

Year Group - 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Composite: Understand the basic beliefs of different religions through specific religious concepts.</p> <p>Component 1: what is meant by organised religion; beliefs of atheists, agnostics and theists.</p> <p>Component 2: Understand the notion of God through monotheism vs polytheism in Hinduism.</p> <p>Component 3: Explain the importance of rites of passage in Judaism.</p> <p>Component 4: Understand and evaluate the importance of miracles in Islam.</p> <p>Component 5– Christianity and festivals/pilgrimages (Christmas and Easter)</p> <p>Component 6 – Understand the idea of the soul and the afterlife through the lens of Buddhism.</p> <p>Links to GCSE Paper 1 – Living the Christian life – pilgrimage/festivals Paper 2 – Living the Muslim life – Festivals.</p> <p>AO1 – Knowledge and understanding AO2 – Analysis and evaluation</p>	<p>Composite: Understand the importance of religious places of worship to religious believers.</p> <p>Component 1: The term ‘place of worship’: where and why do people go to worship</p> <p>Component 2: The key features of a Mosque as a place of prostration</p> <p>Component 3: The key features of a Church (differences between Roman Catholic and Protestant)</p> <p>Component 4: The key features of a Gurdwara and its role in the community</p> <p>Component 5: Synagogue as a centre for study and worship for the whole community</p> <p>Component 6: Hindu worship at home as an individual and community worship at the Mandir</p> <p>Links to GCSE Paper 1 – Living the Christian life – The local and worldwide church. Paper 2 – Living the Muslim life – Salah AO1 – Knowledge and understanding.</p>	<p>Composite: Understand the key Muslim Beliefs.</p> <p>Component 1: the key beliefs, facts and traditions of Islam and the Sunni and Shia diaspora.</p> <p>Component 2: The idea of God in Islam: monotheism and the idea of tawhid.</p> <p>Component 3: The origins and importance of the Qur’an & Holy Books (Shariah Law)</p> <p>Component 4: The role of prophets in Islam and their importance to the preservation of religion.</p> <p>Component 5: Worship in Islam through the 5 pillars of Islam and their impact on everyday life and practices</p> <p>Possible trip to a Mosque</p> <p>Links to GCSE Paper 2 – Muslim beliefs – 6 key beliefs of Islam and the 5 roots of Usul Ad-Din. Paper 2 – Living the Muslim life – 5 pillars. AO1 – Knowledge and understanding AO2 – Analysis and evaluation</p>	<p>Composite: Understand Muslim practices.</p> <p>Component 5 continued.</p> <p>Component 6: the nature and misconceptions of Jihad and how it is linked to terrorism.</p> <p>Links to GCSE Paper 2 – Living the Muslim life – Celebrations and commemorations and Jihad.</p> <p>AO2 – Analysis and evaluation</p>	<p>Composite: Understand Christian beliefs.</p> <p>Component 1: Christian beliefs about God through the trinity.</p> <p>Component 2: Christian beliefs about the origins of the universe through the story of Genesis.</p> <p>Component 3: The life of Jesus through the Narnia case study.</p> <p>Component 4: The significance of the crucifixion and resurrection of Jesus for Christians</p> <p>Component 5: Christian views on life after death for different Christian traditions.</p> <p>Links to GCSE Paper 1 – Christian Beliefs – Last days of Jesus’ life.</p> <p>AO1 – Knowledge and understanding.</p>	<p>Composite: Understand the Christian identity.</p> <p>Component 6: Explore the features of a Christian upbringing including baptism and the role of the parents in the family unit.</p> <p>Component 7: Explore the importance of marriage in Christianity and the changing importance of marriage in society today.</p> <p>Component 8: Explore Christian funeral rites and their significance in society today.</p> <p>Component 9: Explore the importance of the local parish church to the community and as a source of charity and support for the elderly.</p> <p>Component 10: Christian opposition to gender prejudice and discrimination.</p> <p>Possible trip to a local church Link to GCSE: Paper 1 – Living the Christian Life – Worship, Pilgrimage.</p> <p>AO1 – Knowledge and understanding</p>
