this.</li> <li>• Application of key concepts to answer exam '(a)' questions and to achieve the highest marks on all other question types.</li> <li>• Using the 'WHAT? WHY? HOW?' system to start developing exam skills and linking beliefs to teaching and practices.</li> <li>• Understanding the requirements of the exam '(b)' question to describe key beliefs and events in Christianity.</li> <li>• Understanding the requirements of the exam '(c)' question to explain key beliefs and events in Christianity.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing the claim that 'Britain is a Christian country' by considering data (such as the census and church attendance figures) and traditions (such as festivals and laws).</li> <li>• Comparing and contrasting key forms of worship against each other to determine which might be considered 'more important,' which is a key trigger within exam questions.</li> <li>• Understanding the requirements of the exam '(d)' question to write an extended essay based on a stimulus statement.</li> <li>• Understanding the root causes of schisms within the Christian Church to understand the importance of the reconciliation movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to link the key beliefs and teaching learnt in the 'Christianity' paper and apply them to the themes.</li> <li>• Developing the 'some' and 'other' approach to answering the new style of (c) question on the Themes paper and meet the 'two religious traditions' requirement.</li> <li>• Developing the ability to respectfully debate controversial and emotive issues, including abortion and euthanasia.</li> <li>• Being able to utilise data and statistics to support or refute claims, such as whether marriage is still valued in the same way that it once was.</li> <li>• Analysing the claims about the nature of humans made by St Thomas Aquinas.</li> </ul>
<b>Assessment</b> (The methods that teachers will use to assess the progress of all students)	<ul style="list-style-type: none"> <li>• Students complete their first (b) ('describe') and (c) ('explain') style exam questions in class with modelling and scaffolding provided to give a baseline of their skills and abilities to build upon.</li> </ul>	<ul style="list-style-type: none"> <li>• Students receive regular (b) ('describe') and (c) ('explain') style exam questions as homework tasks to complete, using the guidance they were given in Term 1 and additional support where needed.</li> <li>• Students complete their first (d) ('discuss') style exam questions with modelling and scaffolding provided to give them a strong basis for extended writing.</li> </ul>	<ul style="list-style-type: none"> <li>• The Year 10 mock exam will take place before the end of the year and students will complete a full Christianity exam, meaning they will be able to demonstrate their grasp of the key content and required exam skills.</li> </ul>
<b>Reading, Writing and Vocabulary</b>	<p>Christianity:</p> <ul style="list-style-type: none"> <li>• Omnibenevolent</li> <li>• Omnipotent</li> <li>• Trinity</li> </ul>	<p>Christianity:</p> <ul style="list-style-type: none"> <li>• Omnibenevolent</li> <li>• Omnipotent</li> <li>• Trinity</li> </ul>	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Adultery</li> <li>• Divorce</li> <li>• Cohabitation</li> </ul>

	<ul style="list-style-type: none"> <li>• Incarnation</li> <li>• Atonement</li> <li>• Resurrection</li> <li>• Sacraments</li> <li>• Evangelism</li> <li>• Christian faith</li> <li>• Denomination</li> <li>• Omniscient</li> <li>• Sacrifice</li> <li>• Sin</li> <li>• Prophecy</li> <li>• Messiah</li> </ul>	<ul style="list-style-type: none"> <li>• Incarnation</li> <li>• Atonement</li> <li>• Resurrection</li> <li>• Sacraments</li> <li>• Evangelism</li> <li>• Christian faith</li> <li>• Denomination</li> <li>• Omniscient</li> <li>• Sacrifice</li> <li>• Sin</li> <li>• Prophecy</li> <li>• Messiah</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment</li> <li>• Contraception</li> <li>• Gender equality</li> <li>• Responsibilities</li> <li>• Roles</li> <li>• Secular</li> <li>• Annulment</li> <li>• Consent</li> <li>• 'Glass ceiling'</li> <li>• Vows</li> <li>• LGBT</li> </ul> <p>Life and Death:</p> <ul style="list-style-type: none"> <li>• Afterlife</li> <li>• Environmental Sustainability</li> <li>• Euthanasia</li> <li>• Evolution</li> <li>• Abortion</li> <li>• Quality of Life</li> <li>• Sanctity of Life</li> <li>• Soul</li> <li>• Eschatological</li> <li>• Stewardship</li> <li>• Assisted Dying</li> <li>• Foetus</li> <li>• Termination</li> <li>• Probability</li> <li>• Purgatory</li> </ul>
<p><b>Numeracy</b></p>	<ul style="list-style-type: none"> <li>• Understanding the size of different world faiths and specific denominations.</li> <li>• Considering the concepts of monotheism and polytheism in relation to the Christian view of the Trinity.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding a timeline of the development of the Christian Church, including looking at various schisms over the course of history.</li> <li>• Analysing the data found in the consecutive British censuses over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the key laws around issues such as abortion and euthanasia and how these have developed over time.</li> <li>• Understanding the large timescales involved in debating ideas such as evolution and the Big Bang.</li> </ul>

