Critical theme mapping: Ask questions about meaning

Knowledge and	Year 7 CORE	Term 1	Term 2	Term 3
understanding Appreciate and		Welcome and expectations Six Main World Religions What it means to be religious	Hinduism key beliefs and teachings Hindu practices and impact on believers' lives	Buddhism beliefs, teachings and practice Sikh beliefs, teachings and practices
appraise varied responses Develop their own response Intent & Assessment Links B) Describe (5)	Knowledge	 Welcome and expectations Baseline assessment Six Main World Religions Symbolism Timeline 6 world religions What is religion 6 World religion symbols and mobile hwk C) question assessment Present Mobiles 	 Hinduism key beliefs and teachings Hinduism symbols and Trimurti Reincarnation -link to Trimurti Puja worship – home and temple. Shrine hwk Mandir Present shrines Stories – Ramayana Shrine presentation 	Buddhism • Buddhism intro symbols and origami lotus flower • Origins: Early life of Siddhartha and 4 sights • Enlightenment • 3 marks of being • 4 Noble truths • 8 Fold path • Mandala patterns • Prayer flags
The curriculum journey gives students the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities. C) Explain (8) Students will identify, investigate and	Link to Critical theme: asking questions about meaning	What is the meaning of symbolism and an awareness of symbolic meanings in a range of religions	Knowledge and understanding of symbolic meaning in Hindu beliefs regarding the gods and goddesses, worship and festivals	Knowledge and understanding of symbolic meaning and importance in Buddhist beliefs including the meaning of enlightenment as a way to overcome suffering through the 4 Nobel truths and 8 fold path and how this is expressed in a Buddhists life allowing students to begin to talk about personal feelings and responses and what they find strange or interesting
respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views. D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with		 What it means to be religious Welcome to island task What are our rules (10 commandments) Who will lead us (Christian & Sikh) How will we welcome life (Islam & Sikh) How will we record events (Islam & Sikh) How will we celebrate our survival (Hindu, Sikh & Judaism) 	 Hinduism 16 Samskaras Caste system and dharma Ahimsa and today – care for animals and environment 	Sikhism Sikhism symbolism Nanak 10 Gurus Guru Gobind Singh and Khalsa 5 K's Gurdwara
religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives.		An awareness of the meaning and importance of religious rules, leadership, celebrations, holy books and festivals	Knowledge and understanding of symbolic meaning and importance of Ashramas, caste system and ahimsa allowing students to begin to talk about personal feelings and responses	Knowledge and understanding of symbolic meaning and importance in Sikh beliefs regarding the Gurus, creation of the Khalsa shown in practise today through the wearing of the 5 K's and worship allowing students to begin to talk about what is important to themselves

Awareness of a range of religions and worldviews

Critical theme mapping<mark>: Ask questions about meaning</mark>

Awareness of a range of religions and worldviews		1	1	
Knowledge and understanding Appreciate and appraise varied responses Develop their own response	Link to retainable skills	 AT1: use religious words recognise features of religion recognise symbols recognise other verbal and visual forms of religious expression. AT2: talk about my feelings and experiences talk about what I find interesting or strange talk about what I think is important to myself and others 	 AT1: use religious words recognise features of religion recognise symbols recall a religious story recognise religious symbols recognise other verbal and visual forms of religious expression. AT2: talk about my feelings and experiences talk about what I find interesting or strange talk about what I think is important to myself and 	 AT1: use religious words recognise features of religion recognise symbols recall a religious story recognise religious symbols recognise other verbal and visual forms of religious expression. AT2: talk about my feelings and experiences talk about what I find interesting or strange talk about what I think is important to myself and others
Intent & Assessment Links B) Describe (5) The curriculum journey gives students	Key Technical Vocabulary	Sign /Symbol/God/Allah Believe/Belief/Religion/Religious/Judaism/Christianity/ Islam/Hinduism/Buddhism/Sikhism	others Monotheism / Trimurti / Atman / Samsara /Puja Arti / Murti / Mandir / Shrine / Prashad / Diwali Moksha	Siddhartha Gautama / Buddha / Bhavacakka / Dukkha Four Noble Truths / Noble Eightfold Path / Enlightenment Meditate / Mantra / Nirvana / Sangha / Samatha Mala / Wesak
the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities.		Jesus Muhammad Festival Qur'an Guru Granth Sahib Religious Diwali Hanukah Judaism Christianity Isla Hinduism Buddhism Sikhism		Khanda / Ik Onkar / Naam / Guru / Guru Nanak / Guru Granth Sahib Khalsa / Amrit Ceremony / The 5 Ks / Gurdwara / Sangat Sewa
 b) Explain (a) c) Explain (b) Students will identify, investigate and responds to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views. D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identify, diversity, meaning, value and commitments in their own and other people's lives. 	Opportunities for Reading	Religious story of Jesus and Guru Nanak as leader/founders Religious account of welcoming life in Islam and Sikhism Extracts from Qur'an and Guru Granth Sahib Extracts recounting religious festivals in Hinduism, Sikhism and Judaism BBC Bitesize		The importance and symbolism of the Buddhist lotus flower; make sure students are aware of the symbolic reference to the different coloured lotus flowers Newspapers – evidence of suffering in world and apply Buddhist teachings of removing Dukkha Extracts recounting practice of Mandala patterns; Wesak; Prayer flags Extracts of religious text recounting Guru Nanak as founder of Sikhism Extracts of religious text recounting the importance of each Sikh Guru Extracts of religious text recounting the importance and symbolism in the creation of the Khalsa making links to practise today Article regarding the features and symbolism of the Gurdwara BBC Bitesize
A) Define (2) B) Describe (5) C) Explain (8)	Developing Cultural Capital	 Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. 	 Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. 	 Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities

D) Evaluate (15)

Critical theme mapping: Ask questions about meaning

of religions and worldviews Knowledge and understanding		 Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities 	 Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities 	 Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform
Appreciate and appraise varied responses Develop their own response		 Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 	 Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 	 their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect
stent & ssessment Links bescribe (5) : curriculum journey gives students opportunity to ask questions about aning, equipping them with the skill lescribe, explain and analyse beliefs upractices from the major six world gions, recognising the diversity and	Cross Curricular Links (Authentic Connections)	English and History – extended writing skills History – Historical events Geography – countries of religious origin SMSC Character education – note taking	English and History – extended writing skills History – Historical events Geography – countries of religious origin SMSC Sociology - Y13 Marxist explanations of religion, the caste system is an example to back up Marxist views. Year 11 - when looking at social stratification we use the Caste System as an example of social stratification. Character education – note taking	English and History – extended writing skills History – Historical events Geography – countries of religious origin SMSC Character education – note taking
y which exists within and between munities. xplain (8) fents will identify, investigate and yond to questions posed by, and	Key Assessment	Baseline assessment Assessment: What does it mean to be religious? Assessment writing	Assessment: Shrine presentation	Assessment: Buddhism beliefs, teachings and practices

Students will identify, respond to questions d by, and responses offered by some of the sources of wisdom found in religions and world views.

Awareness of a range

D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives.

Critical theme mapping: Ask questions about meaning

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Muhammad as leader

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Miracles

Parables and miracles

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Term 2

Jesus as leader and Christian beliefs, teachings and practice

Jesus as leader and Christian beliefs, teachings and practice

Jesus Baptism & link to Trinity

Knowledge and understanding of symbolic meaning and

importance in Christian beliefs in regards Jesus as a great

leader and the impact for Christian practices and suggested

Last Supper & beginnings of Eucharist

Pentecost and Holy week

meanings for symbols and actions in regards Baptism, Trinity,

Parables – Good Samaritan

Jesus born a Jew (link to renewing covenant) &

10 commandments into Greatest commandment

Term 3

Muhammad as leader and Muslim beliefs, teachings and

Awe and wonder – Creation theories from around the

Muhammad as leader and Muslim beliefs, teachings and

Knowledge and understanding of symbolic meaning and

symbols and actions through the 5 pillars identifying how

people show their religion while allowing students to ask

Awe and wonder – Creation theories from around the

importance Muslim beliefs on Medina and jihad as an

example for all Muslims and suggested meanings for

Medina and Muslim community

Jihad and wars for Makkah

5 Pillars of Islam: Shahadah

Hajj – link back to Ibrahim

Salah, Zakat, Sawm

questions about experience and feelings.

practice

world

practice

world

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Awareness of a range of religions and worldviews		
	Knowledge and understanding	
	Appreciate and appraise varied responses	
	Develop their own response	
Inte	ent &	
B) Desc The cur the opp meanin to desc and pra religion	Eccessment Link tribe (5) rriculum journey gives studen portunity to <u>ask questions abb</u> ag, equipping them with the sir tribe, explain and analyse beli actices from the major six won s, recognising the diversity ar hich exists within and between unities.	ts <mark>but</mark> kill efs rld nd
respon respon sources	ain (8) ts will identify, investigate an d to questions posed by, and ses offered by some of the s of wisdom found in religions rrld views.	
D) Eval	(45)	

Year 8 CORE

Unit(s) – As

outlined in 39

week plans

Retainable

Knowledge

Link to Critica

theme: asking

questions

meaning

about

Key

Term 1

Qualities of leaders and Abraham as a leader

Different ways of seeing

Qualities of leaders and Abraham as a leader

Burning bush & 10 plagues

Abraham as the father of monotheistic religions

Passover & Practise today

Jewish beliefs, teachings and practice

(Adam first) Abraham and promise

Ibrahim sacrifice and covenant in Qur'an

Moses' life in palace, Hebrew realisation,

Abraham sacrifice and covenant

What is the meaning of leadership and to what extent

this is demonstrated by Abraham and allowing students

to begin questioning the commonality of religions with

Jewish belief, teachings and practice

Welcome & expectations

Welcome & expectations

leaving

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We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning

The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. W want students to engage seriously with religions and world views so they can articulate their nersonal reflections an critical responses to questions of meaning and teachings about identity diversity, meaning, value and commitments in their own and other people's lives.

d n We vith		 Crossing Red Sea, 10 commandments and renew covenant Torah & creative hwk Synagogue Present Torah scrolls homework – oracy skills 	 Bible and Church Muhammad as leader Pre-Islamic Arabia, need for final revelation Opposition in Makkah & Hljrah 	 Awe and Wonder Big bang &Evolution Christian Creation Creation stories Creation story showcase – oracy skills
n and ty, :r	theme: asking questions about	Knowledge and understanding of symbolic meaning and importance in Jewish beliefs in regards Moses as a great leader and the impact for Jewish practices of 10 commandments, Torah and worship	importance in Christian beliefs in regards Jesus as a great leader and the impact for Christian practices and suggested meanings for symbols and actions the last supper and Eucharist, Holy week and worship. Knowledge and understanding of symbolic meaning and importance in Muslim beliefs in regards Muhammad as a great leader in regards the contrast of Pre-Islamic Arabia and the need for a seal of prophets in the monotheistic religions	Opportunity to explore how various faiths and scientists alike have explained one of life's big and difficult questions of meaning concerning origins of life; explaining the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions gives students the opportunity to analyse and interpret the significance of different forms of religious expression, including sacred texts and symbolism, including their own views on the key question of meaning and purpose linked to origins of life using appropriate evidence and examples.

