



"A tree planted by streams of water, which yields its fruit in season" (Psalm 1:3)
Wisdom – Hope – Service – Resilience



Curriculum Intent Statement

Department: RE

RE at The Deanery will comprise of three academic disciplines: Theology, Philosophy and Social Science. We aim for all of our students to become religiously literate and empower them with the education and skills needed to become good citizens of our world, filled with hope and respect. RE will contribute to the character development of all our students and will encourage them to develop spiritually and to work with each other to build a community of shared values based in hope and resilience. At Key stage 3 all students will follow a tailor-made Religious Education curriculum for our students and our school. This follows the Church of England requirements for the study of Christianity, but also enables students to have a rich and diverse understanding of many different worldviews and cultures. RE in years 7 to 9 provides a solid foundation for GCSE study and beyond.

RE curriculum vision

1. Every student will know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text
2. Every student will gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the worldviews and religions studied
3. Every student will engage with challenging questions of meaning and purpose raised by human existence and experience
4. Every student will recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individual and societies in different times, cultures and places
5. All students will be able to explore their own religious, spiritual and philosophical ways of living, believing and thinking

RE curriculum intent

- **HOPE** - To provide students with opportunities to reflect upon their own beliefs and ideas about themselves, their place in our world and with others.
- **WISDOM** - To engage students in high-quality academic study which will enable them to become religiously literate and hold well-balanced conversations and religion and worldviews.
- **SERVICE** - To enable students to interact with other worldviews and faiths, and allow them to explore how these beliefs impact the lives of others in our communities and the wider world.
- **RESILIENCE** - To ensure that all pupils have a solid foundation for GCSE study and beyond.

Year 7

Term	Unit of Work	Knowledge and Skills	Assessment
1	<i>Case study: Avebury</i>	<p>Humans have always searched for meaning, belonging, and connection, and they expressed their spirituality long before the invention of writing.</p> <p>Through the case study of Avebury, students explore how sacred spaces, rituals, and symbols communicate spiritual ideas without words. By studying Avebury, they learn that spirituality is not limited to religions with holy texts, but is a universal human experience expressed through place, nature, creativity, and community. Students have the opportunity to study an area which is local to them from a cross-curricular perspective, alongside History and Geography.</p> <p>This unit allows us to establish the ‘entry level’ of the students as they come from such a varied number of primary schools and experiences. RE, History and Geography can all share the data acquired through the study of Avebury and we can then use this as a foundation for the rest of the study of RE. It is also a good way of students getting to know the local area and also allows us to explore spirituality, which is an essential part of being a human being as well as a part of the Deanery community.</p> <p><u>Opportunities for spirituality:</u> This entire unit is based on spirituality and how humans are spiritual beings. The trip to Avebury itself will also include an opportunity for prayer and self-reflection with Rev Owen in this sacred space. Students have the chance in every lesson to explore the development of spirituality and what it meant to those living in a prehistoric age right up to today. It will also act as a bonding activity for our new Year 7s as well as providing them with a cross-curricular experience with History and Geography.</p>	<p>Lesson 10: <i>Assessment and reflection</i></p> <p>What does Avebury teach us about spirituality?</p> <p>Teacher assess using success criteria. Include a WAGOLL and students to improve their writing after feedback.</p>

