

**Brief overview**

In Year 7, pupils will build upon the knowledge of world religions (aka “the Big 6”) acquired in primary school through the disciplinary study of three key questions – *What is it to be human? What do faith stories tell us about God? How do we know what we know?* These themes are sequenced in such a way as to allow learners to continue to build a developed mental schema of the **Abrahamic faiths** and a **Dharmic Faith** (Hinduism has been chosen to allow us to follow Lancashire County Council localised RE plan) and to build foundational schema of the three different disciplines which make-up RE. Here pupils will be introduced to the concepts and ways of knowing which underpin RE, in addition to being challenged to locate and describe their own lenses. Additionally, learners will start to make the important connections between different worldviews and will start to appreciate how belief drives behaviour and choice.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title</b>	<b>Sanctity of Human Life</b>		<b>Wisdom and Authority</b>		<b>Nature of God</b>	
<b>Big question/ core concept</b>	What does it mean to be human? (Social Sciences and Theology)		How do we know what we know? (Philosophy and Theology)		What do faith stories tell us about God? (Theology)	
<b>Knowing</b>	<ul style="list-style-type: none"> <li>The disciplines within RE as a subject.</li> <li>What is meant by 'worldview'</li> <li>What is meant by 'origin story' and 'origin account' and why these are important for humans.</li> <li>Genesis 1 as a source of wisdom and authority on creation and humanity – different interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by 'khalifah'.</li> <li>The Qur'an as a source of wisdom and authority on creation and humanity.</li> <li>The Ramayana as a source of wisdom and authority on creation and humanity.</li> <li>What is meant by 'cosmology'.</li> <li>The Big Bang theory as a source of wisdom and authority on creation and humanity.</li> <li>Out of Africa theory as a source of wisdom and authority on creation and humanity.</li> <li>The differing nature of science and religion as sources of wisdom and authority.</li> </ul>	<ul style="list-style-type: none"> <li>The nature and origin of philosophy as a discipline</li> <li>The sequence of philosophical argument / disputation</li> <li>What is meant by 'Socratic questioning'</li> <li>Socrates' theory about knowledge and wisdom</li> <li>What is meant by 'allegory'</li> <li>Plato's Allegory of the Cave and what it suggests about knowledge and wisdom</li> <li>What is meant by 'existence' and 'perception'</li> <li>Berkeley's theory about existence and what this suggests about knowledge / wisdom</li> <li>Confucius' theory about experience, wisdom, and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>The nature of sacred texts as a source of wisdom and authority</li> <li>What is meant by 'Bible' and 'testament'</li> <li>The nature of the Bible as a source of wisdom and authority</li> <li>To know what is meant by 'revelation'</li> <li>The nature of the Qur'an as a source of wisdom and authority</li> <li>The nature of the Ramayana as a source of wisdom and authority</li> <li>The questions posed by answered by philosophy</li> <li>The questions posed by / answers by sacred texts</li> </ul>	<ul style="list-style-type: none"> <li>Theology as a disciplinary tool</li> <li>What is meant by 'Abrahamic Faiths' / how Abrahamic faiths are connected</li> <li>The importance of Abraham</li> <li>What is meant by Covenant, the impact of Covenant</li> <li>The story of Isaac – differing interpretations</li> <li>What is meant by 'commandment'</li> <li>The story of Moses – differing interpretations</li> <li>What is meant by 'incarnation'</li> <li>The account of Jesus incarnation – differing interpretations</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by 'atonement' and 'resurrection'</li> <li>The account of Jesus' crucifixion and resurrection – differing interpretations</li> <li>What is meant by 'revelation'</li> <li>The revelations of the Prophet Muhammad</li> <li>How Islamic belief in Allah is reflected through worship / 5 pillars</li> <li>What is meant by 'caste' and 'Brahman'</li> <li>The importance of Hindu celebrations</li> <li>How Hindu belief in God is reflected through worship</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>To be able to examine Genesis 1 and identify the origin of key teachings or interpretations about creation and the nature of humans.</li> <li>To link the different interpretations of Genesis 1 to the nature of human beings.</li> <li>Explain why origin stories are important.</li> <li>Describe what a worldwide view is and what different lenses are.