Critical theme mapping<mark>: Ask questions about meaning</mark>

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	Link to	AT1	AT1	AT1
Awareness of a range	retainable skills	 use religious words to identify a feature of religion 	 use religious words to identify a feature of religion 	 use religious words to identify a feature of religion
of religions and	36113	 identify the importance of religion for some people 	 identify the importance of religion for some people 	 identify the importance of religion for some people
worldviews		 retell a religious story 	 retell a religious story 	 retell a religious story
		 suggest meanings for symbols and actions identify 	 suggest meanings for symbols and actions identify how 	suggest meanings for symbols and actions identify
Knowledge and		how people show their religion	people show their religion	how people show their religion
understanding		 begin to show awareness of similarities in religions 	 begin to show awareness of similarities in religions 	 begin to show awareness of similarities in religions
		 Identify how religion is expressed in different ways 	 Identify how religion is expressed in different ways 	 Identify how religion is expressed in different ways
Appreciate and		AT2	AT2	AT2
appreise varied			ask questions about experiences and feelings	ask questions about experiences and feelings
responses		 ask questions about experiences and feelings recognise that some questions make people wonder 	 recognise that some questions make people wonder and 	 recognise that some questions make people wonder
		and are hard to answer	are hard to answer	and are hard to answer
		recognise my own values (ideas about right and wrong)	 recognise my own values (ideas about right and wrong) 	 recognise my own values (ideas about right and
Develop their own		and values of others	and values of others	wrong) and values of others
response				
	Key Technical	Abraham / Descendants / Israel / Sarah / Hagar / Ishmael /	Covenant / Messiah / Gabriel / Mary / Joseph / Angels / Baptism	Allah / Islam / Muslim / Qur'an / Muhammad / Abu Talib
Intent &	Vocabulary	Isaac / Sacrifice / Ibrahim / Ur / Ka'aba	/ Miracle	Khadija / Mecca / Igra / Medinah / Hijra / Shahadah
		Hajrah / Zam Zam / Satan	Sabbath / Disciples / Judas / Crucifixion	Awe / Wonder / Create / Big Bang / Evolution / Genesis /
Assessment Links		Moses / Hebrew / Pharaoh / 10 Plagues / Passover / 10		Christian / Nature
B) Describe (5) The curriculum journey gives students		Commandments / Covenant / Judaism / Torah / Synagogue	Allah / Islam / Muslim / Qur'an / Muhammad / Abu Talib /	
the opportunity to ask questions about meaning, equipping them with the skill		/ Ark / Yad	Khadija / Mecca / Iqra / Medinah / Hijra / Shahadah	
to describe, explain and analyse beliefs	Opportunities	Religious story of Abraham as father of Judaism	Religious story of Jesus birth and key stages of life as leader of	Religious story of the first Jihad and wars used by
and practices from the major six world religions, recognising the diversity and	for Reading	Religious story of Ibrahim as father of monotheistic	the continued monotheistic belief	Muhammad to establish Islam in Makkah and make links
unity which exists within and between communities.		religions and a prophet of Islam making link to practise	o , , , o	to practise today
		today	of the Trinity and practise today	Article regarding the features and importance of the 5
C) Explain (8) Students will identify, investigate and		Religious story of Moses as leader and founder of	· · · ·	Pillars of Islam: Shahadah; Salah, Zakat, Sawm; Hajj – link
respond to questions posed by, responses offered by some of the		Judaism, making links to practise today Article regarding features of the synagogue and	links to practise today Religious story of the Last Supper & beginnings of Eucharist	back to Ibrahim as a great prophet and leader emphasising the continued monotheistic belief, rather
sources of wisdom found in religions		importance to practise today		than a new religion/message
and world views.		BBC Bitesize		Information on a variety of creation stories (Scientific,
D) Evaluate (15) We want students to appreciate and			making links to practice today	humanist, Christian, Aborigine, Hindu, Inuit, Maori)
appraise the nature, significance and			Article regarding feature of the Bible and Church, making links	BBC Bitesize
impact of different ways of life and ways of expressing meaning.			to practice today	
The curriculum journey promotes an			Religious story of pre-Islamic Arabia and the need for final	
enquiry into what enables different			revelation to Muhammad as leader of the continued	
			monotheistic belief	
communities to live together respectfully for the wellbeing of all. We			Deligious story of the expection in Mekkeh loading to the	
respectfully for the wellbeing of all. We want students to engage seriously with			Religious story of the opposition in Makkah leading to the Hijirah for the establishment of Islam	
respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and			Hijrah for the establishment of Islam	
respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can	Developing		Hijrah for the establishment of Islam BBC Bitesize	Deflecting on our place in the world and what we are
respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and	Developing Cultural	 Reflecting on our place in the world and what we can do to hole others. Being aware of and applying 	Hijrah for the establishment of Islam BBC Bitesize • Reflecting on our place in the world and what we can do	 Reflecting on our place in the world and what we can do to help others. Being aware of and applying
respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity,	Developing Cultural Capital	do to help others. Being aware of and applying	 Hijrah for the establishment of Islam BBC Bitesize Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. 	do to help others. Being aware of and applying
respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other	Cultural		 Hijrah for the establishment of Islam BBC Bitesize Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. 	.
respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives.	Cultural	do to help others. Being aware of and applying respect to all. Being aware of and applying equality	 Hijrah for the establishment of Islam BBC Bitesize Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. 	do to help others. Being aware of and applying respect to all. Being aware of and applying equality
respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other	Cultural	do to help others. Being aware of and applying respect to all. Being aware of and applying equality	 Hijrah for the establishment of Islam BBC Bitesize Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, 	do to help others. Being aware of and applying respect to all. Being aware of and applying equality

B) Describe (5

C) Explain (8)

D) Evaluate (15)

Critical theme mapping: Ask questions about meaning

Awareness of a range of religions and worldviews	
Knowledge and understanding	
Appreciate and appraise varied responses	
Develop their own response	

Intent &

Assessment Links

B) Describe (5) The curriculum journey gives students the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities.

C) Explain (8) Students will identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.

D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives.

> A) Define (2) B) Describe (5) C) Explain (8) D) Evaluate (15)

Key Assessment	Assessment: Abraham – the Father of the covenant	Assessment: Christian beliefs, teachings and practices	Assessment: Muslim beliefs, teachings and practices
Cross Curricular Links (Authentic Connections)	English and History – extended writing skills History – Historical events Geography – countries of religious origin SMSC Sociology - Year 13 - we use 10 commandments as an example to illustrate Functionalist views on religion. Character education – note taking	English and History – extended writing skills History – Historical events Geography – countries of religious origin SMSC MFL - KS3 - Christmas and Holy Week in Spain Character education – note taking	English and History – extended writing skills Science – creation; The big bang is in the Separate Science Physics specification. This is covered in the first term of Y11; Evolution is first introduced in Y8 (the term that it wil be covered depends on the number of teachers teaching the group). They then go on to build on their understanding in Y11, when they cover evolution and the evidence to support the theory such as antibiotic resistance. History – Historical events Geography – countries of religious origin SMSC Character education – note taking
	 Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 	 Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 	 Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest an respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect

Critical theme mapping: Ask questions about meaning

Knowledge and understanding Appreciate and appraise varied responses Develop their own response

Awareness of a range of religions and worldviews

Intent &

Assessment Links

B) Describe (5) The curriculum journey gives students the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities.

C) Explain (8) Students will identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.

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The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives.

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A) Define (2)	
B) Describe (5)	
C) Explain (8)	
D) Evaluate (15)	

Year 9 CORE	Term 1	Term 2	Term 3
week nlans	Welcome & expectations Ultimate questions Arguments against God	God on trial Evidence of the soul and Life After Death (LAD)	Funeral Rites Stewardship for environment and animals Britain as a Multi-faith society and humanism
Key Retainable Knowledge	Ultimate questions Ultimate Questions – God? Greek gods Religious Experience Miracles Cosmological Design	 Evidence of the soul and Life and Death GCSE options lesson Identity – link to do we have a soul? Evidence of soul and LAD – ghosts Evidence of soul and LAD – N.D.E 	 Stewardship for environment and animals If is LAD how it affects lives today – totemism/animism, Stewardship Environment & stewardship Animal rights & optional assessment Organisations in Action
theme: asking questions about	An introduction to philosophical arguments (ontological, first cause and design) and evidence believers may use to rationalise their held beliefs allowing students to begin formulating a range of viewpoints on questions about evidence, proof religious experience, meaning and destiny.	linking philosophical arguments for (unit 1) and against (unit 2) the existence of God through opposing scholars (Christian and atheist) analysing to what extent these ideas can be reconciled or if religion will lose out to science and atheism. An enquiry on personal identity will highlight questions concerning the soul and whether evidence for the spiritual self is reasonable in a scientific world and to what extent this supports the existence of God which will lead to the proceeding units investigation into life after death. By analysing ideas from believers and atheists to rationalise their held beliefs allows students to begin formulating a range of viewpoints on questions about beliefs, meaning, truth, commitment, values, and purpose.	The view that a religious person holds about the afterlife is bound to affect the value given to this current life leading to a question of meaning in regards a sense of environmental responsibility and to what extent humans will be judged on how they have looked after the world allowing students to recognise different answers and reflect on the impact of their own values and commitments to the natural world
	 Arguments against God Arguments against God Natural evils Moral evils Pre-war life & definition of Holocaust God on trial; Inconsistent triad and Christian responses 	Evidence of the soul and Life and Death (LAD) Spiritualism Heaven, Hell, Purgatory Hinduism & LAD Reincarnation case study & assessment Question Funeral rites Day of the Dead 	 Britain as a Multi-faith society and humanism Britain as multi-faith Humanism Christian Denominations development Denominations similarities and differences Inspirational British icons influenced by religion
theme: asking questions about meaning	An introduction to evidential and philosophical arguments allowing students to consider and respond to questions about the nature of good and evil and the concepts of right and wrong. By analysing ideas from believers to rationalise their held beliefs allows students to begin formulating a range of viewpoints on questions	An enquiry into what death and indeed life after death means from sacred texts and contemporary sources allows students to consider their own purpose and meaning. By analysing ideas from believers and atheists to rationalise their held beliefs allows students to begin formulating a range of viewpoints on	An investigation into famous British Icons whose success has been guided by principles from their respective held faith demonstrates to students the positive effect of living in a multi faith society. This will give students the opportunity to examine the question of why religion matters and what would be positive or difficult following a faith in the Modern Western community, exploring

Critical theme mapping: Ask questions about meaning

Knowledge and understanding Appreciate and appraise varied		about values and commitments in face of adversity which in turn allows students to begin to formulate an informed response to world events (holocaust) displaying perceived evil	questions about beliefs, meaning, truth, commitment, values, and purpose.	concepts such as belonging, diversity, meaning and commitment.
responses evelop their own response t & comment Links (5) um journey gives students nity to ask questions about guipping them with the skill explain and analyse beliefs is from the major six world cognising the diversity and exists within and between s. (1) II identify, investigate and questions posed by, and freed by some of the	Link to retainable skills	 AT1 use a developing religions vocabulary to describe key features of religion recognise the similarities and differences between religions describe how sources (holy books etc.) influence beliefs begin to describe how religion affects a person's life describe types of religious expression (how people show they are religious) AT2 identify what influences (affects) me and compare this with what influences others ask questions about religion and beliefs, making links between their own and others' responses. recognise different answers to these questions describe how my attitudes and behaviour are affected by my values, seeing a link between values and commitment. 	 AT1 use a developing religions vocabulary to describe key features of religion recognise the similarities and differences between religions describe how sources (holy books etc.) influence beliefs begin to describe how religion affects a person's life describe types of religious expression (how people show they are religious) AT2 identify what influences (affects) me and compare this with what influences others ask questions about religion and beliefs, making links between their own and others' responses. recognise different answers to these questions describe how my attitudes and behaviour are affected by my values, seeing a link between values and commitment. 	 AT1 use a developing religions vocabulary to describe key features of religion recognise the similarities and differences between religions describe how sources (holy books etc.) influence beliefs begin to describe how religion affects a person's life describe types of religious expression (how people show they are religious) AT2 identify what influences (affects) me and compare this with what influences others ask questions about religion and beliefs, making links between their own and others' responses. recognise different answers to these questions describe how my attitudes and behaviour are affected by my values, seeing a link between values and commitment.
visdom found in religions iews. (15) udents to <mark>appreciate and</mark> e nature, significance and fferent ways of life and	Key Technical Vocabulary	Omnipotent / Omniscient / Omnibenevolent / Infinite / F Mi	inite / Necessary / Being / Contingent / Religious Experience / iracles / iam Paley / Atheism / Agnosticism	God / Environmental sustainability / Soul / Afterlife / Environment / Stewardship / Christianity / Dominion / Protect / Preserve / Responsibility / Global / Citizenship
eresting meaning, um journey promotes an what enables different s to live together for the wellbeing of all. We tis to engage seriously with d world views so they can eir personal reflections and onsets to quettions of d teachings about identity, eaning, value and ts in their own and other is.	Opportunities for Reading	experiences and miracles making links to impact on belief in God Information regarding the Ontological, first cause	Information regarding evidence for ghosts and spiritualism making link to support belief and practise of life after death Extracts of religious text regarding life after death from Christianity and Hinduism BBC Bitesize – Eduqas, Islam BBC Bitesize – Eduqas, Ethics	Information regarding different funeral rites making links to belief and practice today Articles reading the environment and stewardship Articles regarding the work of organisations putting into action stewardship, making a comparison between violent and no-violent actions Information regarding the work of various British icons making links to the influence and impact of their religious beliefs BBC Bitesize – Eduqas, Ethics
befine (2) Jescribe (5) xplain (8) Evaluate (15)	Developing Cultural Capital	 Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities 	 Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. 	 Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities

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Awareness of a range of religions and

worldviews

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Intent

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B) Describe (5) The curriculum the opportunity meaning, equip to describe, exp and practices fro religions, recogr unity which exis communities.

C) Explain (8) Students will ide respond to que responses offer sources of wisdo and world views

D) Evaluate (15) We want studer appraise the na impact of different ways of express

The curriculum enquiry into wh communities to respectfully for want students t religions and wo articulate their p critical respons meaning and te diversity, meani commitments in people's lives.

