



# KS4 Curriculum Content

## **RELIGIOUS STUDIES**

Year 10	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
	<p>Topic CHRISTIAN BELIEFS Knowledge</p> <p><b>Christian beliefs</b> begins our students' religious studies GCSE learning journey at Salendine Nook Academy. This first unit enables our students to know and understand the key religious beliefs held by Christians. As the whole AQA GCSE religious studies course is based on the knowledge and understanding of the beliefs of two chosen religions and the attitudes of these two chosen religions towards the four themes of relationships, religion and life, religion and crime and punishment and religion and peace and conflict it is essential that pupils gain a thorough knowledge and understanding of the beliefs and practices of these two chosen faiths first. As a school with a many diverse religious and non religious backgrounds but which has a majority of Christians and Muslims then the choice of the two religions are obvious-Christianity and Islam. After a thorough run through of the course specifications then the first unit delivers quality knowledge and understanding of Christian beliefs and values. This unit will cover key topics essential to the understanding of Christian beliefs- The nature of God as omnipotent, loving and just. Deep philosophical thinking will be developed as pupils consider the problem for Christians with the existence of evil and suffering.. Concepts of the oneness of God and the Trinity will be studied. Students will address the beliefs and</p>	<p>Topic CHRISTIAN PRACTICES Knowledge</p> <p><b>Christian Practices</b></p> <p>This unit will link with previous units by encouraging pupils to consider the various practices that Christians follow as a result of the beliefs of Christianity that they hold so passionately. Students will study how the real lives of Christians are impacted by their beliefs that they put into practice thus reinforcing what they had researched and discovered in Unit 2 Living the Christian life. This unit builds on the beliefs of Unit 1 by explaining how these beliefs have led to the actions that Christians partake in such as worship and festivals. The importance of rites of passage and prayer are studied showing the importance of personal and communal relationships that Christians hold. Students will consider the importance of the sacraments, such as Baptism and the Lord's Supper and the meaning ascribed to both. Pilgrimage is studied as a means of demonstrating how the important beliefs of the faith can lead to journeys of deep meaning and significance. Christian mission and aspiration for a world of equality and justice for all are studied through the Christian practice of charity, reconciliation and the response towards persecution across the world. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: <i>the precious liberties enjoyed by the citizens of the United Kingdom, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including</i></p>	<p>Topic MUSLIM BELIEFS Knowledge</p> <p>This unit will cover key beliefs in Islam as a means of enabling our students' to know and understand what Muslims believe and why these beliefs are believed. Students will look at similarities and differences of different Muslim interpretations through the six articles of faith of Sunnis and the five roots of Usul ad-Din in Shi'a Islam thus increasing knowledge and understanding of the differing beliefs and attitudes within the Muslim world. As with Unit 1 connections will be made with the Christian belief in one God and many of the beliefs of Christians being compatible with Islam (such as omnipotence, omnipresence, omniscient, omni-benevolence etc) will enable interleaving to occur and help pupils understand the concepts more fully. Again key concepts about God studied on mercy, fairness, immanence, transcendence and justice help to consolidate Christian beliefs that are very similar. More consolidation of ideas continue with the study of Muslim beliefs about Heaven and Hell, predestination, free will and the Day of Judgement. The importance of the Holy Qur'an and other important Holy Books and authority are covered alongside the concept of the messenger or Prophet thus ensuring a deep knowledge and understanding of Muslim beliefs to be put in practice in Unit 4.This unit delivers key RS values highlighted earlier. Citizenship aims are also included here: <i>the precious liberties enjoyed by the citizens of the United Kingdom, the nature of rules and laws and the justice system, including the role of the police and the operation of courts and</i></p>

teachings centred on Jesus' incarnation and status as Son of God, his crucifixion, resurrection and ascension. Salvation and original sin will be considered as well as original sin, atonement and concepts of the Christian belief in the afterlife. Students will also study the different beliefs about creation. By gaining a thorough awareness of the belief systems of Christians Students will be given a firm foundation which they can then use to put the beliefs in context and understand Christian views and attitudes towards the four chosen themes at a deeper level. This unit delivers key RS values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom and the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals*

The exact topics required for study are seen below:

Key beliefs • The nature of God: • God as omnipotent, loving and just, and the problem of evil and suffering • the oneness of God and the Trinity: Father, Son and Holy Spirit. • Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). • Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. Jesus Christ and salvation • Beliefs and teachings about: • the incarnation and Jesus as the Son of God • the crucifixion, resurrection and ascension • sin, including original sin • the means of salvation, including law, grace and Spirit • the role of

*opportunities to participate in school-based activities*

The exact topics required for study are seen below:

Worship and festivals • Different forms of worship and their significance: • liturgical, non-liturgical and informal, including the use of the Bible • private worship. • Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. • The role and meaning of the sacraments: • the meaning of sacrament • the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism • the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. • The role and importance of pilgrimage and celebrations including: • two contrasting examples of Christian pilgrimage: Lourdes and Iona • the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today. The role of the church in the local and worldwide community • The role of the Church in the local community, including food banks and street pastors. • The place of mission, evangelism and Church growth. • The importance of the worldwide Church including: • working for reconciliation • how Christian churches respond to persecution • the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.

### Skills

The following **Religious Studies skills** will be developed during the course from Years 10-11

**Investigation** – including asking relevant questions; knowing how to use a variety of sources in order to gather

*tribunals, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

(This unit also gives a better foundation and platform for pupils choosing the Religious Studies GCSE on offer at KS4)

The exact topics required for study are seen below:

Key Beliefs • The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. • Tawhid (the Oneness of God), Qur'an Surah 112. • The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence. • Angels, their nature and role, including Jibril and Mika'il. • Predestination and human freedom and its relationship to the Day of Judgement. • Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. Authority • Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. • The holy books: • Qur'an: revelation and authority • the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. • The imamate in Shi'a Islam: its role and significance.

### Skills

The following **Religious Studies skills** will be developed during the course from Years 10-11