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to examine relevant passages from the Quran.</li> <li>To be able to examine relevant passages from the Ramayana and identify the origin of key teachings and interpretations about creation and the nature of humans.</li> <li>To describe what the theory of evolution tells us about the nature of human beings.</li> <li>To explain personal worldview about what it means to be human.</li> <li>To evaluate whether scientific theories and religious creation accounts are compatible.</li> <li>To evaluate whether religion on its own explains what it means to be human.</li> </ul>	<ul style="list-style-type: none"> <li>To construct philosophical arguments (disputation)</li> <li>To use Socratic method to investigate different statements of belief</li> <li>To be able to examine Confucius' proverbs and identify arguments about wisdom and knowledge</li> <li>To describe and compare different theories about wisdom and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>To compare philosophy and sacred texts as sources of wisdom and authority.</li> <li>To evaluate whether philosophy is a more reliable source of wisdom than sacred texts.</li> <li>To explain personal worldview about the source of human wisdom and authority</li> <li>To describe the nature of sacred texts</li> <li>To evaluate whether sacred texts have relevance in the modern world</li> </ul>	<ul style="list-style-type: none"> <li>To explain what Covenant is</li> <li>To describe what Abrahams' Covenant suggests about the nature of God</li> <li>To be able to examine Genesis 22 and identify the origin of key teachings / interpretations about Isaac and God</li> <li>To describe what the story of Isaac suggests about the nature of God</li> <li>To describe what the story of Moses suggests about the nature of God</li> <li>To be able to examine Isaiah, Luke and Matthew and identify the origin of key teachings / interpretations about the incarnation of Jesus</li> <li>To describe what the incarnation of Jesus suggests about the nature of God</li> </ul>	<ul style="list-style-type: none"> <li>To be able to examine Luke, Matthew and Peter and identify the origin of key teachings / interpretations about the incarnation of Jesus</li> <li>To describe what the death of Jesus suggests about the nature of God</li> <li>To be able to examine relevant passages from the Quran and identify the origin of key teachings / interpretations about the nature of Allah</li> <li>To describe how keeping the 5 pillars reflects belief in Allah</li> <li>To be able to examine the beliefs of Hinduism and identify the origin of key teachings / interpretations about the nature of God</li> <li>To evaluate whether the God of faith stories is vengeful</li> </ul>

### Brief overview

In Year 8, pupils will be challenged to examine three more 'Big Questions' rooted within the different disciplines of RE: *Can we convincingly argue that God exists? Is there purpose to human suffering? Does religion really bring social justice?* These themes are sequenced in such a way as to allow learners to continue build a mental schema of the **Abrahamic faiths** and a **Dharmic Faith** (Hinduism has been chosen to allow us to follow Lancashire County Council localised RE plan) and to expand schema of the three different disciplines which make-up RE. Throughout Year 8 progressively more complex theology is examined, explored and applied, developing both religious and philosophical literacy.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title</b>	<b>Morality</b>		<b>Sanctity of life</b>		<b>Sanctity of human life</b>	
<b>Big question/ core concept</b>	Can we convincingly argue that God exists? (Philosophy)		Is there purpose in human suffering? (Philosophy and theology)		Does religion really generate social justice? (Theology and social sciences)	
<b>Knowing</b>	<ul style="list-style-type: none"> <li>The connection between philosophy and arguments about the existence of God</li> <li>The demography of belief in modern Britain / Europe, including what the 2011 and 2021 Census reveal</li> <li>The Teleological / Design argument and William Paley's Watch Analogy</li> <li>What is meant by 'counter-argument'</li> <li>Counter-arguments for Design</li> <li>including evolution and David Hume's response</li> <li>What is meant by 'miracle'</li> <li>The 3 different types of miracles, including reference to Biblical miracles and real-world examples</li> <li>What is meant by 'realism' and 'anti-realism'</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by 'rational'</li> <li>Counterarguments to Miracles as proof of God's existence – rationalism and David Hume</li> <li>What is meant by 'wager' and 'pragmatism'</li> <li>Argument for God's