Critical theme mapping: Ask questions about meaning

worldviews				
Knowledge and understanding		 Understand and appreciate the range of cultures within and outside school, in communities and beyond. 	 Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between there is a deliging. 	within and outside school, in communities and beyond.
Appreciate and appraise varied responses		 Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 		 Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect
Develop their own response	Cross Curricular Links (Authentic	English and History – extended writing skills History – Historical events Drama - Y7 explore ritual and what it means to have faith. SMSC	English and History – extended writing skills History – Historical events MFL - All Key stages - Día de Muertos in Mexico: explanation and rites	English and History – extended writing skills History – Historical events Science - In Y10, students look at the development of new drugs, as part of this unit, students will consider the ethical
Intent & Assessment Links	Connections)	Character education – note taking	SMSC Character education – note taking	issues of testing new drugs on animals. In Y11 students will cover genetic modification and as part of this will have to consider the ethical issues associated with it, including using animals.
B) Describe (5) The curriculum journey gives students the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world				MFL - Y12 - The world of bullfighting in Hispanic countries SMSC Character education – note taking
religions, recognising the diversity and unity which exists within and between communities. C) Explain (8)	Key Assessment	Assessment: Religious Experience and Proof	Assessment: Arguments about God	Assessment: Stewardship & the Natural World
C) Explain (0)				

C) Explain (8) Students will identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.

Awareness of a range of religions and worldviews

D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives.

A) Define (2)	
B) Describe (5)	
C) Explain (8)	
D) Evaluate (15)	

Critical theme mapping<mark>: Ask questions about meaning</mark>

Awareness of a range

worldviews	Year 10 CORE	Term 1	Term 2	Term 3
Knowledge and understanding Appreciate and	Unit (s) – As outlined in 39 week plans	Welcome & Expectations Introduction to Philosophy and Ethics Medical ethics – When does life begin and Sanctity of life - Abortion	Medical ethics - Embryology and Genetic engineering Medical ethics - Euthanasia	Crime and Punishment and forgiveness Freedom of expression, censorship and Extremism
appraise varied responses Develop their own response tent & ssessment Links	Key Retainable Knowledge	 Welcome & Expectations Introduction to Philosophy and Ethics Intro Philosophy, ethics and the giving Tree Absolute and Relative morality Golden Rule – 'Tony', Liberty Mutual Right & wrong: ethical theories Conscience Righteous among nations 	 Medical ethics - Embryology and Genetic engineering Medical ethics. Genetic engineering Religious attitudes to genetic engineering Medical ethic. Infertility treatments Religious attitudes to infertility treatments Medical ethic. Organ donation 	 Crime and Punishment and forgiveness Aims of punishment Prison reformers & role of chaplains Forgiveness and reconciliation. E.g. of Christians forgiving murder and e.g. of not forgiving Capital punishment types and Controversial case studies.
escribe (5) curriculum journey gives students opportunity to ask questions about ming, equipping them with the skill escribe, explain and analyse beliefs practices from the major six world jons, recognising the diversity and y which exists within and between munities. xplain (8) fents will identify, investigate and nond to questions posed by, and onoses offered by some of the rces of wisdom found in religions world views.	Link to Critical theme: asking questions about meaning	A study of different ethical theories gives the opportunity to synthesise evidence and argument about ethics and morality creating a sound foundation for evaluating questions of meaning in regards students own and others' values and commitments in order to make coherent and rational choices; cumulates with an appreciation of the 'righteous among nations' using eg's from Holocaust linking back to Y9 unit arguments against God and suggested meaning of doing the right action in the most difficult of situations	Students continue to question their perception of human life, its value and purpose making links to legal, medical and personal views regarding medical ethics on genetic engineering, embryology, cell research and cloning to begin to construct a well-informed and balanced arguments on moral and spiritual issues	Students to question their perception of crime and punishment, gaining new knowledge regarding the theories of punishment to establish Justice while making the link to Christian teaching on justice to begin to construct well-informed and balanced argument about ethics and morality in relation to beliefs, spirituality and experience creating a sound foundation for evaluating personally and critically their own and others' values and commitments in order to make coherent and rational choices.
aluate (15) vant students to appreciate and aise the nature, significance and ct of different ways of life and of expressing meaning. curriculum journey promotes an iry into what enables different nunities to live together ctfully for the wellbeing of all. We students to engage seriously with ons and world views so they can Jate their personal reflections and al responses to questions of mig and teachings about identity, sity, meaning, value and nitments in their own and other le's lives.		 Medical ethics - When does life begin and Sanctity of life Abortion When does life begin, valued, dignity, quality of life verse sanctity of life, humanist approach 21 week baby documentary & report Abortion pro-choice verse pro-life & controversial examples Christian attitude Muslim attitudes Review and debate - link to ethical theories 	 Medical ethics - Euthanasia Euthanasia – types, when does life end, advantages/disadvantages Case studies Religious attitudes Million Dollar Baby 	 Freedom of expression, censorship and Extremism Clash of authorities, white coat example, e.g., or religious and secular clash Freedom of expression Censorship & Personal Conviction Extremism – define, non-religious e.g., & religious
A) Define (2) B) Describe (5) C) Explain (8) D) Evaluate (15)	Link to Critical theme: asking questions about meaning	A study of religious teaching and authority (AT1, learning about Christianity and Islam) and about questions of meaning, value, and commitment (AT2, learning from religion). Through analysis of case studies students will apply the knowledge and understanding gained from the units work to analyse the impact of religions and beliefs,	Students continue to question their perception of human life, its value and purpose making links to legal, medical and personal views regarding medical ethics on euthanasia to begin to construct a well-informed and balanced arguments on moral and spiritual issues	Students to question the meaning and role of perceived authority, become aware of reasons why people follow perceived authority, with an understanding of different types of authority, secular and religious, which invariably may lead to a clash allowing students to construct well- informed and balanced arguments relating to social justice, censorship, and extremism,

Critical theme mapping<mark>: Ask questions about meaning</mark>

Awareness of a range of religions and worldviews

wonaviews				
Knowledge and understanding Appreciate and appraise varied		appreciating how they can vary according to context and ultimately the impact on the way people live their lives. Students will be able to present coherent detailed arguments about beliefs, ethics, values, and issues and begin to develop their independent values and attitudes on moral and spiritual issues		synthesing evidence and argument about ethics and morality in relation to beliefs, spirituality and experience for questioning and evaluating personally and critically their own and others' values and commitments in order to make coherent and rational choices.
responses	Link to	AT1	AT1	AT1
Develop their own response Intent & Assessment Links B) Describe (5) The curriculum journey gives students the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities. C) Explain (8) Students will identify, investigate and responses offered by some of the sources of wisdom found in religions	retainable skills	 Use a developing religious vocabulary to clearly describe sources, beliefs, practices (what they do), feelings and experiences describe similarities and differences between and with religions clearly describe how religion affects a person's life explain why people express (show) their religion in certain ways AT2 ask and suggest answers to questions about life and religion (ultimate questions, e.g. What is right and wrong, when does life begin and how it should be valued affecting issues of medical ethics etc.) identify how these questions and answers affect my own life and the lives of others describe what inspires/influences myself and others 	 Use a developing religious vocabulary to clearly describe sources, beliefs, practices (what they do), feelings and experiences describe similarities and differences between and with religions clearly describe how religion affects a person's life explain why people express (show) their religion in certain ways AT2 ask and suggest answers to questions about life and religion (ultimate questions, e.g. What is right and wrong, when does life begin and how life is valued affecting issues of medical ethics etc.) identify how these questions and answers affect my own life and the lives of others describe what inspires/influences myself and others 	 Use a developing religious vocabulary to clearly describe sources, beliefs, practices (what they do), feelings and experiences describe similarities and differences between and with religions clearly describe how religion affects a person's life explain why people express (show) their religion in certain ways AT2 ask and suggest answers to questions about life and religion (ultimate questions, e.g. What is right and
and world views.	Key Technical	Philosophy / Ethics / Morality / Absolute Morality /	Medical Ethics / Genetic Engineering / Embryo / Embryology	Crime / Sin / Law / Punishment / Justice / Forgiveness
 D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and 	Vocabulary	Relative Morality / Golden Rule / Divine Command Ethic / Situation Ethics / Intuitionism / Utilitarianism / Righteous Amongst the Nations	Stem cell Research / Cloning IVF / Organ Donation / Sanctity of life / Golden Rule	Golden Rule / Capital Punishment / Rehabilitation / Retribution Deterrence / Reform Secular Authority / Religious Authority Censorship / Freedom of Expression / Personal Conviction Extremism / Prejudice / Discrimination / Social Justice Racism
critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives. A) Define (2) B) Describe (5) C) Explain (8) D) Evaluate (15)	Opportunities for Reading	Information regarding different ethical theories making links to the reliability as a moral guide Articles on various people who could be regarded a 'righteous among nations' making link to the difficulty of doing the right action under difficult circumstances. Newspaper article 21 week babies to supplement the documentary and discussion on when life begins Extracts of religious text on the attitude to when life begins making links to the medical ethics of abortion BBC Bitesize – Eduqas, Christianity BBC Bitesize – Eduqas, Islam	Information regarding the ethics of genetic engineering, giving specific examples Extracts of religious text on the attitude towards the medical ethic of genetic engineering Information regarding the ethics of infertility treatments, giving specific examples Extracts of religious text on the attitude towards the medical ethic of infertility treatments Information regarding the ethics of organ donation, giving specific examples Extracts of religious text on the attitude towards the medical ethic of organ donations	Information regarding the ethics of crime and punishment and forgiveness, giving specific examples and case studies Extracts of religious text on the attitude towards crime punishment and forgiveness Information regarding freedom of expression, the clash of authority and extremism using specific case studies such as Oscar Romero Newspaper articles showing examples of extremism in modern world Extracts of religious text on freedom of extrusion and extremism

Critical theme mapping<mark>: Ask questions about meaning</mark>

worldviews				
Knowledge and understanding Appreciate and			Information regarding the ethics of euthanasia, giving specific examples Extracts of religious text on the attitude towards the medical ethic of euthanasia BBC Bitesize – Eduqas, Islam BBC Bitesize – Eduqas, Ethics	BBC Bitesize – Eduqas, Ethics
appraise varied responses Develop their own response Intent & Assessment Links B) Describe (5) The curriculum journey gives students the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities.	Developing Cultural Capital	 Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 	 help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between 	 Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect
 C) Explain (8) Students will identify, investigate and responses offered by some of the sources of wisdom found in religions and world views. D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and 	(Authentic Connections)	English and History – extended writing skills History – Historical events Drama - Y 10 - 13 students could cover any of these elements when studying Brecht. SMSC PSCHE – Being safe Character education – note taking		English and History – extended writing skills History – Historical events Sociology - Criminology - unit 4 - we look at aims of punishment and why they are aims - link to sentencing MFL - Y13 - Social protests in the Hispanic countries SMSC Character education – note taking
commitments in their own and other people's lives.	Key Assessment	Assessment: Medial ethic of Abortion	Assessment: Medical ethics - genetic engineering, IVF, organ donation OR Medical ethics - euthanasia	Assessment: Crime and Punishment

B) Describe (5)

Awareness of a range of religions and worldviews

C) Explain (8)

D) Evaluate (15)

Critical theme mapping: Ask questions about meaning

١	worldviews
Kn	owledge and

understanding

Awareness of a range of religions and

Appreciate and appraise varied responses

Develop their own response

Intent &

Assessment Links

B) Describe (5)

The curriculum journey gives students the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities.

C) Explain (8) Students will identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.

D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives.

B) Describe (5)

C) Explain (8)

D)	Eva	uate	(15)	

Year 11 CORE	Term 1	Term 2	Term 3	
Unit (s) – As outlined in 39 week plans	Human rights and social justice Prejudice and Discrimination Welcome & Expectations	Changing roles of women in society and religion 21st century commandments	7 Deadly sins in the 21 st century	
Key Retainable Knowledge	 Welcome & Expectations Human rights and social justice Human Rights Violation of human rights, case studies Need of human dignity and social justice, Humanist view, Christian and Muslim view Acquisition of wealth and ethics, link to fair trade Religion and poverty – Nike case study agencies working for human dignity and social justice – assessment work& hwk Christian charity presentations assessment 	 Changing roles of women in society and religion Types of family Family life in 21st century – Mrs Doubtfire clip Changing roles of women Religious attitudes to family 	 7 Deadly sins in the 21st century 7 Deadly sins: worst in 21st Century Lust Gluttony and Greed Anger Kindness 	
Link to Critical theme: asking questions about meaning	Question what is meant by human rights and the implications to create social justice. By examining examples of human rights and the violation of human rights together with case studies of people working together to bring about human rights, justice, and dignity for all gives students opportunity to question identity, diversity and belonging in personal and communal contexts and in relation to community cohesion.	Question the meaning of different family types lead to analysing questions relating to issues of relationships in the twenty-first century including relationships and gender roles, including the diversity of religious teachings on the roles of women allows students question their misconceptions and give them the opportunity to analyse the positive impact such teachings could have on today's society. Students will be able to develop their independent values and attitudes in relation to identities, rights, and responsibility.	Students will begin to appreciate the value of the seven deadly sins as a foundation to both religious and non- religious teachings on morals. By understanding and analysing beliefs, teachings and attitudes to the seven deadly sins students can begin to question and evaluate their own quest for identity, meaning, values and commitments in order to make coherent and rational choices	
	 Prejudice and Discrimination Prejudice and discrimination Jim Crow laws and racism Intro Humanist attitude – show Red Card. Christian attitude against racism Martin Luther king project 	 21st century commandments Rules for today: 10 commandments relevant in 21st Century. Honour parents Do not kill: watch either Jamie Bulger or Rhys Jones Do not steal Do not lie 		