**Investigation** – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).

**Interpretation** – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to

	<p><b>Christ in salvation including the idea of atonement.</b></p> <p><b>Skills</b> The following <b>Religious Studies skills</b> will be developed during the course from Years 10-11</p> <p><b>Investigation</b> – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).</p> <p><b>Interpretation</b> – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.</p> <p><b>Reflection</b> – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions</p> <p><b>Empathy</b> – including the development of the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.</p> <p><b>Evaluation</b> –including the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p> <p><b>Analysis</b> – including distinguishing between opinion, belief and fact,; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.</p> <p><b>Synthesis</b> – including the linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole.</p> <p><b>Application</b> – including making links between religion and individual, community, national and</p>	<p>information; knowing what may count as good evidence in understanding religion(s).</p> <p><b>Interpretation</b> – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; 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distinguishing between the features of different religions.</p> <p><b>Synthesis</b> – including the linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole.</p> <p><b>Application</b> – including making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values.</p> <p><b>Expression</b> – including the ability to articulate ideas, beliefs and values the ability to respond to religious ideas, beliefs and questions through a variety of media.</p>	<p>interpret religious language; the ability to suggest meanings of religious texts.</p> <p><b>Reflection</b> – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions</p> <p><b>Empathy</b> – including the development of the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; 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	<p>international life; identifying key religious values and their links with secular values.</p> <p><b>Expression</b> – including the ability to articulate ideas, beliefs and values the ability to respond to religious ideas, beliefs and questions through a variety of media.</p> <p><b>Self-understanding</b> – including the ability to draw meaning from significant experiences in their own and others’ lives and from religious questions and answers</p> <p><b>Specific skills in answering exam paper questions following structure using model answers.</b></p> <p><b>Assessment</b> Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks following 1 mark, 2 mark, 4 mark, 5 mark and 12 mark questions. Model answers used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year</p>	<p><b>Self-understanding</b> – including the ability to draw meaning from significant experiences in their own and others’ lives and from religious questions and answers</p> <p><b>Specific skills in answering exam paper questions following structure using model answers.</b></p> <p><b>Assessment</b> Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks following 1 mark, 2 mark, 4 mark, 5 mark and 12 mark questions. Model answers used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year</p>	<p><b>Specific skills in answering exam paper questions following structure using model answers.</b></p> <p><b>Assessment</b> Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks following 1 mark, 2 mark, 4 mark, 5 mark and 12 mark questions. Model answers used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year</p>
<p><b>Vocabulary Links</b></p>	<p><b>Ascension</b>-Going or being taken up; the event forty days after the resurrection when Jesus returned to glory in heaven.</p> <p><b>Atonement</b>-Making amends or payment for a wrong. The belief that reconciliation between God and humanity that was brought about by the death of Jesus as a sacrifice.</p> <p><b>Baptism</b>-The sacrament through which people become members of the Church. It involves the use of water as a symbol of the washing away of sin.</p> <p><b>Believers' baptism</b>-Initiation into the Church, by immersion in water, of people old enough to</p>	<p><b>Ascension</b>-Going or being taken up; the event forty days after the resurrection when Jesus returned to glory in heaven.</p> <p><b>Atonement</b>-Making amends or payment for a wrong. The belief that reconciliation between God and humanity that was brought about by the death of Jesus as a sacrifice.</p> <p><b>Baptism</b>-The sacrament through which people become members of the Church. It involves the use of water as a symbol of the washing away of sin.</p> <p><b>Believers' baptism</b>-Initiation into the Church, by immersion in water, of people old enough to understand</p>	<p><b>Ablution (wudu)</b>-Ritual washing before prayer.</p> <p><b>Adalat/justice</b>-Part of the nature of God in Shi'a Islam; the belief that God is fair.</p> <p><b>Adam</b>-One of the prophets of Allah. The father of humankind; built the Ka'aba.</p> <p><b>Akhirah (life after death)</b>-Belief in a new stage of life after death.</p> <p><b>Angels</b>-They are spiritual beings created from elements of light. They gave God's messages to the prophets and watch over humans.</p>

