

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

| Year 7 CORE | Term 1 | Term 2 | Term 3 |
|--|---|--|---|
| Unit(s) – As outlined in 39 week plans | 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 |
| Key Retainable Knowledge | Welcome and expectations <ul style="list-style-type: none"> Baseline assessment Six Main World Religions <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Hinduism symbols and Trimurti Reincarnation -link to Trimurti Puja worship – home and temple. Shrine hwk Mandir Present shrines Stories – Ramayana Shrine presentation | Buddhism <ul style="list-style-type: none"> 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 Wesak Prayer flags |
| 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 |
| | What it means to be religious <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 16 Samskaras Caste system and dharma Ahimsa and today – care for animals and environment | Sikhism <ul style="list-style-type: none"> Sikhism symbolism Nanak 10 Gurus Guru Gobind Singh and Khalsa 5 K's Gurdwara |
| Link to Critical theme: asking questions about meaning | 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 |

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B) Describe (5)

C) Explain (8)

D) Evaluate (15)

| | | | |
|-----------------------------|--|---|---|
| Link to retainable skills | <p>AT1:</p> <ul style="list-style-type: none"> • use religious words • recognise features of religion • recognise symbols • recognise other verbal and visual forms of religious expression. <p>AT2:</p> <ul style="list-style-type: none"> • talk about my feelings and experiences • talk about what I find interesting or strange <p>talk about what I think is important to myself and others</p> | <p>AT1:</p> <ul style="list-style-type: none"> • 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. <p>AT2:</p> <ul style="list-style-type: none"> • 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 | <p>AT1:</p> <ul style="list-style-type: none"> • 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. <p>AT2:</p> <ul style="list-style-type: none"> • talk about my feelings and experiences • talk about what I find interesting or strange <p>talk about what I think is important to myself and others</p> |
| Key Technical Vocabulary | <p>Sign /Symbol/God/Allah Believe/Belief/Religion/Religious/Judaism/Christianity/ Islam/Hinduism/Buddhism/Sikhism</p> <p>Jesus Muhammad Festival Qur'an Guru Granth Sahib Religious Diwali Hanukah Judaism Christianity Isla Hinduism Buddhism Sikhism</p> | <p>Monotheism / Trimurti / Atman / Samsara /Puja Arti / Murti / Mandir / Shrine / Prashad / Diwali Moksha</p> | <p>Siddhartha Gautama / Buddha / Bhavacakka / Dukkha Four Noble Truths / Noble Eightfold Path / Enlightenment Meditate / Mantra / Nirvana / Sangha / Samatha Mala / Wesak</p> <p>Khanda / Ik Onkar / Naam / Guru / Guru Nanak / Guru Granth Sahib Khalsa / Amrit Ceremony / The 5 Ks / Gurdwara / Sangat Sewa</p> |
| Opportunities for Reading | <p>Religious story of Jesus and Guru Nanak as leader/founders</p> <p>Religious account of welcoming life in Islam and Sikhism</p> <p>Extracts from Qur'an and Guru Granth Sahib</p> <p>Extracts recounting religious festivals in Hinduism, Sikhism and Judaism</p> <p>BBC Bitesize</p> | <p>Religious stories of Hindu gods and goddesses</p> <p>Religious stories of Ramayana</p> <p>Extracts recounting Hindu festival of Diwali</p> <p>Article regarding Ahimsa and care for environment</p> <p>BBC Bitesize</p> | <p>The importance and symbolism of the Buddhist lotus flower; make sure students are aware of the symbolic reference to the different coloured lotus flowers</p> <p>Newspapers – evidence of suffering in world and apply</p> <p>Buddhist teachings of removing Dukkha</p> <p>Extracts recounting practice of Mandala patterns; Wesak;</p> <p>Prayer flags</p> <p>Extracts of religious text recounting Guru Nanak as founder of Sikhism</p> <p>Extracts of religious text recounting the importance of each Sikh Guru</p> <p>Extracts of religious text recounting the importance and symbolism in the creation of the Khalsa making links to practise today</p> <p>Article regarding the features and symbolism of the Gurdwara</p> <p>BBC Bitesize</p> |
| Developing Cultural Capital | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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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| | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
| 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 |
| Key Assessment | Baseline assessment Assessment: What does it mean to be religious? Assessment writing | Assessment: Shrine presentation | Assessment: Buddhism beliefs, teachings and practices |

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D) Evaluate (15)

| Year 8 CORE | Term 1 | Term 2 | Term 3 |
|--|--|--|---|
| Unit(s) – As outlined in 39 week plans | Welcome & expectations Qualities of leaders and Abraham as a leader Jewish belief, teachings and practice | Jesus as leader and Christian beliefs, teachings and practice Muhammad as leader | Muhammad as leader and Muslim beliefs, teachings and practice Awe and wonder – Creation theories from around the world |
| Key Retainable Knowledge | Welcome & expectations <ul style="list-style-type: none"> Different ways of seeing Qualities of leaders and Abraham as a leader <ul style="list-style-type: none"> (Adam first) Abraham and promise Abraham sacrifice and covenant Ibrahim sacrifice and covenant in Qur'an Moses' life in palace, Hebrew realisation, leaving Burning bush & 10 plagues | Jesus as leader and Christian beliefs, teachings and practice <ul style="list-style-type: none"> Jesus born a Jew (link to renewing covenant) & nativity Jesus Baptism & link to Trinity 10 commandments into Greatest commandment Parables – Good Samaritan Miracles | Muhammad as leader and Muslim beliefs, teachings and practice <ul style="list-style-type: none"> Medina and Muslim community Jihad and wars for Makkah 5 Pillars of Islam: Shahadah Salah, Zakat, Sawm Hajj – link back to Ibrahim |
| Link to Critical theme: asking questions about meaning | 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 Abraham as the father of monotheistic religions | 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 meanings for symbols and actions in regards Baptism, Trinity, Parables and miracles | Knowledge and understanding of 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. |
| | Jewish beliefs, teachings and practice <ul style="list-style-type: none"> Passover & Practise today Crossing Red Sea, 10 commandments and renew covenant Torah & creative hwk Synagogue Present Torah scrolls homework – oracy skills | <ul style="list-style-type: none"> Last Supper & beginnings of Eucharist Pentecost and Holy week Bible and Church Muhammad as leader <ul style="list-style-type: none"> Pre-Islamic Arabia, need for final revelation Opposition in Makkah & Hijrah | Awe and wonder – Creation theories from around the world <ul style="list-style-type: none"> Awe and Wonder Big bang & Evolution Christian Creation Creation stories Creation story showcase – oracy skills |
| Link to Critical theme: asking questions about meaning | 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 | 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 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. |

