

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><b>Big Questions</b> Students begin to explore what religion is and how it fits into society. Concepts of belief, faith and proof are explored through ultimate questions. Students develop knowledge about God and why people are religious</p> <p>Students will be assessed at the end of the unit</p>	<p><b>Key beliefs</b> Students build on their knowledge of belief and explore the 6 key religions understanding of God. Within this exploration students begin to build an understanding of religious practices within secular society.</p> <p>Students will be assessed at the end of the unit</p>	<p><b>Religious Founders</b> Students will build on their knowledge of key beliefs and look at the different key figures within religion who ‘founded’ the 6 main religious traditions.</p> <p>Students will focus on the history of the founder, looking at their life leading up to the beginning of the religion and why followers chose to follow their ideas and beliefs today.</p> <p>Students will be assessed at the end of the unit</p>	<p><b>Places of Worship</b> Students will build upon their knowledge of key beliefs and study the different places of worship.</p> <p>Students will focus their study on how the buildings are designed, what symbolism this plays within the belief system, and how the building is used for worship</p> <p>Students will be assessed at the end of the unit</p>	<p><b>Religion &amp; Art</b> Students will explore the concepts of religious art and meditation as a means of worship. This unit will allow students to become creative and look at the meaning and symbolism behind dress, culture and art</p> <p>Students will be assessed via their end of year exam</p>	<p><b>Assessment Preparation</b> Students will be prepared for their assessment. Students will understand the layout of their upcoming assessment and know how to approach each of the questions.</p>
8	<p><b>Festivals</b> Students begin to study key festivals within the 6 main world religions and how these link to beliefs of God, scripture and founding figures.</p> <p>Students will develop an understanding of symbolism and symbolic practice.</p> <p>Students will begin to develop skills to create their own festival based on their knowledge and understanding of key concepts of symbolism.</p> <p>Students will be assessed at the end of the unit</p>		<p><b>Rites of Passage</b> Students will begin to explore the key milestones in the life of believers.</p> <p>Students will explore birth, adulthood and death rituals within this unit.</p> <p>They will build on their knowledge of key beliefs and practices to understand the importance of being a religious person.</p> <p>Students will be assessed at the end of the unit</p>		<p><b>Jesus Project</b> Students will explore the life of Jesus from birth through to resurrection and ascension.</p> <p>Drawing upon their knowledge of beliefs and practices they will look at the symbolic meaning of Jesus to Christians today.</p> <p>Through a project they will study the teachings of Jesus from importance of disciples, parables, miracles and understanding of crucifixion, resurrection and ascension.</p> <p>Students will be assessed via their end of year exam</p>	
9	<p><b>Crime &amp; Punishment</b> During this unit students begin to study ethical issues linked to crime and punishment. Drawing upon their knowledge of belief in God and the importance of being a religious person students can develop comparative skills regarding the different perspectives different religions have on the following ethical issues:</p> <ul style="list-style-type: none"> <li>The need for law and justice</li> <li>Theories of punishment</li> <li>Why justice is important for religious people</li> <li>The nature of capital punishment and the different religious and non religious attitudes about it</li> </ul> <p>Students will be assessed at the end of the unit</p>	<p><b>Community Cohesion</b> Students will explore the changing attitudes to the roles of men and women in the UK and the need for equal rights for women in religion.</p> <p>The unit then moves on to focus on the UK as a multi-ethnic and multi-faith society and why the government must promote community cohesion.</p> <p>Drawing upon skills and knowledge developed in other units students will reflect upon why religions work to promote Community Cohesion within the UK.</p> <p>Students will be assessed at the end of the unit</p>	<p><b>Rights &amp; Responsibilities</b> Students begin to explore the concept of moral decision making for religious people, students will look at the different sources of authority used by religious people including:</p> <ul style="list-style-type: none"> <li>The authority of the Church</li> <li>The role of conscious</li> <li>Situation ethics</li> </ul> <p>Students will move on to consider what Human Rights are in the UK and why it is important to take part in democratic and electoral processes as a moral duty of a Christian</p> <p>Students will be assessed at the end of the unit</p>	<p><b>Matters of life &amp; death</b> This unit allows students to explore in greater depth ultimate questions studied during their ‘Big Questions’ topic.</p> <p>Students will consider both religious and non-religious beliefs in the afterlife.</p> <p>Students will consider what the sanctity of life is and why life is considered sacred to God by religious people.</p> <p>Students will explore the ethical decisions regarding abortion and euthanasia from a variety of religious perspectives.</p> <p>Students will be assessed at the end of the unit</p>	<p><b>Philosophy of Religion</b> Students will begin to consolidate their religious education by exploring the philosophical theodicies for the existence of God from theories given by William Paley, Irenaeus and St Thomas Aquinas.</p> <p>Students will consider the explanations given for religious experience and the problem of evil and suffering deciding whether these are proof of God’s existence</p> <p>Students will be assessed via their end of year exam</p>	<p><b>Assessment Preparation</b> Students will be prepared for their assessment. Students will understand the layout of their upcoming assessment and know how to approach each of the questions.</p>