Awareness of a range of religions and worldviews

Knowledge and understa

Critical theme mapping: Ask questions about meaning

understanding Link to Criti theme: ask questions about meaning Develop their own response Intent &	^{ng} understanding of prejudice and discrimination allows students to begin evaluating and analysing questions of identity, diversity and belonging in personal and communal contexts and in relation to community	Students will begin to appreciate the value of The Ten commandments as a foundation to both religious and non- religious teachings on morals. By understanding and analysing beliefs, teachings and attitudes to the Ten Commandments students can begin to question and evaluate their own quest for identity, meaning, values and commitments in order to make coherent and rational choices	
Assessment Links B) Describe (5) The curriculum journey gives students the opportunity to ais questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities. C) Explain (8) Students will identify, investigate and responds to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views. D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. The curriculum journey promotes an enquiry into what enables different respectfully for the wellbeing of all. We want students to engage seriously with religions and world veso they can articulate their personal reflections and critical responses to questions of meaning and teachings about identify,	 AT1 use an increasingly wide and varied religious vocabulary to explain how religious beliefs affect a person and a community describe why people belong to religions evaluate reasons for differences and similarities within and between religions explain how religious sources are used to provide answers to ultimate questions and ethical issues recognise diversity in forms of religious, spiritual and moral expression within and between religions AT2 ask and suggest answers to questions about life and religion explain how this affects my own life and the life of others explain what inspires and influences themselves and others and what may make it hard to belong to a religion 	moral expression within and between religions	 AT1 use an increasingly wide and varied religious vocabulary to explain how religious beliefs affect a person and a community describe why people belong to religions evaluate reasons for differences and similarities within and between religions explain how religious sources are used to provide answers to ultimate questions and ethical issues recognise diversity in forms of religious, spiritual and moral expression within and between religions ask and suggest answers to questions about life and religion explain how this affects my own life and the life of others explain what inspires and influences themselves and others and what may make it hard to belong to a religion
A) Define (2) B) Describe (5) C) Explain (8)	 Human Rights / United Nations / Human Dignity / Social Justice / Ethics Humanist / Wealth / Absolute Poverty / Relative Poverty / Fair Trade CARJ / Christian Aid Discrimination / Prejudice / Racism / Social justice / Extremism / Personal conviction / Human Rights / Censorship Human Dignity /Martin Luther King 	Nuclear family / Re-constituted Family / Extended Family /Single-parent family / Homosexuality / Civil Partnership / Discrimination Sexism / Marriage / Cohabitation / Procreation / Faithfulness Commandment / Morality / Heretic / Honour / Murder / Stealing Lie / Jealousy / Guilt / Pride	Sin / Morality / Lust / Gluttony / Greed / Kindness Sloth / Jealousy / Guilt / Pride
D) Evaluate (15) for Reading		Information regarding the importance on family life, changes of family life, roles of women and equality Extracts from religious texts regarding the importance of family and relationship	Extracts from religious text in relation to each of the deadly sins Information and case studies to illustrate each of the deadly sins

Critical theme mapping<mark>: Ask questions about meaning</mark>

Awareness of a range of religions and worldviews			Brinsk dasstons about meaning	
Knowledge and understanding Appreciate and appraise varied responses		Information regarding Christian charities working for social justice and human dignity Case studies of prejudice and discrimination Extracts from religious texts regarding prejudice and discrimination BBC Bitesize – Eduqas, Christianity BBC Bitesize – Eduqas, Islam	Extracts from religious texts regarding role of women and equality Extracts from religious text in relation to each of the commandments Information and case studies to illustrate each of the 10 commandments BBC Bitesize – Eduqas, Islam BBC Bitesize – Eduqas, Ethics	BBC Bitesize – Eduqas, Ethics
Develop their own response Intent & Assessment Links B) Describe (5) The curriculum journey gives students the opportunity to ask questions about maning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities.	Developing Cultural Capital	 Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 	 help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between 	 Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect
sources of wisdom found in religions and world views. D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and	Cross Curricular Links (Authentic Connections)	Hispanic world Sociology - Y11 - Social Stratification - we look at how our characteristics can impact our life chances; Y13 Beliefs - we use MLK as an example of how religion can cause change Drama - Y10 GCSE explore human rights when studying Brecht SMSC Character education – note taking	English and History – extended writing skills History – Historical events MFL - Y12 - different types of family, the modern family in the Hispanic world Sociology - Y10 and Y12 - how Feminism has impacted family life Y11 - Social Stratification - gender as an impact on life chances, Y10 and Y12 Education - impact of gender on educational attainment Y13 - Beliefs and how women can now enter priesthood, Y11 and Y13 - Crime - women commit more crime due to changing roles SMSC PSCHE - Families; Respectful relationships, including friendship Character education – note taking	English and History – extended writing skills History – Historical events SMSC Character education – note taking
commitments in their own and other people's lives.	Key Assessment	Assessment: Racial prejudice and discrimination		

Awareness of a range of religions and worldviews

Religious Studies Curriculum Intent: Start to End Point Mapping

Critical theme mapping: Ask questions about meaning

Knowledge and understanding	Year 10 GCSE	Term 1	Term 2	Term 3
Appreciate and appraise varied responses		Component 3: Study of a World Faith Written examination: 1 hour. 25% of qualification Component 2: Study of Christianity Written examination: 1 hour 25% of qualification	Component 3: Study of a World Faith Written examination: 1 hour. 25% of qualification	Component 1:Religious, Philosophical and Ethical Studies in the Modern World Written examination: 2 hours 50% of qualification
Intent & Assessment Links	Key Retainable Knowledge	<u>Component 2</u> Candidates will study the beliefs, teachings and practices of Christianity. This component will be assessed by compulsory questions	<u>Component 3</u> Candidates will study the beliefs, teachings and practices of one world faith: Islam	Component 1: Revision Candidates will study the following four themes. All questions are compulsory. Theme 1: Issues of Relationships
ASSESSMENT LINKS B) Describe (5) The curriculum journey gives students the opportunity to ask questions about		focussing on knowledge, understanding and evaluation of the subject content.	This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.	 Relationships / Sexual relationships / Issues of equality: gender prejudice and discrimination
meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities.		Beliefs and teachings • The nature of God • Creation • Jesus Christ • Salvation	Beliefs and teachings O Nature of Allah O Prophethood (Risalah) O Angels (malaikah)	This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes
C) Explain (8) Students will identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.		 The afterlife Practices Forms of worship Sacraments 	 Akhirah (Afterlife) Foundations of faith (Sunni 6 Articles & Shi'a 5 Roots) 	
D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.				
The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of				
meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives.		Using reference to relevant sources of wisdom and authority students will question the meaning and importance of Christian beliefs in regards the nature of God, creation, Jesus and the Trinity, salvation and the afterlife. Students will question the common and divergent views for belief and practice, for example studying different gospel versions of the resurrection highlights the diverse, yet unified Christian beliefs; an investigation into forms of Christian worship; the symbolic meaning and practices of the	Using reference to relevant sources of wisdom and authority students will question the meaning and importance of divergent Muslim beliefs in regards the difference and commonality between Sunni and Shi'a beliefs leading to questions concerning prophethood, angels and the afterlife.	Using reference to relevant sources of wisdom and authority students will question common and divergent views, beliefs, teachings and practices in relation to philosophical and ethical issues in the modern world. Question the meaning of different family types lead to analysing questions relating to issues of relationships in the twenty-first century including relationships and gender roles, including the diversity of religious teachings on the roles of women, gender prejudice and discrimination allows students
B) Describe (5) C) Explain (8)		sacraments demonstrated through prayer reflects the diverse beliefs within Christianity.		question their misconceptions and give them the opportunity to analyse the positive impact such teachings could have on today's society. Students will be able to develop their independent values and attitudes in relation to identities, rights, and responsibility.
D) Evaluate (15)		Practices • Pilgrimage and Celebrations • Christianity in Britain and the Church in the local community	Practices o Sunni 5 pillars: Practices in Britain and elsewhere o 10 Shi'a Acts of Shi'a: Practices in Britain and elsewhere	Theme 1: Issues of Relationships • Relationships / Sexual relationships / Issues of equality: gender prejudice and discrimination

Critical theme mapping<mark>: Ask questions about meaning</mark>

Awareness of a range

of religions and worldviews				
Knowledge and understanding		o The worldwide Church	 Jihad Festivals & commemorations: practices in Britain and elsewhere 	This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes
Appreciate and appraise varied responses		Component 3 Candidates will study the beliefs, teachings and practices of one world faith: Islam		
Develop their own response		This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content. Beliefs and teachings		
Intent &		• Nature of Allah		
Assessment Links B) Describe (5) The curriculum journey gives students the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities. C) Explain (8) Students will identify, investigate and respond to questions posed by and responses offered by some of the	theme: asking questions about meaning	Using reference to relevant sources of wisdom and authority students will question the meaning and importance students will question the common and divergent views for Christian belief and practice, for example an into the meaning and importance of different pilgrimage site reflects the diverse beliefs within Christianity. While questions concerning meaning and importance of celebrations such as Christmas and Easter supports the core belief and teachings on incarnation, crucifixion, resurrection and ascension studied in the Christianity Beliefs and teachings section. Questioning the role and practices of Christianity in British life, including the World Wide Church allows students to assess the extend religion influence their lives and if the portrayal of religion is fair. Using reference to relevant sources of Muslim beliefs in regards the nature of God making comparisons to the beliefs held by Christians	the symbolic meaning and importance Muslim beliefs on Medina and jihad as an example for all Muslims and suggested meanings for symbols and actions through the 5 pillars identifying how people show their religion while allowing students to ask questions about experience and feelings.	Using reference to relevant sources of wisdom and authority students will question common and divergent views, beliefs, teachings and practices in relation to philosophical and ethical issues in the modern world. Question the meaning of different family types lead to analysing questions relating to issues of relationships in the twenty-first century including relationships and gender roles, including the diversity of religious teachings on the roles of women, gender prejudice and discrimination allows students question their misconceptions and give them the opportunity to analyse the positive impact such teachings could have on today's society. Students will be able to develop their independent values and attitudes in relation to identities, rights, and responsibility.
sources of wisdom found in religions and world views. D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and		Skills : Understanding quotes Writing to describe for B questions; writing to explain for C questions; writing to argue for Part D statement questions	Writing to describe for B questions;	Skills : Understanding quotes Writing to describe for B questions; writing to explain for C questions; writing to argue for Part D statement questions
ways of expressing meaning. The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other	Key Technical Vocabulary	Component 2 Omnipotent/ omnibenevolent /Trinity/ incarnation/ atonement resurrection/ sacraments/ evangelism Component 3 Tawhid/ Risalah/ Halal/ Haram/ Jihad/ Mosque/ shariah/ Ummah	<u>Component 3</u> Tawhid/ Risalah/ Halal/ Haram/ Jihad/ Mosque/ shariah/ Ummah	<u>Component 1</u> Theme 1: Issues of Relationships ● adultery ● divorce ● cohabitation ● commitment ● contraception ● gender equality ● responsibilities ● roles
people's lives. A) Define (2) B) Describe (5) C) Explain (8) D) Evaluate (15)		Eduqas textbook Extracts from religious text on belief, teachings and practices BBC Bitesize – Eduqas, Christianity BBC Bitesize – Eduqas, Islam		Eduqas textbook Extracts from religious text Information regarding the importance on family life, changes of family life, roles of women and equality Extracts from religious texts regarding the importance of family and relationship Extracts from religious texts regarding role of women and equality BBC Bitesize – Eduqas, Ethics

Critical theme mapping: Ask questions about meaning

Developing Cultural Capital	help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond.	Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – individual liberty and mutual respect	Understand right and wrong in terms of friendships an relationships. Understand the consequences of their behaviour and actions. Develop an acceptance of othe people, understanding the importance of identifying a combatting discrimination.
Cross Curricular Links (Authentic Connections)	English and History – written skills developing PEEL paragraphs History – Historical events SMSC Character education – note taking	English and History – written skills developing PEEL paragraphs History – Historical events SMSC Character education – note taking	English and History – written skills developing PEEL paragraphs History – Historical events SMSC Character education – note taking
Key Assessment	Mid unit – A, B, C & D End of unit – A, B, C & D	Mid unit – A, B, C & D End of unit – A, B, C & D	Mid unit – A, B, C & D End of unit – A, B, C & D

Intent & Assessment Links

B) Describe (5) The curriculum journey gives students the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities.

Awareness of a range of religions and worldviews

Knowledge and understanding

Appreciate and appraise varied responses

Develop their own response

C) Explain (8) Students will identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.

D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives.