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| | | | |
|-----------------------------|--|--|--|
| Link to retainable skills | <p>AT1</p> <ul style="list-style-type: none"> use religious words to identify a feature of religion identify the importance of religion for some people retell a religious story suggest meanings for symbols and actions identify how people show their religion begin to show awareness of similarities in religions Identify how religion is expressed in different ways <p>AT2</p> <ul style="list-style-type: none"> ask questions about experiences and feelings recognise that some questions make people wonder and are hard to answer <p>recognise my own values (ideas about right and wrong) and values of others</p> | <p>AT1</p> <ul style="list-style-type: none"> use religious words to identify a feature of religion identify the importance of religion for some people retell a religious story suggest meanings for symbols and actions identify how people show their religion begin to show awareness of similarities in religions Identify how religion is expressed in different ways <p>AT2</p> <ul style="list-style-type: none"> ask questions about experiences and feelings recognise that some questions make people wonder and are hard to answer <p>recognise my own values (ideas about right and wrong) and values of others</p> | <p>AT1</p> <ul style="list-style-type: none"> use religious words to identify a feature of religion identify the importance of religion for some people retell a religious story suggest meanings for symbols and actions identify how people show their religion begin to show awareness of similarities in religions Identify how religion is expressed in different ways <p>AT2</p> <ul style="list-style-type: none"> ask questions about experiences and feelings recognise that some questions make people wonder and are hard to answer <p>recognise my own values (ideas about right and wrong) and values of others</p> |
| Key Technical Vocabulary | Abraham / Descendants / Israel / Sarah / Hagar / Ishmael / Isaac / Sacrifice / Ibrahim / Ur / Ka'aba Hajrah / Zam Zam / Satan Moses / Hebrew / Pharaoh / 10 Plagues / Passover / 10 Commandments / Covenant / Judaism / Torah / Synagogue / Ark / Yad | Covenant / Messiah / Gabriel / Mary / Joseph / Angels / Baptism / Miracle Sabbath / Disciples / Judas / Crucifixion Allah / Islam / Muslim / Qur'an / Muhammad / Abu Talib / Khadija / Mecca / Iqra / Medinah / Hijra / Shahadah | Allah / Islam / Muslim / Qur'an / Muhammad / Abu Talib Khadija / Mecca / Iqra / Medinah / Hijra / Shahadah Awe / Wonder / Create / Big Bang / Evolution / Genesis / Christian / Nature |
| Opportunities for Reading | <p>Religious story of Abraham as father of Judaism</p> <p>Religious story of Ibrahim as father of monotheistic religions and a prophet of Islam making link to practise today</p> <p>Religious story of Moses as leader and founder of Judaism, making links to practise today</p> <p>Article regarding features of the synagogue and importance to practise today</p> <p>BBC Bitesize</p> | <p>Religious story of Jesus birth and key stages of life as leader of the continued monotheistic belief</p> <p>Religious story of Jesus Baptism making link to the core belief of the Trinity and practise today</p> <p>Recount of religious text of the parables and miracles making links to practise today</p> <p>Religious story of the Last Supper & beginnings of Eucharist making links to practice today</p> <p>Recount of religious text of the Pentecost and Holy week making links to practice today</p> <p>Article regarding feature of the Bible and Church, making links to practice today</p> <p>Religious story of pre-Islamic Arabia and the need for final revelation to Muhammad as leader of the continued monotheistic belief</p> <p>Religious story of the opposition in Makkah leading to the Hijrah for the establishment of Islam</p> <p>BBC Bitesize</p> | <p>Religious story of the first Jihad and wars used by Muhammad to establish Islam in Makkah and make links to practise today</p> <p>Article regarding the features and importance of the 5 Pillars of Islam: Shahadah; Salah, Zakat, Sawm; Hajj – link back to Ibrahim as a great prophet and leader emphasising the continued monotheistic belief, rather than a new religion/message</p> <p>Information on a variety of creation stories (Scientific, humanist, Christian, Aborigine, Hindu, Inuit, Maori)</p> <p>BBC Bitesize</p> |
| Developing Cultural Capital | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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. |

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| 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 will 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 |
| Key Assessment | Assessment: Abraham – the Father of the covenant | Assessment: Christian beliefs, teachings and practices | Assessment: Muslim beliefs, teachings and practices |

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| Year 9 CORE | Term 1 | Term 2 | Term 3 |
|--|---|---|---|
| Unit(s) – As outlined in 39 week plans | 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 <ul style="list-style-type: none"> Ultimate Questions – God? Greek gods Religious Experience Miracles Cosmological Design | Evidence of the soul and Life and Death <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> If is LAD how it affects lives today – totemism/animism, Stewardship Environment & stewardship Animal rights & optional assessment Organisations in Action |
| Link to Critical theme: asking questions about meaning | 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 <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Britain as multi-faith Humanism Christian Denominations development Denominations similarities and differences Inspirational British icons influenced by religion |
| Link to Critical 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 |

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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. 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)

| | | | |
|-----------------------------|--|--|--|
| | 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. |
| Link to retainable skills | <p>AT1</p> <ul style="list-style-type: none"> 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) <p>AT2</p> <ul style="list-style-type: none"> 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. <p>recognise different answers to these questions describe how my attitudes and behaviour are affected by my values, seeing a link between values and commitment.</p> | <p>AT1</p> <ul style="list-style-type: none"> 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) <p>AT2</p> <ul style="list-style-type: none"> 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. | <p>AT1</p> <ul style="list-style-type: none"> 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) <p>AT2</p> <ul style="list-style-type: none"> 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. <p>recognise different answers to these questions describe how my attitudes and behaviour are affected by my values, seeing a link between values and commitment.</p> |
| Key Technical Vocabulary | Omnipotent / Omniscient / Omnibenevolent / Infinite / Finite / Necessary / Being / Contingent / Religious Experience / Miracles / St Anselm / St Aquinas / William Paley / Atheism / Agnosticism | | God / Environmental sustainability / Soul / Afterlife / Environment / Stewardship / Christianity / Dominion / Protect / Preserve / Responsibility / Global / Citizenship |
| Opportunities for Reading | <p>Information regarding different types of religious experiences and miracles making links to impact on belief in God</p> <p>Information regarding the Ontological, first cause and design argument as presented by key philosophers as argument for God</p> <p>Articles regarding different memorials making links to the symbolic importance and practice today.</p> <p>BBC Bitesize – Eduqas, Christianity</p> <p>BBC Bitesize – Eduqas, Islam</p> | <p>Information regarding evidence for ghosts and spiritualism making link to support belief and practise of life after death</p> <p>Extracts of religious text regarding life after death from Christianity and Hinduism</p> <p>BBC Bitesize – Eduqas, Islam</p> <p>BBC Bitesize – Eduqas, Ethics</p> | <p>Information regarding different funeral rites making links to belief and practice today</p> <p>Articles reading the environment and stewardship</p> <p>Articles regarding the work of organisations putting into action stewardship, making a comparison between violent and no-violent actions</p> <p>Information regarding the work of various British icons making links to the influence and impact of their religious beliefs</p> <p>BBC Bitesize – Eduqas, Ethics</p> |
| Developing Cultural Capital | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 |