Prior knowledge and skills (from previous year / key stage)	At KS2 students develop their own values; relate their learning to the wider world, gaining a sense of personal autonomy; develop skills of enquiry, problem solving, and	Students may have knowledge of key features of places of worship – depending on the religions studied at KS2- and some understanding of the religious practises.	Students may have prior knowledge gained from KS2 about the key beliefs and practices in Islam. Skills include critical enquiry and problem solving. They may have	Students may have prior knowledge gained from KS2 about the key beliefs and practices in Islam.	Students may have prior knowledge gained from KS2 about the key beliefs in Christianity (this should have been studied by all students at KS2). Skills include critical enquiry and problem solving. They may have	Prior knowledge gained from KS2 about the key practices in Christianity (this should have been studied by all students at KS2). Prior knowledge gained in Year 7 AU1 where students will have

	<p>communication in a variety of media.</p> <p>They reflect on, express and justify their own opinions in light of their learning about and from the major world religions (Christianity, Islam, Judaism, Buddhism, Hinduism, Sikhism)</p>	<p>Skills include critical enquiry and problem solving. They may have literacy skills such as writing descriptions and/or explanations.</p>	<p>literacy skills such as writing descriptions and/or explanations.</p>	<p>More in-depth information carried over from studying the beginning of the topic in SP1 Skills include critical enquiry and problem solving. They may have literacy skills such as writing descriptions and/or explanations.</p>	<p>literacy skills such as writing descriptions and/or explanations.</p>	<p>explored pilgrimage in Christianity. Links to component 9.</p> <p>Skills include critical enquiry and problem solving. They may have literacy skills such as writing descriptions and/or explanations.</p>
Assessment Objectives	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation
Vocabulary / Key Subject Terminology	<p>Religion</p> <p>Atheist</p> <p>Theist</p> <p>Agnostic</p> <p>Monotheistic</p> <p>Polytheistic</p> <p>10 commandments</p> <p>Holy Week</p> <p>Easter</p> <p>Miracle</p> <p>Afterlife</p> <p>Soul</p>	<p>Worship</p> <p>Gurdwara</p> <p>Guru Granth Sahib</p> <p>Church</p> <p>Altar</p> <p>Lectern</p> <p>Crucifix</p> <p>Mosque/Mecca</p> <p>Minbar</p> <p>Minaret</p> <p>Wudu</p> <p>Synagogue</p> <p>Bimah</p> <p>Ark</p> <p>Mandir</p>	<p>Quran</p> <p>Prophets</p> <p>Sunni</p> <p>Shia</p> <p>Khalifah</p> <p>Prophet</p> <p>Risalah</p> <p>Prophet Muhammad (SAW)</p> <p>Shahadah</p> <p>Monotheism</p> <p>Salah</p> <p>Jumma</p> <p>Mosque</p> <p>Sawm</p> <p>Ramadan</p> <p>Eid</p> <p>Zakat/Charity</p>	<p>Pilgrimage</p> <p>Hajj</p> <p>Kabah</p> <p>Greater jihad</p> <p>Lesser jihad</p> <p>Eid ul Adha</p> <p>Eid ul Fitr</p>	<p>Christianity</p> <p>Roman Catholic</p> <p>Church of England</p> <p>Trinity</p> <p>Holy Spirit</p> <p>Genesis</p> <p>Jesus</p> <p>Holy Week</p> <p>Good Friday</p> <p>Easter Sunday</p> <p>Crucifixion</p> <p>Resurrection</p> <p>Ascension</p> <p>Disciple</p>	<p>Sacraments</p> <p>Baptism</p> <p>Infant Baptism</p> <p>Adult Baptism</p> <p>Eucharist</p> <p>Marriage</p> <p>Local Parish</p> <p>Church</p> <p>Iona</p> <p>Lourdes</p> <p>Pilgrimage</p> <p>Sin</p> <p>Prejudice</p> <p>Discrimination</p>
Assessment 1	<p>Baseline assessment</p> <p>Mastery Task: Explain the key features and importance of the Bar Mitzvah.</p>	<p>Mastery Task:</p> <p>Explain the key features and importance of a key place of worship of your choice.</p>	<p>Mastery Task:</p> <p>Explain key facts about the Quran and why it is important. (20)</p>	<p>Mastery Task:</p> <p>“The 5 pillars of Islam are all a Muslim need to guide them.” Do you agree with this statement?</p>	<p>Mastery Task:</p> <p>Explain the role and importance of Jesus.</p>	<p>Mastery Task:</p> <p>“Baptism is the most important rite of passage for Christians.”</p> <p>Do you agree with this statement? You must refer to two different rites of passage we have looked at – Baptism/Marriage.</p>