<p>2</p>	<p><i>God's chosen people: what does it mean to be Jewish?</i></p>	<p>Building upon any prior learning about the Christian and Jewish narrative account, students will now look specifically at Judaism as a world faith, rather than just as the roots of Christianity. Students will explore key themes such as exile, sacrifice and atonement, as well as why identity is such an important concept within Judaism. How have the events in Jewish history shaped the lives of Jews today, and how have different branches of Judaism done things slightly differently. We will look at the similarities between the 3 Abrahamic faiths, as well as what makes Judaism a unique world faith in its own right.</p> <p>This unit builds on the narrative account of the Old Testament of the Bible, and focuses solely on the development and foundation of Judaism. This will enable students to further enhance their religious literacy by having a solid foundational knowledge of the 3 Abrahamic faiths. This will put them in a good position to be able to compare and contrast ideas and beliefs, as well as evaluate key questions from multiple perspectives. This is the basis for future KS3 and KS4 study at DCEA.</p> <p><u>Opportunities for spirituality:</u> Students will be able to explore the 'remembrance' aspect of worship, and apply the ideas of solemnity and remembrance and why it is important to remember things that have happened to us (both good and bad) in order to learn from them. This links to Remembrance Sunday and also why we commemorate key events through history</p>	<p><u>Lesson 6:</u> <i>Rosh Hashanah</i></p> <p>Why is it important to 'remember' things from the past?</p> <p>Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback.</p>
<p>3</p>	<p><i>The big story</i></p>	<p>This introductory unit to secondary RE will introduce students to the 'big story' of the Bible, from Genesis to Revelation. Using the Understanding Christianity 'big frieze' and resources, students will track the core concepts within Christianity: Creation, The Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God, throughout the timeline of the Bible. This enables students to contextualise their KS3 RE studies as we engage with these concepts throughout Years 7, 8 and 9. Each lesson will establish the core concepts and vocabulary, allowing students to then build upon this learning later in KS3.</p> <p>May build upon primary school knowledge but will give all students an even footing to build upon at KS3 – previous learning cannot be guaranteed or expected to be consistent at KS1/2. An understanding of the Biblical narrative is essential for further study of both Christianity and Judaism, as well as Islam in parts.</p> <p><u>Opportunities for spirituality:</u> Students may come to this unit with a lot of knowledge about 'the big story' or they may have none. This is an opportunity for everyone to start at the same point and provide a level foundation for our studies.</p>	<p><u>Lesson 3:</u> <i>The Fall.</i></p> <p>The Garden of Eden newspaper task.</p> <p>Create success criteria based on how well students explain the impact of the fall on humanity and make links to sin in the world today</p>
<p>4</p>	<p><i>A history of Christianity: where</i></p>	<p>Another link to 'the bigger picture' of Christianity. This time, giving students an opportunity to explore what the society Jesus was born into was like. They will explore the Jewish roots</p>	<p><u>Lesson 4:</u> <i>Was Peter a good man?</i></p>

	<p><i>did Christianity come from?</i></p>	<p>of Christianity and how the two religions are linked and also different. Students will also explore how the early Christians faced persecution and how they responded. Links will be made to Christianity today, and Christian persecution in the world today. Scripture will be analysed, particularly the Book of Acts, and the examples of apostles such as Paul will be explored and linked to our Christian lives today.</p> <p>Revisiting what was learnt in the previous terms, particularly terms 1 and 3, students will learn about how Christianity came about in the form we know it today. This will enable students to contextualise the ‘big story’ of Christianity and relate it to the world we live in today. It also has links to History as well as bigger issues in the world today, such as persecution and justice.</p> <p><u>Opportunities for spirituality:</u> Exploring the examples of Stephen’s martyrdom and Saul’s conversion experience on the Damascus Road allows students to stop and reflect on their own experiences and those times they may have experienced the numinous or something they cannot explain.</p>	<p>Write up of an answer to the key question.</p> <p>Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback.</p>
<p>5</p>	<p><i>The life of Muhammad: where did Islam come from?</i></p>	<p>In order to be able to access an evaluation of <i>how challenging is it to be a young Muslim in Britain today? (Year 8)</i>, students must first study what Islam is and where it has come from. Students will take an in depth look at the life of the Prophet Muhammad, and how his life shaped and influenced the religion of Islam today. Key events such as The Night of Power are analysed and explored through various lenses, and students will be able to ask questions about why Islam is the fastest growing world religion in 2023. Key themes such as charity and equality are woven into this unit and students are able to make connections between their own lives and the lives of religious believers</p> <p>Students may have some prior knowledge of Islam from primary school. However, this unit will deepen that knowledge and give students a foundational understanding of this diverse world religion. Links will be made to key characters in the Jewish and Christian narratives and will provide a solid foundation for further application of their knowledge later in KS3 and also GCSE RS.</p> <p><u>Opportunities for spirituality:</u> Through exploring the foundational roots of Islam via the life of the Prophet Muhammad, students are contextualising their knowledge which will lead them to make connections between what the religion of Islam is, and how it is lived. This will deepen understanding of different ways of worship and veneration of things other than they may be used to, particularly in a Christian setting. Students are given an opportunity to link their own values, as well as our school values, to the story of Muhammad’s life and</p>	<p><u>Lesson 5:</u> How do Muslims try to follow the example of Muhammad?</p> <p>Write up of an answer to the key question.</p> <p>Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback.</p>

