

# Curriculum Knowledge Map



Year 10	AUTUMN		SPRING		SUMMER	
	Christian Beliefs	Religion and Relationships	Islamic Beliefs	Religion and Life	Christian Practices	Religion, Crime and Punishment
<p><b>Declarative</b> <i>What should they know?</i></p>	<ul style="list-style-type: none"> <li>The nature of God:</li> <li>God as omnipotent, loving and just, and the problem of evil and suffering</li> <li>the oneness of God and the Trinity: Father, Son and Holy Spirit.</li> <li>Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).</li> <li>Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.</li> <li>Jesus Christ and salvation</li> <li>Beliefs and teachings about:</li> <li>the incarnation and Jesus as the Son of God</li> <li>the crucifixion, resurrection and ascension</li> </ul>	<ul style="list-style-type: none"> <li>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</li> <li>Contraception.</li> <li>Sexual relationships before marriage.</li> <li>Homosexual relationships.</li> <li>Sex, marriage and divorce</li> <li>Human sexuality including: heterosexual and homosexual relationships.</li> <li>Sexual relationships before and outside of marriage.</li> <li>Contraception and family planning.</li> <li>The nature and purpose of marriage.</li> <li>Same-sex marriage and cohabitation.</li> <li>Divorce, including reasons for divorce, and remarrying.</li> </ul>	<ul style="list-style-type: none"> <li>The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.</li> <li>Tawhid (the Oneness of God), Qur'an Surah 112.</li> <li>The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.</li> <li>Angels, their nature and role, including Jibril and Mika'il.</li> <li>Predestination and human freedom and its relationship to the Day of Judgement.</li> <li>Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.</li> <li>Authority</li> </ul>	<ul style="list-style-type: none"> <li>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</li> <li>Abortion.</li> <li>Euthanasia.</li> <li>Animal experimentation.</li> <li>The origins and value of the universe                             <ul style="list-style-type: none"> <li>The origins of the universe, including:</li> <li>religious teachings about the origins of the universe, and different interpretations of these</li> <li>the relationship between scientific views, such as the Big Bang theory, and religious views.</li> </ul> </li> <li>The value of the world and the duty of human</li> </ul>	<ul style="list-style-type: none"> <li>Worship and festivals</li> <li>Different forms of worship and their significance:                             <ul style="list-style-type: none"> <li>liturgical, non-liturgical and informal, including the use of the Bible</li> <li>private worship.</li> </ul> </li> <li>Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.</li> <li>The role and meaning of the sacraments:                             <ul style="list-style-type: none"> <li>the meaning of sacrament</li> <li>the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism</li> <li>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.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:                             <ul style="list-style-type: none"> <li>Corporal punishment.</li> <li>Death penalty.</li> <li>Forgiveness.</li> <li>Religion, crime and the causes of crime</li> <li>Good and evil intentions and actions, including whether it can ever be good to cause suffering.</li> </ul> </li> </ul>