existence from pragmatism / Pascal's Wager</li> <li>What is meant by 'morality' and 'moral law'</li> <li>Argument from Morality – Immanuel Kant</li> <li>Argument from Morality - CS Lewis</li> <li>What is meant by 'atheism'</li> <li>Humanist non-religious worldview response to the existence of God</li> <li>Atheist arguments against God: logical, meta-physical, dispute of sacred texts</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by 'suffering'</li> <li>How theology can be used to explore the purpose of suffering</li> <li>How philosophy can be used to explore the purpose of suffering</li> <li>What is meant by the inconsistent triad (Antony Flew and Stephen Fry interpretations)</li> <li>What is meant by 'moral evil' and 'natural evil' (the nature of suffering)</li> <li>Interpretations of Genesis 3 – teachings about the origin, nature and purpose of suffering</li> <li>What is meant by 'theodicy'</li> <li>Interpretations of what the Book of Job teaches about the nature and purpose of suffering</li> <li>What is meant by 'free will'; The Free Will defence – C.S.Lewis and Alvin Plantinga</li> <li>What is meant by 'soul'; Irenaean theodicy / the soul-making theory</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by 'al-Qadr' and 'predestination'</li> <li>Key Islamic belief and teaching around suffering</li> <li>What is meant by 'Samsara'</li> <li>What is meant by Pluralism and Dharma</li> <li>Humanist attitudes towards suffering and alleviating suffering</li> <li>What is meant by 'service'</li> <li>How faith communities serve those experiencing suffering: Islamic Relief, the Salvation Army, Khalsa Aid and Khalsa Assist.</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by 'social justice' and 'dignity of human life'</li> <li>Universal Declaration of Human Rights and its' connection to social justice</li> <li>What is meant by 'egalitarian' and 'capitalism'</li> <li>Carl Marx's views on religion / the function of religion within society</li> <li>The Old Testament Covenants of Noah, Abraham and Moses and their connection to social justice</li> <li>Amos' Old Testament teaching on social justice; Isaiah's Old Testament teaching on social justice; Jeremiah's Old Testament teaching on social justice</li> <li>Jesus' teachings on dignity of human life</li> <li>What is meant by 'ummah' and 'zakah'</li> <li>Prophet Muhammed's teaching on social justice, specifically the Last Sermon</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by 'religious extremism'</li> <li>Case study: Malala</li> <li>Case Study: Caste within historic Hindu society</li> <li>What is meant by 'caste'</li> <li>What is meant by 'personal conviction'</li> <li>Faith in Action – Rev. Martin Luther King Jr - How beliefs in dignity of human life drove action</li> <li>Faith in Action – Muhammad Ali - How beliefs in dignity of human life drove action</li> <li>What is meant by 'sangat'</li> <li>Faith in Action – Langar – how beliefs in equality drive action</li> <li>Faith in Action – Steve Chalke – how beliefs in dignity of human life and equality drive action</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>To be able to examine Census Data and identify what it reveals about faith belief in modern Britain</li> <li>To describe the links between the discipline of philosophy and God</li> <li>To evaluate whether the design argument successfully proves the existence of God</li> <li>To be able to examine Hume's statement on miracles and identify his argument for the criteria for miracles</li> <li>To explain how miracles can be used as proof for the existence of God</li> </ul>	<ul style="list-style-type: none"> <li>To explain the weaknesses of using miracles to prove the existence of God</li> <li>To examine Pascal's statement on belief in God and identify his argument for pragmatism</li> <li>To describe how morality can be used to prove the existence of God</li> <li>To describe how atheists argue against the existence of God</li> <li>To evaluate whether we can convincingly argue that God exists</li> <li>To explain personal worldview about whether we can prove the existence of God</li> </ul>	<ul style="list-style-type: none"> <li>To describe the nature of suffering</li> <li>To be able to examine Genesis 3 and identify the origin of key teachings / interpretations about evil and suffering</li> <li>To explain differing interpretations of Genesis 3</li> <li>To be able to examine the Book of Job and identify key teachings / interpretations about evil and suffering</li> <li>To explain different beliefs regarding why humans were created with free will</li> <li>To explain different beliefs on how evil, suffering and God can exist together</li> </ul>	<ul style="list-style-type: none"> <li>To be able to