<b>Personal Development</b>	<ul style="list-style-type: none"> <li>• Students develop further depth of understanding of world faiths and the diversity within them, building on their KS1-KS3 learning.</li> <li>• Students reflect on their own spirituality, including their religious or non-religious worldviews of ideas such as the soul and life after death.</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop a better understanding of the diversity within Christian worship that can be seen within the faith, including the 6 different churches found within Carnforth alone, and which span 5 different denominations with different styles of worship.</li> <li>• Students develop a better understanding of the past and present influences of Christianity within British culture, including on their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Many of the issues discussed in the Themes paper are currently found in the news and in social debate, for example abortion and euthanasia, and so students develop a better cultural capital in understanding and debating these ideas.</li> </ul>
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## RE Curriculum Map



### Year 11 – GCSE: Good & Evil, Human Rights, Muslim Beliefs & Teachings and Muslim Practices

#### Rationale and Links to The National Curriculum

Our GCSE RE course is based on the Eduqas GCSE Religious Studies specification. Students study Christianity and one other world faith. We have chosen Islam as our second faith as it is the second largest in the world and in the UK, and so further builds on our students' cultural capital. In addition, students study four philosophical and ethical 'themes.' There are therefore three exam papers: Christianity, Islam and the Themes. Choosing the teaching order (and ensuring that sequencing enables recall and revision of earlier units over the two-year course) is key. We choose to teach Christianity first to build a strong grounding in understanding the beliefs and practices of the Christian faith, then teach all four Themes, in which students apply their understanding of diverse Christian views on these issues, and finish by teaching Islam, thereby supporting students to revisit their Christian knowledge from earlier in the courses as we explore the key similarities and differences between the two faiths.

In Year 11 we begin by completing the 'Themes' paper, with units on 'Good and Evil' and 'Human Rights.' These are completed by Christmas. Lessons within these themes also contain revision and recall elements related to the units covered in Year 10. In particular, students must apply their knowledge of Christianity to the Themes.

In Term 2 we study 'Muslim Beliefs and Teachings' and 'Muslim Practices.' In addition to delivering the content and skills needed for the Islam paper, these units further embed understanding of the Christianity paper (as we consider similarities and differences between the faiths, for example the characters of Adam, Abraham, Moses and Jesus that are found in both the Christian Bible and Muslim Qur'an) and understanding of the Themes paper (as we consider how students' new knowledge of Islam can be applied to the themes we have already studied). Term 3 is dedicated to revision in preparation for the summer exams.

