



CHS South Curriculum Intent

SUCCESSFUL: An education where imagination, curiosity and resilience enable us to ignite our learning.

CREATIVE: A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

HAPPY: Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

CHS South Curriculum Area Framework for Learning – Years 7-11

SUBJECT	EPR - Ethics , Philosophy and Religion
INTENT	<p>It is our belief that in order to understand the world, you need to understand religion. Religion is so intertwined in our history, society and culture. Through a variety of teaching strategies, study of diverse world views and current issues we enable our students to understand what’s going on in the world and break it down so they can make sense of it. Learning about different faiths, cultures and lifestyles is one of the many lessons that Religious Education offers. In fact, no other subject provides the same opportunity to learn about different communities from around the world. The Religious Education curriculum at CHS South gives students a chance to develop an understanding of different cultures and an empathy for people from all walks of life. In Years 7-8 EPR, in addition to learning about beliefs and practices of the six main world religions, students consider the many possible answers to ultimate questions such as ‘Why are we here?’ ‘Is there life after death?’ and ‘Why is there evil in the world?’. Later in the course students are encouraged to address ethical and moral issues such as ‘Should we be able to choose when we die?’ ‘Is prison effective?’ and ‘Is there ever a ‘just war?’ Throughout their curriculum journey students are taught to think critically. Through debate students develop their reasoning skills and ability to appreciate opinions that differ from their own. By the end of the course students are well equipped to effectively articulate their own beliefs, interrogate arguments and to question and evaluate effectively.</p>



Year Group	7					
Rationale/ Narrative	All pupils to be religiously literate. By the end of their Key Stage 3 study all students should be able to identify key features of the 6 main world religions and explain their significance, to explore beliefs and recognize similarities and difference within and between different faiths; and to be able to see the world from a variety of different perspectives; and enter into meaningful discussions about religion with accuracy and tolerance and diplomacy. Year 7 sees a focus on the Dharmic Religions in chronological order. To complement the religious study an ethics unit explores human right to develop a greater understanding of global issues and a personal development unit focuses on the individual and their own social and emotional health.					
	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
KNOWLEDGE	<u>What is religion?</u> Overview and introduction to the 6 main world religions. What is religion? Places of Worship Symbols Holy Books Religious Clothing Important Figures Religious Community Does God exist? Religious Artefacts Prayer and Pilgrimage Life After Death	<u>Hinduism</u> Analysis on Hindu sources of belief and practices. Brahman and Trimurti, Reincarnation, Caste System, Hindu Creation	<u>Buddhism</u> Exploration of the Buddhist way of life. The 4 sights, 4 noble truths, The Middle Way, 5 Precepts, Meditation, Karma, Tibetan Flags, Viraha and is Buddhism a religion?	<u>Sikhism</u> Introduction to Sikhism. The Gurus, Guru Granth Sahib, Khalsa and the 5'ks, Gudwara, Discrimination of Sikhs	<u>Ethics</u> Religion, Human Rights and Social Justice Universal declaration of Human Rights, Racism, Discrimination Civil Rights and Wealth and poverty. Rights of the Global Child	<u>PSHE – Health and Wellbeing</u> Puberty Mental Well Being and Self Esteem Healthy Relationships/Long Term relationships Digital Safety Healthy Lifestyles
SKILLS	Identification, description explanation	Explaining the influence and significance, Compare and contrasting,	Explaining the influence and significance, Compare and contrasting,	Explaining the influence and significance, Compare and contrasting,	Listening, discussion and debate. Formulating opinions with justification	Listening, discussion and debate. Formulating opinions with justification.