A) Define (2)
B) Describe (5)
C) Explain (8)
D) Evaluate (15)

Critical theme mapping<mark>: Ask questions about meaning</mark>

Awareness of a range of religions and worldviews

worldviews				
Knowledge and	Year 11 GCSE	Term 1	Term 2	Term 3
Appreciate and appraise varied responses Develop their own response	Unit (s) – As outlined in 39 week plans	Component 1:Religious, Philosophical and Ethical Studies in the Modern World Written examination: 2 hours 50% of qualification	Component 1:Religious, Philosophical and Ethical Studies in the Modern World Written examination: 2 hours 50% of qualification Component 2: Study of Christianity Written examination: 1 hour. 25% of qualification Component 3: Study of a World Faith Written examination: 1 hour. 25% of qualification	Component 2: Study of Christianity Written examination: 1 hour. 25% of qualification Component 1:Religious, Philosophical and Ethical Studies in the Modern World Written examination: 2 hours 50% of qualification Component 3: Study of a World Faith Written examination: 1 hour. 25% of qualification
Intent & Assessment Links B) Describe (5) The curriculum journey gives students the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities.	Key Retainable Knowledge	Theme 2: Issues of Life and Death Candidates will study the following four themes. All questions are compulsory. o The world o The origin and value of human life o Beliefs about death and the afterlife This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.	Theme 4: Issues of Human Rights Candidates will study the following four themes. All questions are compulsory. • Human Rights and Social Justice / Prejudice and discrimination / Issues of wealth and poverty This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.	Component 1: Revision Candidates will study the following four themes. All questions are compulsory. Theme 4: Issues of Human Rights • Human Rights and Social Justice / Prejudice and discrimination / Issues of wealth and poverty This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.
C) Explain (8) Students will identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views. D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. The curriculum journey promotes an enquiry into what enables different	Link to Critical theme: asking questions about meaning	Using reference to relevant sources of wisdom and authority students will question common and divergent views, beliefs, teachings and practices in relation to philosophical and ethical issues in the modern world. Questioning the meaning of creation from both science and religion and to what extent religion and science theories can coexist; questioning the difference between sanctity of life and quality of life, making links to abortion and euthanasia; the possibility and nature of an afterlife allow students to express common and divergent. Students will be able to develop their independent values and attitudes in relation to identities, rights, and responsibility.	Using reference to relevant sources of wisdom and authority students will question common and divergent views, beliefs, teachings and practices in relation to philosophical and ethical issues in the modern world. Question what is meant by human rights and the implications to create social justice. By examining examples of human rights and the violation of human rights together with case studies of people working together to bring about human rights, justice, and dignity for all gives students opportunity to question identity, diversity and belonging in personal and communal contexts and in relation to community cohesion.	Using reference to relevant sources of wisdom and authority students will question common and divergent views, beliefs, teachings and practices in relation to philosophical and ethical issues in the modern world.
enquiry into what enables different respectfully for the wellbeing of all. We want students to lev together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives. A) Define (2) B) Describe (5) C) Explain (8) D) Evaluate (15)	Key Retainable Knowledge	 Theme 3 :Issues of Good and Evil Candidates will study the following four themes. All questions are compulsory. Crime and Punishment Forgiveness Good, Evil and Suffering This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes. 	Component 2: Revision Candidates will study the beliefs, teachings and practices of Christianity. This component will be assessed by compulsory questions focussing on knowledge, understanding and evaluation of the subject content. Beliefs and teachings o The nature of God o Creation o Jesus Christ o Salvation o The afterlife Practices o o Forms of worship	

Critical theme mapping<mark>: Ask questions about meaning</mark>

Awareness of a range of religions and	
worldviews	 Sacraments
	 Pilgrimage and Celebrations
	 Christianity in Britain and the Church in the local
Knowledge and	
understanding	community
	• The worldwide Church
	Component 3: Revision
Appreciate and appraise varied	Candidates will study the beliefs, teachings and practices of
responses	one world faith: Islam
	This component will be assessed by compulsory questions
	focusing on knowledge, understanding and evaluation of the
	subject content.
Develop their own	Beliefs and teachings
response	 Nature of Allah
	 Prophethood (Risalah)
hand 0	 Angels (malaikah)
tent &	
sessment Links	• Akhirah (Afterlife)
escribe (5)	 Foundations of faith (Sunni 6 Articles & Shi'a 5
curriculum journey gives students	Roots)
pportunity to <mark>ask questions about</mark> ning, equipping them with the skill	Practices
scribe, explain and analyse beliefs	 Sunni 5 pillars: Practices in Britain and elsewhere
oractices from the major six world ons, recognising the diversity and	 10 Shi'a Acts of Shi'a: Practices in Britain and
which exists within and between	elsewhere
nunities.	o lihad
plain (8)	• Festivals & commemorations: practices in Britain
ents will identify, investigate and and to questions posed by, and	and elsewhere
onses offered by some of the	Component 1: Revision
ces of wisdom found in religions world views.	
world views.	Candidates will study the following four themes. All questions
valuate (15) vant students to appreciate and	are compulsory.
aise the nature, significance and	Theme 1: Issues of Relationships
ct of different ways of life and	Relationships / Sexual relationships / Issues of equality:
of expressing meaning.	gender prejudice and discrimination
curriculum journey promotes an	Theme 2: Issues of Life and Death
iry into what enables different nunities to live together	 The world / The origin and value of human life /
ectfully for the wellbeing of all. We	Beliefs about death and the afterlife
students to engage seriously with ons and world views so they can	Theme 3 :Issues of Good and Evil
ulate their personal reflections and	 Crime and Punishment / Forgiveness / Good, Evil
al responses to questions of ning and teachings about identity,	and Suffering
sity, meaning, value and	
nitments in their own and other le's lives.	This component will be assessed by compulsory questions
	focusing on knowledge, understanding and evaluation of the
	identified themes.

Critical theme mapping: Ask questions about meaning

Awareness of a range

Awareness of a range of religions and worldviews				
Knowledge and understanding	Link to Critical theme: asking questions about meaning	Using reference to relevant sources of wisdom and authority students will question common and divergent views, beliefs, teachings and practices in relation to philosophical and ethical issues in the modern world.	Using reference to relevant sources of wisdom and authority students will question common and divergent views, beliefs, teachings and practices in relation to philosophical and ethical issues in the modern world.	
Appreciate and appraise varied responses		Questioning the evidential and philosophical arguments against God's existence allows students to consider and respond to questions about the nature of good and evil and the concepts of right and wrong. By analysing ideas		
Develop their own response		from believers to rationalise their held beliefs allows students to begin formulating a range of viewpoints on questions about values and commitments in face of adversity which in turn allows students to begin to		
Intent &		formulate an informed response to world events (holocaust) displaying perceived evil		
Assessment Links B) Describe (5) The curriculum journey gives students the opportunity to ask questions about meaning, equiping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities. C) Explain (8) Students will identify, investigate and responses offered by some of the sources of wisdom found in religions and world views. D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with		Questioning perception of crime and punishment, gaining new knowledge regarding the theories of punishment to establish Justice while making the link to Christian teachings on justice allows students to construct well-informed and balanced argument about ethics and morality in relation to beliefs, spirituality and experience creating a sound foundation for evaluating personally and critically their own and others' values and commitments towards suffering, crime, punishment, including the role of prison and the death penalty and forgiveness. In this theme students will have the opportunity to consider the role these issues play in twenty-first-century Britain and will examine the diversity of belief and interpretation that exists both between and within the two monotheistic religions of Christianity and Islam and also the attitudes of a non- religious people, such as humanists.		
religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives.	Links to retainable skills	Skills : Understanding quotes Writing to describe for B questions; writing to explain for C questions; writing to argue for Part D statement questions	Skills : Understanding quotes Writing to describe for B questions; writing to explain for C questions; writing to argue for Part D statement questions	Skills: Understanding quotes Writing to describe for B questions; writing to explain for C questions; writing to argue for Part D statement questions
A) Define (2) B) Describe (5) C) Explain (8)	Key Technical Vocabulary	Component 1 Theme 2: Issues of life and Death • Afterlife Environmental sustainability • Evolution Abortion • Quality of life sanctity of life soul Soul	Component 1 Theme 4: Issues Human Rights • Censorship • Discrimination •Extremism •Human rights • Personal conviction • Prejudice • Relative poverty • Absolute poverty • Social justice	Component 1 Theme 4: Issues Human Rights • Censorship • Discrimination •Extremism •Human rights • Personal conviction • Prejudice • Relative poverty • Absolute poverty • Social justice
D) Evaluate (15)				

Critical theme mapping<mark>: Ask questions about meaning</mark>

Awareness of a range of religions and				
worldviews		Theme 3: Issues of good and Evil	Component 2	Component 2
		Good ● Evil ●Forgiveness ●Free will ● Justice ●	omnipotent / omnibenevolent / Trinity / incarnation /	omnipotent / omnibenevolent / Trinity / incarnation /
Knowledge and		Morality ● Punishment ● sin ● Suffering	atonement / resurrection / sacraments / evangelism	atonement / resurrection / sacraments / evangelism
understanding			Component 3	Component 3
		Theme 4: Issues Human Rights	Tawhid/ Risalah/ Halal/ Haram/ Jihad/ Mosque/ shariah/	Tawhid/ Risalah/ Halal/ Haram/ Jihad/ Mosque/ shariah/
		Censorship Discrimination Extremism Human	Ummah	Ummah
Appreciate and		rights • Personal conviction • Prejudice • Relative		
appraise varied responses		poverty	Component 1	Component 1
			Theme 1: Issues of Relationships	Theme 1: Issues of Relationships
			 adultery ● divorce ● cohabitation ● commitment ● 	 adultery • divorce • cohabitation • commitment •
			contraception • gender equality • responsibilities • roles	contraception • gender equality • responsibilities • roles
Develop their own				
response			Theme 2: Issues of life and Death	Theme 2: Issues of life and Death
			Afterlife Environmental sustainability Euthanasia	Afterlife Environmental sustainability Euthanasia
Intent &			•Evolution • Abortion • Quality of life • sanctity of life • soul	•Evolution • Abortion • Quality of life • sanctity of life •
				soul
Assessment Links			Theme 3: Issues of good and Evil	
B) Describe (5) The curriculum journey gives students			• Good • Evil • Forgiveness • Free will • Justice • Morality •	Theme 3: Issues of good and Evil
the opportunity to ask questions about meaning, equipping them with the skill			Punishment • sin • Suffering	• Good • Evil • Forgiveness • Free will • Justice • Morality
to describe, explain and analyse beliefs				 Punishment sin Suffering
and practices from the major six world religions, recognising the diversity and	Opportunities	Edugas textbook	Edugas textbook	Edugas textbook
unity which exists within and between communities.	for Reading	Extracts from religious text on life after death	Articles from a variety of examples illustrating violation of	BBC Bitesize – Edugas, Islam
	ion neurung	Information regarding the ethics of euthanasia, giving	human rights	BBC Bitesize – Eduques, Christianity
C) Explain (8) Students will identify, investigate and		specific examples	Extracts from religious texts regarding human rights and	BBC Bitesize – Eduqas, Ethics
respond to questions posed by, and		Extracts of religious text on the attitude towards the	wealth and poverty	
responses offered by some of the sources of wisdom found in religions		medical ethic of euthanasia	Information regarding Christian charities working for social	
and world views.		Articles from a variety of examples illustrating violation	justice and human dignity	
D) Evaluate (15)		of human rights	Case studies of prejudice and discrimination	
We want students to appreciate and appraise the nature, significance and		Extracts from religious texts regarding human rights and		
impact of different ways of life and		wealth and poverty	discrimination	
ways of expressing meaning.		Information regarding Christian charities working for	BBC Bitesize – Edugas, Islam	
The curriculum journey promotes an enquiry into what enables different		social justice and human dignity	BBC Bitesize – Eduqas, Christianity	
communities to live together		Case studies of prejudice and discrimination	BBC Bitesize – Edugas, Ethics	
respectfully for the wellbeing of all. We want students to engage seriously with		Extracts from religious texts regarding prejudice and		
religions and world views so they can articulate their personal reflections and		discrimination		
critical responses to questions of		Information regarding the ethics of crime and		
meaning and teachings about identity, diversity, meaning, value and		punishment and forgiveness, giving specific examples		
commitments in their own and other		and case studies		
people's lives.		Extracts of religious text on the attitude towards crime		
		punishment and forgiveness		
A) Define (2)		Information regarding freedom of expression, the clash		
		of authority and extremism using specific case studies		
B) Describe (5)		such as Oscar Romero		
C) Explain (8)		Newspaper articles showing examples of extremism in		
C) Explain (o)		modern world		
D) Evaluate (15)		I	1	1

Critical theme mapping: Ask questions about meaning

Knowledge and understanding	Extracts of religious text on freedom of extrusion and extremism BBC Bitesize – Eduqas, Ethics		
Appreciate and Cultu appraise varied Capit responses Capit	tal Being aware of and applying equality to all. Explore and show respect for different faiths, religious,	 III. help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic 	Integral to the GCSE RS course has been the promotion of social, physical, spiritual, moral and cultural aspects of culture capital.
Develop their own response	ethnic and socio economic local national and global communities Understand and appreciate the range of cultures withir and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that	Understand and appreciate the range of cultures within and	During the revision process the culture capital opportunity to development personal aspects of students resilience and attitude to managing physical and mental well-being is crucial through supportive revision and intervention
Intent & Assessment Links B) Describe (5) The curriculum journey gives students the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities.	inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual libert and mutual respect	other's faith, feelings and values. The links between charities and religion. Understand right and wrong in terms of friendships and	
Sources of wisdom found in religions and world views. (Auth	icular paragraphs	English and History – written skills developing PEEL paragraphs History – Historical events SMSC Character education – note taking	English and History – written skills developing PEEL paragraphs SMSC Character education – note taking
appraise the nature, significance and impact of different ways of life and	 Mid unit – A, B, C & D End of unit – A, B, C & D 	• End of unit – A, B, C & D for each component and theme	

enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives.