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

| | | | |
|--|---|--|---|
| | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
| Cross Curricular Links (Authentic Connections) | English and History – extended writing skills History – Historical events Drama - Y7 explore ritual and what it means to have faith. SMSC Character education – note taking | English and History – extended writing skills History – Historical events MFL - All Key stages - Día de Muertos in Mexico: explanation and rites SMSC Character education – note taking | 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 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. MFL - Y12 - The world of bullfighting in Hispanic countries SMSC Character education – note taking |
| Key Assessment | Assessment: Religious Experience and Proof | Assessment: Arguments about God | Assessment: Stewardship & the Natural World |

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

| Year 10 CORE | Term 1 | Term 2 | Term 3 |
|--|---|---|--|
| 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 |
| Key Retainable Knowledge | Welcome & Expectations Introduction to Philosophy and Ethics <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. |
| 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. |
| | Medical ethics – When does life begin and Sanctity of life - Abortion <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Euthanasia – types, when does life end, advantages/disadvantages Case studies Religious attitudes Million Dollar Baby | Freedom of expression, censorship and Extremism <ul style="list-style-type: none"> Clash of authorities, white coat example, e.g., of religious and secular clash Freedom of expression Censorship & Personal Conviction Extremism – define, non-religious e.g., & religious |
| 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, |

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

| | | | |
|---------------------------|---|--|--|
| | 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. |
| Link to retainable skills | <p>AT1</p> <ul style="list-style-type: none"> 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 <p>AT2</p> <ul style="list-style-type: none"> 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 | <p>AT1</p> <ul style="list-style-type: none"> 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 <p>AT2</p> <ul style="list-style-type: none"> 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 | <p>AT1</p> <ul style="list-style-type: none"> 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 <p>AT2</p> <ul style="list-style-type: none"> ask and suggest answers to questions about life and religion (ultimate questions, e.g. What is right and wrong, how life is valued affecting issues of medical ethics, aim of punishment and forgiveness etc.) identify how these questions and answers affect my own life and the lives of others describe what inspires/influences myself and others |
| Key Technical Vocabulary | Philosophy / Ethics / Morality / Absolute Morality / Relative Morality / Golden Rule / Divine Command Ethic / Situation Ethics / Intuitionism / Utilitarianism / Righteous Amongst the Nations | Medical Ethics / Genetic Engineering / Embryo / Embryology Stem cell Research / Cloning IVF / Organ Donation / Sanctity of life / Golden Rule | Crime / Sin / Law / Punishment / Justice / Forgiveness Golden Rule / Capital Punishment / Rehabilitation / Retribution Deterrence / Reform Secular Authority / Religious Authority Censorship / Freedom of Expression / Personal Conviction Extremism / Prejudice / Discrimination / Social Justice Racism |
| 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 |

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

| | | | |
|--|--|---|--|
| | | 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 |
| Developing Cultural Capital | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
| Cross Curricular Links (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 Science - Y7 - students study reproduction and fertilisation, therefore the start of life, they also study the development of the baby, and when the baby is able to experience different senses. Science - Y11 - Unit 6 in biology, students will study the process of genetic engineering. They will be able to explain how we can genetically modify organisms and what the advantages of doing this are. Y11 - students will recap the definition of fertilisation Science - Y10 - Unit 5 - Summer term - students in trilogy will study the use of hormones to control fertility (e.g., use of oestrogen in the oral contraceptive pill). If they are triple students, they will also study the process of IVF. SMSC 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 |
| Key Assessment | Assessment: Medial ethic of Abortion | Assessment: Medical ethics - genetic engineering, IVF, organ donation OR Medical ethics - euthanasia | Assessment: Crime and Punishment |

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

| 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 | |

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

| | | | |
|--|---|---|---|
| Link to Critical theme: asking questions about meaning | Examining and questioning the definition and 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 cohesion so as to construct a well-informed and balanced argument relating to human rights and social justice. 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, appreciating how they can vary according to context and ultimately the impact on the way people live their lives. | 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 | |
| Links to retainable skills | <p>AT1</p> <ul style="list-style-type: none"> 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 <p>AT2</p> <ul style="list-style-type: none"> 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 | <p>AT1</p> <ul style="list-style-type: none"> 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 <p>AT2</p> <ul style="list-style-type: none"> 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 | <p>AT1</p> <ul style="list-style-type: none"> 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 <p>AT2</p> <ul style="list-style-type: none"> 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 |
| Key Technical Vocabulary | 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 |
| Opportunities for Reading | Articles from a variety of examples illustrating violation of human rights Extracts from religious texts regarding human rights and wealth and poverty | 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 |

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

| | | | |
|--|--|--|--|
| | <p>Information regarding Christian charities working for social justice and human dignity</p> <p>Case studies of prejudice and discrimination</p> <p>Extracts from religious texts regarding prejudice and discrimination</p> <p>BBC Bitesize – Eduqas, Christianity</p> <p>BBC Bitesize – Eduqas, Islam</p> | <p>Extracts from religious texts regarding role of women and equality</p> <p>Extracts from religious text in relation to each of the commandments</p> <p>Information and case studies to illustrate each of the 10 commandments</p> <p>BBC Bitesize – Eduqas, Islam</p> <p>BBC Bitesize – Eduqas, Ethics</p> | BBC Bitesize – Eduqas, Ethics |
| Developing Cultural Capital | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
| Cross Curricular Links (Authentic Connections) | <p>English and History – extended writing skills</p> <p>History – Historical events</p> <p>MFL - Y13 - Trade unions in the Hispanic countries; Y12- Women's rights and LGBTQ+ rights in the Hispanic World</p> <p>MFL - Y13 - Immigration, Racism and Integration in the Hispanic world</p> <p>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</p> <p>Drama - Y 10 GCSE explore human rights when studying Brecht</p> <p>SMSC</p> <p>Character education – note taking</p> | <p>English and History – extended writing skills</p> <p>History – Historical events</p> <p>MFL - Y12 - different types of family, the modern family in the Hispanic world</p> <p>Sociology - Y10 and Y12 - how Feminism has impacted family life</p> <p>Y11 - Social Stratification - gender as an impact on life chances, Y10 and Y12 Education - impact of gender on educational attainment</p> <p>Y13 - Beliefs and how women can now enter priesthood, Y11 and Y13 - Crime - women commit more crime due to changing roles</p> <p>SMSC</p> <p>PSCHE - Families; Respectful relationships, including friendship</p> <p>Character education – note taking</p> | <p>English and History – extended writing skills</p> <p>History – Historical events</p> <p>SMSC</p> <p>Character education – note taking</p> |
| Key Assessment | Assessment: Racial prejudice and discrimination | | |

