



Religious Studies

Curriculum Document

Curriculum Intent

It is our intent within Religious Studies to engage, inspire, challenge and encourage pupils. We believe that it is vital for all of our pupils to learn about and learn from religion so that they can understand the world around them. Through Religious Studies, pupils develop their knowledge of world religions and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. Pupils are equipped with the knowledge and skills to ask and answer challenging questions about the ultimate meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human, whilst reflecting on their own beliefs, values and experiences. The Religious Studies curriculum helps to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare pupils well for life in modern Britain. Religious Studies contributes to the spiritual, moral, social and cultural development of pupils and develops British Values within students.

What skill and knowledge do students bring with them from Year KS2 into Year 7?

- Key knowledge of major world religions (name of religion, follower, founder, symbol, place of worship).
- Awareness that people have differing beliefs
- Respect, empathy and open-mindedness to different people, beliefs and cultures.
- Make connections between different aspects of religion.
- Recognise that there is diversity in religion and make comparisons both within and between religions and belief systems.
- Ability to use some subject vocabulary appropriately.
- Communicate their own ideas and recognise other people's viewpoints.
- Consider their own beliefs and values.
- Identify key questions to further their knowledge and investigations.
- Give reasons to support their answers.

What skill and knowledge do students bring with them from Year 7 into Year 8?

- Knowledge of the different aspects of religion.
- Key knowledge of major world religions.
- Reasons why people belong and don't belong to religion.
- Reasons why people choose to believe and not believe in God.
- The importance of various religious figures.
- Understanding of the importance of Christmas to Christians.
- The impact of science on religious beliefs.
- Beliefs about creation and how we came into existence.
- How beliefs influence people's actions.
- Use subject specific vocabulary consistently and accurately.
- Create logical chains of reasoning, using evidence to support.
- Consider a range of arguments from different points of view.
- Compare similarities and differences across a range of beliefs.

What skill and knowledge do students bring with them from Year 8 into Year 9/10 (first year of GCSE)?

- Identify key features of religion.
- The work and significance of key figures such as Martin Luther, Malcolm X.
- The importance of pilgrimage for religious believers.
- Explain different philosophical arguments for the existence of God.
- Explain contrasting religious beliefs and attitudes towards the use of the environment, equality, existence of God and festivals
- Explain similar religious beliefs and attitudes towards common beliefs such as monotheism, the use of the environment.
- Recognise and evaluate the significance of beliefs and their impact on people today e.g. how belief in God's existence impacts people today.
- The significance of symbols in expressing identity.
- Look at a range of arguments and issues from a range of point of views.
- Create logical chains of reasoning using religious evidence, such as scripture, saints etc., to support their arguments
- Use subject specific vocabulary consistently.
- Form reasoned conclusions based on evidence they have presented.

What skill and knowledge do students bring with them from Years 9/10 (first year of GCSE) into Years 10/11 (second year of GCSE)?

- Identify key terms, meanings, beliefs and examples
- Explain similar religious beliefs, influences and attitudes towards key concepts.
- Explain different religious beliefs, influences and attitudes towards key concepts.
- Contrast religious beliefs, influences and attitudes towards key concepts.
- Explain attitudes of contemporary British attitudes(Christian) in relation to thematic concepts
- Evaluate the significance of each concept in relation to others e.g. believer's baptism in relation to infant baptism or Easter in relation to Christmas
- Use scripture effectively e.g. use to support arguments, quote scripture properly (Matthew 1:1-2), use a Bible to find religious quotes

What skill and knowledge do students bring with them from Years 10/11 (second year of GCSE) into Year 12?

The majority of students will not have studied sociology at key stage 4. However, it is expected that students will be able to:

- Know key knowledge of major world religions.
- Give reasons why people choose to believe and not believe in God.
- The impact of science on religious beliefs.
- Ability to write extended pieces of writing that has developed logical chains of reasoning.
- Write paragraphs that can be supported with evidence and examples.
- Read a wide range of sources and be able to select relevant pieces of information.
- Have an awareness of current affairs and what is happening in society.
- Interpret and analyse a range of data.
- Recognise strengths and weaknesses.
- Critically evaluate a range of theories and arguments.
- Provide conclusions after weighing up a range of evidence.
- Students who have chosen to study Religious Studies at A-Level are given transition work packs to help them develop skills, preparing them for the rigour of A Level.

What skill and knowledge do students bring with them from Year 12 into Year 13?

- Arguments for the existence of God and their challenges.
- Identify and evaluate strengths and weaknesses.
- Ethical theories and their application to a range of issues.
- Key beliefs and teachings of Islam, including the variances amongst different traditions.
- Different expressions of religious identity and how this varies amongst different traditions.
- Use of subject specific vocabulary consistently and accurately.
- Form reasoned conclusions based on evidence they have presented.
- Ability to construct PEEL and PACE chains to form answers to exam questions.
- Use of scripture and scholars to support various arguments.
- Make synoptic links between the different units.

What will Year 7 study and when?