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		giving reasoned opinions	giving reasoned opinions	giving reasoned opinions		
Assessments	<p>SPM1.Evaluative question- Why study EPR?</p> <p>SPM2. Evaluative Question- Does God exist?</p>	<p>SPM3. Progress Test on content from Autumn 1 and 2</p>	<p>SPM1.The life of Buddha/Buddhism and the environment</p> <p>SPM2. Knowledge Re-Call of Hinduism, Buddhism and Key religious vocab.</p>	<p>SPM3.Progress Test on content from across Autumn and Spring Terms</p>	<p>SPM1. – Evaluative question - The World has made great steps towards social justice and human rights.</p> <p>SMP2 – Knowledge Re-call of Hinduism, Buddhism, Sikhism and key vocab.</p>	<p>SPM3. Progress Test on content from across the whole year.</p>
HOME LEARNING	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS
READING, WRITING, TALK	<p>Reading: Blind man and the elephant</p> <p>Writing: Notetaking, summarising, persuasive writing in response to ‘does God exist?’ Extended writing with opinion and other perspectives</p> <p>Talk: What do people believe and why? Debate, does God</p>	<p>Reading: Hindu beliefs on reincarnation and caste system.</p> <p>Writing: Extended writing demonstrating knowledge of religious beliefs, own opinion and that of others</p> <p>Talk: Why do Hindu’s believe we need to protect the environment?</p>	<p>Reading: The story of Buddha and the 4 Noble Truths</p> <p>Writing: Extended writing demonstrating knowledge of religious beliefs, own opinion and that of others</p> <p>Talk: Debate, do you need a God to be a real religion?</p>	<p>Reading: Reading examples of Sikh Discrimination</p> <p>Writing: Extended writing showing religious knowledge, empathy and recognising different opinions</p> <p>Talk: How can we respond to religious discrimination?</p>	<p>Reading: Grenfell articles, Readings about exploitation of the poor, Fair Trade, Christian Aid, Islamic Relief, An article about Positive Discrimination</p> <p>Writing: Evaluative writing in response to human rights and social justice</p>	<p>Reading: Real life scenarios</p> <p>Writing: Evaluative writing Writing with empathy</p> <p>Talk: Developing opinions and how to voice them respectfully</p>



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	exist? Formulating opinions and presenting them.				Talk: Articulating opinion, debate, questioning, use of vocabulary.	
TIER 3 VOCAB	Perspective Symbols Community Theist Atheist Artefacts Pilgrimage Adoration Confession Supplication Thanksgiving	Caste Trimurti Re-incarnation Karma Polytheistic Monotheistic Deity	Buddhism Precepts Self-Denial Enlightenment Permanence Noble Truths	Khalsa Kara Kirpan Discrimination Gurdwara Guru	Declaration Poverty Discrimination Global	Puberty Contraception Digital Relationships Self Esteem Mental Health
PSPSMC, BRITISH VALUES	<u>Individual Liberty:</u> Why teach religion – understanding similarities and differences in world religions. <u>Religious tolerance</u> to promote peace Understanding others perspective Promoting communities <u>Spiritual</u> Life After Death – questioning and debate <u>Democracy and rule of law</u>	<u>Spiritual and moral</u> Questioning Karma and the morality of the lives we lead <u>Tolerance and individual liberty</u> Challenging the Caste system and how it resembles inequality in our society. <u>Social</u> Considering our social responsibility to protect our environment.	<u>Personal and Cultural</u> Questioning our own life choices within a consumer culture and what impact that has on society <u>Moral</u> greed, jealousy and how we can live lives less focused on materialism Mediation for positive mental health	<u>Tolerance</u> Empathy developed by reading 6 real life scenarios of discrimination faced by Sikh people in the UK. <u>Social</u> personal duties explored in relation to Discrimination laws	<u>Tolerance</u> Democracy and Human Rights including the Human Rights Act. <u>Social and Moral</u> Understanding of human rights to protect own and other people’s rights.	<u>Personal</u> Physical and emotional development through puberty Understanding relationships and what makes them healthy or unhealthy. Understanding self Esteem and how to maintain good mental health.