examine relevant passages from the Quran and identify key teachings on suffering</li> <li>To be able to examine relevant passages from the Ramayana and identify key teachings on suffering</li> <li>To describe a non-religious worldview towards suffering</li> <li>To describe how religious organisations respond to suffering</li> <li>To evaluate whether there is purpose in human suffering</li> </ul>	<ul style="list-style-type: none"> <li>To describe the importance of Human Rights in maintaining social justice</li> <li>To examine an excerpt from Marx's 'Critique of Hegel's Philosophy of Right' and identify his attitude towards religion</li> <li>To describe how Old Testament covenants promote social justice</li> <li>To analyse what Luke 6 teaches about social justice</li> <li>To explain Jesus' teachings on social justice</li> <li>To explain why Muslims believe it is important to work for social justice</li> </ul>	<ul style="list-style-type: none"> <li>To describe an example of when a group has used interpretations of religion to challenge social justice</li> <li>To describe Hindu teaching on caste</li> <li>To explore the teaching in Galatians and consider how it links to social justice</li> <li>To explain Martin Luther King's attitudes towards social justice</li> <li>To describe how Muhammad Ali fought for social justice</li> <li>To explain personal worldview about whether religion generates social justice</li> </ul>

**Brief overview**

Year 9 builds upon substantive knowledge acquired in Years 7 and 8 through the study of three final 'Big Questions': How do we make moral decisions? Is religion a cause of conflict or a force for peace? Is all life equally special? Here they can make links with previous learning on suffering and social justice, whilst posing ever more challenging questions about human belief and behaviour, considering for example, whether religion causes, complicates or heals conflict. Learners will be guided towards increasingly more sophisticated moral debate through the study of medical ethics. This is a foundational skill for further study at KS4, whether through the Core or the GCSE route.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title</b>	<b>Wisdom and authority</b>		<b>Sanctity of life</b>		<b>Sanctity of human life</b>	
<b>Big question/ core concept</b>	How do we make moral decisions? (Philosophy and theology)		Is religion a cause of conflict or a force for peace? (Theology and social science)		Is all life equally special? Philosophy, theology and social science)	
<b>Knowing</b>	<ul style="list-style-type: none"> <li>What is meant by 'morality' and 'moral dilemma'</li> <li>What counts a source of moral authority</li> <li>What is meant by 'virtue'</li> <li>Aristotle and the principal and function of Virtue Ethics</li> <li>What is meant by 'conscience'</li> <li>Ideas surrounding a moral conscience: Joseph Butler, Cardinal Newman, Freud</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by 'divine law'</li> <li>What is meant by 'divine command theory'</li> <li>The 10 Commandments and making moral decisions</li> <li>What is meant by 'parable' and 'Golden Rule'</li> <li>Jesus' teaching: How the parable the Unforgiving Servant, the Lord's Prayer and the Golden Rule give moral guidance</li> <li>What is meant by 'sharia'</li> <li>Moral guidance provided by Sharia and the example of the Prophet Muhammad [regarding character]</li> <li>Hindu principles for moral action including oneness of humanity, universal brotherhood, sewa</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by 'conflict'</li> <li>Social science explanation of the causes of conflict</li> <li>Overview of the historical link between religion and conflict, including the Crusades, the Russian Pogroms and the Gujarat Riots</li> <li>Islamic beliefs and teachings around conflict including Lesser Jihad / Harb al-Maqadis</li> <li>Christian beliefs and teachings around conflict including Aquinas' Just War Theory</li> <li>Hindu beliefs and teachings around conflict</li> <li>What is meant by 'religious extremism'</li> <li>Causes of religious extremism</li> <li>Examples of how religious extremism can lead to conflict – Taliban and Malala Yousufzai</li> </ul>	<ul style="list-style-type: none"> <li>What pacifism is and overview of key ethical and religious viewpoints on pacifism</li> <li>Muhammad Ali – personal conviction with relation to war and conflict</li> <li>What is meant by 'fact', 'perspective', 'narrative' and 'personal view'</li> <li>History of conflict in Israel and Palestine, including Balfour Treaty, UN 1947 Partition Plan and the Nakba and the Oslo Accords</li> <li>Religious significance of Israel and Palestine, including demography of faith, the religious significance of Jerusalem, the Biblical Promised Land of Canaan and religious extremism in Israel and Palestine</li> <li>Current state of affairs in Israel and Palestine, including poverty of resources and the West Bank Wall</li> <li>The work of faith groups to support communities including EAPPI, Jewish Voices for Peace and Neve Shalom/Oasis of Peace/What al-Salam.