HT1	HT2	HT3	HT4	HT5	HT6
<p>Topic: Is religion a thing of the past?</p>	<p>Topic: Has Christmas lost its meaning?</p>	<p>Topic: Who is God?</p>	<p>Topic: What's so important about key religious figures?</p>	<p>Topic: Are religion and science at war?</p>	<p>Topic: Do we have a duty to look after the planet?</p>
<p>What prior learning is to be revisited? Knowledge of key information about religion</p>	<p>What prior learning is to be revisited? Key information about religion, aspects of religion, reasons why people belong to religion.</p>	<p>What prior learning is to be revisited? Key information about religion, aspects of religion reasons why people belong to religion.</p>	<p>What prior learning is to be revisited? Key information about religion, why people belong to religion and beliefs about God.</p>	<p>What prior learning is to be revisited? Reasons why people belong to religion, reasons why people reject religion, beliefs about God.</p>	<p>What prior learning is to be revisited? Reasons why people choose to belong to religion, religious beliefs about creation and beliefs about God.</p>
<p>How will learning from this unit be developed later? Key information about religion underpins all of the topics within RS. Reasons why the people choose to belong to religion and believe in God will be developed further in Who is God. Are Religion and Science at War and Does God Exist.</p>	<p>How will learning from this unit be developed later? Beliefs about Jesus and festivals will be developed further in the topic Why Do We Have Religious Festivals.</p>	<p>How will learning from this unit be developed later? Beliefs about God will be developed further in What's So Important About Key Religious Figures, Are Religion and Science At War, Does God Exist.</p>	<p>How will learning from this unit be developed later? Key religious figures will be developed in How Does Religion Affect Human Behaviour, Is Everyone Equal, Why Do We Have Religious Festivals and Is Hajj Important.</p>	<p>How will learning from this unit be developed later? Religious beliefs about creation will be developed further in Do We Have A Duty to Look After the Planet. Scientific explanations for creation is developed further in Does God Exist.</p>	<p>How will learning from this unit be developed later? The influence of beliefs on actions is developed further in How Does Religion Affect Human Behaviour and Should We Be Able to Express out Religious Identity.</p>

What will Year 8 study and when?

HT1	HT2	HT3	HT4	HT5	HT6
<p>Topic: How does religion affect human behaviour?</p>	<p>Topic: Is everyone equal?</p>	<p>Topic: Does God exist?</p>	<p>Topic: Why do we have religious festivals?</p>	<p>Topic: Is Hajj important?</p>	<p>Topic: Should we be able to express our religious identity?</p>
<p>What prior learning is to be revisited? Reasons why people belong to religion, reasons why people reject religion, beliefs about God and how religious beliefs influence actions.</p>	<p>What prior learning is to be revisited? Beliefs about God, and how does religion affect human behaviour.</p>	<p>What prior learning is to be revisited? Reasons why people belong to religion, reasons why people reject religion, Beliefs about God, religious beliefs about creation and scientific explanations of creation</p>	<p>What prior learning is to be revisited? Aspects of religion, why Christmas is important to Christian, beliefs about God and key religious figures.</p>	<p>What prior learning is to be revisited? Aspects of religion, beliefs about God and key religious figures and the importance of Eid and how it is celebrated.</p>	<p>What prior learning is to be revisited? Reasons why people belong to religion, beliefs about God, how does religion affect human behaviour and the importance of Hajj.</p>
<p>How will learning from this unit be developed later? This will be developed further when looking at Christian and Muslim practices Religion and Life, Existence of God and Revelation, Crime and Punishment and Peace and Conflict.</p>	<p>How will learning from this unit be developed later? This will be developed further during Christian and Muslim practise, Crime and Punishment and Peace and Conflict.</p>	<p>How will learning from this unit be developed later? This will be developed further during Christian and Muslim beliefs and The Existence of God.</p>	<p>How will learning from this unit be developed later? This will be developed further during Christian and Muslim beliefs, teachings and practices.</p>	<p>How will learning from this unit be developed later? This will be developed further during Muslim beliefs and practices.</p>	<p>How will learning from this unit be developed later? This will be developed further during Christian and Muslim beliefs, teachings and practices.</p>

What will Year 9/10 (first year of GCSE) study and when?