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

| Year 10 GCSE | Term 1 | Term 2 | Term 3 |
|--|--|--|---|
| Unit(s) – As outlined in 39 week plans | <p>Component 3: Study of a World Faith Written examination: 1 hour. 25% of qualification</p> <p>Component 2: Study of Christianity Written examination: 1 hour 25% of qualification</p> | 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 |
| Key Retainable Knowledge | <p>Component 2</p> <p>Candidates will study the beliefs, teachings and practices of Christianity.</p> <p>This component will be assessed by compulsory questions focussing on knowledge, understanding and evaluation of the subject content.</p> <p>Beliefs and teachings</p> <ul style="list-style-type: none"> ○ The nature of God ○ Creation ○ Jesus Christ ○ Salvation ○ The afterlife <p>Practices</p> <ul style="list-style-type: none"> ○ Forms of worship ○ Sacraments | <p>Component 3</p> <p>Candidates will study the beliefs, teachings and practices of one world faith: Islam</p> <p>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.</p> <p>Beliefs and teachings</p> <ul style="list-style-type: none"> ○ Nature of Allah ○ Prophethood (Risalah) ○ Angels (malaikah) ○ Akhirah (Afterlife) ○ Foundations of faith (Sunni 6 Articles & Shi'a 5 Roots) | <p>Component 1: Revision</p> <p>Candidates will study the following four themes. All questions are compulsory.</p> <p>Theme 1: Issues of Relationships</p> <ul style="list-style-type: none"> ○ Relationships / Sexual relationships / Issues of equality: gender prejudice and discrimination <p>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes</p> |
| Link to Critical theme: asking questions about meaning | 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 sacraments demonstrated through prayer reflects the diverse beliefs within Christianity. | 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 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. |
| | <p>Practices</p> <ul style="list-style-type: none"> ○ Pilgrimage and Celebrations ○ Christianity in Britain and the Church in the local community | <p>Practices</p> <ul style="list-style-type: none"> ○ Sunni 5 pillars: Practices in Britain and elsewhere ○ 10 Shi'a Acts of Shi'a: Practices in Britain and elsewhere | <p>Theme 1: Issues of Relationships</p> <ul style="list-style-type: none"> ○ Relationships / Sexual relationships / Issues of equality: gender prejudice and discrimination |

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

| | | | |
|--|---|---|---|
| | <ul style="list-style-type: none"> The worldwide Church <p>Component 3 Candidates will study the beliefs, teachings and practices of one world faith: Islam</p> <p>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.</p> <p>Beliefs and teachings</p> <ul style="list-style-type: none"> Nature of Allah | <ul style="list-style-type: none"> 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 |
| Link to Critical 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 wisdom and authority students will question the meaning and importance of Muslim beliefs in regards the nature of God making comparisons to the beliefs held by Christians | Using reference to relevant sources of wisdom and authority students will question 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. |
| 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 |
| Key Technical Vocabulary | Component 2 Omnipotent/ omnibenevolent /Trinity/ incarnation/ atonement resurrection/ sacraments/ evangelism Component 3 Tawhid/ Risalah/ Halal/ Haram/ Jihad/ Mosque/ shariah/ Ummah | Component 3 Tawhid/ Risalah/ Halal/ Haram/ Jihad/ Mosque/ shariah/ Ummah | Component 1 Theme 1: Issues of Relationships ● adultery ● divorce ● cohabitation ● commitment ● contraception ● gender equality ● responsibilities ● roles |
| Opportunities for Reading | 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 on belief, teachings and practices BBC Bitesize – Eduqas, Islam BBC Bitesize – Eduqas, Ethics | 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 |

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

| | | | |
|--|--|--|---|
| 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 – individual liberty and mutual respect | 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 and relationships. Understand the consequences of their behaviour and actions. Develop an acceptance of other people, understanding the importance of identifying and 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 |

Religious Studies Curriculum Intent: Start to End Point Mapping

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.

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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**.

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A) Define (2)

B) Describe (5)

C) Explain (8)

D) Evaluate (15)

| Year 11 GCSE | Term 1 | Term 2 | Term 3 |
|---|---|---|--|
| 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 |
| Key Retainable Knowledge | Theme 2: Issues of Life and Death Candidates will study the following four themes. All questions are compulsory. <ul style="list-style-type: none"> ○ The world ○ The origin and value of human life ○ 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. <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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. |
| 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. |
| Key Retainable Knowledge | Theme 3 :Issues of Good and Evil Candidates will study the following four themes. All questions are compulsory. <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ The nature of God ○ Creation ○ Jesus Christ ○ Salvation ○ The afterlife Practices <ul style="list-style-type: none"> ○ Forms of worship | |

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

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A) Define (2)

B) Describe (5)

C) Explain (8)

D) Evaluate (15)

- Sacraments
- Pilgrimage and Celebrations
- Christianity in Britain and the Church in the local community
- The worldwide Church

Component 3: Revision

Candidates will study the beliefs, teachings and practices of one world faith: Islam

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

Beliefs and teachings

- Nature of Allah
- Prophethood (Risalah)
- Angels (malaikah)
- Akhirah (Afterlife)
- Foundations of faith (Sunni 6 Articles & Shi'a 5 Roots)

Practices

- Sunni 5 pillars: Practices in Britain and elsewhere
- 10 Shi'a Acts of Shi'a: Practices in Britain and elsewhere
- Jihad
- Festivals & commemorations: practices in Britain and elsewhere

Component 1: Revision

Candidates will study the following four themes. All questions are compulsory.

Theme 1: Issues of Relationships

Relationships / Sexual relationships / Issues of equality: gender prejudice and discrimination

Theme 2: Issues of Life and Death

- The world / The origin and value of human life / Beliefs about death and the afterlife

Theme 3: Issues of Good and Evil

- 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.

Religious Studies Curriculum Intent: Start to End Point Mapping

Critical theme mapping: Ask questions about meaning

Awareness of a range of religions and worldviews

Knowledge and understanding

Appreciate and appraise varied responses

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Intent & Assessment Links

B) Describe (5)

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A) Define (2)

B) Describe (5)

C) Explain (8)

D) Evaluate (15)

| | | | |
|--|--|---|---|
| Link to Critical theme: asking questions about meaning | <p>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.</p> <p>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 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 formulate an informed response to world events (holocaust) displaying perceived evil</p> <p>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.</p> | 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. | |
| Links to retainable skills | <p>Skills: Understanding quotes</p> <p>Writing to describe for B questions;</p> <p>writing to explain for C questions;</p> <p>writing to argue for Part D statement questions</p> | <p>Skills: Understanding quotes</p> <p>Writing to describe for B questions;</p> <p>writing to explain for C questions;</p> <p>writing to argue for Part D statement questions</p> | <p>Skills: Understanding quotes</p> <p>Writing to describe for B questions;</p> <p>writing to explain for C questions;</p> <p>writing to argue for Part D statement questions</p> |
| Key Technical Vocabulary | <p>Component 1</p> <p>Theme 2: Issues of life and Death</p> <p>● Afterlife ● Environmental sustainability ● Euthanasia ● Evolution ● Abortion ● Quality of life ● sanctity of life ● soul</p> | <p>Component 1</p> <p>Theme 4: Issues Human Rights</p> <p>● Censorship ● Discrimination ● Extremism ● Human rights ● Personal conviction ● Prejudice ● Relative poverty ● Absolute poverty ● Social justice</p> | <p>Component 1</p> <p>Theme 4: Issues Human Rights</p> <p>● Censorship ● Discrimination ● Extremism ● Human rights ● Personal conviction ● Prejudice ● Relative poverty ● Absolute poverty ● Social justice</p> |