<p>Cross Curricular Links with other Faculties</p>	<p>PSHE – Community Cohesion</p> <p>BV– Mutual Respect and Tolerance. – Component 1 – respecting different faiths and beliefs regardless of whether they believe in God.</p> <p>BV – Rule of Law – Component 5 – Rites of passage in Judaism</p>	<p>PSHE – Community Cohesion</p> <p>Geography – Community in Oldham – students look at a map of Oldham and identify places of worship.</p> <p>BV – Individual liberty – How do people worship?</p> <p>BV – Mutual respect and tolerance - Respect for different places of worship.</p>	<p>Business studies – Year 7 - what is a charity?</p> <p>BV – Mutual Respect and Tolerance – Component 1 – Students will be introduced to different groups of Muslims Sunni and Shia.</p> <p>BV – Rule of law – Component 3 – Quran and Shariah law. Component 4 – Role of Prophets</p> <p>BV – Individual Liberty – Component 6 - 5 pillars</p>	<p>Geography – Hajj pilgrimage in Saudi Arabia: location of Saudi Arabia on world map (year 7)</p> <p>BV – Individual Liberty/Rule of Law – Component 8 – Jihad/Terrorism.</p>	<p>Science – Darwin’s theory of evolution will be studied in Year 7 SU2.</p> <p>BV –Mutual respect and tolerance– Component 1 – Creation</p> <p>BV – Rule of law - Component 4 - Roman rule.</p>	<p>BV – Individual Liberty – Component 5 - Christian upbringing.</p> <p>BV – Rule of law – Component 10 Gender discrimination.</p>
<p>Knowledge Organiser content</p>	<p>Religious studies key words and definitions/spellings Independent homework using BBC bitesize for RS</p>	<p>Places of worship knowledge organiser: key words/spellings Independent homework using BBC bitesize for RS</p>	<p>Islam knowledge organiser: key words/spellings Independent homework using BBC bitesize for RS</p>	<p>Islam knowledge organiser: key words/spellings Independent homework using BBC bitesize for RS</p>	<p>Christianity knowledge organiser: key words/spellings Independent homework using BBC bitesize for RS</p>	<p>Christianity knowledge organiser: key words/spellings Independent homework using BBC bitesize for RS</p>

Year Group - 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content</p>	<p>Composite: Understand key beliefs, practices and traditions of Judaism Component 1: The key features of Judaism.</p>	<p>Composite: Understand key beliefs, practices and traditions of Judaism. Component 6: Explore the key features of a synagogue and explain different purposes of the use of the synagogue.</p>	<p>Composite: Understand key beliefs, practices and traditions of Hinduism. Component 1: Understand the key beliefs and ideas of the Hindu belief in God.</p>	<p>Composite: Understand key beliefs, practices and traditions of Hinduism. Component 6: Understand the concept, historical context and impact of the caste system on</p>	<p>Composite: To understand the different types of discrimination and their impact and effect on societies and individuals.</p>	<p>Composite: Understand the status of pilgrimage and important sites of pilgrimage Component 1: What is meant by the term ‘pilgrimage’ and the importance of pilgrimage to a religion.</p>

	<p>Component 2: Explore the life of Moses as the leader of the Jews.</p> <p>Component 3: The importance of the idea of religious experiences through the Burning Bush.</p> <p>Component 4: Evaluate the religious and scientific explanations for the Ten Plagues.</p> <p>Component 5: Explore the importance and impact of 10 commandments on Jewish life.</p> <p>Links to GCSE: Paper 1 – Christian Beliefs - AO1 – Knowledge and understanding AO2 – Analysis and evaluation</p>	<p>Component 7: The symbolic meaning of Pesach.</p> <p>Component 8: Explore and evaluate the importance of Jewish dietary laws.</p> <p>Possible trip to Synagogue</p> <p>Links to GCSE: Paper 1 – Christian Beliefs – the last day of Jesus’ life Living the Christian life – Jerusalem</p> <p>AO1 – Knowledge and understanding AO2 – Evaluate the significance and influence of beliefs.</p>	<p>Component 2: Understand the importance of Holy scriptures in Hinduism.</p> <p>Component 3: Understand the different types and forms of worship.</p> <p>Component 4: Explain the history, forms of celebration and importance of Diwali and Holi.</p> <p>Component 5: Understand the Hindu view of the afterlife.</p> <p>Links to GCSE: Both papers in regards to the beliefs section. AO1 – Knowledge and understanding of beliefs practices and communities. AO2 – Analysis and evaluation</p>	<p>fairness and equality in Hindu societies today</p> <p>Links to GCSE: Both papers in regards to the beliefs section. AO1 – Knowledge and understanding of beliefs practices and communities. AO2 – Analysis and evaluation</p>	<p>Component 1: Reasons for prejudice; forms and nature of prejudice in society today.