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	Questioning whether humans need rules to lead good lives.					Social Digital safety, how to protect self and others on line
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Year Group	8					
Rationale/ Narrative	<p>Students will build upon the theological knowledge acquired in Year 7 and apply it to societal issues in the modern world and philosophical questions in the 21st century. Students will deepen their existing body of knowledge of the 6 main religions and focus specifically on The Abrahamic Religions. Students will be able to apply religious teachings and practices to issues of moral significance and make specific judgements on issues of moral concern, which are well justified. Students will be encouraged to identify whether religion still holds influence in modern society and challenge views which are rooted in prejudice and ignorance.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<u>Judaism</u> What are the key features of Judaism? The synagogue, Key beliefs and figures, food and food rituals, Moses and Exodus, festivals and marriage	<u>Christianity</u> Nature of God, Jesus and why was he so radical? importance of prayer, sacraments, influence of the Bible, Jesus as a source of authority through parables, Christian mission for equality The Bible, Creation, Trinity. Birth of Jesus, Crucifixion	<u>Islam</u> Religious Rebels Muhammed and the foundations of Islam The Five Pillars Saudi Arabia, Muhammad (pbuh) and the night of Power Quran Sunni Shai Split	<u>Religion: Power for peace or a source of conflict?</u> Religious response to Weapons of mass destruction, the role of religion in peace, religion and conflict within the family, Contemporary religious peacemakers	<u>Good and Evil</u> Moral and Natural Evil, Inconsistent triad and the problem of evil, Adam and Eve and the fall, Moral Dilemmas, Holocaust, Genocide	<u>PSHE</u> Radicalisation Discrimination Figen Murray Visit Political System and Governance Voting in the UK and EU Mental health and Well Being – Suicide Prevention Sexting and sexuality FGM Marriage - arrange and forced. First Aid
SKILLS	Identify, Explain, Compare, contrast, Explain the influence	Identify, Explain, Compare, contrast, Explain the influence	Description, Explanation, Influence, Analysis	Description, Explanation, Influence, Analysis and Comparison	Description, Explanation, Influence, Analysis and Comparison, Reasoned opinion	Description, Explanation, Influence, Analysis and Comparison, Reasoned opinion



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ASSESSMENTS	<p>SPM1. – Diary entry as Moses reflects on his life</p> <p>SMP2.- Evaluative question – What does killing the soldiers say about God?</p>	<p>SMP 3 Progress Test from Year 7 and Autumn Term</p>	<p>SPM1. Knowledge recall of Abrahamic faiths</p> <p>SPM2. Evaluative Question – Speech on The life of Mohammad and community cohesion.</p>	<p>SPM3. Progress Test from Autumn and Spring Term</p>	<p>SPM1. Knowledge Recall of Religion as Peace and Good and Evil Philosophy</p> <p>SPM2. Evaluative question – Evil and Suffering is proof that God does not exist?</p>	<p>SPM3. Progress Test from Year 7, Autumn Spring and Summer Term</p>
HOME LEARNING	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS
READING, WRITING, TALK	<p>Reading:</p> <p>10 Commandments Key Vocabulary</p> <p>Writing:</p> <p>Evaluative question and writing in role</p> <p>Talk:</p> <p>Would a good God want people to obey through fear?</p>	<p>Reading:</p> <p>Who killed Jesus debate?</p> <p>Writing:</p> <p>Has Christmas lost its meaning written response</p> <p>Biblical verses</p> <p>Talk:</p> <p>Opinion, why was Jesus so radical?</p>	<p>Reading:</p> <p>Why was Muhammed chosen as the seal of the prophets? How do the Five Pillar underpin Muslim life</p> <p>Writing:</p> <p>Evaluative writing in response to Muslims following Muhammed</p> <p>Talk:</p> <p>Debate, formulating opinion, key vocabulary</p>	<p>Reading:</p> <p>Story of Bhai Giyana</p> <p>Writing:</p> <p>Persuasive writing</p> <p>Talk:</p> <p>Debate and articulating opinion</p>	<p>Reading:</p> <p>The story of the Fall</p> <p>Writing:</p> <p>Evaluative question arguing God’s existence alongside Evil.</p> <p>Talk:</p> <p>Formulating opinions and voicing them articulately. Debate skills.</p>	<p>Reading:</p> <p>Analysing different scenarios</p> <p>Writing:</p> <p>Note taking, opinion, arguments, persuasive writing</p> <p>Talk:</p> <p>Forming and expressing opinions and voicing those different than your own.</p>