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

| | | | |
|---------------------------|---|--|--|
| | <p>Theme 3: Issues of good and Evil</p> <ul style="list-style-type: none"> • Good • Evil • Forgiveness • Free will • Justice • Morality • Punishment • sin • Suffering <p>Theme 4: Issues Human Rights</p> <ul style="list-style-type: none"> • Censorship • Discrimination • Extremism • Human rights • Personal conviction • Prejudice • Relative poverty • Absolute poverty • Social justice | <p>Component 2</p> <p>omnipotent / omnibenevolent / Trinity / incarnation / atonement / resurrection / sacraments / evangelism</p> <p>Component 3</p> <p>Tawhid/ Risalah/ Halal/ Haram/ Jihad/ Mosque/ shariah/ Ummah</p> <p>Component 1</p> <p>Theme 1: Issues of Relationships</p> <ul style="list-style-type: none"> • adultery • divorce • cohabitation • commitment • contraception • gender equality • responsibilities • roles <p>Theme 2: Issues of life and Death</p> <ul style="list-style-type: none"> • Afterlife • Environmental sustainability • Euthanasia • Evolution • Abortion • Quality of life • sanctity of life • soul <p>Theme 3: Issues of good and Evil</p> <ul style="list-style-type: none"> • Good • Evil • Forgiveness • Free will • Justice • Morality • Punishment • sin • Suffering | <p>Component 2</p> <p>omnipotent / omnibenevolent / Trinity / incarnation / atonement / resurrection / sacraments / evangelism</p> <p>Component 3</p> <p>Tawhid/ Risalah/ Halal/ Haram/ Jihad/ Mosque/ shariah/ Ummah</p> <p>Component 1</p> <p>Theme 1: Issues of Relationships</p> <ul style="list-style-type: none"> • adultery • divorce • cohabitation • commitment • contraception • gender equality • responsibilities • roles <p>Theme 2: Issues of life and Death</p> <ul style="list-style-type: none"> • Afterlife • Environmental sustainability • Euthanasia • Evolution • Abortion • Quality of life • sanctity of life • soul <p>Theme 3: Issues of good and Evil</p> <ul style="list-style-type: none"> • Good • Evil • Forgiveness • Free will • Justice • Morality • Punishment • sin • Suffering |
| Opportunities for Reading | <p>Eduqas textbook</p> <p>Extracts from religious text on life after death</p> <p>Information regarding the ethics of euthanasia, giving specific examples</p> <p>Extracts of religious text on the attitude towards the medical ethic of euthanasia</p> <p>Articles from a variety of examples illustrating violation of human rights</p> <p>Extracts from religious texts regarding human rights and wealth and poverty</p> <p>Information regarding Christian charities working for social justice and human dignity</p> <p>Case studies of prejudice and discrimination</p> <p>Extracts from religious texts regarding prejudice and discrimination</p> <p>Information regarding the ethics of crime and punishment and forgiveness, giving specific examples and case studies</p> <p>Extracts of religious text on the attitude towards crime punishment and forgiveness</p> <p>Information regarding freedom of expression, the clash of authority and extremism using specific case studies such as Oscar Romero</p> <p>Newspaper articles showing examples of extremism in modern world</p> | <p>Eduqas textbook</p> <p>Articles from a variety of examples illustrating violation of human rights</p> <p>Extracts from religious texts regarding human rights and wealth and poverty</p> <p>Information regarding Christian charities working for social justice and human dignity</p> <p>Case studies of prejudice and discrimination</p> <p>Extracts from religious texts regarding prejudice and discrimination</p> <p>BBC Bitesize – Eduqas, Islam</p> <p>BBC Bitesize – Eduqas, Christianity</p> <p>BBC Bitesize – Eduqas, Ethics</p> | <p>Eduqas textbook</p> <p>BBC Bitesize – Eduqas, Islam</p> <p>BBC Bitesize – Eduqas, Christianity</p> <p>BBC Bitesize – Eduqas, Ethics</p> |

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

| | | | |
|--|--|---|--|
| | Extracts of religious text on freedom of extrusion and extremism BBC Bitesize – Eduqas, Ethics | | |
| 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 | 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. Understand right and wrong in terms of friendships and relationships. Understand the consequences of their behaviour and actions. Develop an acceptance of other people, understanding the importance of identifying and combatting discrimination. British Values – democracy, rule of law, individual liberty and mutual respect | Integral to the GCSE RS course has been the promotion of social, physical, spiritual, moral and cultural aspects of culture capital. 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 |
| 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 SMSC Character education – note taking |
| Key Assessment | <ul style="list-style-type: none"> Mid unit – A, B, C & D End of unit – A, B, C & D | <ul style="list-style-type: none"> End of unit – A, B, C & D for each component and theme | |

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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 | <p>Islam Theme 1 A B C D E</p> <p>Religious figures and sacred texts</p> <ul style="list-style-type: none"> - 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 <p>Philosophy Theme 1 A B C</p> <p>Arguments for the existence of God – inductive</p> <ul style="list-style-type: none"> - Inductive arguments – cosmological - Inductive arguments – teleological - Challenges to inductive arguments <p>Theme 1 D E F</p> <p>Arguments for the existence of God – deductive</p> <ul style="list-style-type: none"> - Deductive arguments - origins of the ontological argument - Deductive arguments - developments of the ontological argument - Challenges to the ontological argument <p>Ethics Theme 1 A B C D E F</p> <p>Ethical Thought</p> <ul style="list-style-type: none"> - Divine Command Theory - Virtue Theory - Ethical Egoism - Meta-ethical approaches – Naturalism - Meta-ethical approaches – Intuitionism | <p>Islam Theme F</p> <p>Religious figures and sacred texts</p> <ul style="list-style-type: none"> - Muslim understandings of jihad: <p>Theme 2 A B C D E</p> <p>Religious concepts and religious life</p> <ul style="list-style-type: none"> - 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). <p>Philosophy Theme 2 A B C</p> <p>Challenges to religious belief - the problem of evil and suffering</p> <ul style="list-style-type: none"> - The problem of evil and suffering - Religious responses to the problem of evil (i): Augustinian type theodicy - Religious responses to the problem of evil (ii): Irenaean type theodicy <p>Ethics Theme 2 A B C</p> <p>Deontological Ethics</p> <ul style="list-style-type: none"> - 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: | <p>Islam Theme 2 F</p> <p>Religious concepts and religious life</p> <ul style="list-style-type: none"> - 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 <p>Theme 3 A B</p> <p>Significant social and historical developments in religious thought</p> <ul style="list-style-type: none"> - 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 non-religious worldviews and their truth claims. The challenges to Islam from scientific views about the origins of the universe <p>Philosophy Theme 2 D E F</p> <p>Challenges to religious belief - Religious belief as a product of the human mind</p> <ul style="list-style-type: none"> - 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 <p>Theme 3 A D</p> <p>Religious Experience</p> <p>The nature of religious experience with particular reference to</p> |

Religious Studies Curriculum Intent: Start to End Point Mapping

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Appreciate and appraise varied responses

Develop their own response

Intent & Assessment Links

B) Describe (5)