</p> <p>Component 2: The causes and effects of racism on individuals and societies</p> <p>Component 3: Sexism as a form of discrimination – causes, how it manifests itself and impacts on individuals and societies</p> <p>Component 4: Homophobia as a form of discrimination – causes, how it manifests itself and impacts on individuals and societies</p> <p>Component 5 - Islamophobia as a form of discrimination – causes and how it is being tackled in UK.</p> <p>Component 6 -</p> <p>Links to GCSE: Paper 1 – Christianity: Marriage and the family – Equality and Gender prejudice and discrimination</p> <p>AO1 – Knowledge AO2 – Evaluate aspects of religion on these key themes</p>	<p>Component 2: Explore the importance of the pilgrimage to Mecca for Muslims and the key rituals that are carried out.</p> <p>Component 3: Explore the importance of Jerusalem for different faiths (Islam, Judaism, Christianity)</p> <p>Component 4: Explore the Sikh pilgrimage to the Golden Temple and the rituals carried out.</p> <p>Component 5: Explore the River Ganges as a site for pilgrimage for Hindus</p> <p>Component 6: Explore the importance of Iona and Lourdes as pilgrimage sites and how it brings Christians closer to God.</p> <p>Component 7: The importance of pilgrimage for Buddhists and the key rituals that are carried out.</p> <p>Links to GCSE: Paper 1 – Christianity Practices – Pilgrimage Paper 2 – Living the Muslim life– Hajj</p> <p>AO1 – Knowledge and understanding AO2 – Analysis and evaluation</p>
<p>Prior knowledge and skills (from previous year / key stage)</p>	<p>AO1 – knowledge AO2 – explain/ evaluate/ analyse Prior knowledge of Judaism studied at KS2.</p> <p>Prior knowledge from Year 7 AU1 where students would have explored the importance of rules and regulations in Judaism. This will link to component 5 and 8.</p>	<p>AO1 – knowledge AO2 – explain/ evaluate/ analyse</p> <p>Prior knowledge of Judaism studied at KS2.</p> <p>Prior knowledge gained in Year 7 AU2 – Places of worship: Synagogue. This will link to component 6.</p>	<p>AO1 – knowledge AO2-explain/ evaluate/ analyse at KS2 and year 7.</p> <p>Prior knowledge from Year 7 AU1 where students would have explored monotheism and polytheism in Hinduism.</p>	<p>AO1 – knowledge AO2-explain/ evaluate/ analyse at KS2 and year 7.</p> <p>Prior knowledge from Year 7 AU1 where students would have explored monotheism and polytheism in Hinduism.</p>	<p>Subject knowledge of important historical figures regarding discrimination e.g. Martin Luther King/ Nelson Mandela from KS2.</p> <p>Prior knowledge from Year 7 SU2 where students would have explored Gender discrimination in Christianity. This will link to component 3 and 5.</p>	<p>AO1 – knowledge AO2 – explain/ evaluate/ analyse Holocaust and World War 1 and 2 may have been studied at KS2.</p> <p>Prior knowledge in Year 7 SP2 where students would have explored the pilgrimage of Hajj in Islam and Christian Pilgrimages in Beliefs and concepts. This will link to component 2.</p>

Assessment Objectives	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation
Vocabulary / Key Subject Terminology	Judaism Jewish Covenant Shema Torah Old Testament Moses Religious experience Plague Synagogue Rabbi	Shabbat Commandments Yad Bimah Kosher Pesach/Passover Exodus Seder Matzo	Hindu Monotheistic Brahma Trimurti Brahman Vishnu Shiva Puja Diwali Mandir Caste	Worship Ganges Pilgrimage Trimurti	Prejudice Discrimination Stereotype Racism Institutional Racism Diversity Sexism Ordination Priest Roman Catholic Protestant Islamophobia Jihad Diversity Anti-Semitism Shoah	Pilgrimage Pilgrims Hajj Kabah Mosque Tawaf Mina Muzdalifah Gurdwara Golden Temple Langar Amritsar River Ganges Goddess Ganga Iona Lourdes Vihara Buddha Enlightenment Nirvana Khanda
Assessment 1	Mastery Task: Explain the key events in the life of Moses and their impact. (20)	Mastery Task: Explain the key features and importance of the festival of Pesach.	Mastery Task: Explain the festival of Diwali and its importance for Hindus.	Mastery Task: Explain the origins and impact of the Hindu Caste system. (20)	Mastery Task: Explain how discrimination is dealt with in the UK. In your answer, you should refer to one specific type of discrimination (Racism/Sexism)	Mastery Task: "Pilgrimage is no longer important in the modern day." Do you agree with this statement? In your answer you must refer to one specific place of pilgrimage.