</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by 'sanctity of human life' and 'imago dei'</li> <li>Genesis teaching on the sanctity of human life</li> <li>Jesus' teaching and example around the sanctity of all human life – specifically the Parable of the Good Samaritan, The Adulterous Woman</li> <li>Islamic teaching around the sanctity of all human life</li> <li>What is meant by 'quality of life'</li> <li>How quality of life is measured</li> <li>Peter Singer's views on the sanctity of human life</li> <li>What is meant by 'terminal illness' and 'euthanasia' and 'right to die'</li> <li>Humanist Assisted Dying Coalition</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by 'abortion'</li> <li>Social science data on abortion</li> <li>Key arguments within the Right to Choose/ Right to Life debate</li> <li>What is meant by 'embryo / stem cell research'</li> <li>What is meant by 'ensoulment'</li> <li>Key arguments around stem cell / embryo research</li> <li>What is meant by 'speciesism'</li> <li>Reasons why some consider animal lives as sacred – Peter Singer, Jeremy Bentham</li> <li>What is meant by 'dominion'</li> <li>Genesis 1, Proverbs and Isaiah 12 with relation to animal rights</li> <li>Christian and Hindu attitudes towards animal rights / animal testing</li> <li>What is meant by 'reincarnation' and 'karma'</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>To describe the difference between absolutist and relativist ethical theories</li> <li>To analyse excerpts of Aristotle's writings to identify his beliefs about morality and virtue</li> <li>To explain the strengths and weaknesses of virtue ethics</li> <li>To evaluate which ethical principal is most useful in making moral decisions</li> </ul>	<ul style="list-style-type: none"> <li>To analyse selected passages from Exodus and Leviticus and consider what direction they offer for making moral decisions</li> <li>To analyse the Lord's Prayer and consider different interpretations regarding the moral guidance it provides</li> <li>To explain how Jesus' example provides moral guidance for Christians</li> <li>To explain the moral guidance provided by Sharia and the example of the Prophet Muhammad</li> <li>To explain Hindu principles for moral action</li> <li>To evaluate whether religion provides the best guidance for making moral decisions</li> </ul>	<ul style="list-style-type: none"> <li>To describe the causes of conflict</li> <li>To describe historical examples of 'religious conflict'</li> <li>To analyse selected passages from the Qur'an and Hadith consider what guidance they provide for engaging in conflict</li> <li>To explain Islamic attitudes towards physically fighting in conflict</li> <li>To analyse Aquinas' Just War theory an consider what guidance it provides for engaging in conflict</li> <li>To explain Christian attitudes towards physically fighting in conflict</li> <li>To explain how radical interpretations of religion can lead to conflict</li> </ul>	<ul style="list-style-type: none"> <li>To describe different ethical viewpoints on pacifism</li> <li>To describe Muhammad Ali's personal conviction in relation to war</li> <li>To describe the main events in the more recent history of Israel and Palestine</li> <li>To analyse social science data on the demographics of faith in Israel</li> <li>To explain the significance of religion in the conflict in Israel and Palestine</li> <li>To describe examples of daily life for those living in Israel and Palestine</li> <li>To explain the work of faith charities in Israel and Palestine</li> <li>To evaluate whether religion is a cause of conflict or a force for peace</li> </ul>	<ul style="list-style-type: none"> <li>To analyse relevant excerpts from Genesis and identify what they teach about the sanctity of human life</li> <li>To explain diverse religious teachings on the sanctity of human life</li> <li>To explain Jesus' teaching on the sanctity of human life</li> <li>To analyse relevant passages from the Qur'an and identify their teaching on the sanctity of human life</li> <li>To explain Islamic teaching on the sanctity of human life</li> <li>To compare religious and non-religious worldviews on the sanctity of human life</li> <li>To evaluate whether humans have the inherent right to die</li> </ul>	<ul style="list-style-type: none"> <li>To describe the principles of the Right to Life or Right to Choose movement</li> <li>To evaluate whether abortion should be permitted</li> <li>To evaluate whether stem cell research is utilitarian</li> <li>To explain why some consider animals lives to be sacred</li> <li>To analyse relevant excerpts from Genesis 1, Proverbs and Isaiah 12 and consider what they teach about animal rights</li> <li>To explain Christian and Hindu attitudes towards animal rights</li> <li>To evaluate whether all life is equally special</li> <li>To explain personal worldview about whether all life is equally special</li> </ul>