		are given the chance to identify those worldwide, common values that we all share, regardless of faith or non-faith.	
6	Creation – What lessons can we learn from Hinduism about our environment?	<p>Response to Bristol Diocese climate emergency declaration. Strong Literacy focus, with students also being introduced to Hinduism as a world faith. This scheme will highlight duty of stewardship to God’s creation, and promote character development through advocacy of environmental duties. Students will work to recognise and highlight the beauty and spirituality of creation, and address the challenges and dangers facing our world. Interwoven is the ethical & moral question of whether or not we have a duty and a responsibility to look after our world.</p> <p>Putting faith into action. Again, building upon what has been learnt so far, students will put their learning about Christian beliefs into practice by applying the beliefs to the ethical questions around the environment. Students will also be introduced to Hinduism in this topic, which enable students to compare and contrast with religions they have previously learnt and Hinduism.</p> <p>Opportunities for spirituality: Students will have opportunities to engage with big questions about our environment and our place in this world. Students will be able to marvel at the wonder of creation and explore their own opinions about where we have come from and what our responsibilities as inhabitants of this planet are.</p>	<p>Lesson 3: <i>What problems is our environment facing today?</i></p> <p>Angel report.</p> <p>Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback. <i>(Success criteria is on slide 10)</i></p>

Year 8

Term	Unit of Work	Knowledge and Skills	Assessment
1	If God is Trinity, what does this mean for Christians?	<p>Foundational belief in Christianity, which underpins all other Christian beliefs. The level of challenge is high, so students are immediately exposed to challenging and difficult concepts. This enables them to access a higher level of academic study and higher tier vocabulary. This will give them the tools to become religiously literate and provide a basis on which to build up an excellent knowledge of Christianity as well as giving them the tools to approach all religions studied throughout KS3. Trinity church challenge brings learning together.</p> <p>Building on the bigger picture last term, students need to understand the Christian belief of God as Trinitarian in nature but also a monotheistic religion. Without this, students cannot begin to understand properly and thoroughly the religion of Christianity. By specifically studying the doctrine of the Trinity within Christianity, students will be able to confidently articulate this difficult concept.</p>	<p>Lesson 5: <i>God the Son.</i></p> <p>Q. Why did God come to earth?</p> <p>Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback.</p>

		<p>Opportunities for spirituality: The notion of God as Trinity is a difficult concept, so this unit will enable students to explore their own thoughts and beliefs about the existence or non-existence of God based on the Christian ideas</p>	
2	<p>Living in 21st century Britain - What is good/challenging about being a teenage Muslim in Britain today?</p>	<p>Students are introduced to ‘the bigger picture’ of religion in the world and the UK to start with, and are able to articulate the difference between fact, faith and belief. Strong links to interfaith week and builds upon what they have learnt during the celebrations. Exploration of contemporary Islam, and current challenges faced by those in these communities. Real-world texts and application of beliefs to real scenarios. Community cohesion and interfaith relationships</p> <p>Building on the learning of the three Abrahamic religions previously, students are now expected to apply and contextualise this knowledge in relation to modern issues. Students will learn similarities and differences and explore whether Christianity and Islam face the same challenges in Britain today, despite being so similar. Islamophobia is explored and students are encouraged to think about how we can challenge this in our communities.</p> <p>Opportunities for spirituality: Due to the nature of this unit, students will be able to use their skills of empathy and compassion to build an answer to this question. They will be encouraged to think about how they fit into this world and how their actions can have an impact. They will question whether they need to be religious to have a positive contribution.</p>	<p>Lesson 6: <i>Challenges of being a Muslim in Britain today</i></p> <p>Extended writing task in response to this term’s key question.</p> <p>Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback</p>
3	<p>People of God: does the world need prophets today?</p>	<p>In a world of modern ‘prophets’, it can be hard for young people to navigate their way through what God calls them to do. The prophets of the Bible still have a relevant place in the world today and their words continue to inspire Christians to take action for peace, charity and justice, and challenge humanity to be the best we can be. Prophets often use poetry, images and symbolic action to communicate God’s message. This unit of work will introduce students to Biblical prophetic texts & literary devices and characters and encourage them to rethink the words of the prophets for today’s audience.</p> <p>This unit links back to the Y7 unit: The big story, and specifically the prophets of Judaism and Christianity. Again, this provides students with a context in which to place their learning and a rationale for the basis of Christian beliefs today. This unit will also be a springboard for the ‘living’ aspects of this year’s studies, giving students case studies and examples to refer to when we come across courageous advocacy and social issues later in the year.</p>	<p>Lesson 6: <i>Arms into art</i></p> <p>Responsibility pies and write up.</p> <p>Create success criteria based on how well students understand the motives behind Bishop Dinis’ actions and how these are linked to Isaiah’s prophetic visions, as well as how this can be important for us to learn from today</p>