<p>Cross Curricular Links with other Faculties</p>	<p>English – The Tempest will be studied where students will learn about morals and ethics surrounding revenge.</p> <p>English – Students will explore tyranny in Animal Farm in the summer – links to Pharaoh as a tyrant in Egypt.</p> <p>BV – Mutual respect and tolerance – Component 1 – Introduction to Judaism</p> <p>BV – Rule of Law – Component 5 – 10 commandments</p>	<p>Food technology/ nutrition – food preparation (PE)</p> <p>History – History of Judaism in the 20th century in year 9 term 3 and year 11 term 1</p> <p>BV – Individual Liberty – Component 7 – Passover and Festival of Pesach.</p>	<p>Geography – River Ganges shown on world map year 7</p> <p>Spanish – Different religious places and buildings in year 8 AU2.</p> <p>BV – Mutual respect and tolerance – Component 1 – Introduction to Hinduism</p> <p>BV – Mutual respect and tolerance – Component 4 – The Caste System</p> <p>BV – Individual liberty – Component 5 – Worship</p> <p>BV – Rule of law – Component 6 – The Vedas</p>		<p>English and History both study racism simultaneously (Black Peoples of the Americas)</p> <p>Art – Students will be studying the artist Clough Williams-Ellis. The impact of his work has led to LGBT pioneers.</p> <p>English/Drama – Students will have studied Oliver Twist looking at themes social injustice.</p> <p>BV – Rule of law – Laws regarding discrimination – Component 1 – Prejudice and Stereotypes</p> <p>BV – Mutual respect and tolerance – Component 2 and 4 – Racism and Homophobia</p> <p>BV – Individual liberty – Component 3 – the freedom to choose your own identity.</p> <p>BV – Democracy – Component 7 – Protected groups and characteristics.</p>	<p>Geography – Initial introduction to the world map which will help students locate different pilgrimages in the UK and around the world.</p> <p>BV – Mutual Respect and Tolerance – looking at other religions beside the main religion of the UK.</p>
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Knowledge Organiser content	Judaism knowledge organiser: Key words/ spellings Independent homework using BBC bitesize for RS	Judaism knowledge organiser: Key words/ spellings Independent homework using BBC bitesize for RS	Hinduism knowledge organiser: Key words/ spellings Independent homework using BBC bitesize for RS	Hinduism knowledge organiser: Key words/ spellings Independent homework using BBC bitesize for RS	Prejudice & Discrimination: knowledge organiser Key words/ spellings Independent homework using BBC bitesize for RS	Pilgrimages knowledge organiser: Key words/ spellings Independent homework using BBC bitesize for RS
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Year Group - 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Composite: Understand the nature of suffering. Component 1: The nature of evil and the different types and forms of evil. Component 2: Reasons why people suffer and if it is necessary. Component 3: Why are individuals evil. Component 4: Explore who is to blame for evil and suffering.</p> <p>Links to the GCSE: Paper 1 – Christian Beliefs – Problem of evil and divergent solutions to the problem of evil.</p> <p>Paper 2 – Islam – Crime – idea of Satan</p> <p>AO1 – Knowledge and understanding AO2 – Analysis and evaluate</p>	<p>Composite: Understand different religious views on suffering. Component 5: Explore Christian responses to evil and suffering. Component 6: Explore Muslim responses to evil and suffering. Component 7: Explore Jewish responses to suffering.</p> <p>Links to the GCSE: Paper 1 – Christian Beliefs – Problem of evil and divergent solutions to the problem of evil.</p> <p>AO2 – Analysis and evaluate</p>	<p>Composite: Understand the value of life through different ethical dilemmas. Component 1: The sanctity of life: what it means in practice for religious (Christian and Islamic) and non-religious people. Component 2: The impact of medical advancements and the ethical debates surrounding modern medicine such as the use of life support machines, cloning and test tube babies. Component 3: The nature and controversy of organ donation (opting out in the UK) and religious views (Christian and Islamic) on organ donation. Component 4: The religious (Christian and Islamic) and non-religious views on abortion rights; the impact of abortion laws on actions and lifestyles of people in the UK.</p> <p>Component 5: Religious (Christian and Islamic) and non-religious views on euthanasia and the impact and consequences for families.</p> <p>Links to the GCSE:</p>	<p>Component 6: Religious responses to the nature and importance of looking after the environment and climate change. Component 7: The rights of animals and the value of animals in different religions.</p> <p>Links to the GCSE: Paper 1 – Christianity – Matters of life and death – Issues in the natural world.