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TIER 3 VOCAB	Abrahamic Judaism Covenant Exodus Torah Commandments Plague Synagogue Orthodox	Incarnation, Resurrection, Crucifixion, Christmas, Atonement	Prophet, The Night of Power, Infallible, Quran, The Five Pillars, Shahada	Pacifism Jihad Conscientious Objector Conflict Harmony	The Fall Original Sin Moral Evil Natural Evil Authority Conscience	Radicalisation Extremism Mutilation Political Governance
PSPSMC, BRITISH VALUES	<p><u>Spiritual</u> Questioning God's choice to send the Plague</p> <p><u>Moral</u> Questioning whether humans need fear of God to lead good lives</p>	<p><u>Spiritual</u> How do beliefs affect actions, considering the afterlife, looking at key religious figures as activists, how can that be applied to modern society</p>	<p><u>Spiritual</u> How do beliefs affect actions, considering the afterlife, looking at key religious figures as activists, how can that be applied to modern society</p>	<p><u>Moral and social</u> consideration of different forms of conflict within different cultures.</p> <p><u>Individual Liberty</u> Exploration of the of individual liberty for those who do not want to fight. Spiritual consideration of religious criteria for war.</p>	<p><u>Personal</u> exploration on the source of conscience</p> <p><u>Individual Liberty</u> Consideration of individual responsibility for suffering in the world and what can be done to stop it.</p>	<p><u>Personal</u> Healthy relationships Consent Marriage</p> <p><u>Individual Liberty</u> Understanding extremism and radicalisation</p> <p><u>Moral</u> Understanding how to form and maintain healthy relationships.</p>



Year Group	Year 9 Religious Studies Pathway					
Rationale/ Narrative	<p>The world is a book, and those who do not travel read only a page.” St Augustine. Through the Ethics, Philosophy, and Religion Year 9 Pathway year it is our intent to explore the world through understanding its people and cultures.</p> <p>Our purposefully built, broad and balanced curriculum will deepen knowledge of the major world religions and Humanism in order to help students develop not just tolerance, but a celebration of diversity and wonder for the world. Students will understand how religion and the history of religion has shaped our societies and the modern global issues within them.</p> <p>Building on this knowledge, students will be challenged to grow beyond opinions and form justified conclusions, evaluating and analysing a variety of viewpoints and evidence.</p> <p>In this rigorously academic subject students will be encouraged to think creatively about topics such religious beliefs and practices, as well as global issues such as crime and punishment, peace and conflict, the environment, human relationships, what makes something right or wrong, and philosophical questions such as the existence of God. Therefore, students will leave this course, not just well qualified but able to reflect maturely on spirituality, society, culture, morality as well as think creatively and be happy in their success.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p><u>Foundational Christian Beliefs</u></p> <p>The origins and diverse nature of Christianity</p> <p>The Nature of God</p> <p>The Trinity</p> <p>Creation</p>	<p><u>Foundational Muslim Practices</u></p> <p>The origins and diverse nature of Islam</p> <p>The Five Pillars of Sunni Islam.</p> <p>Shahadah Salah Zakah</p>	<p><u>The Eastern Dharmic Faiths</u></p> <p>God Afterlife Key figures Practices Moral decision making</p> <p><u>Humanism</u></p> <p>A good life without</p>	<p><u>Religion and Life</u></p> <p>Origins of the universe, world, and human life</p> <p>The Environment</p> <p>Animal Rights</p>	<p><u>Religion and Life</u></p> <p>The Afterlife</p> <p>Abortion</p> <p>Euthanasia</p>	<p><u>The Existence of God and Revelation</u></p> <p>Philosophical reasons against the existence of God</p> <p>Special and General Revelation from God</p> <p>Miracles</p>