		<p>Opportunities for spirituality: Students will encounter beautiful literary texts from the Old Testament, and this will inspire them to write speeches about causes they feel passionately about in our world. Students will also be able to envisage what they believe a ‘utopia’ would be like.</p>	
4	<p>Justice: what is so special about being a Sikh?</p>	<p>Many students will have studied Sikhism in primary school and so have a basic knowledge of what Sikhism is. This unit will explore what <i>living</i> as a Sikh means and how Sikhs are proud of their heritage and identity. The concept of justice is woven through this unit, and so students will explore how we can use the examples within Sikhism (sewa/selfless service, the Khalsa/defending others in our own lives for the benefit of others – Sikh or not. Through the exploration of ‘The Golden Rule’, we will make links with other worldviews and faiths and how this is a rule that is applicable to all. Students will be encouraged to be inspired by the legacy of the Sikh Gurus and reflect on how they can be a little more selfless in their own lives.</p> <p>This unit may build upon primary knowledge of Sikhism, but now we look at the overarching concepts within Sikhism, and how the life of Guru Nanak and the subsequent Sikhs have shaped the faith. Sikhism today will contextualise a lot of this unit and students will make links to the previous term’s learning (Islam) through the concepts of charity and selflessness.</p> <p>Opportunities for spirituality: Students will have an opportunity to experience first-hand Sikh accounts through a visit to a local Gurdwara or an in-person visit to school. Throughout the unit students are invited to contemplate their own lives and their position in relation to others, by exploring concepts of service and justice.</p>	<p>Lesson 5: Worship in Sikhism</p> <p>How is ‘sewa’ an act of worship in Sikhism?</p> <p>Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback.</p>
5	<p>Gospel: what is so radical about Jesus?</p>	<p>This unit will enable students to study Christianity with a contextual approach. This will allow students to deconstruct the issues facing society 2000 years ago, and explore how we can put the teachings of Jesus Christ into action in our world. Jesus was radical: someone who came to shake up the established order and speak out for the marginalised. We will use Biblical texts to explore what Jesus taught, and accept the challenge to embody these teachings in our lives today. The Bible teaches that the good news is for all people and should bring liberation. Students will explore this in this unit.</p> <p>Again, this unit is about the ‘living’ aspect of Christianity. By studying the context in which Jesus was born, lived and died, students can access a deeper understanding of the Theology of Christianity. Students will be able to link the ideas of Jesus to the Old Testament and Jewish ideas found in term 1, and apply these to social issues faced by humanity today. This will link to previous learning about Christianity and the incarnation</p>	<p>Lesson 4: Jesus: meek and mild?</p> <p>Commandments for a modern world task (on slide 6)</p> <p>Peer or self-assess progress, according to the success criteria.</p>

		<p>Opportunities for spirituality: This unit will contextualise our studies of Jesus and (hopefully) students will resonate with the actions of Jesus and his reasons why. Students will be able to sympathise with Jesus as a human being and what he did, rather than seeing him just as 'God'. Even non-Christians will be able to see themselves in Jesus and be inspired.</p>	
6	<p>Express yourself - Religious Expression through Art and Music</p>	<p>The Diocese of Bristol education conference 2019 highlighted the need for our children to be exposed to 'beautiful things'. This unit makes an attempt to give our students an experience of beautiful things from a variety of faiths and religions, as well as encouraging them to recognise and channel their own spirituality in expressive ways. This unit is to be as reflective and explorative as it is creative and challenging. Students will explore how different religions express their beliefs through art and music, and how different communities use art & music as forms of worship. Students will have the opportunity to engage with and experience a variety of beautiful things, such as art and music, from across the world, and the Spirited arts competition.</p> <p>We have looked at foundational beliefs of various religions, and also looked at ethical questions to which students can respond with these beliefs. Now we will look at how religion can be expressed in artistic ways. This is about looking at the spirituality within faith communities and how believers express their beliefs in their daily lives.</p> <p>Opportunities for spirituality: This whole unit explores spirituality, and students will have the opportunity to express their own spirituality through the <i>spirited arts</i> competition.</p>	<p>Lesson 4/5: <i>What do Muslim artists contribute to the community?</i></p> <p>Research and presentation.</p> <p>Create success criteria and students peer assess each other</p> <p>OR</p> <p>Lesson 8: <i>Spirited arts write up</i> Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback</p>

