Scheme of Work

MERIT
wellbeing and learning for life

Subject: RE

KS3:Year 1, 2 & 3

Year 10 and Year 11

Threshold Concepts

1.1 Beliefs, teachings and sources

a. Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.
b. Understanding and responding critically to beliefs and attitudes.

1.2 Practices and ways of life

a. Exploring the impact of religions and beliefs on how people live their lives.
b. Understanding that religious practices are diverse, change over time and are influenced by cultures.

1.3 Expressing meaning

a. Appreciating that individuals and cultures express their beliefs and values through many different forms.

1.4 Identity, diversity and belonging

a. Understanding how individuals develop a sense of identity and belonging through faith or belief.
b. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs.

1.5 Meaning, purpose and truth

a. Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.

1.6 Values and commitments

a. Understanding how moral values and a sense of obligation can come from beliefs and experience.
b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.

KS3 NC Requirements

2.1 Learning about religion

Pupils should be able to:

a. investigate the impact of religious beliefs and teachings on individuals, communities and societies, the reasons for commitment and the causes of diversity
b. apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs
c. explain religious beliefs, practices and commitments, including their transmission by people, texts and traditions
d. evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues
e. interpret a range of sources, texts, authorities, and forms of religious and spiritual expression from a variety of contexts
f. analyse religious beliefs, arguments and ideas.

2.2 Learning from religion

Pupils should be able to:

a. reflect on the relationship between beliefs, teachings, world issues and ultimate questions
b. evaluate beliefs, commitments and the impact of religion in the contemporary world
c. express insights into the significance and value of religion and other world views for human relationships personally, locally and globally
d. express their own beliefs and ideas, using a variety of forms of expression, including creative forms and reasoned arguments

GCSE AO's

AO1 Demonstrate knowledge and understanding of religion and belief*, including:

- beliefs, practices and sources of authority
- influence on individuals, communities and societies
- similarities and differences within and/or between religions and beliefs

AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence

* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements

	TERM 1 7	TERM 2 7	TERM 3 7	TERM 4 5	TERM 5 6	TERM 6 (7weeks)
Key Stage 3 Year 1	Unit 1 - Comparative Religion If this is the first unit students study at the beginning of Key Stage 3, it will introduce them to some of the themes they will study during the rest of the key stage. It will also demonstrate to them that their study of world religions and philosophy will require academic and intellectual rigour The unit provides a brief survey of the	The unit concludes with an analysis of the place and importance of religion in the modern world (8) Lesson 1.8 Why religion is important in the world 1.1b, 1.2b, 1.4a,b, 1.5a, 1.6b Unit 2 - Christianity Christianity is the main religion of the UK. It begins with a lesson on Christianity in the UK to show the modern	Lesson 2.7 The Christian moral code Lesson 2.8 Life of Jesus – man of peace or man of conflict? Lesson 2.9 Life of Jesus – death and resurrection Lesson 2.10 Celebrations in Christianity – Christmas Lesson 2.11 Celebrations in Christianity – Easter	Lesson 2.14 How Christianity changed – Protestantism Lesson 2.15 A worldwide religion Lesson 2.16 The ecumenical movement Lesson 2.17 The authority of the Bible Lesson 2.18 The Gospels	Lesson 2.19 Christian places of worship Lesson 2.20 Leaders of the church Lesson 2.21 Public worship Lesson 2.22 Private worship Lesson 2.23 Symbolism in Christianity Lesson 2.24 Expressions of faith	Unit 3 - Islam Islam is the fastest growing religion in the UK. This unit of 16 lessons begins with a lesson on Islam in the UK today, showing the influence and contribution of Islam to Britain's history and culture. Following a lesson on the key beliefs of Islam (2), the life of Muhammad is studied (3, 4) to allow a historical context to the religion. The development of Islam into a worldwide and diverse faith is

Threshold concepts NC's	development of religion from an anthropological perspective (1), then some religious demographics (2). Factors that religions have in common looks at the Seven Dimensions of Ninian Smart (3), and the same pattern is followed when examining religious symbolism (4). More detail about common religious themes is provided over the next three lessons (5, 6, 7). The unit concludes with an analysis of the place and importance of religion in the modern world (8) Lesson 1.1 Development of religion – animism to monotheism 1.1a,b, 1.2a,b, 1.4b Lesson 1.2 Where in the world – finding the major world faiths 1.1a,b, 1.4b, 1.6b Lesson 1.3 Connections between the major faiths	relevance of a religion of over 2000 years. Lesson 2.1 Is Christianity still relevant in the UK today? Lesson 2.2 Key beliefs 1 – Trinity Lesson 2.3 Life of Jesus – birth Lesson 2.4 Life of Jesus – miracle worker Lesson 2.5 Life of Jesus – teacher Lesson 2.6 Key beliefs 2 – the two Great Commandments	Lesson 2.12 Key beliefs 3 – afterlife Lesson 2.13 How Christianity changed – Orthodoxy and Roman Catholicism			covered (5, 6). Authority through holy books, leadership and the mosque are covered in lessons 7, 8, 9. The Five Pillars come next, allowing students to learn about the duties of Muslims on daily and annual bases. The final set of lessons explores Muslim ethics, leading into celebrations of the religion, at which time giving is a key practice (14, 15, 16). Religious building visit Lesson 3.1 Islam in the UK today Lesson 3.2 Key beliefs – Tawhid, Risalah and Akhirah Lesson 3.3 Life of Muhammad 1 Lesson 3.4 Life of Muhammad 2 Religious building visit