	<p>understand the ceremony/rite and who have made the decision to live a Christian life.</p> <p><b>Bible</b>-Source of wisdom and authority; a holy book containing both the Old and New Testaments.</p> <p><b>Catholic</b>-The tradition within the Christian Church which is led by the Pope; also called the Roman Catholic Church. (Note: The term 'catholic' refers to the communion of all Christians, the universal Church, although it is not a term included on this specification).</p> <p><b>Catholic Agency for Overseas Development (CAFOD)</b>-A Christian charity that provides emergency and long-term aid to the developing world.</p> <p><b>Christ</b>-Literally means 'Anointed One' in Greek; the Hebrew equivalent is Messiah. The leader promised by God to the Jews; Christians believe Jesus to be the Christ.</p> <p><b>Christian Aid</b>-A Christian charity that provides emergency and long-term aid to the developing world.</p> <p><b>Christmas</b>-The festival/celebration to remember the birth of Jesus.</p> <p><b>Church</b>-The People of God/Body of Christ, among whom Christ is beloved to be present and active. Members of a particular Christian denomination/tradition, eg Roman Catholic, Methodist. A building in which Christians worship.</p> <p><b>Creation</b>-Bringing the world into existence; the belief that the world is God's loving creation.</p> <p><b>Crucifixion</b>-The death of Jesus; a form of the death penalty used by the Romans.</p> <p><b>Easter</b>-Festival/celebration of the resurrection of Jesus; the Easter season ends with Pentecost (50 days after Easter Sunday) which remembers the coming of the Holy Spirit to earth following the ascension.</p>	<p>the ceremony/rite and who have made the decision to live a Christian life.</p> <p><b>Bible</b>-Source of wisdom and authority; a holy book containing both the Old and New Testaments.</p> <p><b>Catholic</b>-The tradition within the Christian Church which is led by the Pope; also called the Roman Catholic Church. 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A building in which Christians worship.</p> <p><b>Creation</b>-Bringing the world into existence; the belief that the world is God's loving creation.</p> <p><b>Crucifixion</b>-The death of Jesus; a form of the death penalty used by the Romans.</p> <p><b>Easter</b>-Festival/celebration of the resurrection of Jesus; the Easter season ends with Pentecost (50 days after Easter Sunday) which remembers the coming of the Holy Spirit to earth following the ascension.</p> <p><b>Eucharist/Holy Communion</b>-Literally 'thanksgiving'; a sacrament in which the death and resurrection of Jesus are celebrated, using bread and wine.</p>	<p><b>Arafat</b>-Part of the Hajj pilgrimage. Place where Prophet Muhammad preached his last sermon and pilgrims gather to pray.</p> <p><b>Ashura</b>-Important festival in Shi'a Islam, to commemorate the martyrdom of Hussein (Muhammad's grandson). Sunni Muslims observe Ashura as a day of repentance for sins in the belief that they will be forgiven.</p> <p><b>Authority</b>-Having power and status. The Qur'an has supreme authority as the word of Allah, this means it must be believed and obeyed.</p> <p><b>Beneficence</b>-Literally 'doing good'. One of the 99 Beautiful Names of Allah and belief about his nature, the generosity that Allah shows to humans.</p> <p><b>Day of Judgement</b>-The day when Allah will decide about individual deeds and on reward or punishment.</p> <p><b>Fairness</b>-Belief about the nature of God; refers to Allah's justice. He treats all humans equally and as they deserve.</p> <p><b>Fasting</b>-Not eating or drinking; one of the Five Pillars is Sawm during Ramadan.</p> <p><b>The Five Pillars</b>-Important duties for Sunni Muslims which support the main principles of Islam. Shahadah, salah, zakah, sawm and hajj.</p> <p><b>The five roots of Usul ad-Din</b>-The foundations of the faith in Shi'a Islam; five key beliefs: Tawhid (the Oneness of God), Adalat (justice), prophethood, imamate, resurrection.</p> <p><b>Friday prayer/Jummah</b>-Friday prayers in the mosque, where a sermon (khutbah) is heard.</p> <p><b>Giving alms</b>-Giving alms means giving to those in need, eg money, food, time. A key practice in Islam; one of the Five Pillars/Ten Obligatory Acts (Zakah).</p>
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<p><b>Jesus</b>-Believed by Christians to be the Son of God, he was a first century Jewish teacher living and travelling in Palestine/Israel.</p> <p><b>Judgement</b>-The belief that God will decide whether each person should receive eternal life or eternal punishment based on their earthly life.</p> <p><b>Just</b>-Fair or equal treatment, a state of justice. Belief about the nature of God as treating all people justly.</p> <p><b>Liturgical worship</b>-A church service which follows a set structure or ritual.</p> <p><b>Law</b>-Rules or commands which must be followed; the law of God is revealed in the Bible.</p> <p><b>Lourdes</b>-Place of pilgrimage where the Virgin Mary appeared to St Bernadette in a series of visions and it is claimed that miraculous healings have taken place.</p> <p><b>Lord's Prayer</b>-The prayer taught to the disciples by Jesus; also known as the 'Our Father' and widely said by Christians in both church services and privately.</p> <p><b>Mission</b>-Literally 'sent out'; the duty of Christians to spread the gospel (the good news about Jesus).</p> <p><b>Non-liturgical worship/informal worship</b>-A service which does not follow a set text or ritual; sometimes spontaneous or charismatic.</p> <p><b>Omnipotent</b>-The belief that God is 'all powerful'.</p> <p><b>The Oneness of God</b> The belief that God is one singular divine being (who can be manifest in the Three Persons of the Trinity).</p> <p><b>Original sin</b>-Belief human nature is flawed, and that we all have the tendency to sin; traditional belief held by some Christians that this came from Adam &amp; Eve's eating of the forbidden fruit as recorded in Genesis 3.</p>	<p><b>Just</b>-Fair or equal treatment, a state of justice. Belief about the nature of God as treating all people justly.</p> <p><b>Liturgical worship</b>-A church service which follows a set structure or ritual.</p> <p><b>Law</b>-Rules or commands which must be followed; the law of God is revealed in the Bible.</p> <p><b>Lourdes</b>-Place of pilgrimage where the Virgin Mary appeared to St Bernadette in a series of visions and it is claimed that miraculous healings have taken place.</p> <p><b>Lord's Prayer</b>-The prayer taught to the disciples by Jesus; also known as the 'Our Father' and widely said by Christians in both church services and privately.</p> <p><b>Mission</b>-Literally 'sent out'; the duty of Christians to spread the gospel (the good news about Jesus).</p> <p><b>Non-liturgical worship/informal worship</b>-A service which does not follow a set text or ritual; sometimes spontaneous or charismatic.</p> <p><b>Omnipotent</b>-The belief that God is 'all powerful'.</p> <p><b>The Oneness of God</b>-The belief that God is one singular divine being (who can be manifest in the Three Persons of the Trinity).</p> <p><b>Original sin</b>-Belief human nature is flawed, and that we all have the tendency to sin; traditional belief held by some Christians that this came from Adam &amp; Eve's eating of the forbidden fruit as recorded in Genesis 3.</p> <p><b>Orthodox</b>-A denomination/tradition of the Church popular in some parts of Eastern Europe. There are two main Orthodox Churches – Greek and Russian.</p> <p><b>Persecution</b>-Facing hostility and ill-treatment; some Christians face punishment and death for practising their faith.</p> <p><b>Pilgrimage</b>-A religious journey to a holy site/sacred place, it is an act of worship and devotion.</p>	<p><b>Jibril</b>-Angel who dictated the Qur'an to Muhammad; on Judgement Day he will assist with the weighing of a person's deeds.</p> <p><b>Jihad</b>-'To struggle'. The personal or collective struggle against evil.</p> <p><b>The Ka'aba</b>-Part of the Hajj pilgrimage; cube-shaped building in the centre of the Grand Mosque in Makkah. All Muslims face towards it when they pray.</p> <p><b>Khums</b>-One of the Ten Obligatory Acts in Shi'a Islam; practice of alms giving.</p> <p><b>Lesser jihad</b>-This refers to the military struggle to defend Islam. It is carried out according to strict and clear cut rules.</p> <p><b>Makkah</b>-Place of pilgrimage during Hajj; the spiritual centre of Islam.</p> <p><b>Mercy</b>-Belief about the nature of God and one of Allah's 99 Beautiful Names; God's willingness to forgive the sins of those who repent.</p> <p><b>Mika'il</b>-Angel who gives spiritual and material help to humans; on Judgement Day he will assist with the weighing of a person's deeds.</p> <p><b>Mina</b>-Site of pilgrimage during Hajj; where pilgrims take part in the stoning of pillars.</p> <p><b>Mosque</b>-Muslim place of worship.</p> <p><b>Movements (rak'ahs)</b>-Actions and ritual movements made during salah (prayer) consisting of recitations, standing, bowing and prostration.</p> <p><b>Muzdalifah</b>-Site of pilgrimage during Hajj; where pilgrims hold a night prayer and rest after the Stand on Mount Arafat.</p> <p><b>Muhammad PBUH</b>-The last and greatest of the prophets. He received the Qur'an and his Sunnah and Hadiths are also important sources of authority.</p>
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	<p><b>Orthodox</b>-A denomination/tradition of the Church popular in some parts of Eastern Europe. There are two main Orthodox Churches – Greek and Russian.</p> <p><b>Persecution</b>-Facing hostility and ill-treatment; some Christians face punishment and death for practising their faith.</p> <p><b>Pilgrimage</b>-A religious journey to a holy site/sacred place, it is an act of worship and devotion.</p> <p><b>Prayer</b>-Communicating with God through words of praise, thanksgiving or confession, or requests for his help or guidance; listening to and speaking to God.</p> <p><b>Private worship</b>-A believer giving God praise and worship on their own.</p> <p><b>Protestant</b>-Christian denominations in which authority is generally based on the Bible, rather than Church tradition/teaching. (eg Anglican, Methodist, Baptist).</p> <p><b>Reconciliation</b>-Making up and rebuilding relationships between two groups/sides after disagreement.</p> <p><b>Resurrection</b>-Being raised from the dead; the event three days after the crucifixion when it is believed that God raised Jesus from the dead. The form that many Christians believe the afterlife will take, referring to either physical or spiritual bodies.</p> <p><b>Sacrament</b>-The outward and visible sign of an invisible and spiritual grace. (eg Baptism and the Eucharist are recognised as sacraments by most Christians).</p> <p><b>Salvation</b>-Being saved; belief that through God's grace, Jesus' death and resurrection brought about salvation for humanity. Saving of the soul and being able to enter eternal life in heaven.</p>	<p><b>Prayer</b>-Communicating with God through words of praise, thanksgiving or confession, or requests for his help or guidance; listening to and speaking to God.</p> <p><b>Private worship</b>-A believer giving God praise and worship on their own.</p> <p><b>Protestant</b>-Christian denominations in which authority is generally based on the Bible, rather than Church tradition/teaching. (eg Anglican, Methodist, Baptist).</p> <p><b>Reconciliation</b>-Making up and rebuilding relationships between two groups/sides after disagreement.</p> <p><b>Resurrection</b></p> <p>-Being raised from the dead; the event three days after the crucifixion when it is believed that God raised Jesus from the dead. The form that many Christians believe the afterlife will take, referring to either physical or spiritual bodies.</p> <p><b>Sacrament</b>-The outward and visible sign of an invisible and spiritual grace. (eg Baptism and the Eucharist are recognised as sacraments by most Christians).</p> <p><b>Salvation</b>-Being saved; belief that through God's grace, Jesus' death and resurrection brought about salvation for humanity. Saving of the soul and being able to enter eternal life in heaven.</p> <p><b>Set prayers</b>-These are prayers written throughout the centuries which many Christians worldwide use (eg The Lord's Prayer).</p> <p><b>Sin</b>-Behaviour which is against God's laws and wishes/against Christian principles of morality.</p> <p><b>The Son</b>-The second Person of the Trinity; Jesus believed to be God incarnate.</p> <p><b>Son of God</b>-A title used for Jesus; the second Person of the Trinity. Shows the special relationship between Jesus and God.</p>	<p><b>The Night of Power</b>-The night on which Muhammad received the first revelations of the Qur'an.</p> <p><b>Omnipotence</b> All-powerful; belief about the nature of God and one of the 99 Beautiful Names of Allah.</p> <p><b>Pilgrimage</b>- religious journey to a holy site/sacred place, it is an act of worship and devotion.</p> <p><b>Predestination</b>-One of the Six Articles of Faith in Sunni Islam; the belief that everything that happens has been decided already by Allah.</p> <p><b>The Psalms</b>-Holy book/source of authority; sacred prayers and poems written by King Dawud (David), a prophet of Allah.</p> <p><b>The Qur'an</b>-Holy Book and most important source of authority in Islam. It was revealed to the Prophet Muhammad and is the final revelation of God to humankind.</p> <p><b>Ramadan</b>-Month during which Muslims fast (sawm) from dawn to sunset.</p> <p><b>Recitations</b>-Part of the practice of salah (prayer); the reciting of verses from the Qur'an.</p> <p><b>Resurrection</b>-One of the Six Articles of Faith and Five Roots of Usul ad-Din; belief that after death, all people will be raised from the dead to face judgement.</p> <p><b>Revelation</b>-When God is revealed to humans; belief that Allah shows his nature and will through the words of the Qur'an.</p> <p><b>Risalah (Prophethood)</b>-One of the Six Articles of Faith and Five Roots of Usul ad-Din; belief in the prophets as messengers sent by God to communicate to people.</p> <p><b>Salah</b>-Prayer; one of the Five Pillars/Ten Obligatory Acts.</p> <p><b>Sawm</b>-Fasting from dawn to dusk during Ramadan; one of the Five Pillars/Ten Obligatory Acts.</p>
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	<p><b>Set prayers</b>-These are prayers written throughout the centuries which many Christians worldwide use (eg The Lord's Prayer).</p> <p><b>Sin</b>-Behaviour which is against God's laws and wishes/against Christian principles of morality.</p> <p><b>The Son</b>-The second Person of the Trinity; Jesus believed to be God incarnate.</p> <p><b>Son of God</b>-A title used for Jesus; the second Person of the Trinity. Shows the special relationship between Jesus and God.</p> <p><b>Street pastors</b>-A Christian organisation involving people working, mainly at night, on city streets giving care to those who need it.</p> <p><b>Suffering</b>-An effect of evil; undergoing pain and hardship.</p> <p><b>Tearfund</b>-A Christian charity that provides emergency and long-term aid to the developing world.</p> <p><b>Trinity</b>-The belief that God as One includes God also being manifest in three Persons: the Father, Son and Holy Spirit.</p> <p><b>Word</b>-In the Bible, John 1 describes God creating the world through his eternal Word. This links the eternal Word to Jesus in the statement: "The Word was made flesh and dwelt among us" (John 1:14).</p> <p><b>Worship</b>-Showing adoration and reverence; offering praise to God</p>	<p><b>Street pastors</b>-A Christian organisation involving people working, mainly at night, on city streets giving care to those who need it.</p> <p><b>Suffering</b>-An effect of evil; undergoing pain and hardship.</p> <p><b>Tearfund</b>-A Christian charity that provides emergency and long-term aid to the developing world.</p> <p><b>Trinity</b>-The belief that God as One includes God also being manifest in three Persons: the Father, Son and Holy Spirit.</p> <p><b>Word</b>-In the Bible, John 1 describes God creating the world through his eternal Word. This links the eternal Word to Jesus in the statement: "The Word was made flesh and dwelt among us" (John 1:14).</p> <p><b>Worship</b>-Showing adoration and reverence; offering praise to God</p>	<p><b>The Scrolls of Abraham</b>-Holy book/source of authority; individual revelations to Ibrahim that were written on parchment but have perished.</p> <p><b>The Shahadah</b>-Muslim declaration of faith; one of the Five Pillars in Sunni Islam.</p> <p><b>Shi'a Islam</b>-Muslims who believe in the Imamate, successorship of Ali.</p> <p><b>Six articles of faith</b>-The foundations of the faith in Sunni Islam; six key beliefs: Tawhid (the Oneness of God), Angels, Holy Books, Prophethood, Akhirah, Predestination.</p> <p><b>Sunni Islam</b>-Muslims who believe in the successorship of Abu Bakr, Umar, Uthman and Ali.</p> <p><b>Tawhid (the Oneness of God)</b>-One of the Six Articles of Faith and Five Roots of Usul ad-Din; the oneness and unity of Allah.</p> <p><b>The Ten Obligatory Acts</b>-These are requirements for Shi'a Muslims. They include salah, sawm, zakah, hajj and jihad (duties also for Sunni Muslims) but the final five are not part of the Sunni tradition – khums, encouraging good, discouraging wrong, showing love for God and people, disassociation with enemies of God.</p> <p><b>The Torah</b>-Holy book/source of authority; given by God to the prophet Musa (Moses) on Mount Sinai.</p> <p><b>Zakah</b>-One of the Five Pillars and Ten Obligatory Acts; giving alms</p>
<p><b>Assessment Objectives</b></p>	<p>AO1: Demonstrate knowledge and understanding of religion and belief, including:</p> <p>religious, philosophical and/or ethical thought and teaching</p> <p>influence of beliefs, teachings and practices on individuals, communities and societies</p>	<p>AO1: Demonstrate knowledge and understanding of religion and belief, including:</p> <p>religious, philosophical and/or ethical thought and teaching</p> <p>influence of beliefs, teachings and practices on individuals, communities and societies</p>	<p>AO1: Demonstrate knowledge and understanding of religion and belief, including:</p> <p>religious, philosophical and/or ethical thought and teaching</p> <p>influence of beliefs, teachings and practices on individuals, communities and societies</p>