Awareness of a range of religions and worldviews

A) Define (2) B) Describe (5)

C) Explain (

) Evaluate (15)

Critical theme mapping: Ask questions about meaning

worldviews
Knowledge and understanding
Appreciate and

Awareness of a range

appraise varied responses

Develop their own response

Intent &

Assessment Links

B) Describe (5) The curriculum journey gives students the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities.

C) Explain (8) Students will identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.

D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives.

A) Define (2) B) Describe (5) C) Explain (8) D) Evaluate (15)

Year 12	Term 1	Term 2	Term 3
Unit (s) – As outlined in 39 week plans	Component 1: Islam Component 2: Philosophy Component 3: Ethics	Component 1: Islam Component 2: Philosophy Component 3: Ethics	Component 1: Islam Component 2: Philosophy Component 3: Ethics
Key Retainable Knowledge	Islam Theme 1 A B C D E Religious figures and sacred texts - The significance on the development of Islam of both the life and teachings of Muhammad in Makkah following the night of Power - The significance in the development of Islam of both the Hijrah and the life and teachings of Muhammad in Madinah - The Qur'an as a source of wisdom and authority – its use and treatment in Islam - Sources of shari'a (the way) - Qur'an; sunna (clear trodden path) and hadith (report); qiyas (analogy); ijma (consensus) - The role of shari'a and its importance for Muslims Philosophy Theme 1 A B C Arguments for the existence of God – inductive Inductive arguments – cosmological - Inductive arguments – teleological	Islam Theme F Religious figures and sacred texts - Muslim understandings of jihad: Theme 2 A B C D E Religious concepts and religious life - The concept of Allah – tawhid (oneness) and shahadah (bearing witness) - Muslim beliefs about nabi (prophets), rasul (messenger), nadir (warner) and risalah (the - message) - Malaikah (angels) and Akhirah (the Day of Final Judgement) - The role and significance of the following three pillars for Muslims and the Ummah (Muslim community). Philosophy Theme 2 A B C Challenges to religious belief - the problem of evil and suffering - The problem of evil and suffering - Religious responses to the problem of evil (i):	Islam Theme 2 F Religious concepts and religious life - Zakah (purification through giving) and Hajj (pilgrimage) - The five categories of ethical action as exemplifying the key moral principles for Islam and a framework for Muslim living Theme 3 A B Significant social and historical developments in religious thought - The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims. The concept of a state governed according to Islamic principles and the political and social influence of religious institutions as a challenge to secularisation - The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and
	 Challenges to inductive arguments Theme 1 D E F Arguments for the existence of God – deductive Deductive arguments - origins of the ontological argument Deductive arguments - developments of the ontological argument Challenges to the ontological argument Challenges to the ontological argument Ethics Theme 1 A B C D E F Ethical Thought Divine Command Theory Virtue Theory Ethical Egoism Meta-ethical approaches – Naturalism Meta-ethical approaches – Intuitionism 	 Augustinian type theodicy Religious responses to the problem of evil (ii): Irenaean type theodicy Ethics Theme 2 A B C Deontological Ethics St Thomas Aquinas' Natural Law - laws and precepts as the basis of morality Aquinas' Natural Law - the role of virtues and goods in supporting moral behaviour Aquinas' Natural Law - application of the theory: 	non-religious worldviews and their truth claims. The challenges to Islam from scientific views about the origins of the universe Philosophy Theme 2 D E F Challenges to religious belief - Religious belief as a product of the human mind - Religious belief as a product of the human mind – Sigmund Freud - Religious belief as a product of the human mind – Carl Jung - Issues relating to rejection of religion: Atheism Theme 3 A D Religious Experience The nature of religious experience with particular reference to

Critical theme mapping<mark>: Ask questions about meaning</mark>

Awareness of a range of religions and

or religions and worldviews				
Knowledge and understanding		- Meta-ethical approaches – Emotivism		 The influence of religious experience on religious practice and faith Vision Prayer
Appreciate and appraise varied responses Develop their own				Ethics Theme 2 D E F Deontological Ethics - John Finnis' development of Natural Law - Bernard Hoose's overview of the Proportionalist debate - Finnis' Natural Law and Proportionalism:
Intent &				Theme 3 A B Teleological ethics
Assessment Links B) Describe (5) The curriculum journey gives students the opportunity to <u>ask questions about</u> meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and				 Joseph Fletcher's Situation Ethics - his rejection of other forms of ethics and his acceptance of agape as the basis of morality Fletcher's Situation Ethics - the principles as a means of assessing morality
Inity which exists within and between communities. C) Explain (8) students will identify, investigate and	Link to Critical theme: asking	Each component is designed to allow learners to acquire and develop knowledge, selecting and using appropriate scholar views and sources of wisdom to develop a critical	Each component is designed to allow learners to acquire and develop knowledge, selecting and using appropriate scholar views and sources of wisdom to develop a critical	Each component is designed to allow learners to acquire and develop knowledge, selecting and using appropriate scholar views and sources of wisdom to develop a critical
respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.	questions about meaning	understanding/awareness by asking questions of meaning	understanding/awareness by asking questions of meaning	understanding/awareness by asking questions of meaning
D) Evaluate (15) We want students to <mark>appreciate and</mark> appraise the nature, significance and mpact of different ways of life and		Questioning the extent of influence of the pre-Islamic Arabian context upon the life and teaching of Muhammad. • The possibility of the failure of the Islamic religion in Makkah. • Whether Madinah is the ideal model	Questioning misunderstandings of the term jihad. • The relevance today of the teachings about lesser jihad. The extent to which the Islamic concept of Allah is coherent. • Whether the Shahadah is more to do with private faith than	Islam Questioning the success of the five categories of ethical action as a guide for Islamic living today. • Whether or not the five categories are, in practice, a recipe for
vays of expressing meaning, the curriculum journey promotes an inquiry into what enables different ommunities to live together		for the establishment of Islam. • The merits of Muhammad as a complete leader of the people. • The extent to which the Qur'an is eternally relevant. •	public declaration. • Whether or not the concept of 'messenger' has been a success for Islam. • The extent to which Muhammad was the ideal prophet and messenger. •	confusion rather than clarity The compatibility of Islam with democracy. • The extent to which shari'a is an adequate guide for all aspects of a
espectfully for the wellbeing of all. We vant students to engage seriously with eligions and world views so they can riticulate their personal reflections and ritical responses to questions of		Whether the message of the Qur'an can ever be translated with accuracy. Questioning the divine nature of the shari'a. • The extent	Whether the Day of Final Judgement inspires fear or faith. • The extent to which the concept of Malaikah (angels) is essential for Islam.	society. • The effectiveness of Islamic responses to the challenges of scientific views about the origins of the universe. • Whether or not Islam is compatible with
neaning and teachings about identity, iversity, meaning, value and ommitments in their own and other eople's lives.		to which human interpretation may impair understanding of shari'a. • The extent to which a description of shari'a as law is misleading. • Whether or not the doors to ijtihad	Questioning the extent to which prayer is simply a ritualistic act of piety. • Whether or not Jummah prayers are the most important of all prayers. • The extent to which Islam is based	science Philosophy
A) Define (2)		are closed Philosophy	on support for the poor. • Whether the Hajj is more than just a personal journey of religious enquiry	Questioning how far religious belief can be considered a neurosis. • The adequacy of Freud's explanation of religious belief. • The extent to which Jung was more
B) Describe (5) C) Explain (8)		Questioning whether inductive arguments for God's existence are persuasive. • The extent to which the Kalam cosmological argument is convincing. • The effectiveness	Philosophy Questioning the extent to which the classical form of the problem of evil is a problem. • The degree to which modern	positive than Freud about the idea of God. • The effectiveness of empirical approaches as critiques of Jungian views on religion. • The success of atheistic
D) Evaluate (15)		of the cosmological/teleological argument for God's existence. • Whether cosmological/teleological	problem of evil arguments are effective in proving God's nonexistence. • Whether Augustinian type theodicies are	arguments against religious belief. • The extent to which

Awareness of a range of religions and worldviews		Critical theme mappir	ig <mark>: Ask questions about meaning</mark>	
Knowledge and understanding		arguments for God's existence are persuasive in the 21st Century. • The effectiveness of the challenges to the cosmological/teleological argument for God's existence. • Whether scientific explanations are more persuasive than	Century. • The extent to which Irenaeus's theodicy succeeds as	successful. Questioning the impact of religious experiences upon religious belief and practice. ● Whether different types
Appreciate and appraise varied responses		philosophical explanations for the universe's existence. Questioning the extent to which 'a priori' arguments for God's existence are persuasive. • The extent to which different religious views on the nature of God impact on	a defence of the God of Classical Theism <u>Ethics</u> Questioning the degree to which human law should be influenced by Aquinas' Natural Law. • The extent to which the	of religious experience can be accepted as equally valid in communicating religious teachings and beliefs. • The adequacy of James' four characteristics in defining mystical experience. • The adequacy of Otto's definition of 'numinous'.
Develop their own response		arguments for the existence of God. • The effectiveness of the ontological argument for God's existence. • Whether the ontological argument is more persuasive than the cosmological/teleological arguments for God's existence.	Law works in contemporary society. • The strengths and weaknesses of Aquinas' Natural Law. • A consideration of whether Aquinas' Natural Law promotes injustice. • The	Ethics Questioning whether Finnis' Natural Law is acceptable in contemporary society. • The extent to which Hoose's
Intent &		• The effectiveness of the challenges to the ontological argument for God's existence. • The extent to which	effectiveness of Aquinas' Natural Law in dealing with ethical issues. • The extent to which Aquinas' Natural Law is	Proportionalism promotes immoral behaviour. • Whether Finnis and/or Hoose provide a basis for moral
Assessment Links		objections to the ontological argument are persuasive.	meaningless without a belief in a creator God	decision making for believers and/or non-believers. • The strengths and weaknesses of Finnis' Natural Law
 B) Describe (5) The curriculum journey gives students the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities. C) Explain (8) Students will identify, investigate and responses offered by some of the sources of wisdom found in religions and world views. D) Evaluate (15) We want students to appreciate and impact of different ways of life and ways of expressing meaning. The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can 		Ethics Questioning whether morality is what God commands. • Whether being a good person is better than just doing good deeds. • Whether Virtue Theory is useful when faced with a moral dilemma. • The extent to which ethical egoism inevitably leads to moral evil. • The extent to which all moral actions are motivated by self-interest. • Whether one of Divine Command Theory, Virtue Theory or Ethical Egoism is superior to the other theories. Whether ethical and non-ethical statements are the same. • The extent to which ethical statements are not objective. • Whether moral terms are intuitive. • The extent to which moral terms are just expressions of our emotions. • Whether one of Naturalism, Intuitionism or Emotivism is superior to the other theories. • The extent to which the different meta-ethical theories encourage moral debate.		and/or Hoose's Proportionalism. • The effectiveness of Finnis' Natural Law and/or Hoose's Proportionalism in dealing with ethical issues. • The extent to which Finnis' Natural Law is a better ethic than Hoose's Proportionalism or vice versa. Questioning the degree to which agape is the only intrinsic good. • Whether Fletchers' Situation Ethics promotes immoral behaviour. • The extent to which Situation Ethics promotes justice. • The effectiveness of Situation Ethics in dealing with ethical issues. • Whether agape should replace religious rules
articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and	Links to retainabl skills	e Skills : Exam technique: Answering AO1 – knowledge and understanding AO2 – evaluation essay questions	Skills : Exam technique: Answering AO1 – knowledge and understanding AO2 – evaluation essay questions	Skills : Exam technique: Answering AO1 – knowledge and understanding AO2 – evaluation essay questions
commitments in their own and other people's lives.	Key Tech Vocabula	nical Jahiliyya, Hijrah, Qur'an, Hadith, sunna, Niyat,Qiyas ijma	Mujtahid, taqlid, ijtihad, Rashid Rida, Tariq Ramadan, Jihad Tawhid, Risalah, malaikah, Akhirah, Salah, niyyah, jummah,	Fard, mustahab, halal, makruh, haram, shariah, Madrassah / Quth / Jihad / Tawhid / Hadith / Hajj /

sadaqah, khums, Hajj

ummah Masjid, Imam, Madinah, Mosque, Ramadan, Zakah,

Augustine, Epistemic distance, Fallacy of composition, Irenaeus

Absolutist, Agape, Beatitude, Deontological, natural law

Atheism, Freud, Oedipus, Jung, archetypes, individuation, religious experience, vision, prayer, St Teresa of Avila

Natural law, teleological ethics, agape, Absolutist, Agape,

Beatitude, Deontological, situation ethics

A posteriori, A priori, inductive, deductive, Ontological,

Absolutist, virtue, meta-ethics, naturalism, intuitionism,

Kalam, efficient cause,

emotivism

Religious Studies Curriculum Intent: Start to End Point Mapping

Critical theme mapping: Ask questions about meaning

Critical theme mapping: Ask questions about meaning

Awareness of a range of religions and worldviews
Knowledge and understanding

Appreciate and appraise varied responses

Develop their own response

Intent &

Assessment Links

B) Describe (5) The curriculum journey gives students the opportunity to ask questions about meaning, equipping them with the skill to describe, explain and analyse beliefs and practices from the major six world religions, recognising the diversity and unity which exists within and between communities.