Year 9

Term	Unit of Work	Knowledge and Skills	Assessment
1	<p>Fact or fiction? Do we need to prove God's existence?</p>	<p>In years 7 and 8, students have studied ideas about God and the existence of God through various worldviews. Now, they have the opportunity to discuss and debate the existence of God through a Philosophical lens, by looking at traditional arguments for the existence of God. This adds another layer to their learning and allows them to question beliefs and worldviews in a Philosophical and academic way. The overarching question asks students think about whether this is a conversation worth having in the modern day.</p> <p>Students have already studied what various belief systems believe about God. This unit now evaluates the validity of these beliefs and provides an alternative point of view in the discussion</p>	<p>Lesson 5: <i>The problem of Evil and suffering</i></p> <p>"The existence of evil and suffering proves that God does not exist"</p> <p>Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback.</p>

		<p>Opportunities for spirituality: The first unit of learning in Y9 provides students with opportunities to explore what they believe about the existence of God, whilst exploring existential questions. Each lesson provides opportunities for personal reflection.</p>	
2	<p>Why are people good and bad?</p>	<p>The Philosophical problem of evil and suffering is a big topic of debate and discussion. It is a question that has been debated for hundreds, if not thousands, of years. This problem is essential to understanding the relationship between believers and God, and applies to all religions and worldviews that worship a deity. This unit allows students to ask big questions about the systems we have learned about, as well as ask questions about their own beliefs and position in this world. An understanding of this problem allows a deeper understanding of religion and, in particular, Christianity.</p> <p>This unit builds on 'The Big Story' unit and goes into more detail about the story of The Fall, as well as introducing students to the problem of evil and suffering. This is an extension of lessons we have had previously</p> <p>Opportunities for spirituality: This scheme of learning will allow students to think about the existence of God from a 'negative' starting point – they will have to think about how a loving God can exist if evil and suffering exists. This pushes some out of their comfort zone and requires them to think about alternative points of view.</p>	<p>Lesson 4: <i>The wretchedness of humanity</i></p> <p>Q. Does the story of The Fall adequately explain why there is a 'dark side' to humanity?</p> <p>Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback</p>
3	<p>Is death the end, and does it matter?</p>	<p>Linked to the previous topic of salvation, this unit will allow students to explore their own opinions and beliefs about what happens 'next'. We have spent Y7 and Y8 looking at 'before' and 'now', but this more mature unit of study allows students to look beyond this life and contemplate what might be beyond the here and now. We will study Abrahamic ideas as well as Dharmic beliefs in what happens when we die. We will also study an Humanist approach and whether or not discussing what happens when we die is a conversation worth having and whether this has an impact on how we live our lives now. The contrasting ideas will enable students to gain a broad spectrum of beliefs and worldviews.</p> <p>As KS3 is split into 'then', 'now' and 'next', this unit is a culmination of that division. Students have looked at where beliefs have come from; how beliefs and worldviews are lived by those who abide by rules and beliefs; and now we will look at what various worldviews believe comes next.</p> <p>Opportunities for spirituality: Students have lots of opportunities for spirituality in their RE lessons, particularly relating to their lives now. This unit allows for contemplation about the way we live our lives and for students to reflect on what they believe may or may not come next.</p>	<p>Lesson 4: <i>Does death matter to a Humanist?</i></p> <p>Write an extended piece about the similarities and differences between a Christian and a Humanist funeral</p>