	Term 1 (35 Lessons)	Term 2 (30 Lessons)	Term 3 (10 Lessons)
Key Topics	<p><b>Good and Evil:</b></p> <ul style="list-style-type: none"> <li>• Crime and Punishment – What makes something right or wrong.</li> <li>• Crime and Punishment – Religious and ethical responses to morality, such as sin.</li> <li>• Crime and Punishment – The causes of crime.</li> <li>• Crime and Punishment – The four purposes of punishment.</li> <li>• Crime and Punishment – The treatment of criminals; prisons and prison reform.</li> </ul>	<p><b>Muslim Beliefs and Teachings:</b></p> <ul style="list-style-type: none"> <li>• The Nature of God (Allah) – The oneness of God.</li> <li>• The Nature of God (Allah) – The nature of God (immanent, transcendent, merciful).</li> <li>• The Nature of God (Allah) – Adalat in Shi'a Islam.</li> <li>• Prophethood (Risalah) – The nature and importance of prophethood.</li> <li>• Prophethood (Risalah) – The importance of Adam as the first prophet.</li> </ul>	<p><b>Muslim Practices:</b></p> <ul style="list-style-type: none"> <li>• The Five Pillars of (Sunni) Islam – Shahadah (the Muslim statement of faith).</li> <li>• The Five Pillars of (Sunni) Islam – Salah (Muslim daily prayers and how they are carried out).</li> <li>• The Five Pillars of (Sunni) Islam – Zakah (how charity tax is made and spent).</li> <li>• The Five Pillars of (Sunni) Islam – Sawm (how Muslims fast in Ramadan).</li> </ul>

- Crime and Punishment – Religious & non-religious views on the death penalty.
- Forgiveness – Religious teachings about forgiveness.
- Forgiveness – Examples of forgiveness from personal belief.
- Good, Evil and Suffering – The origin of evil: Christian views on free will, original sin.
- Good, Evil and Suffering – The origin of evil: the world as ‘soul making.’
- Good, Evil and Suffering – Problem of evil and suffering as challenging belief in God.
- Good, Evil and Suffering – Responses to the problem of evil.

**Human Rights:**

- Human Rights and Social Justice – The UN Declaration of Human Rights.
- Human Rights and Social Justice – The concept of the dignity of all human life.
- Human Rights and Social Justice – Promotion of human rights, equality and social justice.
- Human Rights and Social Justice – How personal conviction can conflict with laws.
- Human Rights and Social Justice – Censorship, freedom of expression, religious extremism.
- Prejudice and Discrimination – Causes of prejudice and discrimination.
- Prejudice and Discrimination – Religious attitudes towards prejudice and discrimination.
- Prejudice and Discrimination – Religious teachings and attitudes about racial prejudice.
- Prejudice and Discrimination – Martin Luther King on prejudice and discrimination.

- Prophethood (Risalah) – The importance of Ibrahim and his sons Isaac and Ishmail.
- Prophethood (Risalah) – The importance of Isa as a prophet.
- Prophethood (Risalah) – Muhammad as the Seal of the Prophets.
- Angels (Malaikah) – The significance of angels in Islam and their roles.
- Angels (Malaikah) – Beliefs about angels from Sunni and Shi’a Muslims.
- Angels (Malaikah) – The significance of angel Jibreel’s revelation of the Qur’an.
- Angels (Malaikah) – The significance of angel Mika’il’s role.
- Angels (Malaikah) – The significance of angel Israfil’s role.
- The Afterlife (Aakhirah) – Predestination (Al-Qadr) and how this affects freedom.
- The Afterlife (Aakhirah) – Muslim views teachings on the afterlife.
- The Afterlife (Aakhirah) – Muslim views and teachings on the Day of Judgement.
- The Afterlife (Aakhirah) – Muslim views about heaven (Jannah).
- The Afterlife (Aakhirah) – Muslim views about hell (Jahannum).
- Foundations of Faith – The Six Articles of Faith in Sunni Islam.
- Foundations of Faith – The Five Roots of Usul ad-Din in Shi’a Islam.
- Foundations of Faith – Attitudes to holy books other than the Qur’an (Kutub).

**Muslim Practices:**

- The Five Pillars of (Sunni) Islam – Shahadah (the Muslim statement of faith).