</p> <p>AO1 – Knowledge and understanding AO2 – Analysis and evaluate</p>	<p>Composite: Understand the principles of war and peace and how it is interpreted through different religious lens. Component 1: The meaning and contexts of peace for different religions and how religious and non-religious people try to achieve peace. Component 2: The theory of Just War. Component 3: The importance of forgiveness for Christians and Muslims in the context of war. Component 4: Muslim attitudes towards war and conflict through the concept of Jihad. Component 5: How Hindus promote peace through the concept of pacifism – Gandhi.</p> <p>Links to the GCSE: Paper 2 – Islam – Peace and conflict – Pacifism/Just War</p> <p>AO1 – Knowledge and understanding AO2 – Analysis and evaluate</p>	<p>Composite: Understand the key practices and historical events that have led to how religion operates today. Component 6: The historical foundations of Catholicism/ Protestantism and key areas of worship and everyday life. Component 7: Conflict between Catholicism and Protestant conflict and in today's society. Component 8: The Holocaust and the Jewish and non-religious responses to this event; how the Holocaust is remembered in the UK and in a worldwide context.</p> <p>Links to the GCSE: Paper 1 – Living the Christian belief – Worship</p> <p>AO1 – Knowledge and understanding AO2 – Analysis and evaluate</p>

			<p>Paper 1 – Christianity – Matters of life and death – abortion/euthanasia</p> <p>AO2 – Analysis and evaluate</p>			
<p>Prior knowledge and skills (from previous year / key stage)</p>	<p>AO1 – knowledge AO2 – explain/ evaluate/ analyse</p> <p>Evil and suffering may have been explored in KS2.</p> <p>Prior knowledge gained in Year 7 SU1 Christian beliefs on Jesus’ death as a form of suffering.</p>	<p>AO1 – knowledge AO2 – explain/ evaluate/ analyse</p> <p>Prior knowledge gained in year 8 SP1 – life of Moses and the 10 plagues. This links to the Evil and Suffering scheme of work to component 4 and 5.</p>	<p>AO1 – knowledge AO2 – explain/ evaluate/ analyse</p> <p>Prior knowledge gained in Year 7 SU1 Christian beliefs on Jesus’ death. This links to component 3.</p>	<p>AO1 – knowledge AO2 – explain/ evaluate/ analyse</p> <p>Knowledge on global warming and its impact from KS2.</p>	<p>Prior knowledge will come from when Hindu beliefs were studied in Year 8 AU1.</p> <p>Muslim beliefs on Jihad will have been studied in Year 7 SP1.</p>	<p>AO1 – knowledge AO2 – explain/ evaluate/ analyse</p> <p>Prior knowledge of Christianity from KS2 and built on in year 7. What the Holocaust is and why it happened studied at KS2.</p>
<p>Assessment Objectives</p>	<p>AO1: knowledge and understanding AO2: analysis and evaluation</p>	<p>AO1: knowledge and understanding AO2: analysis and evaluation</p>	<p>AO1: knowledge and understanding AO2: analysis and evaluation</p>	<p>AO1: knowledge and understanding AO2: analysis and evaluation</p>	<p>AO1: knowledge and understanding AO2: analysis and evaluation</p>	<p>AO1: knowledge and understanding AO2: analysis and evaluation</p>

<p>Vocabulary / Key Subject Terminology</p>	<p>Suffering Moral evil Natural evil Atheist Theist Communist Genocide Satan/Shaytan Free will Karma Inconsistent Triad Omnipotent</p>	<p>Omnibenevolent Omniscient Forgiveness Original Sin Jesus Intercessionary Heaven Hell Free will Tenakh Torah Holocaust</p>	<p>Sanctity of Life Quality of life Abortion Conception Pro-Life Pro-choice Organ donation Voluntary Euthanasia Non-voluntary euthanasia Death penalty Execution Retribution Deterrence</p>	<p>Pollution Deforestation Environment Stewardship Dominion Kalifah Animal Rights Sanctity of life Fairtrade</p>	<p>Peace Conflict Justice Just War Greater jihad Lesser jihad Forgiveness Reconciliation United Nations UDHR Ahimsa Pacifism Gandhi</p>	<p>Protestant Roman Catholic Catechism Bible Denomination The Troubles Reformation Martin Luther Liturgical Non liturgical Holocaust Shoah</p>
<p>Assessment 1</p>	<p>Mastery Task: “Humans are responsible for evil and suffering.” Do you agree with this statement? In your answer you must refer to one of the case studies we have looked at.</p>	<p>Mastery Task: “God cannot exist if evil exists.” Do you agree with this statement? In your answer you must refer to different religious viewpoints.</p>	<p>Mastery Task: Evaluate the importance of the sanctity of life. In your answer you must choose one of the ethical debates we have discussed (modern medicine/organ donation/abortion)</p>	<p>Mastery Task: “Looking after the world is a religious duty.” Do you agree with this statement? In your answer you must refer to different religious viewpoints.</p>	<p>Mastery Task: “Everyone should forgive.” Do you agree with the statement? You must refer to Christian and Muslim viewpoints on forgiveness.</p>	<p>Mastery Task: “Religious conflict brings more harm than good.” Do you agree with the statement? In your answer you must include the Northern Ireland conflict.</p>