C) Explain (8) Students will identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.

D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives.

> A) Define (2) B) Describe (5) C) Explain (8) D) Evaluate (15)

Key Assessment	Trial exams	Trial exams	Trail exams
Cross Curricular Links (Authentic Connections)	English – Examine, discuss (exam Q skills) History – Historical events VESPA – Vision, Effort, Systems, Practice and Attitude	English – Examine, discuss (exam Q skills) History – Historical events VESPA – Vision, Effort, Systems, Practice and Attitude	English – Examine, discuss (exam Q skills) History – Historical events VESPA – Vision, Effort, Systems, Practice and Attitude
Developing Cultural Capital	Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values.	Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values.	Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values.
Opportunities for Reading	Eduqas A Level text book and revision notes (Islam, Philosophy and ethics) Extracts from religious texts Extracts from key religious scholars and leaders Extracts from key philosophers Extracts from key ethical scholars	Eduqas A Level text book and revision notes (Islam, Ethics and Philosophy) Extracts from religious texts Extracts from key religious scholars and leaders Extracts from key philosophers Extracts from key ethical scholars	Eduqas A Level text book and revision notes (Islam, Philosophy and ethics) Extracts from religious texts Extracts from key religious scholars and leaders Extracts from key philosophers Extracts from key ethical scholars

Critical theme mapping: Ask questions about meaning

Awareness of a range of religions and worldviews

	Year 13	Term 1	Term 2	Term 3
nowledge and	Unit(s) – As	Component 1: Islam	Component 1: Islam	Year 12&13: Content review & Exam practise
inderstanding	outlined in 39	Component 2: Philosophy	Component 2: Philosophy	
	week plans	Component 3: Ethics	Component 3: Ethics	
ppreciate and	Key	Islam	Islam	All themes and focus questions:
praise varied	Retainable		Theme 4 D E F	○ Islam
responses	Knowledge	Theme 3 C D E F	Religious practices that shape religious identity	 Philosophy
		Significant social and historical developments in religious	- Diversity within Islam: Beliefs and practices	 Ethics
		thought	distinctive of Shi'a Islam	
		- The relationship between religion and society:	 Islam and change - the development and influence 	
elop their own				
response		respect and recognition and the ways that religious	on religious belief and practice within Islam of:	
		traditions view other religions and non-religious	Sufi philosophical thought about the nature of	
		worldviews and their truth claims. Islamic attitudes	God and religious experience	
&		towards pluralism	- Ethical debate about crime and punishment	
ment Links		- The relationship between religion and society:	(including arguments posed by scholars from	
		religion, equality and discrimination. The importance	within and outside the Islamic tradition)	
journey gives students		of family life for the Muslim religion		
y to ask questions about		 Islam and migration: the challenges of being a 	Philosophy	
pping them with the skill plain and analyse beliefs		Muslim in Britain today	Theme 4 A B C D E F	
rom the major six world		 Western perceptions of Islam 	Religious language	
nising the diversity and			 Inherent problems of religious language 	
sts within and between			- Religious language as cognitive (traditional	
		Islam	religious view), but meaningless (Logical	
lentify, investigate and		Theme 4 A B C	Positivists' view)	
estions posed by, and		Religious practices that shape religious identity	- Religious language as non-cognitive and analogical	
red by some of the		- The role of the masjid (mosque) in Islam	- Religious language as non-cognitive and symbolic	
dom found in religions /s.		- The role of festivals in shaping religious identity, with	 Religious language as non-cognitive and mythical 	
		reference to:	 Religious language as a language game 	
i) ents to appreciate and		Ashura		
ature, significance and		Ramadan and Id-ul-Fitr	Ethics	
rent ways of life and			<u>Ethics</u> Theme 4 C D E F	
sing meaning.		Dhilasanhu		
journey promotes an		Philosophy Thoma 2 A B C F f	Determinism and Free will – Free will	
nat enables different o live together		Theme 3 A B C E f	- The implications of predestination / determinism	
the wellbeing of all. We		Religious Experience	- Religious concepts of free will, with reference to	
to engage seriously with orld views so they can		The nature of religious experience with particular reference to	the teachings of: Pelagius and Arminius	
personal reflections and		 Mystical experience 	 Concepts of libertarianism 	
ses to questions of		 Challenges to the objectivity and authenticity of 	 The implications of libertarianism and free will 	
eachings about identity, ning, value and		religious experience		
in their own and other		 Miracles the definitions of 		
		- A comparative study of two key scholars from within		
		and outside the Christian tradition and their		
fine (2)		contrasting views on the possibility of miracles		
scribe (5)		Theme 4 A B		
		Religious language		
plain (8)		- Inherent problems of religious language		
		 Religious language as cognitive (traditional religious 		
aluate (15)		view), but meaningless (Logical Positivists' view)		

Critical theme mapping<mark>: Ask questions about meaning</mark>

	Awareness of a range of religions and				
	worldviews				
			Ethics		
	Manufadan and		Theme 3 C D E F		
	Knowledge and understanding		Teleological ethics		
			 Fletcher's Situation Ethics - application of theory 		
			- Classical Utilitarianism - Jeremy Bentham's Act		
	Appreciate and		Utilitarianism: happiness as the basis of morality		
	appraise varied		- John Stuart Mill's development of Utilitarianism:		
	responses		types of pleasure, the harm principle and the use of rules		
			- Bentham's Act Utilitarianism and Mill's Rule		
			Utilitarianism - application of the theory		
	Develop their own				
	response		Theme 4 A B		
			Determinism and Free will – Determinism		
In	tent &		- Religious concepts of predestination, with reference		
			to the teachings of: St Augustine and John Calvin		
	ssessment Links				
The	curriculum journey gives students	Link to Critical	Each component is designed to allow learners to acquire and	Each component is designed to allow learners to acquire	
	opportunity to <mark>ask questions about</mark> ning, equipping them with the skill	theme:	develop knowledge, selecting and using appropriate scholar	and develop knowledge, selecting and using appropriate	
	escribe, explain and analyse beliefs practices from the major six world	asking	views and sources of wisdom to develop a critical understanding/awareness by asking questions of meaning	scholar views and sources of wisdom to develop a critical understanding/awareness by asking questions of meaning	
relig	ions, recognising the diversity and	questions	understanding/awareness by asking questions of meaning	understanding/awareness by asking questions of meaning	
	which exists within and between munities.	about meaning	Islam	Islam	
0.5	xplain (8)	meaning	Questioning the effectiveness of Islamic responses to	Questioning Islam as a divided or united religion. • The	
	ents will identify, investigate and		pluralism. • Whether or not there is a coherent approach to	extent to which Shi'a is a unique form of Islam. • The	
	ond to questions posed by, and onses offered by some of the		conversion in Islam.	possibility of a personal mystical union with God in Islam. •	
sour	ces of wisdom found in religions			The religious validity of Sufi devotional practices. • The	
and	world views.		Questioning the extent to which the Muslim family is central to	effectiveness of Islamic ethical teachings as a guide for living	
	valuate (15) want students to appreciate and		the Islamic religion. • Whether or not women are equal to men	for Muslims today. • The extent to which Islamic teachings	
appr	aise the nature, significance and		in Islam. • The possibility of assimilation into a secular society	on punishment can be applied today	
	act of different ways of life and s <mark>of expressing meaning.</mark>		for Muslims in Britain. • The effectiveness of the Muslim Council of Britain. • The extent to which the media influences		
The	curriculum journey promotes an		Western perceptions of Islam. • Whether or not Islam is	Philosophy	
enqu	iry into what enables different		accurately represented in Britain today	Questioning whether non-cognitive interpretations are valid	
resp	munities to live together ectfully for the wellbeing of all. We			responses to the challenges to the meaning of religious	
	t students to engage seriously with ions and world views so they can		Questioning prostration as the most important purpose of the	language.	
artic	ulate their personal reflections and		masjid. • Whether the masjid today has maintained its original		
mea	al responses to questions <mark>of</mark> ning and teachings about identity,		function as that of the first masjid established by Muhammad	Questioning the effectiveness of the terms non-cognitive,	
	rsity, meaning, value and mitments in their own and other		in Madinah. • Whether a focus on suffering during Ashura	analogical and mythical as solutions to the problems of	
	ole's lives.		misrepresents Shi'a identity. • Self-harm as excessive religious	religious language. • The relevance of religious language	
			devotion. • Whether Id-ul-Fitr is treated as a religious	issues in the 21st Century. • The extent to which language games provide a suitable way of resolving the problems of	
	A) Define (2)		celebration or social occasion. • The extent to which fasting	religious language. • Whether symbolic language can be	
	A) benne (2)		benefits the individual more than the community	agreed as having adequate meaning as a form of language.	
	B) Describe (5)			How far the works of Randall and Tillich provide a suitable	
			Philosophy	counter-challenge to Logical Positivism. • Whether the	
	C) Explain (8)			strengths of language games outweigh the weaknesses.	
	D) Evaluate (15)				

Critical theme mapping: Ask questions about meaning Awareness of a range of religions and worldviews Questioning the extent to which the challenges to religious Ethics experience are valid. • The persuasiveness of Franks-Davis's Knowledge and understanding different challenges. Questioning whether moral responsibility is an illusion. Questioning the impact of religious experiences upon religious The extent to which pre-destination influences our understanding of God. belief and practice. • Whether religious communities are Appreciate and entirely dependent on religious experiences. • The adequacy of appraise varied different definitions of miracles. • How far different definitions Questioning how convincing religious views on free will are• responses The extent to which an individual has free choice. • The of miracles can be considered as contradictory. • The extent to which philosophical, scientific and/or effectiveness of the challenges to belief in miracles. • The psychological views on libertarianism inevitably lead people extent to which Swinburne's responses to Hume can be to accept libertarianism. • The extent to which free moral accepted as valid. Develop their own agents should follow a normative ethic. • The degree to response Questioning the solutions presented by religious philosophers for the inherent problems of using religious language. • The which free will makes the use of prayer irrelevant. • The exclusive context of religious belief for an understanding of degree to which beliefs about free will can be reconciled Intent & with beliefs about predestination. religious language. • The persuasiveness of arguments asserting either the meaningfulness or meaninglessness of Assessment Links religious language. • How far Logical Positivism should be B) Describe (5) The curriculum journey gives students accepted as providing a valid criterion for meaning in the use the opportunity to ask questions about of language. • To what extent do the challenges to Logical meaning, equipping them with the skill to describe, explain and analyse beliefs Positivism provide convincing arguments to nonreligious and practices from the major six world believers. religions, recognising the diversity and unity which exists within and between communities Ethics C) Explain (8) Questioning the extent to which Situation Ethics provides a Students will identify, investigate and practical basis for making moral decisions for both religious respond to questions posed by, and responses offered by some of the believers and non-believers. sources of wisdom found in religions and world views. Questioning the degree to which pleasure can be seen as the D) Evaluate (15) sole intrinsic good. • The extent to which Act and/or Rule We want students to appreciate and appraise the nature, significance and Utilitarianism works in contemporary society. • The extent to impact of different ways of life and which Rule Utilitarianism provides a better basis for making ways of expressing meaning. moral decisions than Act Utilitarianism. • Whether The curriculum journey promotes an Utilitarianism promotes immoral behaviour. • The extent to enquiry into what enables different communities to live together which Utilitarianism promotes justice. • The extent to which respectfully for the wellbeing of all. We Utilitarianism provides a practical basis for making moral want students to engage seriously with religions and world views so they can decisions for both religious believers and non-believers. articulate their personal reflections and critical responses to questions of meaning and teachings about identity, Questioning a consideration of whether religious believers diversity, meaning, value and should accept predestination. • The extent to which God commitments in their own and other people's lives predestines humanity. • The extent to which philosophical, scientific and/or psychological determinism illustrate that humanity has no free will. • Strengths and weaknesses of Hard and/or Soft Determinism Links to Skills : Exam technique: Skills : Exam technique: Skills : Exam technique: retainable Answering AO1 – knowledge and understanding Answering AO1 – knowledge and understanding Answering AO1 – knowledge and understanding skills AO2 – evaluation essay questions AO2 – evaluation essay questions AO2 – evaluation essay questions