	<p>cause and significance of similarities and differences in belief, teaching and practice</p> <p>approaches to the study of religion and belief.</p> <p>AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>	<p>cause and significance of similarities and differences in belief, teaching and practice</p> <p>approaches to the study of religion and belief.</p> <p>AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>	<p>cause and significance of similarities and differences in belief, teaching and practice</p> <p>approaches to the study of religion and belief.</p> <p>AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>
<b>Year 10</b>	<p>Half Term 4 February – March</p>	<p>Half Term 5 April - May</p>	<p>Half Term 6 June - July</p>
	<p>Topic MUSLIM PRACTICES Knowledge</p> <p>This unit will link with previous units by encouraging pupils to consider the various practices that Muslims follow as a result of the beliefs of Islam that they hold so passionately. Students will study how the real lives of Muslims are impacted by their beliefs that they put into practice thus reinforcing what they had researched and discovered in Unit 5 Living the Muslim life. This unit builds on the beliefs of Unit 5 by explaining how these beliefs have led to the actions that Muslims partake in such as worship and festivals.</p> <p>The exact topics required for study are seen below:</p> <p>Worship • Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi’a Islam (students should study the Five Pillars and jihad in both Sunni and Shi’a Islam and the additional duties of Shi’a Islam). • Shahadah: declaration of faith and its place in Muslim practice. • Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak’ahs) and recitations; salah in the home</p>	<p>Topic RELIGION AND REALATIONSHIPS Knowledge</p> <p><b>Religion and relationships</b> continues to enable students to know and understand Christian and Muslim beliefs and attitudes within the area of relationships and family life. Students will consider how children should be brought up in these faiths and how families should be structured within Christianity and Islam. These beliefs and attitudes can be contrasted with different family structures in order to enable our students to continue to develop their own personal attitudes of respect and toleration to those around them. This will continue with a study of different relationships such as heterosexual and same sex relationships again to continue to develop a positive outlook on life that will lead to an adoption of values of respect and compassion for all members of society. Marriage and cohabitation are studied and the different views of appropriate sexual behaviour and attitudes covered will link in with PME lessons concerned with the adoption and the making of safe choices within relationships. Christians and Muslim attitudes towards contraception looks at the complexity of this issue and links again to PME lessons on relationships and sexual health. This first unit delivers key RS</p>	<p>Topic RELIGION AND LIFE Knowledge</p> <p><b>Religion and life</b> will continue the journey of Christian and Muslim beliefs and the effect they have on life beliefs and issues buy looking at how these two religious faiths explain the purpose and origins of life. This will help our students develop their own views of their place in the world. This unit again ties with PME lessons with an important consideration of the purpose of human beings according to Christians and Muslims with a focus on being the best a person can be in order to achieve a good life on earth and an even better one in paradise with God. Pupils can then consider these ideas for themselves and contrast them with other life views such as Humanism which many students adopt as their own life beliefs and life stance. This will lead to great philosophical debates and an increase in awareness and toleration of different life views. Contraversial and contentious issues such as the sanctity and quality of life, abortion and euthanasia are also covered leading again to challenging ethical discussions about the moral implications of the taking of life. Such sensitive issues are handled with great care but give a powerful ability for pupils to consider the difficulties of making decisions based on such</p>