<p>Cross Curricular Links with other Faculties</p>	<p>Geography – natural evil cases e.g. earthquakes/tsunamis (year 9, term1)</p> <p>English – Power and Conflict, the concept of suffering (year 9)</p> <p>English – The Tempest will have been studied in Year 8 where students will learn about villains.</p> <p>BV – Rule of law – Component 1 – laws that protect individuals from suffering.</p>	<p>English – Power and Conflict, the concept of suffering (year 9)</p> <p>History – the context behind genocide (year 9, term 3)</p> <p>BV – Rule of law – Religious scriptures (Quran/Torah/Bible)</p>	<p>Science – Common medical drugs/disease Year 9 AU1.</p> <p>English – Students will explore in AU2 developing drugs.</p> <p>History – historical cases of capital punishment: Charles I in 1600s (year 8, term1)</p> <p>BV – Rule of law – Component 4 abortion and component 5 euthanasia</p> <p>BV – Individual liberty – Choice is available in al ethical decisions.</p> <p>BV – Mutual respect and tolerance – component 7 life after death</p>	<p>Geography – Students will have studied climate change in Year 8 SU2.</p> <p>Students will also study in Year 9 the sustainability of festivals and how to make them more eco-friendly.</p> <p>Science – the environment/pollution/deforestation studied in Year 8 AU2.</p> <p>BV – Individual liberty – Component 6 – animal testing.</p> <p>BV – Mutual tolerance – Component 5 – Tackling environmental issues.</p>	<p>History – examples of wars throughout history e.g. WW1 and 2 in year 8 and 9</p> <p>Art – Students will study the Art Deco movement which includes representations of wars such as WW1 and WW2.</p> <p>History – Year 7, Term 2 the Crusades and Middle East</p> <p>BV – Rule of law/democracy – Component 2 – The Just War Theory.</p> <p>BV – Rule of law – Component 3 – Forgiveness</p> <p>BV – Rule of law – Component 4 – Jihad.</p> <p>BV – Individual liberty – Component 5 – Mahatma Gandhi</p>	<p>History – division of the church in England (Henry VIII, year 7 and year10)</p> <p>History – Holocaust: year 9, term 3</p>
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Knowledge Organiser content	Evil & Suffering knowledge organiser: Key words/spellings Independent homework using BBC bitesize for RS	Evil & Suffering knowledge organiser: Key words/spellings Independent homework using BBC bitesize for RS	Sanctity of Life knowledge organiser: Key words/spellings Independent homework using BBC bitesize for RS	Sanctity of Life knowledge organiser: Key words/spellings Independent homework using BBC bitesize for RS	War and Peace knowledge organiser: Key words/ spellings Independent homework using BBC bitesize for RS	War and Peace knowledge organiser: Key words/spellings Independent homework using BBC bitesize for RS

Year Group - 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Crime & Punishment Medium term content 1: Nature of crime 2: Causes of crime 3: Muslim responses to causes of crime 4: Evil & Suffering 5: Punishment/Aims of punishment 6: Death Penalty 7: Islam & Death Penalty	Crime & Punishment Medium term content 8: Forgiveness 9/10: Treatment of criminals 11: Justice 12: Justice in Islam Living the Muslim Life 1: 10 Obligatory Acts Shi'a Islam 2: Shahadah 3: Salah 4: Sawm	Living the Muslim Life Medium term content 5: Zakah/Khums 6: Hajj 7: Jihad 8: Celebrations /Commemorations Muslim Beliefs 1: 6 Beliefs of Sunni Islam 2: 5 Roots of Shi'a Islam 3: Nature of Allah 4: RiSalah (Prophethood)	Muslim Beliefs Medium term content 5: Holy Books 6: Malaikah (Angels) 7: Al-Qadr (Pre-destination) 8: Akhirah (Afterlife) Peace & Conflict 1: Peace 2: Muslims as peacemakers 3: Muslim views on conflict 4: Pacifism	Peace and Conflict Medium term content 5: Just War 6: Holy War 7: Weapons of Mass Destruction 8: Issues around conflict (Terrorism) Christian Beliefs 1: Denominations 2/3: The Trinity 4: Creation 5: Incarnation	Christian Beliefs Medium term content 6: Last Days of Jesus' Life 7: Salvation 8: Life after Death/Eschatology 9: Evil & Suffering 10: Christian responses to evil Living the Christian Life 1: Christian Worship 2: Sacraments 3: Nature/Purpose of Prayer
Prior knowledge and skills (from previous year / key stage)	Students have studied: -The Death Penalty in year 9 from the unit on Sanctity of Life. -Evil and suffering in year 9 -Islamic beliefs in year 7	Islamic beliefs were studied in year 7 to be transferred to this topic. Students have studied the theme of Forgiveness at KS3, year 9.	Topics covered in year 7 Islam unit give prior understanding of lifestyles.	Topics covered in year 7 Islam unit give prior understanding of beliefs. Peace and Conflict themes were studied in year 9.	Peace and Conflict themes were studied in year 9. Christianity was studied in year 7 (e.g. beliefs and practices).	Christianity was studied in year 7 (e.g. beliefs and practices).