	1.1a, 1.2a, 1.4a,b, Lesson 1.4 Symbolising the faiths 1.1a, 1.3a, 1.4a,b, Lesson 1.5 What religions share 1 – teachings and authority 1.1a,b, Lesson 1.6 What religions share 2 – worship and morality 1.1a,b, 1.6a, 1.2a,b Lesson 1.7 What religions share 3 – practices and celebrations 1.2a,b 1.3a, 1.4a,b, 1.6b					
	NCs	NCs	NCs	NCs	NCs	NCs

	2.1 Learning about religion a,b,c,d,e,f 2.2 Learning from Religion a,b,c,d	2.1 Learning about religion a,b,c,d,e,f 2.2 Learning from Religion a,b,c,d	2.1 Learning about religion a,b,c,d,e,f 2.2 Learning from Religion a,b,c,d	2.1 Learning about religion a,b,c,d,e,f 2.2 Learning from Religion a,b,c,d	2.1 Learning about religion a,b,c,d,e,f 2.2 Learning from Religion a,b,c,d	2.1 Learning about religion a,b,c,d,e,f 2.2 Learning from Religion a,b,c,d
Hinterland						
Key Stage 3 Year 2	**Unit 3 - Islam** **Islam is the fastest growing religion in the UK. This unit of 16 lessons begins with a lesson on Islam in the UK today, showing the influence and contribution of Islam to Britain's history and culture. Following a lesson on the key beliefs of Islam (2), the life of Muhammad is studied (3, 4) to allow a historical context to the religion. The development of Islam into a worldwide and diverse faith is covered (5, 6). Authority through holy books, leadership and the mosque are covered in lessons 7, 8, 9. The Five Pillars come next, allowing students to learn about the duties of**	**Lesson 3.12 The Five Pillars 3 – experience of Hajj** **Lesson 3.13 Symbolism in Islam and Islamic artwork** **Lesson 3.14 The Muslim moral code** **Lesson 3.15 A religion of giving** **Lesson 3.16 Celebration in Islam – the Eid festivals** **Unit 4 - Judaism** **Judaism is the oldest of the three Abrahamic religions (Judaism, Christianity and Islam). This unit of 16 lessons starts by providing some basic facts about Judaism and the contributions Jewish people have made to the world (1). It**	**Lesson 4.3 Key beliefs** **Lesson 4.4 Key principles of living** **Lesson 4.5 The holy books of Judaism** **Lesson 4.6 A life of study** **Lesson 4.7 The synagogue** **Lesson 4.8 Leadership in the faith** **Lesson 4.9 Founding fathers of Judaism 1 – Abraham**	**Lesson 4.10 Founding fathers of Judaism 2 – Moses** **Lesson 4.11 Celebrations in Judaism 1 – Pesach** **Lesson 4.12 Judaism in daily life** **Lesson 4.13 The Jewish home and family** **Lesson 4.14 Symbolism in Judaism**	**Lesson 4.15 The Jewish moral code** **Lesson 4.16 Celebrations in Judaism 2 – Sukkot** **Unit 4 - Buddhism** **This unit provides an introduction to Buddhism. Many students will have little or no prior knowledge of Buddhism, though some may have some preconceptions. The attempt to explain Buddhist philosophy in a simple way will provide an accessible route to more in-depth study at GCSE and post-16.** **An explanation of what and who the Buddha was and an outline of**	**Lesson 5.5 Basic beliefs 2** **Lesson 5.6 Buddhist scriptures** **Lesson 5.7 The Sangha and monastic life** **Lesson 5.8 The temple around the world** **Lesson 5.9 Buddhist daily life and moral code** **Lesson 5.10 Significant places**