**Brief overview**

Two religions are studied as part of this course: Christianity and Islam. In Year 10 pupils will explore a number of religious, ethical and philosophical issues and the moral questions that surround them. For each issue, pupils will examine both religious and non-religious viewpoints and seek to understand the diversity of interpretation, belief and practice that exists within individual faiths. Relevant sources of wisdom and authority will be analysed throughout with differing interpretations explored to ensure diversity both within and between faith is honoured.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title</b>	<b>Theme A Relationships and Family</b>	<b>Christianity</b>	<b>Theme E Crime and Punishment</b>	<b>Islam</b>	<b>Theme B Religion and Life</b>	
<b>Big question/ core concept</b>	Explain contrasting beliefs on the following three issues <ul style="list-style-type: none"> <li>• Contraception</li> <li>• Sexual relationships before marriage</li> <li>• Homosexual relationships</li> </ul>	How the beliefs of a World religion can influence teachings and practice.	Explain contrasting beliefs on the following three issues <ul style="list-style-type: none"> <li>• Corporal punishment</li> <li>• Death penalty</li> <li>• Forgiveness</li> </ul>	How the beliefs of a World religion can influence teachings and practice.	Explain contrasting beliefs on the following three issues <ul style="list-style-type: none"> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Animal experimentation</li> </ul>	
<b>Knowing</b>	<ul style="list-style-type: none"> <li>• Human sexuality and relationships before and after marriage.</li> <li>• Contraception and family planning.</li> <li>• Nature and purpose of marriage.</li> <li>• Different types of marriage.</li> <li>• Ethical arguments related to divorce.</li> <li>• The nature of families including the role of parents and children.</li> <li>• The purpose of families including procreation, stability, and education.</li> <li>• Contemporary family issues.</li> <li>• Roles of men and women.</li> <li>• Gender equality and prejudice.</li> </ul>	<ul style="list-style-type: none"> <li>• The nature of God.</li> <li>• God as omnipotent, loving and just.</li> <li>• God as the problem of evil and suffering.</li> <li>• Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).</li> <li>• Different Christian beliefs about the afterlife.</li> <li>• The incarnation of Jesus as the Son of God.</li> <li>• The crucifixion, resurrection and ascension.</li> <li>• The means of salvation, including law, grace and Spirit.</li> <li>• The role of Christ in salvation linked to atonement.</li> </ul>	<ul style="list-style-type: none"> <li>• Define good and evil intentions and actions.</li> <li>• Reasons for crime</li> <li>• Views about people who break the law.</li> <li>• Views about different types of crime.</li> <li>• The aims of punishment.</li> <li>• The treatment of criminals</li> <li>• Facts about the death penalty in different countries and religions.</li> </ul>	<ul style="list-style-type: none"> <li>• The six articles of faith in Sunni Islam.</li> <li>• The five roots of Usul ad-Din in Shi'a Islam.</li> <li>• Tawhid, Qur'an Surah 112.</li> <li>• The nature of God and the different ideas of God.</li> <li>• Angels and their nature and role including Jibril and Mika'il.</li> <li>• Predestination and human freedom.</li> <li>• Akhirah and the afterlife.</li> <li>• Risalah including the role and importance of Adam, Ibrahim and Muhammad.</li> <li>• The holy books such as the Qur'an and the Torah.</li> </ul>	<ul style="list-style-type: none"> <li>• The origins of the universe including religious and scientific views.</li> <li>• The value of the world and the duty of human beings to protect it.</li> <li>• The use and abuse of the environment.</li> <li>• The use and abuse of animals.</li> <li>• The origins of life including both religious and scientific views.</li> <li>• The concepts of sanctity of life and the quality of life.</li> <li>• Abortion, including situations where the mother's life is at risk.</li> <li>• Arguments for and against abortion.</li> <li>• Euthanasia.</li> <li>• Beliefs about death and afterlife, and their impact on beliefs.</li> </ul>	