HT1	HT2	HT3	HT4	HT5	HT6
<p>Topic: Christianity: Beliefs and Teachings</p> <p>What prior learning is to be revisited? Nature of God, Christmas, Easter, Afterlife, Creation</p> <p>How will learning from this unit be developed later? Beliefs and teachings will be applied when studying Christian practices and thematic studies. The Nature of God will also be developed during Islam Beliefs and Teachings and Practices, Religion and Life, Existence of God and Revelation, Crime and Punishment and Peace and Conflict.</p>	<p>Topic: Christianity: Practices</p> <p>What prior learning is to be revisited? Christian Beliefs and Teachings including: Incarnation, Crucifixion, Resurrection, Afterlife, Christmas, Easter</p> <p>How will learning from this unit be developed later? Christian practices will be further developed when studying Islam practices and Existence of God and Revelation, Crime and Punishment and Peace and Conflict.</p>	<p>Topic: Islam: Beliefs and Teachings</p> <p>What prior learning is to be revisited? Life after Death, Holy , Book, Angels, Free will</p> <p>How will learning from this unit be developed later? Muslim beliefs and teachings will be applied when studying Muslim practices, Religion and Life, Existence of God and Revelation and Crime and Punishment.</p>	<p>Topic: Islam: Practices</p> <p>What prior learning is to be revisited? Muslim beliefs and teachings including: Prayer, Pilgrimage, Festivals, Holy Books The Five Roots of Usal ad Din, The Six Articles of Faith</p> <p>How will learning from this unit be developed later? Muslim practises will be applied when studying Religion and Life, Existence of God and Revelation and Crime and Punishment.</p>	<p>Topic: Religion and Life</p> <p>What prior learning is to be revisited? Christian and Muslim beliefs and teachings including: Creation, Stewardship Death and the Afterlife, Predestination, Nature of God, Evil and Suffering, Prophet Muhammed</p> <p>How will learning from this unit be developed later? Issues and arguments will be further developed in Existence of God and Revelation, Crime and Punishment and Peace and Conflict.</p>	<p>Topic: Religion, Peace and Conflict</p> <p>What prior learning is to be revisited? Christian and Muslim beliefs, teachings and practices including: Forgiveness, Reconciliation, Festivals, Origins and Value of Life, Stewardship, Evil and Suffering, Creation, Role of the Worldwide Church, Persecution, Obligatory Acts, Predestination, Free will</p> <p>How will learning from this unit be developed later? Issues and arguments will be further explored in Existence of God and Revelation and Peace and Conflict.</p>

What will Years 10/11 (second year of GCSE) study and when?

HT1	HT2	HT3	HT4	HT5	HT6
<p>Topic: Religion, Crime and Punishment</p> <p>What prior learning is to be revisited? Christian and Muslim beliefs and teachings including: forgiveness, reconciliation, Crucifixion, Nature of God, Afterlife, Evil and Suffering. Peace and Conflict.</p> <p>How will learning from this unit be developed later? Content will be revisited when studying Existence of God and Revelation, Crime and Punishment and Peace and Conflict.</p>	<p>Topic: The Existence of God</p> <p>What prior learning is to be revisited? Christian and Muslim beliefs and teachings including: Nature of God, Origins and Value of the environment/ world, Incarnation, Resurrection, Ascension, evil and suffering</p> <p>How will learning from this unit be developed later? Content will be revisited when studying the Existence of God and Revelation.</p>	<p>Topic: The Value of Revelation</p> <p>What prior learning is to be revisited? Christian and Muslim beliefs and teachings including: Nature of God, Scripture, Conversion, Miracles, Afterlife, Creation. Christian and Muslim practices including Mission and, Evangelism, Ramadan. Peace and Conflict including reconciliation and pacifism.</p> <p>How will learning from this unit be developed later? This unit will later be developed during revision by linking the content with other elements of the course consistently.</p>	<p>Topic: Paper 1 Revision</p> <p>What prior learning is to be revisited? Christianity Beliefs and Teachings Christianity Practices Islam Beliefs and Teachings Islam Practices</p> <p>How will learning from this unit be developed later? This unit will be developed later throughout revision of overlapping content with the themes papers. Revision questions will also be set in lessons and as homework to ensure it is regularly developed,</p>	<p>Topic: Paper 2 Revision</p> <p>What prior learning is to be revisited? Parable of the Sheep and Goats Parable of the Good Samaritan The Five Roots of Usal ad Din The Six Articles of Faith Crucifixion Resurrection/Afterlife Value of Revelation Religious attitudes toward conflict and how it can be justified</p> <p>How will learning from this unit be developed later? Exam questions will be regularly completed to ensure students are ready to complete their exams.</p>	<p>GCSE Religious Studies exams take place in May.</p>

What will Year 12 study and when?

HT1	HT2	HT3	HT4	HT5	HT6
<p>Topic: Normative Ethical Theories</p> <p>What prior learning is to be revisited? Introduction to different types of ethical systems.</p> <p>How will learning from this unit be developed later? Different ethical systems will be applied to a range of issues, Bentham and Kant, Meta-Ethics, free will and moral responsibility and the dialogues section linking ethics and Islam.</p>	<p>Topic: Application of ethical theories</p> <p>What prior learning is to be revisited? Situation Ethics, Natural Moral Law and Virtue Ethics.</p> <p>How will learning from this unit be developed later? Application of ethical theories to a range of issues will be developed further the study of Islam – Good Conduct and Key Moral Principles and the dialogues section linking ethics and Islam.</p>	<p>Topic Arguments for the existence of God and Evil and suffering,</p> <p>What prior learning is to be revisited? Introduction to the different types of philosophical arguments.</p> <p>How will learning from this unit be developed later? Arguments for the existence of God and evil and suffering will be explored further during Religious Experience, the study of Islam and God, Islam and Science, Islam and the challenge of secularisation and the dialogues section linking philosophy and Islam.</p>	<p>Topic: Religious Experience, Sources of Wisdom and Authority and God</p> <p>What prior learning is to be revisited? Arguments for the existence of God and evil and suffering.</p> <p>How will learning from this unit be developed later? Religious experience will be developed further in Miracles, the study of Islam and God, the Prophet Muhammad and the dialogues section linking Islam and Philosophy. Sources of Authority and God will be developed during Self, Death and Afterlife, Expressions of Religious Identity, Free Will and Moral Responsibility, Secularisation and the Dialogues section.</p>	<p>Topic: Self, death and afterlife, Good conduct and key moral principles, Expressions of religious identity</p> <p>What prior learning is to be revisited? Beliefs about the nature of God, ethical theories and the application of ethical theories.</p> <p>How will learning from this unit be developed later? Self, death and afterlife will be developed in the philosophy topic of Self, Death and Afterlife, Free Will and Moral Responsibility, Conscience and the dialogues section. Good conduct and key moral principles and expressions of religious identity will be developed further during Gender, Secularisation, Religious Pluralism and Dialogues.</p>	<p>Topic: Free Will and Moral Responsibility, Conscience</p> <p>What prior learning is to be revisited? Nature of God, Al-Qadr, Akhirah, ethical theories and their application to range of issues.</p> <p>How will learning from this unit be developed later? This will be developed further during Bentham and Kant, Meta-Ethics and Dialogues.</p>