	Muslims on daily and annual bases. The final set of lessons explores Muslim ethics, leading into celebrations of the religion, at which time giving is a key practice (14, 15, 16). Lesson 3.5 The development of Islam into a worldwide religion Lesson 3.6 Different groups of Muslims – Sunni, Shi'a and Sufi Lesson 3.7 The holy book of Islam Lesson 3.8 The mosque around the world Lesson 3.9 Leadership in Islam Lesson 3.10 The Five Pillars 1 – daily life as a Muslim Lesson 3.11 The Five Pillars 2 – a year in the life of a Muslim	explains the difference between ethnic and religious Judaism and between Jewish denominations (2). Basic Jewish beliefs and teachings (3) are followed by an examination of how they are practised in daily life (4). An exploration of holy books (5) is followed by a lesson on how and why they are studied (6). The synagogue and its leadership (7, 8) give an insight into Jewish community life. Two lessons on founding fathers – Abraham and Moses (9, 10) provide a background for the study of two festivals, the first of which is Pesach (11). There follows a study of Jewish lifestyle (12, 13) and how symbols are used (14). A lesson on Jewish ethics (15) precedes an examination of a second festival, that of Sukkot (16). Lesson 4.1 Judaism in the world today			important events in his life are covered at the beginning of the unit (1, 2), after which subsequent divisions among his followers are explained (3). There follow brief explanations of fundamental Buddhist teachings and beliefs (4, 5) and Buddhist scriptures (6). There is an exploration of Buddhist monasticism (7, 8) and an analysis of Buddhist ethics (9). The unit ends with examinations of Buddhist pilgrimage, symbolism and celebration (10, 11, 12). Lesson 5.1 The life of the Buddha 1 Lesson 5.2 The life of the Buddha 2 Lesson 5.3 Different groups of Buddhists Lesson 5.4 Basic beliefs 1	

		Lesson 4.2 Different groups of Jewish people				
TC's	TCs 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b
NC's	AOs 2.1 Learning about religion a,b,c,d,e,f 2.2 Learning from Religion a,b,c,d	AOs 2.1 Learning about religion a,b,c,d,e,f 2.2 Learning from Religion a,b,c,d	AOs 2.1 Learning about religion a,b,c,d,e,f 2.2 Learning from Religion a,b,c,d	AOs 2.1 Learning about religion a,b,c,d,e,f 2.2 Learning from Religion a,b,c,d	AOs 2.1 Learning about religion a,b,c,d,e,f 2.2 Learning from Religion a,b,c,d	AOs 2.1 Learning about religion a,b,c,d,e,f 2.2 Learning from Religion a,b,c,d
Hinterland						
Key Stage 3 Year 3	<u>Unit 6 – Hinduism</u> There are almost one million Hindus in the UK. This is a unit of 12 lessons about Hinduism, intending to bring a level of understanding of this colourful religion to students, many of whom have no direct access to the religion in their own community. The unit begins with key beliefs of God, karma and rebirth (1, 2), moving on	Lesson 6.8 Symbolism in Hinduism Lesson 6.9 Different groups of Hindus Lesson 6.10 Significant places for Hindus Lesson 6.11 The Hindu moral code Lesson 6.12 Celebrations in Hinduism	Lesson 7.3 The Tenth Guru – Guru Gobind Singh Lesson 7.4 Becoming a Khalsa Sikh Lesson 7.5 The gurdwara Lesson 7.6 Sikh worship Lesson 7.7 The authority of the Guru Granth Sahib	Lesson 7.10 Sewa – service to others Lesson 7.11 Significant places – Amritsar Lesson 7.12 Celebrations in Sikhism Unit 8: Ethics Ethics is a topic many students find very interesting. They are easily able to voice their opinions on a range of	Lesson 8.4 Environmental ethics Lesson 8.5 Animal rights, human wrongs? Lesson 8.6 Drugs and religion Lesson 8.7 Medical ethics Unit 9: Philosophy This unit gives students a first opportunity to study philosophy, and to think	Lesson 9.3 Arguments for the existence of God 3 – the argument from morality Lesson 9.4 Arguing against the existence of God Lesson 9.5 The problem of evil and suffering Lesson 9.6 Ideas of immortality Lesson 9.7 Miracles Lesson 9.8 Revelation

	to Hindu scriptures. Temples, worship (at the temple and at home) follow in a series of three lessons (4, 5, 6). The second half of the unit considers the Hindu path of life (7), symbolism (8), diversity within Hinduism (9), pilgrimage (10), morality (11) and celebrations (12). Hence a broad introduction to the religion is gained. Lesson 6.1 Hindu beliefs about God Lesson 6.2 Key beliefs – karma and rebirth Lesson 6.3 Hindu scriptures Lesson 6.4 Features of Hindu temples Lesson 6.5 Worship at the temple Lesson 6.6 A Hindu home for worship Lesson 6.7 The four stages of life in Hinduism	Unit 7: Sikhism There are almost half a million Sikhs in the UK. This is a unit of 12 lessons about Sikhism, intending to give a broad introduction to Sikhism to students, many of whom have no direct access to the religion in their own community. The unit begins with key beliefs for Sikhs (1). Sikhism celebrates its Ten Gurus, so the first – Guru Nanak – and last – Guru Gobind Singh – are covered in two lessons (2, 3). Sikhism is very focused on worship, so the next lessons cover the Khalsa (4), gurdwara and worship (5, 6, 7), and the Guru Granth Sahib (8). Hence a broad introduction to the religion is gained. Sikhism is a way of life not just a religion, which is shown through lessons 8, 9 and 10. Finally the importance of Amritsar and Sikh celebrations are covered (11, 12).	Lesson 7.8 Key people within the Sikh community Lesson 7.9 Living as a Sikh	subjects that affect them directly and indirectly, or which have become newsworthy and open to public debate. Students often engage easily with the topics in this unit. At GCSE, ethical themes are a mandatory part of most specifications and so this unit is a good chance to begin developing the skills needed for KS4. The unit tries to avoid the specific topics met at GCSE, though the principles behind the attitudes remain the same as those at GCSE. Hence some foundation study and competence is gained. Starting from exploring the idea of ethical thinking (1), the unit then considers the absolute nature of law (2). A lesson on the sanctity of life (3) provides a good basepoint for the next series of lessons – environmental ethics (4), animal rights (5), drugs (6), medical ethics (7)	and argue philosophically, focusing on the philosophy of religion. They begin by considering three arguments for the existence of God – what the arguments are, and some counter-arguments (1, 2, 3). This is balanced by examining arguments against belief in God, from science and the Epicurean Paradox (4, 5). Religious themes are covered from a philosophical perspective: immortality, miracles and revelation (6, 7, 8). Throughout these lessons, students should be encouraged to think critically, challenge assumptions and develop arguments. Lesson 9.1 Arguments for the existence of God 1 – the argument from design Lesson 9.2 Arguments for the existence of God 2 –	