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Explain contrasting beliefs on key concepts within religions.</li> <li>• Construct ethical arguments for and against key concepts within religion and the family.</li> <li>• Discuss the impact of key concepts within religion on family.</li> <li>• The impact of the beliefs in modern Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Link scripture or sacred texts to key ideologies and beliefs.</li> <li>• How the beliefs influence teachings and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain contrasting beliefs on key concepts within religions.</li> <li>• Construct ethical arguments for and against key concepts within religion and crime.</li> <li>• Discuss the impact of key concepts within religion on crime.</li> <li>• The impact of the beliefs in modern Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Link scripture or sacred texts to key ideologies and beliefs.</li> <li>• How the beliefs influence teachings and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain contrasting beliefs on key concepts within religions.</li> <li>• Construct ethical arguments for and against key concepts within religion and life.</li> <li>• Discuss the impact of key concepts within religion on life.</li> <li>• The impact of the beliefs in modern Britain.</li> </ul>	

**Brief overview**

Year 11 builds upon substantive knowledge acquired in Year 10 through the discrete study of Christianity and a second faith (Islam). Pupils will explore key Christian beliefs and teachings about the nature of God, the incarnation, crucifixion and resurrection of Jesus, salvation and the afterlife. They will move on to examine core Islamic beliefs and teachings about the roots of faith, the nature of Allah, angels, prophets, and the afterlife (akhirah). Relevant sources of wisdom and authority will be analysed throughout with differing interpretations explored to ensure diversity both within and between faith is honoured.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	<b>Christianity Practices</b>	<b>Theme F Human Rights</b>	<b>Islam Practices</b>			
Big question/ core concept	How the beliefs of a World religion can influence teachings and practice.	Explain contrasting beliefs on the following three issues <ul style="list-style-type: none"> <li>• Status of women in religion</li> <li>• The uses of wealth</li> <li>• Freedom of religious expression</li> </ul>	How the beliefs of a World religion can influence teachings and practice.			
Knowing	<ul style="list-style-type: none"> <li>• Different forms of worship and their significance.</li> <li>• Prayer and its significance.</li> <li>• The role and meaning of the sacraments.</li> <li>• The role and importance of pilgrimage and celebrations.</li> <li>• The role of the Church in the local community.</li> <li>• The place of mission and Church growth.</li> <li>• The importance of the worldwide Church.</li> </ul>	<ul style="list-style-type: none"> <li>• Prejudice and discrimination in religion and belief.</li> <li>• Issues of equality, freedom of religion and belief including religious expression.</li> <li>• Human rights and the responsibilities that come with rights.</li> <li>• Social justice and racial prejudice.</li> <li>• The right attitude to wealth.</li> <li>• The uses and responsibilities of wealth.</li> <li>• Exploitation of the poor.</li> <li>• Charity</li> <li>• The responsibilities of those in poverty.</li> </ul>	<ul style="list-style-type: none"> <li>• The Five Pillars of Sunni Islam.</li> <li>• The Ten Obligatory Acts of Shi'a Islam.</li> <li>• Shahadah and the declaration of faith.</li> <li>• Salah and its significance, including the importance of prayer.</li> <li>• Sawm and the significance of fasting during Ramadan.</li> <li>• Hajj and the significance of the pilgrimage to Makkah.</li> <li>• Zakah and the significance of giving alms.</li> <li>• Jihad and its origins.</li> <li>• Festivals and celebrations.</li> </ul>	•	•	•
Applying	<ul style="list-style-type: none"> <li>• Link scripture or sacred texts to key ideologies and beliefs.</li> <li>• How the beliefs influence teachings and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain contrasting beliefs on key concepts within religions.</li> <li>• Construct ethical arguments for and against key concepts within religion and human rights.</li> <li>• Discuss the impact of key concepts within religion on human rights.</li> <li>• The impact of the beliefs in modern Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Link scripture or sacred texts to key ideologies and beliefs.</li> <li>• How the beliefs influence teachings and practices.</li> </ul>	•	•	•