What will Year 13 study and when?

HT1	HT2	HT3	HT4	HT5	HT6
<p>Topic: Meta-Ethics, Bentham and Kant and Religious Language.</p> <p>What prior learning is to be revisited? Ethical theories, conscience, free will and moral responsibility</p> <p>How will learning from this unit be developed later? Topics will be further developed in gender and sexuality and dialogues.</p>	<p>Topic: Miracles, Self, Death and the Afterlife, Gender and Sexuality.</p> <p>What prior learning is to be revisited? Religious experience, self, death and afterlife (Islam), good conduct and key moral principles and expressions of religious identity.</p> <p>How will learning from this unit be developed later? Topics will be further developed during Islam and science, secularisation, religious pluralism and dialogues.</p>	<p>Topic: Islam and Science, Secularisation, Migration and Religious Pluralism</p> <p>What prior learning is to be revisited? Arguments for the existence of God, evil and suffering and beliefs about the nature of God.</p> <p>How will learning from this unit be developed later? Topics will be developed further during Dialogues which links Islam, philosophy and ethics.</p>	<p>Topic: Dialogues</p> <p>What prior learning is to be revisited? All philosophy, ethics and Islam topics.</p> <p>How will learning from this unit be developed later? Exam questions will be regularly completed to ensure students are ready to complete their exams.</p>	<p>Topic: Revision</p> <p>What prior learning is to be revisited? Ongoing completion of PLCs and areas of weakness identified from past assessments will be used to inform teaching during this time.</p> <p>How will learning from this unit be developed later? Exam questions will be regularly completed to ensure students are ready to complete their exams.</p>	<p>A Level RS Exams takes place in June.</p>

Why has learning been sequenced in this way?

Year	Term 1	Term 2	Term 3
7	<p>Is religion a thing of the past? This topic serves as an introduction to RS looking at key information about the major world religions and reasons for belong to religion. Knowledge from this topic is regularly referenced in all topics.</p> <p>Has Christmas lost its meaning? This topic is taught in the approach to Christmas. Contemporary links are regularly referred to during the duration of the topic.</p>	<p>Who is God? Continuous referral is made to the idea of God. This topic gives students an understanding of what different religions believe about God. It builds on the previous topic of why people belong to religion and prepares students for future topics.</p> <p>What's so important about key religious figures? To develop the nature of God further, students look at what different religious leaders have taught about God and their importance to the religion. It further supports the topic of why people belong to religion and believe in God.</p>	<p>Are religion and science at war? In this topic, students look at the question of how we got here and whether religion and science are at war. It develops previous topics of why people choose and reject religion and the nature of God. This topic also prepares students for future topics including do we have a duty to look after the planet.</p> <p>Do we have a duty to look after the planet? Having studied religious beliefs about the creation of the world, students apply this information to consider whether humans have a responsibility to look after the planet and how religious beliefs about creation affect religious believers' behaviour.</p>
8	<p>How does religion affect human behaviour? Having studied a range of beliefs and whether people have a responsibility to look after the planet, students study in more depth how religion affects human behaviour. This topic also prepares students for the future topics Is everyone equal and Should we be able to express our religious identity?</p> <p>Is everyone equal? Having studied how religion affects human behaviour, students look at key figures and the impact religion has had on them and various communities. Students look at different forms of discrimination and start to evaluate religious teachings.</p>	<p>Does God exist? This topic introduces students to philosophical arguments which will be developed further in KS4 and KS5. Students use their prior learning of the nature of God and Is religion and science at war, to evaluate whether the philosophical arguments proves the existence of God or not.</p> <p>Why do we have religious festivals? In this topic, students look at some of the festivals in the Abrahamic religions. It builds on prior learning of religious beliefs about Jesus, the importance of Christmas to Christians and the key religious figures. This unit is also placed during Lent.</p>	<p>Is Hajj important? As the second biggest world religion, students study the duties of Muslims and the significance of religious journeys. It builds on prior learning of religious figures, how religion affects human behaviour, is everyone equal and why we have religious festivals.</p> <p>Should we be able to express our religious identity? Having explored a range of religious beliefs and how religion affects behaviour, students consider different ways religious believers express their beliefs and the meaning of a range of symbols.</p>