and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer. Duties and festivals • Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5 • Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. • Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. • Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. • Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.

### Skills

The following **Religious Studies skills** will be developed during the course from Years 10-11

**Investigation** – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).

**Interpretation** – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.

and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom and the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.*

The exact topics required for study are seen below:

Theme A: Relationships and families Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: • Contraception. • Sexual relationships before marriage. • Homosexual relationships. Sex, marriage and divorce • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. Families and gender equality • The nature of families, including: • the role of parents and children • extended families and the nuclear family. • The purpose of families, including: • procreation • stability and the protection of children • educating children in a faith. • Contemporary family issues including: • same-sex parents • polygamy. • The roles of men and

situations. The final topic within this unit deals with the important beliefs on the origin and protection of the planet and in light of serious concerns facing the planet and its people in terms of climate change the unit gives pupils an important opportunity to consider the current facts about the state of our world and the Christian and Muslim responses to why we should be doing everything we can to save it .This unit will continue to challenge pupils beliefs and attempt to make them responsive to the need to work towards a better and safer world. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

The exact topics required for study are seen below:

Theme B: Religion and life Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: • Abortion. • Euthanasia. • Animal experimentation. The origins and value of the universe • The origins of the universe, including: • religious teachings about the origins of the universe, and different interpretations of these • the relationship between scientific views, such as the Big Bang