Religious Studies Curriculum Intent: Start to End Point Mapping

Critical theme mapping: Ask questions about meaning

Key Assessment	Trail exams	In class mock for ethics, philosophy and Islam	
Cross Curricular Links (Authentic Connections)	English – Examine, discuss (exam Q skills) History – Historical events VESPA – Vision, Effort, Systems, Practice and Attitude	English – Examine, discuss (exam Q skills) History – Historical events VESPA – Vision, Effort, Systems, Practice and Attitude	English – Examine, discuss (exam Q skills) History – Historical events VESPA – Vision, Effort, Systems, Practice and Attitude
Developing Cultural Capital	Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values.	Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values.	Integral to the A Level RS course has been the promoti of social, physical, spiritual, moral and cultural aspects culture capital. During the revision process the culture capital opportunity to development personal aspects of stude resilience and attitude to managing physical and ment well-being is crucial through supportive revision and intervention
	Eduqas A Level textbook and revision notes (Islam, Philosophy and ethics) Extracts from religious texts Extracts from key religious scholars and leaders Extracts from key philosophers Extracts from key ethical scholars	Eduqas A Level textbook and revision notes (Islam, Philosophy and ethics) Extracts from religious texts Extracts from key religious scholars and leaders Extracts from key philosophers Extracts from key ethical scholars	
	Situation ethics, Act Utilitarianism, Conscience, meta ethics, determinisms, free-will	Cognitive, non-cognitive, logical positivism, analogy, symbol, myth, language games Determinism, free-will predestination, libertarianism	
Key Technical Vocabulary	Aisha Abd Al Rahman, Haleh Afshar, hijab, Muslim Council of Britain, Quilliam Foundation, Islamophobia, masjid, Ashura, Ramadan, taqwa, ummah, Mystical, objectivity, miracles, cognitive, non-cognitive, logical positivism	Martyrdom, imam, mahdi, pilgrimage, muta, taqiyya, Sufi, qutb, bayah oath, zuhd, maqam, zihr, muraqaba, hudd, tazir, diyya, Tariq Ramadan, Sheikh Ahmad Ash-Sharabasi, James Rachels	

Intent & Assessment L B) Describe (5) The curriculum journey gives s the opportunity to ask question meaning, equipping them with to describe, explain and analys and practices from the major religions, recognising the diver unity which exists within and b communities.

Awareness of a range of religions and worldviews

> Knowledg understa

> Appreciat appraise v respon

Develop the respon

C) Explain (8) Students will identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.

D) Evaluate (15) We want students to appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

The curriculum journey promotes an enquiry into what enables different communities to live together respectfully for the wellbeing of all. We want students to engage seriously with religions and world views so they can articulate their personal reflections and critical responses to questions of meaning and teachings about identity, diversity, meaning, value and commitments in their own and other people's lives.

> A) Define (2) B) Describe (5) C) Explain (8) D) Evaluate (15)

Critical theme mapping: Ask questions about meaning

Evidence from student exercise books:

Y	7	

Y8

	Explain the use of symbols to communicate
	Ú.
	A symbol is representing an example of a symbol
	is Judison with the upride criangle and the downside
	triangle together. They are goodways of communicating
2	because you can be what state they are
	in. I) Inhe Israel Frag having Terrish symbol on the
	h 11
	All the & major world recigions use symbols. An example of this is
	symbols. An example of this is
	2) comprise the replanation
	(2) s) Partial engagement
	(3) whenhibping one weach
	symbol when an eq.
	I) Explain another usay religions use symphotic
	3) What problems are thus away symplets?

I) Always while the greation so you know what
You gote answering
c) Explain why Abraham is considered a
good leader. (P marks)
Abraham could be said to be a good leader when he
" showed hoyaltor. This shows he is a good lader because he is log
to get i) How did Abraham show loyalty to God?
A nother time then A known could be soid to be a god to may when to many this slave. This should be is a god lad
may when the third his share. This should be is a good look
bleave he may despecte and he did what us necessary.
A brahap could be said to be a good leader when he also
sawificed his own son. They should be is a leader because he
is very devoted ho god.
Abraham is regarded as the Kather of Jews as he created
Judaism. This story he is a leader because he made an entir
religion because god told him to.
2) How dis Abraham also create Foundations.
For Islam - lish Ishmaul.
(4) s) Engaged learning identifying
3 Some hay Replanding with Simple
elplanations of meaning.
2

A Symbol is a image to represent a world or plan but in a Smaller and earser why They are good have a second religious use Symbols to help thill the the formation of the read signed so particle when example of the reads and three in the re- the to speed levels. They are good ways of commen- plane beause when your on the reads your the way of the reads and three in the re- the to speed levels. They are good ways of commen- plane beause when your on the reads your the ways of the reads and three in the re- the ways of the reads and three in the re- the ways of the world religions as in all bear of commencing beause they play he god to go the speed levels. They are goad ways of commen- ter ways of the world religions as in symbols. I have respect and to be used private of god and share their simularity of using symbols. This share their simularity of using symbols of communicating beause privation and gostine share their simularity of using symbols. This share a difficulty of using symbols of bound respect of the source good and share their simularity of using symbols. This share a difficulty of using symbols of bound consider and beause pool can make p of bound allow be using symbols. This share the sample of the hand gostiles the of blind people and the hard gostiles for the share the consider when he of blind people and the her strong one he of blind people and the source good leader when he bound logally to cod where was going to socytone time the share on the source for he was the only one he or the through the code when the source she		Explain the use of symbols to communicate A sumbol is a image to referent a world or pla
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long desired son to show bothe was the only one he	Short Los	A dorughte tor frid when he was aron, to sacrifice him
	Process	the stand of the s

Another time he could be shown to be a good leader when he hard course to many another woman and here. a child with her the didn't numerity word to don't brack he already bad with but the couldn't have bady. This should in a good leader becausely was willing to have a child with Hager to have a descendent to song on his strong legacy.

Abraham could also be shown to be a good hader when his showe. Brings when he junity had a child with soath and he save. Huger and Ishnow to the desert when he dearles I soar lie. when any it he sather of the juns.

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Critical theme mapping: Ask questions about meaning

B) Describe evidence for the	non-existence of God (5 marks)	
Evidence for the non-existence	ce of God include Poor design	
For example Allowal Allo Hy to Stot (t	HOM HATPANING - What does the HOM HATPANING - What does the	
Some people will point to	TEHSTANI OF HALL OF COMPANY AND END	
For example Unarthough PM May Pay for something that he is all be Other evidence for the non-e (APD) and ASPAN	My to be surved this kery my to be surved this kery of gout my instructione could be it the thigh of we work to be jue more?	
He is thefe For example	(2) English Henney sting inter existing to share one interior to their stars, in a construction of the stars, but a construction much line in construct but the stars of the stars, in the stars, much line in construct but	
Evidence for the non-existen	ce of God could also include	
For example		
Finally, I think the evidence because	for the non-existence of God is strong	
For example		

Explain the teaching) from two vericious

Christians believe that all life

wonarted by the evidence

Fool. This means they think is abortion is

wong and shouldn't happen, however

depending on the type of christian, some

Roman camplics believe that abortion is

uso believe in the samptity of life

only God can take it away. They

that all uses are uniquel samed.

is a gift from and

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Evidence for the new evidence of God induce the heaves comments the control output the the heaves a design - men be not the forther the heaves and evidence the north for the sol for the heaves and anomaly sufficient the sol for the heaves and anomaly sufficient the sol for the heaves and anomaly sufficient the sol for the sol and anomaly and the sol of the sol challence as the solution for the sol of the sol challence as the solution of the solution of the challence as the solution of the solution of the challence as the solution of the solution of the some project will not point to bed being the solution which control and the solution of the solution of the solution of the solution of the solution of the control of the solution of the		Describe evideous for the un environment Grat
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sime this to call the third if cal did to make the part of the addition of the	F techyo	sol and human and animals suffrage Housest as
escape manie and the solutions and allow the male willow where we have call any that it wouldn't give us forder add a carrier the would be the encoded full of other englances (on the some winters of Call Char englances caple flying the power of the could be user and the concentration of Call could be user and the concentration of Call could be user and the concentration of Call and villed the and the concentration of Call and villed the and the concentration of Call and villed the and the content of an environment of Call for a safe juncer but the plane concluded and villed the and the content of an environment of the Coal for a safe juncer but the plane concluded and villed the and the content of an environment of the Coal for a safe juncer but the plane concluded and villed the and the content of an environment of the coal descent have the the some avergence of former of the source of the non-antistance of former of the source of the non-antistance of former of the source of the source of the source of the coal of the source of the source of the source of the coal of the source of the source of the source of the coal of the source of the source of the source of the source of the coal of the source of the source of the source of the source of the coal of the source of the	Com5	there is not the start if Ead dids to create things that challes are us like interval discreters we wouldn't insee
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and he warness program for example the example minimum can be flying to have a program to God for a site process but the plane conclude and Willed them all there withfrom the conclusions the cost descent have the to prove everyones program. (and of this is the evidence for the non-existence of process of the process of deaths the war average calling the process of deaths the war average and the conclusion of deaths the war of such a last as conclusion of deaths the war of some the set		and a gra will It would be take a world full
Control of the service of the servic		
Here son dearen't have to answer everyone 2 proyers. (and a finally (Think the evidence for the non-anstreas of failed finally (Think the evidence for the non-anstreas of relief contract to storing because many was have account while contract the storing because and the second such while are storing to your dit have no derived board for them. I so must cuidened a conce have been been for		to God for a safe journey but the plane crached
F perro Get is strong because many was there exceed relative cousing thermously of deathy. However nights such an last see tranton, a 13 year of long man declared beau for them. I so must cuidenally come back to 1.50.		the God doesn't have time to answers everyone?
F perro Get is strong because many was there exceed relative cousing thermously of deathy. However nights such an last see tranton, a 13 year of long man declared beau for them. I so must cuidenally come back to 1.50.		
liem. \$ 5 nintes - cuddingly can beach to life our form	F preserves	Extinatly (Think the endence for the mon-einstence of Got is strong because many wars like account
item 3 Downto - curdenally come back to life - aynistrong		cousing themands of deaths. However mindes such
1 5 1 5 1 (un) engager interiory where putting the state of the	Lem .	\$ 5 mintes cuidedly care back to life. =) 200 all ukat ucuid this head bot - aynistring (5) (11) engaget learning using reagant each Brilliant

mis means mey are pro-like and chunk working is morally wong and against coalmunder).

ensuren of england christiens and believe in the scarting of life and mat about is arrend, have neg asso neighbours which means the year should always the the raind the year should always the the raind andler certain for communicated available the encountences availies should be encounted for for example andler (manced encountences where the quantity of life may be mean that giving with to a

Dreading constrainty perieve that the is special and valued beyond measures recording to constitut, an used is backed means that each individual life is unique this means that each individual life is unique this because they awardly approach by but is general they an vertice is constitut by life and they are because is constitut the cost are pro-life although (or some - cost of color example believe is it is has most lowing achors, men mat

(8) & hilly engineed tearing us on they terror (8) and ending to ship dress to of bend

Y9

Critical theme mapping: Ask questions about meaning

Y11

-	Explain why horan aighty use injectant?
	Horan rights are important leaves it is the right to live, gread, of thegelt. I) why are they right important?
	Hunan right is corebodies right to hive how bey want to und
4	what they think is with I Give an example r explain why the important. Uniting belone hear rights are upplied because of the tracking of not being discriminated. This means they are being I had in the the might and
	(3) (3) parket engagement applying valated
	an awareness of burner rights.

	Explain why human rights are important (smarks).
	Human rights are important because they are the basic
_	rights to all human beings. The 30 Human rights were
	Surup after the tragidies of Word-War Two to ensure a repat
1	of the Holocaust wouldn't haven a These rights are law
~	in England and can't be taken a way from you, except
	it the person is a terrorist or a threat to Socail security
	Muman rights are important because it allows everyone
	to have the same, minimal, amount of requality.
	5
	R

	One important human right is no one can take your
	right This is important because without this the
	other rights can't be put in place. However, arguably, 'The right to
	life could be the most important as it is the foundation to the entire
	rights, if you are dead how can you have rights? E. An
1	example of the right to the being violated is when a bomb
1	placed in a car was set alight, killing those surro near. The
	Victims had their right to life violated, and also the rest of their
_	cights. This tech actually means the victures had multiple rights
_	wolated.
	Christians believe Human rights are important because

they believe all humans are made in the mage and God, Meaning we are all-equal. Jesus preached there is neither Jews or Greeks you are all me one! Human rights are responsible for mantaina, equality within Sportey. Christians believe it is in all our moral responsibility to protect human rights. This is another reason

However, Some Roman Catholics could have different with Some human rights eight to marriage and tamily Roman Catholics

believe that manage between a man and a wormen to

to support the importance in religion and society.

	This doesn't means Roman Catholic churches don't
C	Support the idea of homosexual managers because they can't naturally have Children This suggest that, even if Roman
27	- Catholics do believe human rights are important, they struggle with certain aspects of human rights.
tc _{f v}	(8) S) Februleus application of hey Ideas (8) with supporting evidence to P.E.E.L paragregis.