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<p>READING, WRITING, TALK</p>	<p>Reading:</p> <p>Is Hell necessary with the Gospel?</p> <p>Writing:</p> <p>Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions</p> <p>Talk:</p> <p>The problem of evil and suffering</p>	<p>Reading:</p> <p>Malcolm X's account of Hajj</p> <p>Writing:</p> <p>Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions</p> <p>Talk:</p> <p>How the Five Pillars evidence a religion of peace</p>	<p>Reading:</p> <p>Humanist publications on morality and celebrations</p> <p>Writing:</p> <p>Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions</p> <p>Talk:</p> <p>How necessary is God in a modern world?</p>	<p>Reading: Factory farming the impact of politics on animal rights</p> <p>Writing:</p> <p>Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions</p> <p>Talk:</p> <p>Discussing the global issues addressed in the Religion and Life unit</p>	<p>Reading:</p> <p>Articles addressing the issue of abortion</p> <p>Writing:</p> <p>Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions</p> <p>Talk:</p> <p>Discussing the global issues addressed in the Religion and Life unit</p>	<p>Reading: The miracle and pilgrimage of La Virgen de Guadalupe</p> <p>Writing:</p> <p>Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions</p> <p>Talk:</p> <p>Whether evidence for and against the existence of God is convincing</p>
<p>TIER 3 VOCAB</p>	<p>Monotheist Trinity Omnipotent Omniscient Omnibenevolent Inconsistent Triad Purgatory Limbo</p>	<p>Shahadah Salah Zakah Sawm Hajj</p>	<p>Pantheism Reincarnation Rebirth Guru Karma</p> <p>Utilitarianism Situation Ethics Deontology</p>	<p>Causation Cosmology Evolution Big Bang Vivisection Global warming Stewardship Khalifah</p>	<p>Paranormal Near Death Experience Pro choice Pro life Sanctity of life Quality of life Euthanasia (voluntary and non) Assisted suicide Viability</p>	<p>Special and general revelation Miracle</p>



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PSPSMC, BRITISH VALUES	<p><u>Individual Liberty:</u></p> <p>Learning of other belief systems does not diminish one's own</p>	<p><u>Moral:</u></p> <p>Charity and responsibility towards others</p>	<p><u>Social:</u></p> <p>The celebration of others and diversity</p>	<p><u>Law:</u></p> <p>Animal Rights</p>	<p><u>Law:</u></p> <p>Abortion and euthanasia</p>	<p><u>Spiritual:</u></p> <p>The existence of God</p>
	<p><u>Tolerance:</u></p> <p>For other views including lesser recognised belief systems of Christianity</p> <p><u>Spiritual:</u></p> <p>The nature of God and the afterlife</p> <p><u>Moral:</u></p> <p>The existence of evil and suffering in the world</p>	<p><u>Cultural:</u></p> <p>Cultures within the UK</p> <p><u>Social:</u></p> <p>The ummah (Muslim community)</p>	<p><u>Moral:</u></p> <p>Ways of making moral decisions</p> <p><u>Tolerance:</u></p> <p>For those without faith as well as those with</p>	<p><u>Tolerance:</u></p> <p>Those with different views to us</p>	<p><u>Tolerance:</u></p> <p>Those with different views to us</p> <p><u>Spiritual:</u></p> <p>Reasons for life after death which are not religious</p>	<p><u>Personal:</u></p> <p>Developing one's own justified conclusions</p>