Year	Term 1	Term 2	Term 3
9/10	<p>Christianity</p> <p>Christianity is studied at the beginning of the course as it provides a solid basis for the rest of the course as the teachings overlap in all other units. Christianity is studied before Islam as many pupils are more familiar with the religious terminology used in Christianity as they encounter them more often the majority being white British. Many concepts in Islam such as Tawhid and angels are also present in a similar manner in Christianity so it makes Christianity a suitable introduction. Finally Christianity is the most detailed unit throughout the course so by studying it early in the course there is more time to revise it effectively. Within the term Beliefs and Teachings are taught before Practices as they are the basis of the faith and influence how Christians practice their faith.</p>	<p>Islam</p> <p>Islam is studied prior to the Themes section of the course as so much of the information from Beliefs and Teachings and Practices are relevant when studying the themes. It is studied after Christianity as pupils are not as familiar with the subject specific terminology but should have grown in confidence while studying Christianity which has some difficult language. Within the term Beliefs and Teachings are taught first as they are the basis of the faith and influence how Muslims practice their faith.</p>	<p>Themes</p> <p>Theme B is the first theme studied as the beginning of the unit overlaps with both Christianity and Islam which encourages confidence within pupils. The development of the influences of such beliefs introduces new information to develop what they have studied prior. Areas of the unit such as the value of life are important in later themes so it is the natural starting point for the thematic studies.</p> <p>Theme D is studied after Theme B as there is natural progression and development of the teachings relating to the value of life and how such beliefs may influence religious believers' beliefs towards war. Theme D is studied after Christianity and Islam as it is important for pupils to be aware of Jihad and the trusted sources of authority, alongside teachings of compassion and a duty of care for all of the world.</p>

Year	Term 1	Term 2	Term 3
10/11	<p>Themes</p> <p>Theme E is the introductory unit for the second year of the course as it is a unit that many pupils enjoy and engage with immediately. Many of the teachings, such as forgiveness, reconciliation, suffering and the value of life, are revisited and developed in the unit so that it is also useful revision for pupils. The unit introduces concepts such as the principle of utility and concepts such as suffering encourage questions about the nature of God which leads into Theme C effectively.</p> <p>Theme C - The existence of God is studied at this point of the course because it allows for pupils to reflect on all that they have studied so far and use it to evaluate if God exists and if he does what his nature is. It encourages the use of varied examples and means that pupils have studied a variety of beliefs and attitudes so that they can make informed, justified decisions/evaluations.</p>	<p>Themes and Revision</p> <p>Theme C - The Value of Revelation This is the last element of the course to be studied. It is planned for the start of Term 2 as a lot of the content is that which pupils are already familiar with. This allows them to have varied examples of scripture and sources of authority to evaluate the validity of what they have studied. It is also a revision opportunity for pupils to help ease pressures they may feel coming up to their exams.</p> <p>Revision Revision for the remainder of the term is focused on the Religions Paper (Paper 1) as it was studied early in the course and is useful when revising the themes studied also.</p>	<p>Revision</p> <p>Revision for the start of Term 3 is focused on concepts that overlap on both papers.. Examples of what would be revised are parables such as The Good Samaritan and The Sheep and Goats as they are relevant on both papers. Similarly the nature of God and the afterlife would be examples of religious beliefs and teachings that are relevant for the themes units.</p>

Year	Term 1	Term 2	Term 3
12	<p>Normative ethical theories During this topic, students are introduced to the different ways people make decisions. Students learn about different types of ethical theories and study three ethical theories which is referred to during the different ethics topics.</p> <p>Application of ethical theories Having studied different ethical theories, students then apply them to a range of ethical issues. Students are learning the skill of application which is built on in all topics. Some of the ethical issues studied in this topic is also referred to in future topics.</p>	<p>Arguments for the existence of God Evil and Suffering Students are introduced to the different types of philosophical arguments, which is referred back to in future philosophy topics. Arguments for the existence of God and their challenges is also developed further in future philosophy and Islam topics.</p> <p>Religious Experience This topic builds on arguments for the existence of God. It is also a foundation for future topics including Sell, Death and Afterlife, Religious Language, Miracles and Islam.</p> <p>Sources of Wisdom and Authority God These topics introduce students to important Muslim beliefs which is developed further in future topics. Prior learning on religious experience is referred to in this unit.</p>	<p>Self, death and afterlife (Islam) In this topic, students continue to learn about important Muslim beliefs which is referred to in future topics.</p> <p>Good conduct and key moral principles Expressions of religious identity In these two topics, students consider the behaviour of Muslims. It builds on key Muslim beliefs previously learnt and looks at how beliefs influence actions.</p> <p>Free will and moral responsibility Conscience Having previously looked at how people make decisions, students consider a range of different factors on how much responsibility we have for the decisions we make. Students apply their knowledge from Islam to these topics. Students can also apply the various ethical issues studied in the first term and apply it to these two topics.</p>