		Lesson 7.1 Key beliefs **Lesson 7.2 The First Guru – Guru Nanak**		**Lesson 8.1 What is ethics?8.2 Is there any law that should not be broken?** **Lesson 8.3 The sanctity of life**	**the argument from first cause**	
TC's	**TCs** **1.1a, 1.1b** **1.2a, 1.2b** **1.3a** **1.4a, 1.4b** **1.5a** **1.6a, 1.6b**	**TCs** **1.1a, 1.1b** **1.2a, 1.2b** **1.3a** **1.4a, 1.4b** **1.5a** **1.6a, 1.6b**	**TCs** **1.1a, 1.1b** **1.2a, 1.2b** **1.3a** **1.4a, 1.4b** **1.5a** **1.6a, 1.6b**	**TCs** **1.1a, 1.1b** **1.2a, 1.2b** **1.3a** **1.4a, 1.4b** **1.5a** **1.6a, 1.6b**	**TCs** **1.1a, 1.1b** **1.2a, 1.2b** **1.3a** **1.4a, 1.4b** **1.5a** **1.6a, 1.6b**	**TCs** **1.1a, 1.1b** **1.2a, 1.2b** **1.3a** **1.4a, 1.4b** **1.5a** **1.6a, 1.6b**
NC's	**NCs** **2.1 Learning about religion** a,b,c,d,e,f **2.2 Learning from Religion** a,b,c,d	**NCs** **2.1 Learning about religion** a,b,c,d,e,f **2.2 Learning from Religion** a,b,c,d	**NCs** **2.1 Learning about religion** a,b,c,d,e,f **2.2 Learning from Religion** a,b,c,d	**NCs** **2.1 Learning about religion** a,b,c,d,e,f **2.2 Learning from Religion** a,b,c,d	**NCs** **2.1 Learning about religion** a,b,c,d,e,f **2.2 Learning from Religion** a,b,c,d	**NCs** **2.1 Learning about religion** a,b,c,d,e,f **2.2 Learning from Religion** a,b,c,d
Hinterland						
Year 10	**Attitudes towards Marriage and Divorce** Students will learn to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender	**Attitudes towards Relationships** Students will learn to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender	**Attitudes towards Life and Death** Students will learn to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life. Students are expected to make relevant references to scripture and other sources of authority as well as the	**Attitudes towards Life and Death continued....** **Attitudes towards Good and Evil** Students will learn to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs,	**Attitudes towards Good and Evil continued...** **Attitudes towards Human Rights** Students will learn to consider contemporary issues of human rights and social justice and their relationship with religion and belief. Students will be	**Attitudes towards Human Rights continued** **Exam practice and revision of Component 1 paper**

	roles. Students are expected to make relevant references to scripture and other sources of authority.	roles. Students are expected to make relevant references to scripture and other sources of authority.	beliefs of Humanists and Atheists.	questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered.	expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.	
	TCs: 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs: 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs: 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs: 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs: 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs: 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b
	AOs: AO1 Demonstrate knowledge and understanding of religion and belief*, including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence	AOs: AO1 Demonstrate knowledge and understanding of religion and belief*, including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence	AOs: AO1 Demonstrate knowledge and understanding of religion and belief*, including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence	AOs: AO1 Demonstrate knowledge and understanding of religion and belief*, including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence	AOs: AO1 Demonstrate knowledge and understanding of religion and belief*, including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence	AOs: AO1 Demonstrate knowledge and understanding of religion and belief*, including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence

	* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements	* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements	* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements	* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements	* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements	* The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements
Hinterland	Attitudes towards Marriage and Divorce	Attitudes towards Relationships	Attitudes towards Life and Death	Attitudes towards Good and Evil	Attitudes towards Human Rights	
Year 11	**Judaism: Beliefs and teachings** Students will study the nature of God and they different ways he is viewed. They will gain knowledge of the different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah). They will study the Covenant concentrating on the meaning and significance of the Abrahamic Covenant including the importance of the 'Promised Land'. Also the meaning and significance of the Covenant with Moses at Sinai including the continuing importance of the idea of a 'Promised Land'. Students will understand	**Judaism: Practices** Students will learn about the importance of worship in Britain and elsewhere. They will understand the nature and importance of Orthodox and Reform synagogue services including the Shabbat service and the significance of prayer including the standing prayer (Amidah). Students will learn about key elements of worship in the home including the siddur, recitation of Shema and Modeh Ani and the display of mezuzah. They will gain knowledge of the importance of preparing for and celebrating Shabbat. Students will also gain knowledge of	**Christianity: Beliefs and teachings** Students will study the nature of God which will allow them to gain an understanding of the Trinity, beliefs and teachings about the oneness of God: Father, Son and Holy Spirit. Students will discover views on creation, nature and the role of humans through literal and non-literal ways of interpretation. Students will gain an understanding of the beliefs and teachings about Jesus' incarnation, crucifixion, salvation and atonement, resurrection and ascension.	**Christianity: Beliefs and teachings continued...** **Christianity: practices** Students will learn about different forms of worship understanding the nature and significance of liturgical, informal and individual worship. They will learn about the nature and importance of prayer including The Lord's Prayer. They will learn about set prayers and informal prayer in different forms of worship across the different Christian traditions.	**Christianity: practices continued.....** **Revision for Components 2 and 3** Mind mapping, revisions cards, past paper questions and peer marking etc	**EXAMINATIONS**

	the importance of the Ten Commandments. Students will learn about life on earth through the beliefs and teachings about the nature and importance of Pikuach Nefesh (sanctity of life). They will understand relationship between freewill and the 613 mitzvot (duties) between humans and with God. Students will also learn about Orthodox and Reform beliefs and teachings about life after death, judgement and resurrection; spiritual and/or bodily resurrection, immortality of the soul and the belief that we must focus on this life in preparation for whatever happens in the next.	the items worn for worship such as the tallith, tefillin and kippah. Students will learn about the Synagogue and features of different synagogues in Britain. The will understand the significance of the bimah, aron hakodesh, Torah scrolls, ner tamid, seating, and minyan. They will also gain knowledge of worship, social and community functions of Orthodox and Reform synagogues serving Jewish communities in Britain. Students will understand the important rituals carried out by Jewish people. These will include the role and importance of the Brit Milah, Bar Mitzvah, Orthodox and Reform views regarding Bat Mitzvah and Bat Chayil, marriage, mourning rituals.	Students will learn about Salvation through studying the word of God and understanding differing ways of interpreting biblical writings. They will also compare the Bible in relation to other sources of authority. They will learn that sin is seen as a way of preventing salvation. And understand the role of Holy Spirit in Evangelical worship. Students will study the afterlife through understanding views on judgement, resurrection, and traditional and contemporary beliefs about heaven and hell	Students will learn about the sacraments and the diverse beliefs regarding Sacraments. They will understand the role, meaning and celebration of Baptism and Eucharist. They will gain knowledge of diverse interpretations of Baptism and Eucharist with reference to the beliefs of the Catholic and Protestant Churches. Students will study different forms of pilgrimage and celebrations including the importance of pilgrimage: Walsingham, Taizé and how Christians celebrate Christmas and Easter. Students will learn about Christianity in Britain and the Church in the local community. They will study the results of the 2011 census compared to the 2001 census, showing an increase in diverse religious and nonreligious beliefs and practices (including those of Christianity, Buddhism, Hinduism,		

Threshold Concepts AO's		They will also study aspects of Jewish daily life. They will understand the significance of use of the Tenakh and the Talmud in daily life. Also the dietary laws and gaining knowledge of the benefits and challenges of keeping kosher in Britain. Students will gain knowledge of many Jewish festivals and understand the origin, meaning and celebration of the festivals among different Jewish communities in Britain. These festivals will include: Rosh Hashanah, Yom Kippur, Pesach and Sukkot. They will demonstrate the diversity of practice between different Jewish traditions.		Islam, Judaism, Sikhism, Humanism and Atheism), whilst also showing that over half of those who responded considered themselves Christian. Students will study the role of the Church in the local community as a place of worship, social and community functions. They will gain knowledge of the worldwide church and understand the importance of mission, evangelism and church growth.		
	TCs: 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs: 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs: 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs: 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs: 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b	TCs: 1.1a, 1.1b 1.2a, 1.2b 1.3a 1.4a, 1.4b 1.5a 1.6a, 1.6b

	AOs: AO1 Demonstrate knowledge and understanding of religion and belief*, including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence * The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements	**AOs:** AO1 Demonstrate knowledge and understanding of religion and belief*, including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence * The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements	**AOs:** AO1 Demonstrate knowledge and understanding of religion and belief*, including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence * The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements	**AOs:** AO1 Demonstrate knowledge and understanding of religion and belief*, including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence * The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements	**AOs:** AO1 Demonstrate knowledge and understanding of religion and belief*, including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence * The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements	**AOs:** AO1 Demonstrate knowledge and understanding of religion and belief*, including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence * The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements
Hinterland						