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	<ul style="list-style-type: none"> <li>• sin, including original sin</li> <li>• the means of salvation, including law, grace and Spirit</li> <li>• the role of Christ in salvation including the idea of atonement.</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.</li> <li>• Families and gender equality</li> <li>• The nature of families, including:             <ul style="list-style-type: none"> <li>• the role of parents and children</li> <li>• extended families and the nuclear family.</li> </ul> </li> <li>• The purpose of families, including:             <ul style="list-style-type: none"> <li>• procreation</li> <li>• stability and the protection of children</li> <li>• educating children in a faith.</li> </ul> </li> <li>• Contemporary family issues including:             <ul style="list-style-type: none"> <li>• same-sex parents</li> <li>• polygamy.</li> <li>• The roles of men and women.</li> <li>• Gender equality.</li> </ul> </li> <li>• Gender prejudice and discrimination, including examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.</li> <li>• The holy books:             <ul style="list-style-type: none"> <li>• Qur'an: revelation and authority</li> <li>• the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.</li> </ul> </li> <li>• The imamate in Shi'a Islam: its role and significance.</li> </ul>	<ul style="list-style-type: none"> <li>• beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.</li> <li>• The use and abuse of the environment, including the use of natural resources, pollution.</li> <li>• The use and abuse of animals, including:             <ul style="list-style-type: none"> <li>• animal experimentation</li> <li>• the use of animals for food.</li> </ul> </li> <li>• The origins and value of human life</li> <li>• The origins of life, including:             <ul style="list-style-type: none"> <li>• religious teachings about the origins of human life, and different interpretations of these</li> <li>• the relationship between scientific views, such as evolution, and religious views.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The role and importance of pilgrimage and celebrations including:             <ul style="list-style-type: none"> <li>• two contrasting examples of Christian pilgrimage: Lourdes and Iona</li> <li>• the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.</li> </ul> </li> <li>• The role of the church in the local and worldwide community</li> <li>• The role of the Church in the local community, including food banks and street pastors.</li> <li>• The place of mission, evangelism and Church growth.</li> <li>• The importance of the worldwide Church including:             <ul style="list-style-type: none"> <li>• working for reconciliation</li> <li>• how Christian churches respond to persecution</li> <li>• the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for crime, including:             <ul style="list-style-type: none"> <li>• poverty and upbringing</li> <li>• mental illness and addiction</li> <li>• greed and hate</li> <li>• opposition to an unjust law.</li> </ul> </li> <li>• Views about people who break the law for these reasons.</li> <li>• Views about different types of crime, including hate crimes, theft and murder.</li> <li>• Religion and punishment</li> <li>• The aims of punishment, including:             <ul style="list-style-type: none"> <li>• retribution</li> <li>• deterrence</li> <li>• reformation.</li> </ul> </li> <li>• The treatment of criminals, including:             <ul style="list-style-type: none"> <li>• prison</li> <li>• corporal punishment</li> <li>• community service.</li> <li>• Forgiveness.</li> <li>• The death penalty.</li> <li>• Ethical arguments</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>The concepts of sanctity of life and the quality of life.</li> <li>Abortion, including situations when the mother's life is at risk.</li> <li>Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.</li> <li>Euthanasia.</li> <li>Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</li> </ul>		<p>related to the death penalty, including those based on the principle of utility and sanctity of life.</p>
<p><b>Procedural</b> <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> <li>apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> </ul>	<ul style="list-style-type: none"> <li>apply knowledge and understanding of two religions</li> <li>apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate,</li> </ul>	<ul style="list-style-type: none"> <li>apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> </ul>	<ul style="list-style-type: none"> <li>apply knowledge and understanding of two religions</li> <li>apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> </ul>	<ul style="list-style-type: none"> <li>apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> <li>understand the influence of religion on individuals, communities and societies</li> <li>apply knowledge and understanding in order to analyse</li> </ul>	<ul style="list-style-type: none"> <li>apply knowledge and understanding of two religions</li> <li>apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate,</li> </ul>



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	<ul style="list-style-type: none"> <li>• understand the influence of religion on individuals, communities and societies</li> <li>• apply knowledge and understanding in order to analyse questions related to religious beliefs</li> <li>• construct well-informed and balanced arguments on matters concerned with religious beliefs.</li> </ul>	<p>which support contemporary religious faith</p> <ul style="list-style-type: none"> <li>• understand the influence of religion on individuals, communities and societies</li> <li>• understand significant common and divergent views between and/or within religions and beliefs</li> <li>• apply knowledge and understanding in order to analyse questions related to religious beliefs and values</li> <li>• construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the influence of religion on individuals, communities and societies</li> <li>• apply knowledge and understanding in order to analyse questions related to religious beliefs</li> <li>• construct well-informed and balanced arguments on matters concerned with religious beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the influence of religion on individuals, communities and societies</li> <li>• understand significant common and divergent views between and/or within religions and beliefs</li> <li>• apply knowledge and understanding in order to analyse questions related to religious beliefs and values</li> <li>• construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.</li> </ul>	<p>questions related to religious beliefs</p> <ul style="list-style-type: none"> <li>• construct well-informed and balanced arguments on matters concerned with religious beliefs.</li> </ul>	<p>which support contemporary religious faith</p> <ul style="list-style-type: none"> <li>• understand the influence of religion on individuals, communities and societies</li> <li>• understand significant common and divergent views between and/or within religions and beliefs</li> <li>• apply knowledge and understanding in order to analyse questions related to religious beliefs and values</li> <li>• construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.</li> </ul>
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# Curriculum Knowledge Map



<b>Disciplinary Literacy</b> (Tier 3 Vocab)	Word Spirit Salvation Crucifixion Resurrection Incarnation Ascension Atonement		Articles of faith Tawhid Immanence Transcendence Predestination Akhirah Risalah Imamate		Liturgical Sacrament Baptism Eucharist Mission Evangelism	
<b>Assessment</b>	Fact test x 1 Extended answer	Fact test x 1 Extended answer	Progress Test	Fact test x 1 Extended answer	Fact test x 1 Extended answer	Progress Test