Year	Term 1	Term 2	Term 3
13	<p>Meta-Ethics Bentham and Kant These are the last two ethics topics. Having looked at a range of ethical theories and behaviour, students considers the meaning of ethical language. This is further developed when looking at Bentham and Kant’s ethical theories. Having previously studied the different types of ethical theories, students are able to compare Bentham and Kant.</p> <p>Religious Language Miracles Self, death and afterlife (philosophy) These are the last philosophy topics and builds on the prior learning of religious experience and self, death and afterlife. Students are able to make links between ethical and religious language and Muslim beliefs about self, death and afterlife.</p> <p>Gender and sexuality Having studied sources of authority, beliefs about God and key Muslim beliefs, students apply this to gender and sexuality. This also links with future topics of science, secularisation and religious pluralism.</p>	<p>Islam and science Secularisation Migration and religious pluralism Having studied key Muslim beliefs and practices, students consider the challenges some Muslims may face in the twenty first century and western society leading to the developments in Muslim thought.</p> <p>Dialogues Throughout the philosophy, ethics, and Islam topics, students are making links between all the topics. Dialogues continue to build on these synoptic, providing a further form of revision.</p> <p>Revision Having completed a number of mock exams, end of topic tests, class assessments and PLCs, targeted intervention can take place, addressing the weaknesses of students to ensure they are prepare for the exams.</p>	<p>A Level RS Exams takes place in June.</p>

What will students be expected to know and remember?

Year	Term 1	Term 2	Term 3
7	<p>Is religion a thing of the past?</p> <ul style="list-style-type: none"> • Different aspects of religion. • Key information of the major world religions. • What ‘being religious’ means. • Meanings and examples of belief, fact and opinion. • Why people belong to religion. • Why people choose to reject religion. <p>Has Christmas lost its meaning?</p> <ul style="list-style-type: none"> • Titles of Jesus. • Events of Jesus’ birth as written in Matthew and Luke and their symbolism. • Similarities and differences between the nativity accounts. • Christian beliefs about Christmas including incarnation. • History and symbolism of different Christmas rituals. • How Christian beliefs are expressed in music. 	<p>Who is God?</p> <ul style="list-style-type: none"> • Different beliefs about the existence of God. • Christian beliefs about the nature of God. • Muslim beliefs about the nature of God. • Hindu beliefs about the nature of God. • Sikh beliefs about the nature of God. • Buddhist beliefs about God. <p>What’s so important about key religious figures?</p> <ul style="list-style-type: none"> • Reasons why Abraham and Moses are important for Jews and other religious people. • The importance of keeping promises. • Reasons why Muhammad is important to Muslims and other religious people. • The qualities of a religious leader. • Reasons why Hindu teachers are so important. • Reasons why the Buddha is so important for Buddhists, • Reasons why Guru Nanak is important for Sikhs. 	<p>Are religion and science at war?</p> <ul style="list-style-type: none"> • Arguments for and against the existence of God. • Different beliefs about God. • Meaning of the Creation stories in Genesis. • Scientific explanations of creation including The Big Bang and Evolution. • Evaluation of whether science and religion are in conflict. <p>Do we have a duty to look after the planet?</p> <ul style="list-style-type: none"> • Different examples of what humans have done to the planet. • Reasons why humans have damaged the environment. • Different religious beliefs about creation. • How religious beliefs influences the actions of religious believers. • The work of different religious environmental groups.

Year	Term 1	Term 2	Term 3
8	<p>How does religion affect human behaviour?</p> <ul style="list-style-type: none"> • Different ways people show respect for things they value. • Ways in which religious people worship. • Reasons why Christians and Muslims pray. • How and why some people meditate. • What is a moral statement and how people make moral decisions. • How Jews, Christians and Muslims make moral decisions and what moral dilemmas are. • Ideas of duty in Hinduism. • How Buddhists are guided in their moral thinking. <p>Is everyone equal?</p> <ul style="list-style-type: none"> • Meaning and examples of prejudice and discrimination • Religious teaching of prejudice and discrimination • Examples of racism in the southern states of America. • The work of Martin Luther King. • What influenced Martin Luther King to do what he did. • Religious teachings on gender and evaluation of whether men and women are equal. • Religious beliefs about different religion and evaluation of whether all religions can get on together 	<p>Does God exist?</p> <ul style="list-style-type: none"> • Different beliefs about the existence of God. • Different philosophical arguments about the existence of God including the Design Argument and the Cosmological Argument. • Arguments for and against religious experience as proof of the existence of God. • Evaluation of whether the existence of evil and suffering proves that God does not exist. <p>Why do we have religious festivals?</p> <ul style="list-style-type: none"> • Reasons why religious people celebrate festivals. • Understanding of why Eid-ul-Fitr is important to Muslims. • How Eid-ul-Fitr is celebrated by Muslims. • Understanding of why Pesach is important to Jews. • How Jews celebrate Pesach. • The Events of Holy Week and their significance to Christians. • The importance of the crucifixion and resurrection to Muslims. • How Easter is celebrated by Christians. 	<p>Is Hajj important?</p> <ul style="list-style-type: none"> • What the Five Pillars of Islam are and why they are important. • What happens o Hajj, the symbolism of rituals and the religious and historical significance of the rituals. • Reasons why Hajj is important to Muslims. • Evaluation of whether Hajj is the most important duty. <p>Should we be able to express our religious identity?</p> <ul style="list-style-type: none"> • Different ways religious and non-religious people express their identity. • Reasons why personal identity is so important. • Religious beliefs about the hijab. • Importance of the Five Ks. • Rules about Kosher and Halal. • Explain the reluctance of Buddhists and Hindus to eat meat.