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C) Explain (8)

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D) Evaluate (15)

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A) Define (2)

B) Describe (5)

C) Explain (8)

D) Evaluate (15)

| | | | |
|--|--|---|--|
| | <p>- Meta-ethical approaches – Emotivism</p> | | <p>- The influence of religious experience on religious practice and faith</p> <p>- Vision</p> <p>- Prayer</p> <p>Ethics Theme 2 D E F Deontological Ethics</p> <p>- John Finnis' development of Natural Law</p> <p>- Bernard Hoose's overview of the Proportionalist debate</p> <p>- Finnis' Natural Law and Proportionalism: application of the theory</p> <p>Theme 3 A B Teleological ethics</p> <p>- Joseph Fletcher's Situation Ethics - his rejection of other forms of ethics and his acceptance of agape as the basis of morality</p> <p>- Fletcher's Situation Ethics - the principles as a means of assessing morality</p> |
| Link to Critical theme: asking questions about meaning | <p><u>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 understanding/awareness by asking questions of meaning</u></p> <p>Islam 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 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. • Whether the message of the Qur'an can ever be translated with accuracy. Questioning the divine nature of the shari'a. • The extent 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 are closed</p> <p>Philosophy Questioning whether inductive arguments for God's existence are persuasive. • The extent to which the Kalam cosmological argument is convincing. • The effectiveness of the cosmological/teleological argument for God's existence. • Whether cosmological/teleological</p> | <p><u>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 understanding/awareness by asking questions of meaning</u></p> <p>Islam 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 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. • Whether the Day of Final Judgement inspires fear or faith. • The extent to which the concept of Malaikah (angels) is essential for Islam. 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 on support for the poor. • Whether the Hajj is more than just a personal journey of religious enquiry</p> <p>Philosophy Questioning the extent to which the classical form of the problem of evil is a problem. • The degree to which modern problem of evil arguments are effective in proving God's nonexistence. • Whether Augustinian type theodicies are</p> | <p><u>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 understanding/awareness by asking questions of meaning</u></p> <p>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 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 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 science</p> <p>Philosophy 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 positive than Freud about the idea of God. • The effectiveness of empirical approaches as critiques of Jungian views on religion. • The success of atheistic arguments against religious belief. • The extent to which</p> |

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A) Define (2)

B) Describe (5)

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D) Evaluate (15)

| | | | |
|-----------------------------------|--|--|---|
| | <p>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 philosophical explanations for the universe's existence.</p> <p>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 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. • The effectiveness of the challenges to the ontological argument for God's existence. • The extent to which objections to the ontological argument are persuasive.</p> <p><u>Ethics</u> 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.</p> | <p>relevant in the 21st Century. • The extent to which Augustine's theodicy succeeds as a defence of the God of Classical Theism. • Whether Irenaean type theodicies are credible in the 21st Century. • The extent to which Irenaeus's theodicy succeeds as a defence of the God of Classical Theism</p> <p><u>Ethics</u> Questioning the degree to which human law should be influenced by Aquinas' Natural Law. • The extent to which the absolutist and/or deontological nature of Aquinas' Natural Law works in contemporary society. • The strengths and weaknesses of Aquinas' Natural Law. • A consideration of whether Aquinas' Natural Law promotes injustice. • The effectiveness of Aquinas' Natural Law in dealing with ethical issues. • The extent to which Aquinas' Natural Law is meaningless without a belief in a creator God</p> | <p>religious responses to New Atheism have been successful. Questioning the impact of religious experiences upon religious belief and practice. • Whether different types 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'.</p> <p><u>Ethics</u> Questioning whether Finnis' Natural Law is acceptable in contemporary society. • The extent to which Hoose's Proportionalism promotes immoral behaviour. • Whether Finnis and/or Hoose provide a basis for moral decision making for believers and/or non-believers. • The strengths and weaknesses of Finnis' Natural Law 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.</p> <p>Questioning the degree to which agape is the only intrinsic good. • Whether Fletcher's 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</p> |
| Links to retainable skills | <p>Skills : Exam technique: Answering AO1 – knowledge and understanding AO2 – evaluation essay questions</p> | <p>Skills : Exam technique: Answering AO1 – knowledge and understanding AO2 – evaluation essay questions</p> | <p>Skills : Exam technique: Answering AO1 – knowledge and understanding AO2 – evaluation essay questions</p> |
| Key Technical Vocabulary | <p>Jahiliyya, Hijrah, Qur'an, Hadith, sunna, Niyat, Qiyas ijma</p> <p>A posteriori, A priori, inductive, deductive, Ontological, Kalam, efficient cause,</p> <p>Absolutist, virtue, meta-ethics, naturalism, intuitionism, emotivism</p> | <p>Mujtahid, taqlid, ijthad, Rashid Rida, Tariq Ramadan, Jihad Tawhid, Risalah, malaikah, Akhirah, Salah, niyyah, jumma, ummah Masjid, Imam, Madinah, Mosque, Ramadan, Zakah, sadaqah, khums, Hajj</p> <p>Augustine, Epistemic distance, Fallacy of composition, Irenaeus</p> <p>Absolutist, Agape, Beatitude, Deontological, natural law</p> | <p>Fard, mustahab, halal, makruh, haram, shariah, Madrassah / Quth / Jihad / Tawhid / Hadith / Hajj /</p> <p>Atheism, Freud, Oedipus, Jung, archetypes, individuation, religious experience, vision, prayer, St Teresa of Avila</p> <p>Natural law, teleological ethics, agape, Absolutist, Agape, Beatitude, Deontological, situation ethics</p> |

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A) Define (2)

B) Describe (5)

C) Explain (8)

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| | | | |
|---|--|--|--|
| 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 |
| 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. |
| 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 |
| Key Assessment | Trial exams | Trial exams | Trail exams |

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A) Define (2)

B) Describe (5)

C) Explain (8)

D) Evaluate (15)