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10	<p><b>Christianity: Beliefs</b></p> <p>Students will study the key beliefs and teachings of Christianity this includes:</p> <ul style="list-style-type: none"> <li>• The Nature of God</li> <li>• Different Christian beliefs about creation</li> <li>• Different Christian beliefs about the afterlife</li> </ul> <p>Students also study Jesus Christ and Salvation including:</p> <ul style="list-style-type: none"> <li>• Jesus as Son of God</li> <li>• Crucifixion, resurrection, ascension</li> <li>• Original sin, salvation and atonement</li> </ul> <p>Mini assessments will take place during lessons at discretion of teacher</p>	<p><b>Christianity: Practices</b></p> <p>Students will build on their knowledge of Christian key beliefs and focus on how these influence their life practices. Students will study the following:</p> <p>Worship and festivals:</p> <ul style="list-style-type: none"> <li>• Liturgical and private worship including the use of bible scriptures</li> <li>• The significance of prayer</li> <li>• The role of sacraments</li> <li>• Importance of pilgrimage</li> </ul> <p>The role of the Church and wider community:</p> <ul style="list-style-type: none"> <li>• The role of the church and food banks</li> <li>• The place of mission and evangelism</li> <li>• The importance of the worldwide Church</li> </ul> <p>Mini assessments will take place during lessons at discretion of teacher</p>		<p><b>Islam: Beliefs</b></p> <p>Students will study the key beliefs and teachings of Islam this includes:</p> <ul style="list-style-type: none"> <li>• The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.</li> <li>• Tawhid (the Oneness of God), Qur'an Surah 112.</li> <li>• The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.</li> <li>• Angels, their nature and role, including Jibril and Mika'il.</li> <li>• Predestination and human freedom and its relationship to the Day of Judgement.</li> <li>• Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.</li> </ul> <p>The Authority:</p> <ul style="list-style-type: none"> <li>• Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.</li> <li>• The holy books: Qur'an: revelation and authority /the Torah/ the Psalms/ the Gospel/ the Scrolls of Abraham and their authority.</li> <li>• The imamate in Shi'a Islam: its role and significance.</li> </ul> <p>Mini assessments will take place during lessons at discretion of teacher</p>	<p><b>Islam: Practices</b></p> <p>Students will build on their knowledge of Islamic key beliefs and focus on how these influence their life practices. Students will study the following:</p> <p>Worship:</p> <ul style="list-style-type: none"> <li>• Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam</li> <li>• Shahadah: declaration of faith and its place in Muslim practice.</li> <li>• Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.</li> </ul> <p>Mini assessments will take place during lessons at discretion of teacher</p>	
11	<p><b>Theme B</b></p> <p>Students will study the ethical issues of religion and life from both Christian and Muslim perspectives, this includes:</p> <ul style="list-style-type: none"> <li>• The origins of the universe and the value of the world</li> <li>• The use and abuse of the environment and animals</li> <li>• The origins of life</li> <li>• Abortion, euthanasia and life after death</li> </ul> <p><b>Theme C</b></p> <p>Students will study the philosophical concepts of the existence of God from both Christian and Muslim perspectives, this includes:</p> <ul style="list-style-type: none"> <li>• The Design argument</li> <li>• The First cause argument</li> <li>• Miracles argument</li> <li>• Revelation and Enlightenment</li> <li>• Different ideas about the divine</li> </ul> <p>Mini assessments will take place during lessons at discretion of teacher</p>		<p><b>Theme A</b></p> <p>Students will study the meaning and purpose of relationships and families from both Christian and Muslim perspectives, this includes:</p> <ul style="list-style-type: none"> <li>• Teachings about human sexuality</li> <li>• Sexuality relationships before and outside of marriage</li> <li>• Contraception and family planning</li> <li>• Religious teaching about the importance of marriage and family</li> <li>• Gender equality</li> </ul> <p><b>Theme E</b></p> <p>Students will study the ethical issues of crime and punishment from both Christian and Muslim perspectives, this includes:</p> <ul style="list-style-type: none"> <li>• Reasons for crime</li> <li>• Religious attitudes towards lawbreakers, different types of crime and aims of punishment</li> <li>• Religious attitudes towards the treatment of criminals and types of punishment</li> <li>• Forgiveness</li> <li>• Religious attitudes to the death penalty</li> </ul> <p>Mini assessments will take place during lessons at discretion of teacher</p>		<p><b>Revision</b></p>	<p><b>Exams</b></p>