Assessment Objectives	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation
Vocabulary / Key Subject Terminology	Crime Punishment Capital Punishment Moral Evil Natural Evil Suffering Death Penalty	Justice Forgiveness Obligatory Shi'a Sunni Shahadah Sawm Salah	Zakah Khums Hajj Lesser Jihad Greater Jihad Eid-ul-Adha Eid-ul-Fitr Commemorate Characteristic RiSalah	Angels Predestination Free Will Akhirah Peace Conflict Pacifism Mutual Harmony	Just War Holy War Jihad Mass Destruction Terrorism Denomination Trinity Incarnation Genesis	Crucifixion Betrayal Salvation Eschatology Moral Evil Natural Evil Liturgical Worship Non-Liturgical Worship Sacrament Holy Communion Reconciliation

Assessment 1	Mid-way test on Crime & Punishment: 1 x a) question 1 x b) question 1 x c) question 1 x d) question		EOU test on Living the Muslim Life: 1 x a) question 1 x b) question 1 x c) question 1 x d) question		EOU test on Peace & Conflict: 1 x a) question 1 x b) question 1 x c) question 1 x d) question	
Assessment 2		EOU test on Crime & Punishment: 1 x a) question 1 x b) question 1 x c) question 1 x d) question		Mid-way test on Peace & Conflict: 1 x a) question 1 x b) question 1 x c) question 1 x d) question		Full Islam mock exam to be completed (as per academy timetabling) Mid-way test on Christian Beliefs: 1 x a) question 1 x b) question 1 x c) question 1 x d) question
Cross Curricular Links with other Faculties	PSHE – law abiding citizens History –execution in the UK (year 8, term 1)	PSHE – forgiveness Maths – telling the time (for prayers)	Maths – working out %'s of zakah Geography – hajj pilgrimage to Saudi Arabia	English – importance of books History – conflict in Crusades (year 7, term 2) WWI (year 9, term 1) as examples of past conflict	History –WMD eg USA atomic bombs dropped on and Hiroshima and Nagasaki (year 8, term 3) and mass slaughter in WW1 (year 9, term 1)	History –the Holocaust (year 9 term 3) BV/PSHE – Suffering
Knowledge Organiser content	Knowledge booklets of key content.	Knowledge booklets of key content.	Knowledge booklets of key content.	Knowledge booklets of key content.	Knowledge booklets of key content.	Knowledge booklets of key content.
Extra-Curricular Offer						RS/History trip to Krakow (usually July) to focus on WWII and the impact of the evil & suffering of the Holocaust in Poland

Year Group - 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p>Living the Christian Life Medium term content 4: Pilgrimages 5: Christian Celebrations 6: Role & Importance of the local church 7: Role & Importance of the world wide church</p> <p>Marriage & Family 1: Marriage 2: Sexual Relationships 3: Families 4: Support for Families (local parish)</p>	<p>Marriage & Family Medium term content 5: Family Planning 6: Divorce/Re-Marriage 7: Equality in the Family 8: Gender prejudice/discrimination</p> <p>Matters of Life & Death 1: Origins of the Universe 2: Sanctity of Life 3: Origins/value of human life</p>	<p>Matters of Life & Death Medium term content 4: Abortion 5: Death & the afterlife 6: Euthanasia 7: Christian responses to issues in the natural world</p> <p>Revision based on the results of mocks and in-class assessments</p>	<p>Revision based on the results of mocks and in-class assessments</p>	<p>Revision based on the results of mocks and in-class assessments</p>	
Prior knowledge and skills (from previous year / key stage)	Students possess prior knowledge of Christianity from Year 7 module and from the Christian Beliefs/Living the Christian Life unit studied in year 10. AO1: knowledge and understanding & AO2: analysis and evaluation	AO1: knowledge and understanding & AO2: analysis and evaluation. Prior knowledge of students gained from: Christianity Year 7 unit and from the Christian Beliefs/ Living the Christian Life module studied in year 10. Sanctity of Life module Y9.	AO1: knowledge and understanding & AO2: analysis and evaluation. Prior knowledge of Christianity built on from Year 7 module and from the Christian Beliefs/ Living the Christian Life module studied in year 10. Sanctity of Life module Y9.			
Assessment Objectives	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	AO1: knowledge and understanding AO2: analysis and evaluation	
Vocabulary / Key Subject Terminology	Pilgrimage Christmas Advent Easter Parish Denomination	Contraception Adultery Promiscuity Divorce Equality Discrimination	Abortion Foetus Pro-life Pro-choice Resurrection Immortality of the soul	All key words to be covered during revision	All key words to be covered during revision	

	Church/church Marriage Homosexuality Heterosexuality Cohabitation Pre-marital Sex Adultery	Prejudice Origins & Value Creation Evolution Natural selection	Cremation Euthanasia Voluntary Euthanasia Non-voluntary Euthanasia Assisted Suicide Deforestation Animal Rights			
Assessment 1	EOU test on Living the Christian Life: 1 x a) question 1 x b) question 1 x c) question 1 x d) question	Full mock exam to be done in December (as per academy timetabling) EOU test on Marriage & Family: 1 x a) question 1 x b) question 1 x c) question 1 x d) question	EOU test on Matters of Life & Death: 1 x a) question 1 x b) question 1 x c) question 1 x d) question	Quick knowledge revision test All style GCSE questions to be tested	Quick knowledge revision test All style GCSE questions to be tested	
Cross Curricular Links with other Faculties	Geography – pilgrimage sites around the world PSHE – marriage & family values SRE – sexual relationships	PSHE/SRE – contraception Science – evolution – Big Bang theory & natural selection	PSHE – importance of life Science – abortion/euthanasia Geography – deforestation	N/A	N/A	
Knowledge Organiser content	Knowledge booklets of key content.	Knowledge booklets of key content.	Knowledge booklets of key content.	Knowledge booklets of key content.	Knowledge booklets of key content.	
Extra-Curricular Offer						