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Year Group	10 GCSE Religious Studies					
Rationale/ Narrative	Having laid the foundation of skills and knowledge in Year 9, students are challenged and supported as they build on their previous learning. Deeper theological and societal principles will help students to evaluate issues such as crime and punishment, relationships and families, and peace and conflict. Through analysing sources of wisdom and scripture, students will develop the ability to reach justified conclusions on these issues.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<u>Christian Beliefs – The role of Jesus and Salvation</u> Original Sin Incarnation The Life of Jesus Atonement Salvation	<u>Relationships and Families</u> Marriage Families Contraception Relationships Sexuality Divorce and Remarriage Gender Equality	<u>Christian Practices</u> Worship Sacraments Festivals Pilgrimage Mission and Evangelism The Role of the Church	<u>Crime and Punishment</u> Nature and causes of crime Justice Aims of punishment Capital Punishment Corporal Punishment Protest	<u>Peace and Conflict</u> Conflict Terrorism War Just War Holy War Pacifism Weapons of Mass Destruction Peacemakers	<u>The Abrahamic Faiths</u> God The Afterlife Prophets Jerusalem Practices
SKILLS	Identification and recall Summarising and description Explanation Evidencing Analysis Evaluation	Identification and recall Summarising and description Explanation Evidencing Analysis Evaluation	Identification and recall Summarising and description Explanation Evidencing Analysis Evaluation	Identification and recall Summarising and description Explanation Evidencing Analysis Evaluation	Identification and recall Summarising and description Explanation Evidencing Analysis Evaluation	Identification and recall Summarising and description Explanation Evidencing Analysis Evaluation
ASSESSMENTS	<u>SPM1</u> Evaluative question- The Incarnation is the most important event in Christianity <u>SPM2</u>	<u>SPM3</u> Progress Test on content from Year 9 onwards	<u>SPM1</u> Evaluative question- Baptism is the most important of all the sacraments <u>SPM2</u>	<u>SPM3</u> Progress Test on content from Year 9 onwards	<u>SPM1</u> Evaluative question- Religion is the cause of war <u>SPM2</u>	<u>SPM3</u> Progress Test on content from Year 9 onwards



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	Evaluative Question- Without the resurrection, faith in God is meaningless		Evaluative Question- The most important duty of a Christian is to help those in need		Evaluative Question- There can be no such thing as a just war	
HOME LEARNING	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question
READING, WRITING, TALK	Reading: The life of Jesus Writing: Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions Talk: What should permit a person to get to Heaven?	Reading: Has the word homosexual always been in the Bible Writing: Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions Talk: The logical conclusion for gender equality	Reading: Accounts of pilgrimages and the work of Christian Aid Writing: Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions Talk: What are the priorities for how a Christian should live their lives?	Reading: Articles surrounding how a criminal should be treated Writing: Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions Talk: What should the purpose of punishment be?	Reading: Is religion the cause of war and do atheists have something to answer for? Writing: Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions Talk: Is it right to go to war?	Reading: The importance of Jerusalem Writing: Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions Talk: Just how similar are the Abrahamic Faiths?
TIER 3 VOCAB	Sin Original Sin Incarnation Atonement	Contraception Promiscuity Gender Equality Feminism	Mission Evangelism Sacrament Eucharist	Justice Corporal Punishment Capital Punishment Protest	Peace War Weapons of Mass Destruction	Abrahamic Abrahamic Monotheism Prophet