- The Five Pillars of (Sunni) Islam – Hajj (how Muslims perform pilgrimage to Mecca).
- The Five Pillars of (Sunni) Islam – How mosque is used for faith and in the community.
- The Five Pillars of (Sunni) Islam – How British Muslims practice their faith.
- The Ten Obligatory Acts in Shi’a Islam – Salah (how Shi’a Muslims pray, pay zakah and go on hajj).
- The Ten Obligatory Acts in Shi’a Islam – Khums (how Shi’a Muslims pay savings tax).
- The Ten Obligatory Acts in Shi’a Islam – Hajj (including pilgrimage to Shi’a shrines).
- The Ten Obligatory Acts in Shi’a Islam – Jihad (the struggle to live as a Muslim).
- The Ten Obligatory Acts in Shi’a Islam – Amr-bil-Marooif and Nahil Anril Munkar.
- The Ten Obligatory Acts in Shi’a Islam – Tawalia and Tabarra.
- Jihad – Greater Jihad (the daily struggle to live life as a Muslim).
- Jihad – Lesser Jihad (the struggle to defend the faith).
- Festivals and Commemorations – Id-ul-Adha (the festival of sacrifice).
- Festivals and Commemorations – Id-ul-Fitr (breaking the fast after Ramadan).
- Festivals and Commemorations – Ashura (the Shi’a Day of Remembrance).
- Festivals and Commemorations – The Night of Power (the revelation of the Qur’an).
- Festivals and Commemorations – How Muslims in Britain celebrate their festivals.

	<ul style="list-style-type: none"> <li>• Issues of Wealth and Poverty – The causes of relative and absolute poverty.</li> <li>• Issues of Wealth and Poverty – Ethical considerations towards gaining and using wealth.</li> <li>• Issues of Wealth and Poverty – Religious work to alleviate poverty, e.g. Christian Aid.</li> </ul>	<ul style="list-style-type: none"> <li>• The Five Pillars of (Sunni) Islam – Salah (Muslim daily prayers and how they are carried out).</li> <li>• The Five Pillars of (Sunni) Islam – Zakah (how charity tax is made and spent).</li> <li>• The Five Pillars of (Sunni) Islam – Sawm (how Muslims fast in Ramadan).</li> <li>• The Five Pillars of (Sunni) Islam – Hajj (how Muslims perform pilgrimage to Mecca).</li> <li>• The Five Pillars of (Sunni) Islam – How mosque is used for faith and in the community.</li> <li>• The Five Pillars of (Sunni) Islam – How British Muslims practice their faith.</li> <li>• The Ten Obligatory Acts in Shi’a Islam – Salah (how Shi’a Muslims pray, pay zakah and go on hajj).</li> <li>• The Ten Obligatory Acts in Shi’a Islam – Khums (how Shi’a Muslims pay savings tax).</li> <li>• The Ten Obligatory Acts in Shi’a Islam – Hajj (including pilgrimage to Shi’a shrines).</li> <li>• The Ten Obligatory Acts in Shi’a Islam – Jihad (the struggle to live as a Muslim).</li> <li>• The Ten Obligatory Acts in Shi’a Islam – Amr-bil-Marooif and Nahil Anril Munkar.</li> <li>• The Ten Obligatory Acts in Shi’a Islam – Tawalia and Tabarra.</li> <li>• Jihad – Greater Jihad (the daily struggle to live life as a Muslim).</li> <li>• Jihad – Lesser Jihad (the struggle to defend the faith).</li> <li>• Festivals and Commemorations – Id-ul-Adha (the festival of sacrifice).</li> <li>• Festivals and Commemorations – Id-ul-Fitr (breaking the fast after Ramadan).</li> <li>• Festivals and Commemorations – Ashura (the Shi’a Day of Remembrance).</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Festivals and Commemorations – The Night of Power (the revelation of the Qur’an).</li> <li>• Festivals and Commemorations – How Muslims in Britain celebrate their festivals.</li> </ul>	
<p><b>Substantive Knowledge</b> (The knowledge the students will develop)</p>	<ul style="list-style-type: none"> <li>• People may determine what is right or wrong in a variety of ways, including by appealing to the law or to religious rules, such as Christians following rules from the Bible.</li> <li>• Crime in society has many causes, including poverty, drug and alcohol addiction, desperation and upbringing.</li> <li>• The four main purposes of punishment are deterrence (putting people off committing crime), protection (protecting the innocent from harm), retribution (causing harm to those who have harmed others) and reform (helping offenders to change their ways).</li> <li>• Prisons have been reformed over time, meaning that they are more focused on reform now than it the past, and this prison reform was highly influenced by Christian thinkers, including Elizabeth Fry.</li> <li>• The death penalty (capital punishment) was abolished in the UK in 1969 but is still used in many countries (including the US) to fulfil the purposes of punishment.</li> <li>• Forgiveness is a key concept within many religions and hold a particularly important part in Christianity, as see through Jesus’ many calls for forgiveness, including, “forgive them Father, they know not what they do” and “forgive 7X70.”</li> <li>• As a s Christian, Gee Walker forgave her son’s racist killers as she believed that was what her faith required of her.</li> <li>• Evil can be thought to have derived from human nature, such as within Christianity,</li> </ul>	<ul style="list-style-type: none"> <li>• Muslims are monotheist, like Christians, and also believe that God (Allah in Arabic) is all-powerful, all-loving and all-knowing, however Muslims strongly believe in the oneness of God, and so reject the Christian concept of the Trinity.</li> <li>• The majority of Muslims (Sunni Muslims) believe that there are six key beliefs (Articles of Faith) that Muslims should hold, the first being Tawhid, the oneness of God.</li> <li>• The second belief is Risalah, the belief in the prophets of God, including Adam, Nuh, Musa, Dawud, Isa and the final prophet, Muhammad.</li> <li>• The third belief is Malaikah, the belief in angels, including the key archangels Jibril (who brought the Qur’an to Muhammad), Mikhail and Israfil.</li> <li>• The fourth belief is Kutub, the belief in hold books, which include the Qur’an as the book of Muhammad and the most trustworthy and final book, but also books delivered by other prophets, including the Torah of Moses and Injil of Jesus.</li> <li>• The fifth belief is Akhirah, a belief in a judgement by God after death and an eternal life in Jannah (heaven/paradise) or Jahannam (hell).</li> <li>• The sixth belief is Al-Qadr, a belief that God has predestined all things and nothing happens that he has not planned.</li> <li>• The second largest Muslim denomination, Shi’a Islam, believe in the Five Roots of Usul-</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete any remaining elements of the Islam paper and spend the remainder of the term revising and preparing for the summer exams.</li> </ul>