Year	Term 1	Term 2	Term 3
10/11	<p>Students should be able to explain each of the following with reference to religious teachings:</p> <ul style="list-style-type: none"> ● Crime and Punishment ● Reasons for Crime ● Religious attitudes towards lawbreakers and different types of crime ● Aims of Punishment ● Religious attitudes towards suffering ● Religious attitudes to the treatment of prisoners ● Religious attitudes towards forgiveness ● Religious attitudes towards the death penalty ● The Design Argument ● The First Cause Argument ● The Argument from Miracles ● Nature of God ● Arguments against the existence of God 	<p>Students should be able to explain each of the following with reference to religious teachings:</p> <ul style="list-style-type: none"> ● Special Revelation ● General Revelation ● Enlightenment ● Different Ideas about the Divine ● The Value of Revelation and Enlightenment ● Religions - Beliefs, Teachings and Practices (Revision) 	<p>Students sit the AQA RS Exams in May.</p>

Year	Term 1	Term 2	Term 3
12	<p>Normative Ethical Theories</p> <ul style="list-style-type: none"> Deontological: natural moral law and the principle of double effect with reference to Aquinas; proportionalism. Teleological: situation ethics with reference to Fletcher. Character based: virtue ethics with reference to Aristotle. The differing approaches taken to moral decision making by these ethical theories. Their application to the issues of theft and lying. The strengths and weaknesses of these ways of making moral decisions. <p>Application of ethical theories</p> <ul style="list-style-type: none"> Issues of human life and death: <ul style="list-style-type: none"> embryo research; cloning; ‘designer’ babies abortion voluntary euthanasia and assisted suicide capital punishment. Issues of non-human life and death: <ul style="list-style-type: none"> use of animals as food; intensive farming use of animals in scientific procedures; cloning blood sports animals as a source of organs for transplants. 	<p>Arguments for the existence of God</p> <ul style="list-style-type: none"> Design: Paley’s analogical argument; Hume’s Criticisms Ontological: Anselm’s a priori argument; Gaunilo and Kant’s criticisms Cosmological: Aquinas’ Way 3. The argument from contingency and necessity; Hume and Russell’s criticisms The basis of each argument in observation or in thought Strengths and weaknesses of the arguments Their status as ‘proofs’ Their value for religious faith and The relationship between reason and faith. <p>Evil and Suffering</p> <ul style="list-style-type: none"> The concepts of natural and moral evil. The logical and evidential problem of evil. Responses to the problem of evil and suffering. Hick’s soul making theodicy. The free will defence. Process theodicy as presented by Griffin. The strengths and weaknesses of each response. <p>Religious Experience</p> <ul style="list-style-type: none"> The nature of religious experience: <ul style="list-style-type: none"> Visions: corporeal, imaginative and intellectual. Numinous experiences: Otto, an apprehension of the wholly other. Mystical experiences: William James; non sensuous and non-intellectual union with the divine as presented by Walter Stace. Verifying religious experiences: <ul style="list-style-type: none"> The challenges of verifying religious experiences. The challenges to religious experience from science. Religious responses to those challenges. 	<p>Self, death and afterlife</p> <ul style="list-style-type: none"> Muslim views about the purpose of life as being to worship God and a moral test; the concept of worship and consideration of the view that, for Muslims, this life is only important as a preparation for the life to come. Al-Qadr: different understandings of the relationship between divine control, human freedom and responsibility. Mutazili and Ashari perspectives and the Shi’a concept of Bada. Akhirah (afterlife): the concept of soul; beliefs about Barzakh, judgement heaven and hell including different understandings of resurrection and of the descriptions of heaven and hell in the Qur’an including 47:15. <p>Good conduct and key moral principles</p> <ul style="list-style-type: none"> Good conduct: the importance of good moral conduct in Islam including reference to the duty of obedience to God and the Prophet and to the greater jihad; the role of personal freedom and judgement in the Shari’ah law, with reference to the five-fold classification of actions. Sanctity of life: the concept of the sanctity of life and its application to issues concerning the embryo and the unborn child; lesser jihad as a duty of the Ummah and how it applied to warfare at the time of the Prophet; debates about its application today, including to the use of weapons of mass destruction and terrorism. Stewardship: the role of the Ummah as Khalifah (stewards) and their responsibilities towards the environment and to animal life; how changing understandings of the impact of human activities on the world change Muslim understandings of their responsibilities.