	<p><b>Reflection</b> – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions</p> <p><b>Empathy</b> – including the development of the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.</p> <p><b>Evaluation</b> –including the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p> <p><b>Analysis</b> – including distinguishing between opinion, belief and fact,; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.</p> <p><b>Synthesis</b> – including the linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole.</p> <p><b>Application</b> – including making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values.</p> <p><b>Expression</b> – including the ability to articulate ideas, beliefs and values the ability to respond to religious ideas, beliefs and questions through a variety of media.</p> <p><b>Self-understanding</b> – including the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers</p>	<p>women. • Gender equality. • Gender prejudice and discrimination, including examples.</p> <p><b>Skills</b> The following <b>Religious Studies skills</b> will be developed during the course from Years 10-11</p> <p><b>Investigation</b> – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).</p> <p><b>Interpretation</b> – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.</p> <p><b>Reflection</b> – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions</p> <p><b>Empathy</b> – including the development of the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.</p> <p><b>Evaluation</b> –including the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p> <p><b>Analysis</b> – including distinguishing between opinion, belief and fact,; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.</p> <p><b>Synthesis</b> – including the linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole.</p> <p><b>Application</b> – including making links between religion and individual, community, national and international life;</p>	<p>theory, and religious views. • The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. • The use and abuse of the environment, including the use of natural resources, pollution. • The use and abuse of animals, including: • animal experimentation • the use of animals for food. The origins and value of human life • The origins of life, including: • religious teachings about the origins of human life, and different interpretations of these • the relationship between scientific views, such as evolution, and religious views. • The concepts of sanctity of life and the quality of life. • Abortion, including situations when the mother's life is at risk. • Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. • Euthanasia. • Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</p> <p><b>Skills</b> The following <b>Religious Studies skills</b> will be developed during the course from Years 10-11</p> <p><b>Investigation</b> – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).</p> <p><b>Interpretation</b> – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.</p> <p><b>Reflection</b> – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions</p> <p><b>Empathy</b> – including the development of the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts,</p>
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	<p><b>Specific skills in answering exam paper questions following structure using model answers.</b></p> <p><b>Assessment</b>  Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks following 1 mark, 2 mark, 4 mark, 5 mark and 12 mark questions. Model answers used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year</p>	<p>identifying key religious values and their links with secular values.</p> <p><b>Expression</b> – including the ability to articulate ideas, beliefs and values the ability to respond to religious ideas, beliefs and questions through a variety of media.</p> <p><b>Self-understanding</b> – including the ability to draw meaning from significant experiences in their own and others’ lives and from religious questions and answers</p> <p><b>Specific skills in answering exam paper questions following structure using model answers.</b></p> <p><b>Assessment</b>  Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks following 1 mark, 2 mark, 4 mark, 5 mark and 12 mark questions. Model answers used and exam mark schemes used. Knowledge organisers used, mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year</p>	<p>feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.</p> <p><b>Evaluation</b> –including the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience</p> <p><b>Analysis</b> – including distinguishing between opinion, belief and fact; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.</p> <p><b>Synthesis</b> – including the linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole.</p> <p><b>Application</b> – including making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values.</p> <p><b>Expression</b> – including the ability to articulate ideas, beliefs and values the ability to respond to religious ideas, beliefs and questions through a variety of media.</p> <p><b>Self-understanding</b> – including the ability to draw meaning from significant experiences in their own and others’ lives and from religious questions and answers</p> <p><b>Specific skills in answering exam paper questions following structure using model answers.</b></p> <p><b>Assessment</b>  Classwork 5 lessons per week and homework set weekly. Self assessment of tasks, peer assessment of tasks, teacher assessment of tasks- topics assessed through exam structured tasks following 1 mark, 2 mark, 4 mark, 5 mark and 12 mark questions. Model answers used and exam mark schemes used. Knowledge organisers used,</p>
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			mind maps, flash cards, recall tests and revision guides used throughout the topic. 4 Assessment points throughout year
Vocabulary Links	<p><b>Ablution (wudu)</b>-Ritual washing before prayer.</p> <p><b>Adalat/justice</b>-Part of the nature of God in Shi'a Islam; the belief that God is fair.</p> <p><b>Adam</b>-One of the prophets of Allah. The father of humankind; built the Ka'aba.</p> <p><b>Akhirah (life after death)</b>-Belief in a new stage of life after death.</p> <p><b>Angels</b>-They are spiritual beings created from elements of light. They gave God's messages to the prophets and watch over humans.</p> <p><b>Arafat</b>-Part of the Hajj pilgrimage. Place where Prophet Muhammad preached his last sermon and pilgrims gather to pray.</p> <p><b>Ashura</b>-Important festival in Shi'a Islam, to commemorate the martyrdom of Hussein (Muhammad's grandson). Sunni Muslims observe Ashura as a day of repentance for sins in the belief that they will be forgiven.</p> <p><b>Authority</b>-Having power and status. The Qur'an has supreme authority as the word of Allah, this means it must be believed and obeyed.</p> <p><b>Beneficence</b>-Literally 'doing good'. One of the 99 Beautiful Names of Allah and belief about his nature, the generosity that Allah shows to humans.</p> <p><b>Day of Judgement</b>-The day when Allah will decide about individual deeds and on reward or punishment.</p> <p><b>Fairness</b>-Belief about the nature of God; refers to Allah's justice. He treats all humans equally and as they deserve.</p>	<p><b>Cohabitation</b>-A couple living together without being married/in civil partnership.</p> <p><b>Compassion</b>-Sympathy and concern for the suffering of others.</p> <p><b>Contraception</b>-Precautions taken to prevent pregnancy and to protect against contracting or transmitting STIs (sexually transmitted infections).</p> <p><b>Divorce</b>-Legal ending of a marriage.</p> <p><b>Extended family</b>-Family unit comprising two parents and their children, but also grandparents, cousins etc.</p> <p><b>Family planning</b>-Planning when to have a family and how big a family to have by use of birth control practices and/or contraception.</p> <p><b>Gender discrimination</b>-Acting on prejudices against someone because of their gender.</p> <p><b>Gender equality</b>-Belief that all genders have equal status and value, so discrimination against any is wrong.</p> <p><b>Gender prejudice</b>-Negative thoughts, feelings or beliefs about a person or group based on their gender.</p> <p><b>Heterosexuality</b>-Being physically/sexually attracted to persons of the opposite gender.</p> <p><b>Homosexuality</b>-Being physically/sexually attracted to persons of the same gender.</p> <p><b>Nuclear family</b>-Family unit made up of two parents and their child(ren).</p> <p><b>Polygamy</b>-The practice of having multiple spouses (wives and/or husbands).</p>	<p><b>Abortion</b>-The deliberate ending of a pregnancy.</p> <p><b>Afterlife</b>-Beliefs about what happens to 'us' after our body has died; in many religions this relates to life after death or immortality in some form.</p> <p><b>Animal experimentation</b>-The use of animals for medical research and product testing.</p> <p><b>Awe and Wonder</b>-Sense of wonderment at nature; often linked to the feeling that God is involved/revealed through it.</p> <p><b>Big Bang Theory</b>-Scientific theory about the origins of the universe; belief that the universe began almost 14 billion years ago with a reaction of particles from a singularity followed by a process of inflation and expansion.</p> <p><b>Death</b>-The end of the physical, bodily life.</p> <p><b>Dominion</b>-Belief that humans have been given control/charge of the world.</p> <p><b>Environment</b>-The world around us; this can be made up natural or artificial surroundings.</p> <p><b>Euthanasia</b>-Assisting with the ending of life for a person who is terminally ill or has degenerative illness; often known as assisted suicide.</p> <p><b>Evolution</b>-Scientific theory of the development of species which involves a process of natural selection and survival of the fittest.</p> <p><b>Natural resources</b>-Resources which are found in nature – fossil fuels (eg coal, oil, natural gas), plants etc.</p> <p><b>Pollution</b>-Contamination of an environment with harmful substances.</p> <p><b>Quality of life</b>-The standard of health, comfort and happiness/fulfillment experienced by a person or group.</p>

	<p><b>Fasting</b>-Not eating or drinking; one of the Five Pillars is Sawm during Ramadan.</p> <p><b>The Five Pillars</b>-Important duties for Sunni Muslims which support the main principles of Islam. Shahadah, salah, zakah, sawm and hajj.</p> <p><b>The five roots of Usul ad-Din</b>-The foundations of the faith in Shi'a Islam; five key beliefs: Tawhid (the Oneness of God), Adalat (justice), prophethood, imamate, resurrection.</p> <p><b>Friday prayer/Jummah</b>-Friday prayers in the mosque, where a sermon (khutbah) is heard.</p> <p><b>Giving alms</b>-Giving alms means giving to those in need, eg money, food, time. A key practice in Islam; one of the Five Pillars/Ten Obligatory Acts (Zakah).</p> <p><b>The Gospel</b>-Holy book /source of authority ; literally 'good news' and it is the good news about Isa (Jesus), who was a prophet of Islam.</p> <p><b>Greater jihad</b>-The personal struggle of every Muslim to live by the teachings of their faith.</p> <p><b>Hajj</b>-One of the Five Pillars/Ten Obligatory Acts; pilgrimage to Makkah, which all Muslims must undertake at least once in their lives, unless prevented by problems over wealth or health.</p> <p><b>Heaven</b>-Referred to as Paradise; Allah's reward after death to those who have been faithful to him and who have repented of their sins.</p> <p><b>Hell</b>-It is a place of great suffering after death for those who have rejected the Qur'an's teachings and have led a wicked life. For some it will last forever.</p> <p><b>Human accountability</b>-The belief that everyone must take responsibility for their actions and will be questioned about them on the Day of Judgement.</p>	<p><b>Procreation</b>-Having a child; seen as a duty in many religions.</p> <p><b>Remarriage</b>-Marriage for the second time, after divorce ending an earlier marriage.</p> <p><b>Vows</b>-Promises made during a marriage ceremony.</p>	<p><b>Responsibility</b>-Having a duty or obligation to act in a certain way.</p> <p><b>Sanctity of life</b>-Belief that life is sacred/special because it was created by God, or because we are each unique individuals.</p> <p><b>Scientific</b>-Knowledge based on what can be observed (eg regularities in nature) and experimentation.</p> <p><b>Stewardship</b>-Duty given by God to humankind to look after the created world, and all life within it.</p>
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**Human freedom**-Humans have control over their thoughts, feelings and actions.