4	Wisdom: what do we do when life gets hard?	<p>When life gets hard, many people with a faith or a particular worldview will look to sources of authority for guidance. This unit looks in detail at those sources of wisdom and guidance in Christianity, and will also focus on how we use text and other sources of authority to influence how we behave in our daily lives. This unit will enable Y9 to become more adept at analysing text and extracting key pieces of information, as well as using appropriate parts of texts to support their writing.</p> <p>This unit ends our KS3 study of RE by extending the skills we have learned throughout Y7, Y8 and Y9. Students are now required to step into GCSE and learn skills of analysis of sources of authority before beginning KS4. The sources of wisdom for Christianity also provide a further layer to our study of Christianity and how Christians live their faith.</p> <p>Opportunities for spirituality: Christian sources of authority provide opportunities for students to encounter pieces of Literature. They can interpret these as they see fit in their own lives and have meaningful discussions about these meanings.</p>	<p>Lesson 4: <i>Wisdom from proverbs</i></p> <p>Choosing one proverbs from the Book of Proverbs, create an illustration for it to demonstrate the advice being given</p>
5	AQA GCSE Paper 2 Theme B – Relationships and families	<ol style="list-style-type: none"> 1. Human sexuality 2. Sex outside and before marriage 3. Contraception 4. Cohabitation 5. Marriage 	<p>Mid-unit knowledge review</p> <p><i>Self or peer assessed in class</i> <i>Student friendly mark schemes</i> <i>General feedback based on class performance</i></p>
6	AQA GCSE Paper 2 Theme B – Relationships and families	<ol style="list-style-type: none"> 6. Divorce 7. Remarriage 8. The nature and purpose of families 9. Gender equality 10. Roles of men and women in the Church 11. Racism and religious discrimination 	<p>End of unit assessment</p> <p><i>Teacher assessed with individual, personalised feedback. MAC lesson to follow.</i></p>

Year 10: GCSE Specification AQA RS – Paper 1

Term	Unit of Work	Knowledge and Skills	Assessment
1 / 2	Paper 1 CHRISTIANITY: <i>Beliefs and teachings</i>	<ol style="list-style-type: none"> 1. The crucifixion, resurrection and ascension 2. The crucifixion, resurrection and ascension 3. The crucifixion, resurrection and ascension 	<ul style="list-style-type: none"> • Mid-term: Knowledge review and vocabulary test

		<ol style="list-style-type: none"> 4. Sin, including original sin 5. Sin, including original sin 6. The means of salvation, including law, grace and Spirit 7. The means of salvation, including law, grace and Spirit 8. The role of Christ in salvation including the idea of atonement 9. The role of Christ in salvation including the idea of atonement 	<ul style="list-style-type: none"> • End of term: End of term assessment and vocabulary test 4
3	Paper 1 CHRISTIANITY: <i>Practices</i>	<ol style="list-style-type: none"> 1. Different forms of worship and their significance: 2. liturgical, non-liturgical and informal, including the use of the Bible 3. Private worship 4. Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer 5. The role and meaning of the sacraments: the meaning of sacrament 6. The sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism 7. Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning 8. Two contrasting examples of Christian pilgrimage: Lourdes and Iona 9. Two contrasting examples of Christian pilgrimage: Lourdes and Iona 10. The celebrations of Christmas and Easter, including their importance for Christians in Great Britain today 11. The celebrations of Christmas and Easter, including their importance for Christians in Great Britain today 12. The role of the Church in the local community, including food banks and street pastors 13. The place of mission, evangelism and Church growth 14. The importance of the worldwide Church including: working for reconciliation and how Christian churches respond to persecution 15. The work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund. 	<ul style="list-style-type: none"> • Mid-term: Knowledge review and vocabulary test • End of term: End of term assessment and vocabulary test 6
4 / 5	Theme E: <i>Religion, crime and punishment</i>	<ol style="list-style-type: none"> 1. Good and evil intentions and actions, including whether it can ever be good to cause suffering 2. Reasons for crime, including poverty and upbringing, mental illness and addiction, greed and hate; opposition to an unjust law 3. Views about different types of crime, including hate crimes, theft and murder 4. The aims of punishment including: retribution, deterrence, reformation. 5. The aims of punishment including retribution, deterrence, reformation. 6. Forgiveness. 	<ul style="list-style-type: none"> • Mid-term: Knowledge review and vocabulary test • End of term: End of term assessment and vocabulary test 2

