# Religious Education Curriculum map

## YEAR 11

GCSE examinations

Revision

Mock exams

**Human rights**
- Issues of wealth and poverty
- Prejudice and discrimination
- Human rights and social justice

**Good and evil**
- Forgiveness
- Good, evil and suffering
- Crime and punishment

**Relationships**
- Issues of equality
- Sexual relationships
- Relationships

**Life and Death**
- Belief about death and the afterlife
- The world
- The origin and value of human life

**Muslims Practices**
- Jihad
- Festivals
- Five Pillars
- Foundations of faith
- Akihirah
- 10 obligatory acts
- Malaikah
- Risalah

## YEAR 10

**Christian beliefs**
- The Afterlife
- Jesus Christ
- Salvation
- The nature of God
- Creation

**Christian practices**
- Sacraments
- Pilgrimage and celebrations
- Forms of worship
- Christianity in Britian and the Church and the local community
- The worldwide church

**Muslim beliefs**
- The nature of God

**Is religion good for society?**
- Debate a topic
- Examine faith in the news
- Describing ethical issues and how decisions can be made
- Describe Christian/Islam/Hindu perspectives on a topic
- Develop critical thinking and debating skills

**Is death the end?**
- Examine Hindus belief of the afterlife
- Examine Christian belief of the afterlife
- Compare different beliefs a bout the afterlife
- Explore concepts of the afterlife

**Is God real?**
- Examine how a belief in God impacts purpose
- Compare different religious beliefs about God
- Examine the concept of life without god
- Examine the concept of a deity and what this means to believers

**What does mean to be human?**
- Compare different religious points of view
- Discuss how a purpose of life can impact a person's life.
- Compare the impacts religious and secular view On purpose can have on life.
- Examine 6 key philosophies of life
- Consider a personal response to the purpose of life

## YEAR 9

**What is the truth?**
- Define the concept of truth and the philosophical debate around this concept
- Talking about what you & others do to make decisions
- Talking about the ways religious people may find the truth
- Compare religious and secular truth
- Examine how truth might change

**Terrorist or freedom fighter**
- Debate philosophical concept of truth to a multicultural society
- Examine acts of terror over history
- Comparing reasoning given for acts Of terror
- Examine the concept of a just war
- Talking about religious teaching Regarding violence included Islam and Hinduism

**Laws, rules & worldview?**
- Examine the ways religion and the law can come into conflict
- Examine the law as a source of authority and compare to religions
- Saying how you decide what is right or wrong without the guidance of religion.
- Talking about worldviews and understanding of rights and wrongs
- Talking about what you do in your free time & how you form opinions and world views
- Discuss and debate the impact the media can have on a person's faith

**Can our word have power?**
- Talk about bias and persuasive language
- Asking how the media can have an impact on a person's belief and perspective about the world
- Sharing past experiences People and places in the past Asking about what happened in the past
- Talking about what, when, where & why you celebrate Talking about how people celebrate

## YEAR 8

**What are our rights and responsibilities?**
- What influence people and what impact does this have?.
- Asking questions about me, myself and I.
- Examine our own actions/ actions of others as well as the UDHR.
- Examine the religious make up of the local area and how this impacts on people.
- Examine the law as a source of authority and compare to religions .

**Where do I belong?**
- Talking about what people want to, can and must do
- Examine the religious make up of the local area and how this impacts on people.
- Examine the impact religion can have on the make up of an area
- Examine the impact of religion on a person's life both those with and without faith

## YEAR 7

**Foundations of faith**
- Saying what people might believe and the impact this could have.
- Saying how many there are and their key features
- Saying what we do Saying what others do
- Examining the route of the principle religions and their impact.

**Hero or villain**
- Distinguishing the different perspectives within a faith and between a religions
- Describing their understanding of faith
- Examine scripture and the impact this will have on lives
- A study of Christianity and Jesus as a source of authority.

Religion education allows pupils to encounter ancient and living tradition that help to shape the world.