**Human responsibility**-Humans are responsible for most of what they do because they have free will and so will be accountable on the Day of Judgement.

**Ibrahim**-One of the prophets of Allah. He rebuilt the Ka'aba.

**Id-ul-Adha**-Festival; celebration of the Prophet Ibrahim's willingness to sacrifice his son for Allah.

**Id-ul-Fitr**-Festival; celebration that comes at the end of Ramadan and marks the end of fasting.

**The imamate**-One of the Five Roots of Usul-ad-Din, 'Leadership.' Shia belief in the twelve imams who succeeded Muhammad as the leaders of Islam.

**Immanence**-The belief that God is close to humanity and involved in the world.

**Jibril**-Angel who dictated the Qur'an to Muhammad; on Judgement Day he will assist with the weighing of a person's deeds.

**Jihad**-'To struggle'. The personal or collective struggle against evil.

**The Ka'aba**-Part of the Hajj pilgrimage; cube-shaped building in the centre of the Grand Mosque in Makkah. All Muslims face towards it when they pray.

**Khums**-One of the Ten Obligatory Acts in Shi'a Islam; practice of alms giving.

**Lesser jihad**-This refers to the military struggle to defend Islam. It is carried out according to strict and clear cut rules.

**Makkah**-Place of pilgrimage during Hajj; the spiritual centre of Islam.

**Mercy**-Belief about the nature of God and one of Allah's 99 Beautiful Names; God's willingness to forgive the sins of those who repent.

**Mika'il**-Angel who gives spiritual and material help to humans; on Judgement Day he will assist with the weighing of a person's deeds.

**Mina**-Site of pilgrimage during Hajj; where pilgrims take part in the stoning of pillars.

**Mosque**-Muslim place of worship.

**Movements (rak'ahs)**-Actions and ritual movements made during salah (prayer) consisting of recitations, standing, bowing and prostration.

**Muzdalifah**-Site of pilgrimage during Hajj; where pilgrims hold a night prayer and rest after the Stand on Mount Arafat.

**Muhammad PBUH**-The last and greatest of the prophets. He received the Qur'an and his Sunnah and Hadiths are also important sources of authority.

**The Night of Power**-The night on which Muhammad received the first revelations of the Qur'an.

**Omnipotence** All-powerful; belief about the nature of God and one of the 99 Beautiful Names of Allah.

**Pilgrimage**- religious journey to a holy site/sacred place, it is an act of worship and devotion.

**Predestination**-One of the Six Articles of Faith in Sunni Islam; the belief that everything that happens has been decided already by Allah.

**The Psalms**-Holy book/source of authority; sacred prayers and poems written by King Dawud (David), a prophet of Allah.

**The Qur'an**-Holy Book and most important source of authority in Islam. It was revealed to the

	<p>Prophet Muhammad and is the final revelation of God to humankind.</p> <p><b>Ramadan</b>-Month during which Muslims fast (sawm) from dawn to sunset.</p> <p><b>Recitations</b>-Part of the practice of salah (prayer); the reciting of verses from the Qur'an.</p> <p><b>Resurrection</b>-One of the Six Articles of Faith and Five Roots of Usul ad-Din; belief that after death, all people will be raised from the dead to face judgement.</p> <p><b>Revelation</b>-When God is revealed to humans; belief that Allah shows his nature and will through the words of the Qur'an.</p> <p><b>Risalah (Prophethood)</b>-One of the Six Articles of Faith and Five Roots of Usul ad-Din; belief in the prophets as messengers sent by God to communicate to people.</p> <p><b>Salah</b>-Prayer; one of the Five Pillars/Ten Obligatory Acts.</p> <p><b>Sawm</b>-Fasting from dawn to dusk during Ramadan; one of the Five Pillars/Ten Obligatory Acts.</p> <p><b>The Scrolls of Abraham</b>-Holy book/source of authority; individual revelations to Ibrahim that were written on parchment but have perished.</p> <p><b>The Shahadah</b>-Muslim declaration of faith; one of the Five Pillars in Sunni Islam.</p> <p><b>Shi'a Islam</b>-Muslims who believe in the Imamate, successorship of Ali.</p> <p><b>Six articles of faith</b>-The foundations of the faith in Sunni Islam; six key beliefs: Tawhid (the Oneness of God), Angels, Holy Books, Prophethood, Akhirah, Predestination.</p>		
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	<p>Sunni Islam-Muslims who believe in the successorship of Abu Bakr, Umar, Uthman and Ali.</p> <p>Tawhid (the Oneness of God)-One of the Six Articles of Faith and Five Roots of Usul ad-Din; the oneness and unity of Allah.</p> <p>The Ten Obligatory Acts-These are requirements for Shi'a Muslims. They include salah, sawm, zakah, hajj and jihad (duties also for Sunni Muslims) but the final five are not part of the Sunni tradition – khums, encouraging good, discouraging wrong, showing love for God and people, disassociation with enemies of God.</p> <p>The Torah-Holy book/source of authority; given by God to the prophet Musa (Moses) on Mount Sinai.</p> <p>Zakah-One of the Five Pillars and Ten Obligatory Acts; giving alms</p>		
Assessment Objectives	<p>AO1: Demonstrate knowledge and understanding of religion and belief, including:</p> <p>religious, philosophical and/or ethical thought and teaching</p> <p>influence of beliefs, teachings and practices on individuals, communities and societies</p> <p>cause and significance of similarities and differences in belief, teaching and practice</p> <p>approaches to the study of religion and belief.</p> <p>AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>	<p>AO1: Demonstrate knowledge and understanding of religion and belief, including:</p> <p>religious, philosophical and/or ethical thought and teaching</p> <p>influence of beliefs, teachings and practices on individuals, communities and societies</p> <p>cause and significance of similarities and differences in belief, teaching and practice</p> <p>approaches to the study of religion and belief.</p> <p>AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>	<p>AO1: Demonstrate knowledge and understanding of religion and belief, including:</p> <p>religious, philosophical and/or ethical thought and teaching</p> <p>influence of beliefs, teachings and practices on individuals, communities and societies</p> <p>cause and significance of similarities and differences in belief, teaching and practice</p> <p>approaches to the study of religion and belief.</p> <p>AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>
<b>Year 11</b>	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
	<p>Topic RELIGION AND PEACE AND CONFLICT Knowledge</p> <p>Religion and peace and conflict continues our student's knowledge and understanding</p>	<p>Topic RELIGION AND CRIME AND PUNISHMENT Knowledge</p> <p>This unit will link with previous units by encouraging pupils to understand the social and</p>	<p>Topic REVISION Knowledge</p> <p>Skills Assessment</p>

of Christian and Muslim beliefs and attitudes in the context of peace and conflict. Students are taught to consider the reasons for conflict in the world and the need to try to establish peace and good relations on a human level throughout the world. In a world where groups are stereotyped by the actions of small number of people this unit will reinforce the core values of Islam and Christianity as religions of peace and also enable students to consider the practicalities of war and the moral implications of conflict. Students will look at the ethical implications of violence both on an individual and a global level considering the beliefs in moral warfare through Holy and Just war and the dreadful implications on society and the world itself and the human race through the existence and potential use of nuclear weapons. Students will consider the means available to try to deliver peace in the world which will then encourage our students to try to mirror this in their own lives and adopt peaceful manners themselves. This first unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom and the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.*