		<p>7. The treatment of criminals, including prison, corporal punishment and community service.</p> <p>8. The treatment of criminals, including prison, corporal punishment and community service.</p> <p>9. The death penalty.</p> <p>16. Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</p>	
6	Theme F: Religion, human rights and social justice	<p>1. Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</p> <p>2. Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals</p> <p>3. Issues of equality, freedom of religion and belief including freedom of religious expression</p> <p>4. Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others</p> <p>5. Social justice.</p> <p>6. Racial prejudice and discrimination</p> <p>7. Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.</p> <p>8. Wealth, including: the right attitude to wealth and the uses of wealth.</p> <p>9. The responsibilities of wealth, including the duty to tackle poverty and its causes</p> <p>10. Exploitation of the poor including issues relating to: fair pay, excessive interest on loans, People-trafficking.</p> <p>11. The responsibilities of those living in poverty to help themselves overcome the difficulties they face.</p> <p>10. Charity, including issues related to giving money to the poor.</p>	<ul style="list-style-type: none"> • Mid-term: Knowledge review and vocabulary test • End of term: End of term assessment and vocabulary test 2

Year 11 GCSE Specification AQA RS – Paper 2

Term	Unit of Work	Knowledge and Skills	Assessment
1 / 2	Paper 1 ISLAM: Beliefs and teachings	<p>1. Risalah: Adam</p> <p>2. Risalah: Ibrahim</p> <p>3. Risalah: the life of Muhammad</p> <p>4. Risalah: Muhammad</p> <p>5. Qur'an: revelation and authority</p>	<ul style="list-style-type: none"> • Mid-term: Knowledge review and vocabulary test • End of term: End of term assessment and vocabulary test 4

		<ol style="list-style-type: none"> 6. The Torah, the Psalms, the Gospel, the Scrolls of Abraham 7. Imamate in Shi'a Islam 8. 5 pillars of Sunni Islam 9. 10 obligatory acts of Shi'a Islam 10. Shahadah 11. Salah: how and why; direction, Wudu, rak'ahs, at home and at the mosque, Jummah prayer, differences between Shi'a and Sunni prayer 12. Salah: how and why; direction, Wudu, rak'ahs, at home and at the mosque, Jummah prayer, differences between Shi'a and Sunni prayer 	
3	Paper 1 ISLAM: Practices	<ol style="list-style-type: none"> 1. Sawm: Ramadan and origins, fasting, Night of Power, Qur'an 96:1-5 2. Sawm: Ramadan and origins, fasting, Night of Power, Qur'an 96:1-5 3. Zakah: origins, how and why, benefits, Khums 4. Zakah: origins, how and why, benefits, Khums 5. Hajj: origins, how it is performed, actions performed by pilgrims at sites including the Ka'aba, Mina, Arafat, Muzdalifah 6. Hajj: origins, how it is performed, actions performed by pilgrims at sites including the Ka'aba, Mina, Arafat, Muzdalifah 7. Jihad: greater and lesser, origins, influence and conditions for declaration of lesser jihad 8. Jihad: greater and lesser, origins, influence and conditions for declaration of lesser jihad 9. Festivals: Id-ul-Adha, Id-ul-Fitr and Ashura 10. Festivals: Id-ul-Adha, Id-ul-Fitr and Ashura 	<ul style="list-style-type: none"> • Mid-term: Knowledge review and vocabulary test • End of term: End of term assessment and vocabulary test 6
4	Theme B: Religion and life	<ol style="list-style-type: none"> 1. The origins of the universe: religious teachings about the origins of the universe, and different interpretations of these 2. The origins of the universe: the relationship between scientific views, such as the Big Bang theory, and religious views 3. The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder 4. The use and abuse of the environment, including the use of natural resources, pollution 5. The use and abuse of animals, including: animal experimentation 6. The use of animals for food. 7. The origins of life, including: religious teachings about the origins of human life, and different interpretations of these 8. The relationship between scientific views, such as evolution, and religious views. 9. The concepts of sanctity of life and the quality of life. 	<ul style="list-style-type: none"> • Mid-term: Knowledge review and vocabulary test • End of term: End of term assessment and vocabulary test 2

		<p>10. Abortion, including situations when the mother's life is at risk. Ethical arguments related to abortion.</p> <p>11. Abortion, including situations when the mother's life is at risk. Ethical arguments related to abortion.</p> <p>12. Euthanasia.</p> <p>13. Beliefs about death and an afterlife, and their impact on beliefs about the value of human life</p>	
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