KS4: Issues of Relationships

Threshold Concepts	Core Content
1.1 Beliefs, teachings and sources a. Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs. b. Understanding and responding critically to beliefs and attitudes. **1.2 Practices and ways of life** a. Exploring the impact of religions and beliefs on how people live their lives. b. Understanding that religious practices are diverse, change over time and are influenced by cultures. **1.3 Expressing meaning** a. Appreciating that individuals and cultures express their beliefs and values through many different forms. **1.4 Identity, diversity and belonging** a. Understanding how individuals develop a sense of identity and belonging through faith or belief. b. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. **1.5 Meaning, purpose and truth** a. Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them. **1.6 Values and commitments** a. Understanding how moral values and a sense of obligation can come from beliefs and experience. b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.	**Attitudes towards Marriage and Divorce** Students will learn to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles. Students are expected to make relevant references to scripture and other sources of authority. **Attitudes towards Relationships** Students will learn to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles. Students are expected to make relevant references to scripture and other sources of authority. **Relationships** • Christian beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation • The nature and purpose of marriage as expressed through Christian marriage ceremonies in Britain and teachings • Varying Christian attitudes towards adultery, divorce and annulment and separation and re-marriage **Sexual relationships** ➢ Christian teachings about the nature and purpose of sex and the use of contraception including varied interpretations of the Natural Law/Absolutist approach of Thomas Aquinas' Five Primary Precepts with reference to the second Primary Precept ➢ Diverse attitudes within and across Christian traditions

KS4: Issues of Life and Death

Threshold Concepts

1.1 Beliefs, teachings and sources

a. Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.
b. Understanding and responding critically to beliefs and attitudes.

1.2 Practices and ways of life

a. Exploring the impact of religions and beliefs on how people live their lives.
b. Understanding that religious practices are diverse, change over time and are influenced by cultures.

1.3 Expressing meaning

a. Appreciating that individuals and cultures express their beliefs and values through many different forms.

1.4 Identity, diversity and belonging

a. Understanding how individuals develop a sense of identity and belonging through faith or belief.
b. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs.

1.5 Meaning, purpose and truth

a. Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.

1.6 Values and commitments

a. Understanding how moral values and a sense of obligation can come from beliefs and experience.
b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.

Core Content

Attitudes towards Life and Death

Students will learn to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life. Students are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.

The world

- Diverse Christian beliefs, teachings and attitudes about the accounts of the origin of the universe: Genesis 1 and 2
- The relationship between Christian views and non-religious views of creation and the extent to which they conflict; Stephen Hawking's view of the Big Bang
- Christian and non-religious beliefs, teachings and attitudes about dominion, stewardship, environmental responsibility, sustainability, and global citizenship: Genesis 1:28, Psalm 8:6, 'Humanists for a Better World'

The origin and value of human life

- Diverse Christian beliefs, teachings and attitudes toward the origin and sanctity of human life: Genesis 1:31, Jeremiah 1:5
- Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins
- Diverse Christian attitudes towards abortion and euthanasia
- Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism'
- Humanist 'Dignity in Dying' Movement

Beliefs about death and the afterlife

- Christian beliefs and teachings about life after death, including soul, judgement, heaven and hell: John 11:24-27, 1 Corinthians 15: 42-44
- Diverse Christian beliefs about the afterlife

KS4: Issues of Human Rights

Threshold Concepts

1.1 Beliefs, teachings and sources

a. Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.

b. Understanding and responding critically to beliefs and attitudes.

1.2 Practices and ways of life

a. Exploring the impact of religions and beliefs on how people live their lives.

b. Understanding that religious practices are diverse, change over time and are influenced by cultures.

1.3 Expressing meaning

a. Appreciating that individuals and cultures express their beliefs and values through many different forms.

1.4 Identity, diversity and belonging

a. Understanding how individuals develop a sense of identity and belonging through faith or belief.

b. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs.

1.5 Meaning, purpose and truth

a. Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.

1.6 Values and commitments

a. Understanding how moral values and a sense of obligation can come from beliefs and experience.

b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.

Core Content

Attitudes towards Human Rights

Students will learn to consider contemporary issues of human rights and social justice and their relationship with religion and belief. Students will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.

Human Rights and Social Justice

- Christian beliefs, teachings and attitudes toward the dignity of human life: Genesis 1:26-27
- Christian practices to promote human rights including equality: agape in action
- An example of conflict between personal conviction and the laws of a country
- Censorship, freedom of religious expression and religious extremism

Prejudice and Discrimination

- Christian beliefs, teachings and attitudes towards prejudice and discrimination: Galatians 3:27-29
- Christian beliefs, teachings and attitudes towards racial prejudice and discrimination, including Martin Luther King's teachings on equality

Issues of Wealth and Poverty

- Ethical considerations about acquisition and use of wealth: Luke 16:19-31
- The actions and attitudes of Christian charities in twenty first century Britain whose aim is to alleviate poverty: Christian Aid