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	Salvation Crucifixion Resurrection Ascension	Homosexuality Divorce Annulment Nuclear family Reconstituted family Extended family	Baptism Pilgrimage Persecution Pastor Disciple	Social Contract Theory Torture Amputation	Just War Crusades Pacifism Terrorism	Rites of Passage
PSPSMC, BRITISH VALUES	<p><u>Spiritual:</u></p> <p>The nature of God and the afterlife</p> <p><u>Moral:</u></p> <p>What a person should do in order to gain a place in Heaven</p>	<p><u>Moral:</u></p> <p>The rights and wrongs of contraception</p> <p><u>Cultural:</u></p> <p>How different cultures view the family</p> <p><u>Social:</u></p> <p>Discrimination, prejudice and equality in society</p>	<p><u>Cultural:</u></p> <p>The impact of Christianity on our calendar</p> <p><u>Personal:</u></p> <p>Considering ways in which journeys can help us</p> <p><u>Tolerance:</u></p> <p>Understanding why those preach religion</p>	<p><u>Law:</u></p> <p>Understanding the law in the UK today</p> <p><u>Democracy:</u></p> <p>How democracy links into the aims of punishment and Human Rights</p> <p><u>Moral:</u></p> <p>The rights and wrongs of forms of punishment</p>	<p><u>Moral:</u></p> <p>The rights and wrongs of conflict</p> <p><u>Democracy:</u></p> <p>Engaging in our political system regarding its WMD status</p> <p><u>Spiritual:</u></p> <p>The sanctity of human life and the extent it should / can be protected</p>	<p><u>Spiritual:</u></p> <p>The nature of God</p> <p><u>Social / Tolerance:</u></p> <p>The similarities between the three Abrahamic Faiths</p> <p><u>Cultural:</u></p> <p>The importance of Jerusalem in the global setting</p>



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Year Group	11 GCSE					
Rationale/ Narrative	In the run up to their GCSEs student will learn about one of the more challenging topics having gained the necessary skills to tackle it with confidence. The last unit is Muslim beliefs in which Arabic terminology is learnt and must be recognised to effectively succeed in the exams. This will be complemented by further learning on Muslim practices to contextualize these beliefs. From this point students will utilize the skills they have gained throughout the course to revisit old content and analyse topics with poise and sophistication. Students will be able to call a huge body of subject knowledge to memory, make clear links between units and transfer what they know to new material. Students will be equipped with the appropriate procedural and conditional knowledge they require to be successful in their GCSE examination early in the Summer Term					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<u>Muslim Beliefs</u> The nature of God and Tawhid, Prophethood Muhammed (pbuh), Articles of faith Judgement day Life after death Angels, predestination	<u>Muslim Practices</u> The Ten Obligatory Acts of Shi'a Muslims Jihad Festivals and Commemorations	<u>Revision</u>	<u>Revision</u>	<u>GCSE Exams</u>	
SKILLS	Identification and recall Summarising and description Explanation Evidencing Analysis Evaluation	Identification and recall Summarising and description Explanation Evidencing Analysis Evaluation	Identification and recall Summarising and description Explanation Evidencing Analysis Evaluation	Identification and recall Summarising and description Explanation Evidencing Analysis Evaluation	Identification and recall Summarising and description Explanation Evidencing Analysis Evaluation	
ASSESSMENTS	<u>SPM1</u> Evaluative question- Tawhid is the most	<u>SPM3</u>				



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	important belief for a Muslim SPM2 Evaluative Question- The future is not set	Progress Test on content from Year 9 onwards				
HOME LEARNING	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question	Home Learning Knowledge Recall Quiz on TEAMS/SENECA x2 1 Peer marked exam question		
READING, WRITING, TALK	Reading: The life of Muhammad and Yusuf Writing: Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions Talk: Whether free will can truly exist within the concepts of fate / predestination	Reading: Crusader memory – how the legacy of the Crusades impacts the world today Writing: Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions Talk: The logical conclusion for gender equality	Writing: Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions	Writing: Extended writing, analysing and evaluating multiple viewpoints and reaching justified conclusions		
TIER 3 VOCAB						



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	<p>Tawhid Risalah Malaikah Kitub Akirah Predestination Al-Qadr Five Roots Six Articles of Faith</p>	<p>The Ten Obligatory Acts Jihad Ashura Eid</p>				
<p>SMSC, BRITISH VALUES</p>	<p><u>Spiritual:</u> The nature of God and the afterlife <u>Cultural:</u> The differences within Islam</p>	<p><u>Moral:</u> The rights and wrongs of contraception <u>Cultural:</u> How beliefs and history impact the culture of Islam <u>Tolerance:</u> Developing an understanding of jihad without media bias</p>				