The exact topics required for study are seen below:

Theme D: Religion, peace and conflict. Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern

personal consequences of crime and how Christians and Muslims respond towards these different crimes. Although both religions have a huge degree of compassion and this underpins the attitudes to how offenders and criminals should be treated they also accept the 4 aims of punishment which include deterrence and vindication. Students will be able to develop their own attitudes and views towards justice in the hope that they will begin to hold compassionate and just views themselves. This unit ties in with the previous unit by reinforcing knowledge and understanding of the key concepts of sanctity and quality of life as students consider the moral and ethical responses to corporal and capital punishment. This unit delivers key RS and PSHCE values highlighted earlier. Citizenship aims are also included here: *the precious liberties enjoyed by the citizens of the United Kingdom, the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities*

The exact topics required for study are seen below:

Theme E: Religion, crime and punishment Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: • Corporal punishment. • Death penalty. • Forgiveness.

world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Violence.
- Weapons of mass destruction.
- Pacifism.

Religion, violence, terrorism and war

- The meaning and significance of:
- peace
- justice
- forgiveness
- reconciliation.
- Violence, including violent protest.
- Terrorism.
- Reasons for war, including greed, self-defence and retaliation.
- The just war theory, including the criteria for a just war.
- Holy war.
- Pacifism.
- Religion and belief as a cause of war and violence in the contemporary world.
- Nuclear weapons, including nuclear deterrence.
- The use of weapons of mass destruction.
- Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.
- Religious responses to the victims of war including the work of one present day religious organisation.

### Skills

The following **Religious Studies skills** will be developed during the course from Years 10-11

**Investigation** – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).

**Interpretation** – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.

Religion, crime and the causes of crime

- Good and evil intentions and actions, including whether it can ever be good to cause suffering.
- Reasons for crime, including:
- poverty and upbringing
- mental illness and addiction
- greed and hate
- opposition to an unjust law.
- Views about people who break the law for these reasons.
- Views about different types of crime, including hate crimes, theft and murder.
- Religion and punishment
- The aims of punishment, including:
- retribution
- deterrence
- reformation.
- The treatment of criminals, including:
- prison
- corporal punishment
- community service.
- Forgiveness.
- The death penalty.
- Ethical arguments related to the death penalty, including those based on the principle of utility

### Skills

The following **Religious Studies skills** will be developed during the course from Years 10-11

**Investigation** – including asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s).

**Interpretation** – including the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts.

**Reflection** – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions

**Empathy** – including the development of the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.

**Reflection** – including the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions

**Empathy** – including the development of the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.

**Evaluation** –including the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience

**Analysis** – including distinguishing between opinion, belief and fact,; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.

**Synthesis** – including the linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole.

**Application** – including making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values.

**Expression** – including the ability to articulate ideas, beliefs and values the ability to respond to religious ideas, beliefs and questions through a variety of media.

**Self-understanding** – including the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers

**Evaluation** –including the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience

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**Specific skills in answering exam paper questions following structure using model answers.**

## Assessment

	<p><b>Specific skills in answering exam paper questions following structure using model answers.</b></p>		
<p><b>Vocabulary Links</b></p>	<p><b>Assessment</b></p> <p><b>Conflict</b>-Dispute between sides, can be between individuals, groups or nations.</p> <p><b>Forgiveness</b>-Letting go of blame against a person for wrongs they have done; moving on.</p> <p><b>Holy War</b>-War that is believed to be sanctioned by God.</p> <p><b>Justice</b>-Bringing fairness back to a situation.</p> <p><b>Just War</b>-Set of rules for fighting a war in a way believed to be justified and acceptable to God.</p> <p><b>Nuclear deterrence</b>-Having nuclear weapons with the aim of deterring/preventing other states attacking for fear of retaliation and nuclear war (possibly leading to Mutually Assured Destruction).</p> <p><b>Nuclear weapons/war</b>-A weapon of mass destruction which causes widespread damage and loss of life. Nuclear war would be a war fought using these weapons.</p> <p><b>Pacifism</b>-Belief that all violence is wrong, which then affects all behaviours.</p> <p><b>Peace</b>-The opposite of war; harmony between all in society.</p> <p><b>Peace-making</b>-Working to bring about peace and reconciliation.</p> <p><b>Protest</b>-A statement or action to express disagreement; can be an organised event to demonstrate disagreement with a policy or political action.</p>		

	<p><b>Reconciliation</b>-Making up and rebuilding relationships between two groups/sides after disagreement.</p> <p><b>Retaliation</b>-To pay someone back for their harmful actions.</p> <p><b>Terrorism</b>-Use of violence and threats to intimidate others; used for political purposes to build fear in the ordinary population and to secure demands from Government.</p> <p><b>Victims of war</b>-Those who are harmed during a war, for example those killed, injured or left homeless.</p> <p><b>Violence</b>-Behaviour involving physical force which intends to hurt, kill or cause damage.</p> <p><b>War</b>-Armed conflict between two or more sides.</p> <p><b>Weapons of Mass Destruction</b>-Weapons which cause widespread, indiscriminate damage (eg nuclear, chemical, biological).</p>		
<p><b>Assessment Objectives</b></p>	<p>AO1: Demonstrate knowledge and understanding of religion and belief, including:</p> <p>religious, philosophical and/or ethical thought and teaching</p> <p>influence of beliefs, teachings and practices on individuals, communities and societies</p> <p>cause and significance of similarities and differences in belief, teaching and practice</p> <p>approaches to the study of religion and belief.</p> <p>AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>	<p>AO1: Demonstrate knowledge and understanding of religion and belief, including:</p> <p>religious, philosophical and/or ethical thought and teaching</p> <p>influence of beliefs, teachings and practices on individuals, communities and societies</p> <p>cause and significance of similarities and differences in belief, teaching and practice</p> <p>approaches to the study of religion and belief.</p> <p>AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>	<p>AO1: Demonstrate knowledge and understanding of religion and belief, including:</p> <p>religious, philosophical and/or ethical thought and teaching</p> <p>influence of beliefs, teachings and practices on individuals, communities and societies</p> <p>cause and significance of similarities and differences in belief, teaching and practice</p> <p>approaches to the study of religion and belief.</p> <p>AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>
<p><b>Year 11</b></p>	<p>Half Term 4 February – March</p>	<p>Half Term 5 April - May</p>	<p>Half Term 6 June - July</p>
	<p>Topic Knowledge</p>	<p>Topic Knowledge</p>	<p>Topic Knowledge</p>

	Skills Assessment	Skills Assessment	Skills Assessment
Vocabulary Links	<b>As stated earlier</b>	<b>As stated earlier</b>	
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