| Year 13 | 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 | Year 12&13: Content review & Exam practise |
| Key Retainable Knowledge | <u>Islam</u> Theme 3 C D E F Significant social and historical developments in religious thought <ul style="list-style-type: none"> - 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. Islamic attitudes towards pluralism - The relationship between religion and society: religion, equality and discrimination. The importance of family life for the Muslim religion - Islam and migration: the challenges of being a Muslim in Britain today - Western perceptions of Islam <u>Islam</u> Theme 4 A B C Religious practices that shape religious identity <ul style="list-style-type: none"> - The role of the masjid (mosque) in Islam - The role of festivals in shaping religious identity, with reference to: Ashura Ramadan and Id-ul-Fitr <u>Philosophy</u> Theme 3 A B C E f Religious Experience The nature of religious experience with particular reference to <ul style="list-style-type: none"> - Mystical experience - Challenges to the objectivity and authenticity of religious experience - Miracles the definitions of - A comparative study of two key scholars from within and outside the Christian tradition and their contrasting views on the possibility of miracles Theme 4 A B Religious language <ul style="list-style-type: none"> - Inherent problems of religious language - Religious language as cognitive (traditional religious view), but meaningless (Logical Positivists' view) | <u>Islam</u> Theme 4 D E F Religious practices that shape religious identity <ul style="list-style-type: none"> - Diversity within Islam: Beliefs and practices distinctive of Shi'a Islam - Islam and change - the development and influence on religious belief and practice within Islam of: Sufi philosophical thought about the nature of God and religious experience - Ethical debate about crime and punishment (including arguments posed by scholars from within and outside the Islamic tradition) <u>Philosophy</u> Theme 4 A B C D E F Religious language <ul style="list-style-type: none"> - Inherent problems of religious language - Religious language as cognitive (traditional religious view), but meaningless (Logical Positivists' view) - Religious language as non-cognitive and analogical - Religious language as non-cognitive and symbolic - Religious language as non-cognitive and mythical - Religious language as a language game <u>Ethics</u> Theme 4 C D E F Determinism and Free will – Free will <ul style="list-style-type: none"> - The implications of predestination / determinism - Religious concepts of free will, with reference to the teachings of: Pelagius and Arminius - Concepts of libertarianism - The implications of libertarianism and free will | All themes and focus questions: <ul style="list-style-type: none"> o Islam o Philosophy o Ethics |

Religious Studies Curriculum Intent: Start to End Point Mapping

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)

| | | | |
|--|---|--|--|
| | <p>Ethics Theme 3 C D E F Teleological ethics</p> <ul style="list-style-type: none"> - Fletcher's Situation Ethics - application of theory - Classical Utilitarianism - Jeremy Bentham's Act Utilitarianism: happiness as the basis of morality - John Stuart Mill's development of Utilitarianism: types of pleasure, the harm principle and the use of rules - Bentham's Act Utilitarianism and Mill's Rule Utilitarianism - application of the theory <p>Theme 4 A B Determinism and Free will – Determinism</p> <ul style="list-style-type: none"> - Religious concepts of predestination, with reference to the teachings of: St Augustine and John Calvin - Concepts of determinism | | |
| Link to Critical theme: asking questions about meaning | <p>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 understanding/awareness by asking questions of meaning</p> <p>Islam Questioning the effectiveness of Islamic responses to pluralism. • Whether or not there is a coherent approach to conversion in Islam.</p> <p>Questioning the extent to which the Muslim family is central to the Islamic religion. • Whether or not women are equal to men in Islam. • The possibility of assimilation into a secular society for Muslims in Britain. • The effectiveness of the Muslim Council of Britain. • The extent to which the media influences Western perceptions of Islam. • Whether or not Islam is accurately represented in Britain today</p> <p>Questioning prostration as the most important purpose of the masjid. • Whether the masjid today has maintained its original function as that of the first masjid established by Muhammad in Madinah. • Whether a focus on suffering during Ashura misrepresents Shi'a identity. • Self-harm as excessive religious devotion. • Whether Id-ul-Fitr is treated as a religious celebration or social occasion. • The extent to which fasting benefits the individual more than the community</p> <p>Philosophy</p> | <p>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 understanding/awareness by asking questions of meaning</p> <p>Islam Questioning Islam as a divided or united religion. • The extent to which Shi'a is a unique form of Islam. • The possibility of a personal mystical union with God in Islam. • The religious validity of Sufi devotional practices. • The effectiveness of Islamic ethical teachings as a guide for living for Muslims today. • The extent to which Islamic teachings on punishment can be applied today</p> <p>Philosophy Questioning whether non-cognitive interpretations are valid responses to the challenges to the meaning of religious language.</p> <p>Questioning the effectiveness of the terms non-cognitive, analogical and mythical as solutions to the problems of religious language. • The relevance of religious language issues in the 21st Century. • The extent to which language games provide a suitable way of resolving the problems of religious language. • Whether symbolic language can be agreed as having adequate meaning as a form of language. • How far the works of Randall and Tillich provide a suitable counter-challenge to Logical Positivism. • Whether the strengths of language games outweigh the weaknesses.</p> | |

Religious Studies Curriculum Intent: Start to End Point Mapping

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A) Define (2)

B) Describe (5)

C) Explain (8)

D) Evaluate (15)

| | | | |
|----------------------------|--|---|---|
| | <p>Questioning the extent to which the challenges to religious experience are valid. • The persuasiveness of Franks-Davis's different challenges.</p> <p>Questioning the impact of religious experiences upon religious belief and practice. • Whether religious communities are entirely dependent on religious experiences. • The adequacy of different definitions of miracles. • How far different definitions of miracles can be considered as contradictory. • The effectiveness of the challenges to belief in miracles. • The extent to which Swinburne's responses to Hume can be accepted as valid.</p> <p>Questioning the solutions presented by religious philosophers for the inherent problems of using religious language. • The exclusive context of religious belief for an understanding of religious language. • The persuasiveness of arguments asserting either the meaningfulness or meaninglessness of religious language. • How far Logical Positivism should be accepted as providing a valid criterion for meaning in the use of language. • To what extent do the challenges to Logical Positivism provide convincing arguments to nonreligious believers.</p> <p>Ethics</p> <p>Questioning the extent to which Situation Ethics provides a practical basis for making moral decisions for both religious believers and non-believers.</p> <p>Questioning the degree to which pleasure can be seen as the sole intrinsic good. • The extent to which Act and/or Rule Utilitarianism works in contemporary society. • The extent to which Rule Utilitarianism provides a better basis for making moral decisions than Act Utilitarianism. • Whether Utilitarianism promotes immoral behaviour. • The extent to which Utilitarianism promotes justice. • The extent to which Utilitarianism provides a practical basis for making moral decisions for both religious believers and non-believers.</p> <p>Questioning a consideration of whether religious believers should accept predestination. • The extent to which God 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</p> | <p>Ethics</p> <p>Questioning whether moral responsibility is an illusion. • The extent to which pre-destination influences our understanding of God.</p> <p>Questioning how convincing religious views on free will are • The extent to which an individual has free choice. • The extent to which philosophical, scientific and/or psychological views on libertarianism inevitably lead people to accept libertarianism. • The extent to which free moral agents should follow a normative ethic. • The degree to which free will makes the use of prayer irrelevant. • The degree to which beliefs about free will can be reconciled with beliefs about predestination.</p> | |
| Links to retainable skills | <p>Skills : Exam technique:</p> <p>Answering AO1 – knowledge and understanding</p> <p>AO2 – evaluation essay questions</p> | <p>Skills : Exam technique:</p> <p>Answering AO1 – knowledge and understanding</p> <p>AO2 – evaluation essay questions</p> | <p>Skills : Exam technique:</p> <p>Answering AO1 – knowledge and understanding</p> <p>AO2 – evaluation essay questions</p> |

Religious Studies Curriculum Intent: Start to End Point Mapping

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A) Define (2)

B) Describe (5)

C) Explain (8)