	<p>where it is often attributed to the acts of Adam and Eve in Genesis (a story which can be interpreted literally or symbolically).</p> <ul style="list-style-type: none"> <li>• The 'Problem of Evil' describes the way in which it is hard to believe that evil and suffering exist alongside an all-powerful and all-loving God who seemingly could and should stop it.</li> <li>• Christians have theodicies (solutions) to the Problem of Evil, including the believe that evil is caused by free will, that God may be punishing wrongdoers, or that God may be testing our faith.</li> <li>• The United Nations (UN) was formed after World War II with the explicit aim of maintaining world peace and now contains almost all nations on Earth.</li> <li>• The UN Declaration of Human Rights was created in 1948 (and adopted into UK law in 1998) in order to outline the protected rights that all humans should have, including the right to life, the right to a fair trial, the right to education and the right to religion.</li> <li>• 'Social justice' is the fight to ensure that all members of society should have the right to equal access to their rights and anything else they need, and can be seen in action through the work of groups like 'Black Lives Matter.'</li> <li>• Examples of personal conviction clashing with the laws of the land include the Muslim woman Malala Yousafzai, who fought for girls' rights to education against the Taliban, and Martin Luther King Jr, who fought against prejudice and discrimination in the US.</li> <li>• Prejudice is believing that some people or groups are better or worse than others</li> </ul>	<p>ad-Din, including belief in God's oneness (Tawhid), divine justice (Adalat), prophethood (Nubuwwah), leadership/Imamate (Imamah), and the Day of Judgement (Mi'ad/Qiyamah).</p> <ul style="list-style-type: none"> <li>• The majority of Muslims (Sunni Muslims) believe that there are five key practices (Pillars of Islam) that Muslims should complete.</li> <li>• The first is Shahadah, a declaration of faith that "there is no god but God, and Muhammad is his prophet" that is made daily, including at prayer.</li> <li>• The second is Salah, set prayers performed using set words and in a set way at five points every day.</li> <li>• The third is Zakah, a charity tax of 2.5% of savings made each year during the holy month of Ramadan</li> <li>• The fourth is Sawm, spending the holy month of Ramadan practising to be the best Muslim you can be, including fasting during daylight hours.</li> <li>• The fifth is Hajj, a once in a lifetime pilgrimage to the holy city of Mecca for those who are able.</li> <li>• The second largest Muslim denomination, Shi'a Islam, follow ten practices (Ten Obligatory Acts), and include daily prayers (Salah), fasting (Sawm), charity (Zakah), pilgrimage (Hajj), and struggle (Jihad) with distinct Shia principles: Khums (a 20% tax), Amr-bil-Ma'ruf (enjoining good), Nahi anil Munkar (forbidding evil), Tawalla (loving the pious), and Tabarra (disassociating from evildoers).</li> </ul>	
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	<p>without knowing them, based on things such as race, religion, sex or sexuality.</p> <ul style="list-style-type: none"> <li>• Discrimination is when people act upon their prejudices, such as treating some people more preferably, paying them more or not employing them based on a prejudice, and there are now laws against this in the UK.</li> <li>• Christianity opposes prejudice and discrimination, with Christianity now being a religion represented by all groups, and in line with Jesus' teachings to "love your neighbour" and "make disciples of all nations."</li> <li>• Poverty can be 'absolute' (meaning not having the basic means to survive comfortably) or 'relative' (meaning poorer than the majority of people around you).</li> <li>• Christian attitudes to wealth can vary, with some arguing that wealth is a bad thing, citing Jesus' statements that "it is easier for a camel to fit through the eye of a needle than for a rich man to enter heaven" and that you should "sell your possessions and give to the poor," but this is contrasted by movements such as the Prosperity Gospel, which teaches that the faithful should expect health and wealth.</li> <li>• Christians are encouraged to give to charity, and Christian charities include Tearfund and Christian Aid, both of whom raise money in the UK to support good causes in the UK and abroad.</li> </ul>	<ul style="list-style-type: none"> <li>• The Muslim place of worship is mosque/masjid, which Muslims try to attend for weekly communal worship on Friday.</li> <li>• Mosques contain features including a Wudu area, a main prayer hall, and a women's prayer hall, but for British Muslim communities they all serve as community centres, and may include schools, libraries and visitor centres.</li> <li>• Muslims are required to engage in Jihad, which means 'struggle,' and includes the concept of Greater Jihad, struggling to be the best Muslim one can, and Lesser Jihad, the physical struggle to defend Islam and the innocent.</li> <li>• Muslim festivals include Edi-ul-Adha, the festival of sacrifice, which remembers Abraham's willingness to sacrifice his son, Eid ul-Fitr, which celebrates the end of Ramadan, The Night of Power, which remembers the revelation of the Qur'an to Muhammad, and Ashura, the Shi'a day of remembrance of the martyrdom of Hussein.</li> </ul>	
<p><b>Disciplinary Knowledge</b> (The skills and approaches)</p>	<ul style="list-style-type: none"> <li>• Analysing which of the four purposes of punishment are most effective and should be the focus of modern society.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing whether the mosque serves a more important role for British Muslims than for Muslims in Muslim-majority countries.</li> <li>• Analysing whether it is harder to practice Islam as a British Muslim (for example,</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete any remaining elements of the Islam paper and spend the remainder of the term revising and preparing for the summer exams.</li> </ul>