GCSE AO's

AO1 Demonstrate knowledge and understanding of religion and belief*, including:
- beliefs, practices and sources of authority
- influence on individuals, communities and societies
- similarities and differences within and/or between religions and beliefs

Hinterland: ideas and facts that support the understanding of the core
Cultural Capital, Links to real life and careers, outdoor learning and experience

Careers – careers within the religion e.g. vicar, Imam, Rabbi etc. Politics, ethics, law, philosophy, teacher, doctor/nurse, judge, charity worker, parole officer, human rights workers, immigration officer, UN employee, police and prevent organisation, social workers, child protection officers

KS4: Issues of Good and Evil

Threshold Concepts

1.1 Beliefs, teachings and sources

a. Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs.
b. Understanding and responding critically to beliefs and attitudes.

1.2 Practices and ways of life

a. Exploring the impact of religions and beliefs on how people live their lives.
b. Understanding that religious practices are diverse, change over time and are influenced by cultures.

1.3 Expressing meaning

a. Appreciating that individuals and cultures express their beliefs and values through many different forms.

1.4 Identity, diversity and belonging

a. Understanding how individuals develop a sense of identity and belonging through faith or belief.
b. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs.

1.5 Meaning, purpose and truth

a. Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.

1.6 Values and commitments

a. Understanding how moral values and a sense of obligation can come from beliefs and experience.
b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.

Core Content

Attitudes towards Good and Evil

Students will learn to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered.

Crime and Punishment

- What makes an act 'wrong'?
- Religious and ethical responses: relative and absolute morality, conscience, virtues, sin
- Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation
- The treatment of criminals and the work of prison reformers and prison chaplains
- Varied Conservative and Liberal Christian responses to the Death Penalty, including interpretations of Christian teaching: Exodus 20:13, Matthew 5:38-39, 43-47

Forgiveness

- Christian teachings about forgiveness, including interpretations of teachings: Matthew 18:21-22, Matthew 6: 14-15
- Examples of forgiveness arising from personal beliefs.

Good, Evil and Suffering

- Philosophical perspectives on the origin of evil: Original Sin (free will) and 'soul-making' (Irenaeus and John Hick)
- Philosophical challenges posed by belief in God, free will and the existence of evil and suffering

KS4: Christianity Beliefs and Teachings

Threshold Concepts	Core Content
1.1 Beliefs, teachings and sources a. Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs. b. Understanding and responding critically to beliefs and attitudes. **1.2 Practices and ways of life** a. Exploring the impact of religions and beliefs on how people live their lives. b. Understanding that religious practices are diverse, change over time and are influenced by cultures. **1.3 Expressing meaning** a. Appreciating that individuals and cultures express their beliefs and values through many different forms. **1.4 Identity, diversity and belonging** a. Understanding how individuals develop a sense of identity and belonging through faith or belief. b. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. **1.5 Meaning, purpose and truth** a. Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them. **1.6 Values and commitments** a. Understanding how moral values and a sense of obligation can come from beliefs and experience. b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.	Learners should be aware that Judaism is one of a diverse range of religious and nonreligious traditions and beliefs in Great Britain today that also includes Christianity, Buddhism, Hinduism, Islam, Sikhism, Humanism and Atheism, but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts **The nature of God** ➢ Omnipotent: Exodus 7-11, Exodus 14:21: Omni-benevolent: Psalm 86:15, John 3:16, Romans 8: 37-39. Evil and suffering: Quote on God and evil from Epicurus, Book of Job 1: 8 -12, 42:1-6 ➢ The Trinity, beliefs and teachings about the oneness of God: Father, Son and Holy Spirit: John 10:30, John 14: 6-11 **Creation** ➢ Genesis 1-3; nature and role of humans, literal and non-literal ways of interpretation. ➢ The role of Word and Spirit in creation: John 1:1-5 **Jesus Christ** ➢ Beliefs and teachings about Jesus' incarnation: John 1:14, Luke1:28-33 ➢ Crucifixion: Matthew 27:28-50; Salvation and Atonement : Matthew 26:26-29, Leviticus 16:20-22, Isaiah 53:3-9. ➢ Resurrection: Luke 24:1-9, 1 Corinthians 15:3-8, 12-14 ➢ Ascension: Luke 24:50-53 Salvation ➢ Law: Word of God; inspiration and revelation; differing ways of interpreting biblical writings; Bible in relation to other sources of authority. ➢ Sin as preventing salvation. ➢ Grace and the Spirit: Acts 2:1-6. The role of Holy Spirit in Evangelical worship.