D) Evaluate (15)

| | | | |
|---|--|--|---|
| 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 Situation ethics, Act Utilitarianism, Conscience, meta ethics, determinisms, free-will | Martyrdom, imam, mahdi, pilgrimage, muta, taqiyya, Sufi, qutb, bayah oath, zuhd, maqam, zihir, muraqaba, hudd, tazir, diyya, Tariq Ramadan, Sheikh Ahmad Ash-Sharabasi, James Rachels Cognitive, non-cognitive, logical positivism, analogy, symbol, myth, language games Determinism, free-will predestination, libertarianism | |
| Opportunities for Reading | 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 | |
| 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 promotion of social, physical, spiritual, moral and cultural aspects of culture capital. 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 |
| 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 |
| Key Assessment | Trail exams | In class mock for ethics, philosophy and Islam | |

Critical theme mapping: Ask questions about meaning

Y7

Y8

C. Explain the use of Symbols to communicate

A symbol is a image to represent a world or place but in a smaller and easier way. They are good ways of communicating because people who can't hear or see uses symbols to help. All the 6 major world religions use symbols. An example of this is road signs so people can be safe on the roads and drive in the right speed limits. They are good ways of communicating because when you're on the roads you can't see writing and read it all because you miss it but if you have a symbol people can see it easier and better. Another example of the world religions using symbols is prayer mats because they need to go to show respect and worship. They are good ways of communicating because they can meet new people who respect the same god and share their similarities and differences. Symbols can also be used for negativity and results. An example of this hand gesture. This shows a difficulty of using symbols to communicate because people can make fun of blind people give the hand gestures that are in a double.

Why is Abraham considered a good leader?

Abraham can be said to be a good leader when he showed loyalty to God when he was going to sacrifice his long desired son to show God he was the only one he loved. This shows us a good leader because he showed he loves his more than anyone else.

Another time he could be shown to be a good leader when he had courage to marry another woman and have a child with her. He didn't necessarily want to do it because he already had a wife but he couldn't have a baby. This shows us a good leader because he was willing to have a child with Hagar to have a descendant to carry on his legacy.

Abraham could also be shown to be a good leader when he showed when he finally had a child with Sarah and he sent Hagar and Ishmael to the desert when he thought Isaac (his son) to be the father of the Jews.

Abraham is regarded as the father of ~~the~~ Judaism and Islam. An example of this is when he made Isaac carry on his legacy with ^{Isaac} Sarah and he made Isaac father of the Muslims. This shows he was a good leader because he showed both of his sons the same and let them lead religions. He brought unity between different religions that might have argued in the future.

7/3

Abraham was viewed as a good leader and was considered a good leader and was considered a good leader.

Religious Studies Curriculum Intent: Start to End Point Mapping

Critical theme mapping: Ask questions about meaning

Y9

8) Describe evidence for the non-existence of God. (5 marks)

Evidence for the non-existence of God include poor design

For example animal diseases because He would try to stop it from happening ^{2) What does this say about God?}

Some people will point to evil ^{1) Can you give an example - what is morally objectionable?}

For example unanswered prayers they because they pray but God doesn't answer them

Other evidence for the non-existence could be if the prayers were all answered we would believe more in God

For example the existence of evil ^{3) Fully engaged learning using relevant evidence}

Evidence for the non-existence of God could also include the existence of evil ^{4) Include other relevant evidence}

For example the existence of evil ^{5) Fully engaged learning using relevant evidence}

Finally, I think the evidence for the non-existence of God is strong because the existence of evil

For example the existence of evil

Describe evidence for the non-existence of God

Evidence for the non-existence of God include the design argument. For example, if everything was truly designed, it would not create the evil and suffering and animals suffering. However, as theist could say that if God didn't create things that challenge us like natural disasters we wouldn't have a chance to learn and improve but also be generous.

Some people will point to bad design. For example, massive pain and suffering would not exist if God intervened and stopped them. However, other people could say that it wouldn't give us freedom and a free will. It would be like a world full of robots.

Other evidence for the non-existence of God could be unanswered prayers. For example, the couple missionary couple flying to Nepal prayed to God for a safe journey but the plane crashed and killed them and their children. You could say the God doesn't have time to answer everyone's prayers.

Finally, I think the evidence for the non-existence of God is strong because the existence of evil ^{5) Fully engaged learning using relevant evidence}

Y10

Explain the teachings from two religious traditions about abortion.

All Christians believe that all life is sacred and that all lives are unique/sacred. This is supported by the evidence that the Bible says that life is a gift from God. This means they think abortion is wrong and shouldn't happen. However, depending on the type of Christianity, some are more lenient.

Roman Catholics believe that abortion is wrong and that life is a gift from God and only God can take it away. They also believe in the sanctity of life.

This means they are pro-life and think abortion is morally wrong and against God's plan.

Church of England Christians also believe in the sanctity of life and that abortion is wrong. However, they also believe that some should "love thy neighbour" which means they should always do the loving action. This means they are pro-life but under certain circumstances, abortions should be allowed for. For example, when the circumstances where the quality of life may not mean that giving birth to a baby is the most loving action.

Overall, Christians believe that life is special and valued beyond measure. According to Genesis, all lives are sacred and each individual life is unique. This means that each Christian feels differently towards abortion by view. In general, they all believe in the sanctity of life and are pro-life. However, for some - like the Church of England - believe it is the most loving action when that should be done.

5) Fully engaged learning using relevant evidence

Religious Studies Curriculum Intent: Start to End Point Mapping

Critical theme mapping: Ask questions about meaning

Y11

Explain why human rights are important?

Human rights are important because it is the right to live, freedom of thought. \Rightarrow Why are these rights important?

Human rights is everybody's right to have law they want to use what they think is right. \Rightarrow Give an example explain why it's important.

Christians believe human rights are important because of the teaching of not being discriminated. This means they are being \Rightarrow had to love thy neighbour.

(3/8) (P) partial engagement applying related ideas with minimal explanation showing an awareness of human rights.

Explain why human rights are important (5marks).

Human rights are important because they are the basic rights to all human beings. The 30 Human rights were set up after the tragedies of World War Two to ensure a repeat of the Holocaust couldn't happen. These rights are law in England and can't be taken away from you, except if the person is a terrorist or a threat to social security. Human rights are important because it allows everyone to have the same, minimal, amount of equality.

One important human right is 'no one can take your rights'. 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? An example of 'the right to life' being violated is when a bomb placed in a car was set alight, killing those sitting near. The victims had their 'right to life' violated, and also the rest of their rights. This text actually means the victims had multiple rights violated.

Christians believe Human rights are important because they believe all humans are made in the image and God, meaning we are all equal. Jesus preached 'there is neither Jew nor Greek you are all one'. Human rights are responsible for maintaining equality within a society. Christians believe it is in all our moral responsibility to protect human rights. This is another reason to support the influence in religion and society.

However, some Roman Catholics could have different with some human rights e.g. right to marriage and family. Roman Catholics believe that marriage between a man and a woman, etc.

This doesn't mean Roman Catholic churches don't support the idea of homosexual marriages because they can't naturally have children. This suggests that, even if Roman Catholics do believe human rights are important, they struggle with certain aspects of human rights.

(8/8) (S) fabulous application of key ideas with supporting evidence to P.E.E. paragraphs.