<p>that students will develop)</p>	<ul style="list-style-type: none"> <li>Analysing whether the death penalty should return to the UK justice system, and how this could safely be achieved (if at all).</li> <li>Debating the Problem of Evil as a main cause of atheism and analysing whether any of the theodicies presented by Christianity can be deemed to be successful.</li> <li>Evaluating whether Christian teachings allow for the acquisition of wealth if it is spent in charitable ways.</li> </ul>	<p>fasting during the month of Ramadan) that it might be for Muslims in a Muslim-majority country.</p> <ul style="list-style-type: none"> <li>Considering the similarities and difference between characters and stories in the Christian Bible and Muslim Qur'an, including prophets such as Adam, Abraham/Ibrahim and Jesus/Isa, as well as angels such as Gabriel/Jiril.</li> </ul>	
<p><b>Assessment</b> (The methods that teachers will use to assess the progress of all students)</p>	<ul style="list-style-type: none"> <li>Students receive regular (b) ('describe'), (c) ('explain') or (d) 'discuss') style exam questions as homework tasks to complete, based on their specific needs identified in the more recent mock exams.</li> <li>Year 11 mock exam 1 takes place in this term. Students will undertake a full Christianity exam and half of a Themes exam meaning they will recall and build upon their knowledge and skills in the Christianity exam, but also demonstrate knowledge of the new style of questions in the Themes exam.</li> </ul>	<ul style="list-style-type: none"> <li>Students receive regular (b) ('describe'), (c) ('explain') or (d) 'discuss') style exam questions as homework tasks to complete, based on their specific needs identified in the more recent mock exams.</li> <li>Year 11 mock exam 2 takes place in this term. Students will undertake a full Themes exam, meaning they will have revised and recalled the information from all four themes as well as the required Christianity knowledge that needs to be applied within this.</li> </ul>	<ul style="list-style-type: none"> <li>The summer exam series takes place in the term. Students will complete their course with a full Christianity exam, full Themes exam and full Islam exam.</li> </ul>
<p><b>Reading, Writing and Vocabulary</b></p>	<p>Good and Evil:</p> <ul style="list-style-type: none"> <li>Good/evil</li> <li>Forgiveness</li> <li>Free will</li> <li>Justice</li> <li>Morality</li> <li>Punishment</li> <li>Sin</li> <li>Suffering</li> <li>Capital punishment</li> <li>Retribution</li> <li>Reform</li> <li>Law</li> </ul>	<p>Islam:</p> <ul style="list-style-type: none"> <li>Tawhid</li> <li>Prophethood</li> <li>Halal (permitted)</li> <li>Haram (forbidden)</li> <li>Greater/lesser jihad</li> <li>Mosque</li> <li>Shariah (straight path)</li> <li>Ummah</li> <li>Qur'an</li> <li>Deen</li> <li>Shirk</li> </ul>	<p>Islam:</p> <ul style="list-style-type: none"> <li>Tawhid</li> <li>Prophethood</li> <li>Halal (permitted)</li> <li>Haram (forbidden)</li> <li>Greater/lesser jihad</li> <li>Mosque</li> <li>Shariah (straight path)</li> <li>Ummah</li> <li>Qur'an</li> <li>Deen</li> <li>Shirk</li> </ul>