KS4: Judaism Beliefs and Teachings

Threshold Concepts	Core Content
1.1 Beliefs, teachings and sources a. Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs. b. Understanding and responding critically to beliefs and attitudes. **1.2 Practices and ways of life** a. Exploring the impact of religions and beliefs on how people live their lives. b. Understanding that religious practices are diverse, change over time and are influenced by cultures. **1.3 Expressing meaning** a. Appreciating that individuals and cultures express their beliefs and values through many different forms. **1.4 Identity, diversity and belonging** a. Understanding how individuals develop a sense of identity and belonging through faith or belief. b. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. **1.5 Meaning, purpose and truth** a. Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them. **1.6 Values and commitments** a. Understanding how moral values and a sense of obligation can come from beliefs and experience. b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.	Learners should be aware that Judaism is one of a diverse range of religious and nonreligious traditions and beliefs in Great Britain today that also includes Christianity, Buddhism, Hinduism, Islam, Sikhism, Humanism and Atheism, but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts **The nature of God** ➢ Issues of God as: One, Creator: Genesis 1: 3-5; 1: 26-28, The Shema ➢ Law-Giver and Judge: Exodus 20:1-15 ➢ The nature and significance of shekhinah (the divine presence) **Messiah (Mashiach)** ➢ Different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah); special person who brings an age of peace, ourselves, his arrival as signaling the end of the world, praying for his coming, concerned more with living life according to the mitzvoth **Covenant** ➢ The meaning and significance of the Abrahamic Covenant: Genesis 12:1-3, 17:6-8, 17:11-14 including the importance of the 'Promised Land' ➢ The meaning and significance of the Covenant with Moses at Sinai: Exodus 3:11-15 including the continuing importance of the idea of a 'Promised Land' ➢ Importance of the Ten Commandments: Exodus 20:2-14

	Links with community cohesion member of council – Iftikhar Ahmed for workshops and visits. Museum visits, synagogue visit

KS4: Judaism Practices

Threshold Concepts	Core Content
1.1 Beliefs, teachings and sources a. Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs. b. Understanding and responding critically to beliefs and attitudes. **1.2 Practices and ways of life** a. Exploring the impact of religions and beliefs on how people live their lives. b. Understanding that religious practices are diverse, change over time and are influenced by cultures. **1.3 Expressing meaning** a. Appreciating that individuals and cultures express their beliefs and values through many different forms. **1.4 Identity, diversity and belonging** a. Understanding how individuals develop a sense of identity and belonging through faith or belief. b. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. **1.5 Meaning, purpose and truth** a. Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them. **1.6 Values and commitments** a. Understanding how moral values and a sense of obligation can come from beliefs and experience. b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.	Learners should be aware that Judaism is one of a diverse range of religious and nonreligious traditions and beliefs in Great Britain today that also includes Christianity, Buddhism, Hinduism, Islam, Sikhism, Humanism and Atheism, but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts **Places of worship in Britain and elsewhere** ➢ Features and importance of daily puja in the home ➢ Features and importance of congregational puja in the mandir ➢ Diversity of views and practices: Vaishnava and Shaiva bhakti ➢ Hindu mandirs in Britain compared to those in India ➢ Features and importance of worship at outdoor shrines **Worship/meditation** ➢ The significance of different forms of worship/meditation; havan, puja, arati, darshan Bhagavad Gita 9.26, bhajan/kirtan, japa: Bhagavad Gita 3.19, 4.38, 6.11–12 ➢ The importance of focuses of worship and representations of the divine; one god, other deities, holy land, plants and animals: Bhagavad Gita 16.24 ➢ Honouring Gurus and elders **Festivals: practices in Britain and elsewhere** ➢ The diverse origins, features and meaning of: ➢ Diwali – with reference to how this festival is practised by different Hindu communities in Britain ➢ Holi – with reference to how this is practised by different Hindu communities in Britain ➢ Raksha Bandhan: myths of King Bali and Lakshmi (Vishnu Purana) and Indra and the demon (Bhavishya Purana)

	Sacred Sites ➢ The role of pilgrimage ➢ The purposes and practices associated with pilgrimage to the Ganges at Varanasi ➢ Diversity of views and practices regarding sacred sites between Vaishnavas and Shaivas **Social concern** ➢ Environmental projects at Vrindaban ➢ The importance of Goshallas (cow protection) ➢ The work of ISKCON Food for Life
GCSE AO's AO1 Demonstrate knowledge and understanding of religion and belief*, including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence * The term 'belief' includes religious and non-religious beliefs as appropriate to the subject content requirements	**Hinterland: ideas and facts that support the understanding of the core Cultural Capital, Links to real life and careers, outdoor learning and experience** Careers – careers within the religion e.g. Rabbi, teacher, etc. Politics, ethics, marriage guidance/counsellors, law, philosophy, teacher, charity/volunteering, Samaritans, museum curator, Jewish Historical Society, Holocaust charities and societies. Historical Background -To be aware how varied interpretations of sources and/or teachings may give rise to diversity within traditions or textual studies on religious, philosophical and ethical studies in the modern world. To gain knowledge of the persecution of the Jewish people from past to present day including the holocaust. Cultural/Religious and Ethical viewpoints - Workshops or virtual sessions with different organisations. Differing views of Jewish denominations Gender issues – looking at the changes roles of men and women not only in society and family life but also within the synagogue. Look at historical changes within religion regarding inside the synagogue, who can be part of the minyan and celebrations Links with community cohesion member of council – Iftikhar Ahmed for workshops and visits. Museum visits, synagogue visit