	<ul style="list-style-type: none"> <li>• Chaplain</li> <li>• Absolutist</li> <li>• Relativist</li> <li>• Soul</li> <li>• Inconsistent</li> </ul> <p>Human Rights:</p> <ul style="list-style-type: none"> <li>• Censorship</li> <li>• Discrimination</li> <li>• Extremism</li> <li>• Human rights</li> <li>• Personal conviction</li> <li>• Prejudice</li> <li>• Relative and absolute poverty</li> <li>• Social justice</li> <li>• Wealth</li> <li>• Agape</li> <li>• Dignity</li> <li>• Declaration</li> <li>• Sanctity</li> <li>• Social</li> </ul>		
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Analysing statistics and data related to key developments and changes over time in issues including the use of the death penalty, the length of prison sentences, the cost of imprisoning offenders, and causes of crime, including rates of drug and alcohol abuse recorded in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the growth of Islam throughout the world and the UK over time, based on statistical interpretation of data such as consecutive British censuses.</li> </ul>	
<b>Personal Development</b>	<ul style="list-style-type: none"> <li>• Students develop a better understanding of key figures of the past and present in relation to human rights, including Malala Yousafzai and Martin Luther King Jr.</li> <li>• Students consider current issues in the world related to human rights, including looking at</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop a better understanding of Islam, the fastest growing faith in the UK and one which is often subject to misunderstanding of its beliefs and practices.</li> <li>• Students consider how places of worship (including churches and mosques) have an</li> </ul>	

	<p>the important work of Amnesty International.</p> <ul style="list-style-type: none"><li>• Students consider their attitudes to wealth and charity, including the way in which they may support charitable causes.</li></ul>	<p>important place in British society not only as places of worship, but as community centres as well.</p>	
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