		<ul style="list-style-type: none"> - Swinburne's principles of credulity and testimony. • The influence of religious experiences and their value for religious faith. <p>Sources of Wisdom and Authority</p> <ul style="list-style-type: none"> • The Qur'an: its nature and authority; Muslim beliefs about the revelation and compilation of the Qur'an; the importance of the Arabic text and how this is reflected in the treatment and use of the Qur'an in worship and in everyday life; translation as interpretation and the importance of trustworthy interpretation of the Qur'an. • The Prophet: the status of Muhammad as Khatam an-Nabiyyin (seal of the Prophets) and his significance for Muslims today; different views about the nature and value of hadiths as sources of knowledge of the sayings and actions of Muhammad. • Imams: the authority of the Imams in Shi'a Islam. <p>God</p> <ul style="list-style-type: none"> • The Qur'an: its nature and authority; Muslim beliefs about the revelation and compilation of the Qur'an; the importance of the Arabic text and how this is reflected in the treatment and use of the Qur'an in worship and in everyday life; translation as interpretation and the importance of trustworthy interpretation of the Qur'an. • The Prophet: the status of Muhammad as Khatam an-Nabiyyin (seal of the Prophets) and his significance for Muslims today; different views about the nature and value of hadiths as sources of knowledge of the sayings and actions of Muhammad. • Imams: the authority of the Imams in Shi'a Islam. 	<p>Expressions of religious identity</p> <ul style="list-style-type: none"> • The concept of Muslim: the similarities and differences between Shi'a and Sunni views about what it means to be a Muslim. • The Pillars of Islam: the concept of pillar and purpose of the five pillars of Islam; Salah: differences in Sunni and Shi'a practices; the importance of the outward actions of prayer and the underlying intentions and state of mind; the importance of daily and Jummah prayers; Hajj: developments in the practice of Hajj in the 20th century and the significance and importance of Hajj today. • The mosque: the changing role of the mosque in the community, with particular reference to the history and developing work of the London Central Mosque. <p>Free Will and Moral Responsibility</p> <ul style="list-style-type: none"> • The conditions of moral responsibility: free will; understanding the difference between right and wrong. • The extent of moral responsibility: libertarianism, hard determinism, compatibilism. • The relevance of moral responsibility to reward and punishment. <p>Conscience</p> <ul style="list-style-type: none"> • Differing ideas, religious and non-religious, about the nature of conscience. • The role of conscience in making moral decisions with reference to: <ul style="list-style-type: none"> - telling lies and breaking promises - adultery. • The value of conscience as a moral guide.
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Year	Term 1	Term 2	Term 3
13	<p>Meta-Ethics</p> <ul style="list-style-type: none"> Divine Command Theory – right is what God commands, wrong is what God forbids. Naturalism: Utilitarianism – right is what causes pleasure, wrong is what causes pain. Non-naturalism: Intuitionism – moral values are self-evident. The strengths and weaknesses of these ideas. <p>Bentham and Kant</p> <ul style="list-style-type: none"> Comparison of the key ideas of Bentham and Kant about moral decision making. How far these two ethical theories are consistent with religious moral decision making. <p>Religious Language</p> <ul style="list-style-type: none"> The issue of whether religious language should be viewed cognitively or non-cognitively. The challenges of the verification and falsification principles to the meaningfulness of religious language. Responses to these challenges: <ul style="list-style-type: none"> eschatological verification with reference to Hick language as an expression of a Blik with reference to R.M.Hare religious language as a language game with reference to Wittgenstein. Other views of the nature of religious language: <ul style="list-style-type: none"> religious language as symbolic with reference to Tillich religious language as analogical with reference to Aquinas the Via Negativa. The strengths and weaknesses of the differing understandings of religious language. <p>Miracles</p> <ul style="list-style-type: none"> Differing understandings of ‘miracle’ <ul style="list-style-type: none"> realist and anti-realist views violation of natural law or natural event. Comparison of the key ideas of David Hume and Maurice Wiles on miracles. The significance of these views for religion. 	<p>Islam and Science</p> <ul style="list-style-type: none"> How and why science has influenced Islam and how Islam has responded, with particular reference to: science’s emphasis on evidence and reason; specific scientific discoveries; science as a stimulus to Muslim ethical thinking. Developments in Muslim thought: <ul style="list-style-type: none"> How science has challenged Muslim belief and different Muslim responses to Darwin’s theory of evolution and the Big Bang theory. The importance of science in early Muslim thought: science as a duty required by the Qur’an. The belief that the Qur’an revealed what science later confirmed with reference to the work of Maurice Bucaille. Different Muslim responses to ethical issues raised by science: genetic engineering. <p>Secularisation</p> <ul style="list-style-type: none"> Challenges of secularisation including: the replacement of religion as the source of truth and moral values; relegation of religion to the personal sphere; the rise of militant atheism: the view that religion is irrational. Developments in Muslim thought: <ul style="list-style-type: none"> Responses to materialistic secular values: the value of wealth and possessions and the debate about capital punishment; comparison of the significant ideas of Tariq Ramadan and Sheikh Ahmad Ash-Sharabasi concerning capital punishment. Emphasis on the preservation of Muslim identity with reference to dress and diet, prayer places of worship, and the self-reliance of the Muslim community; different attitudes to democracy and to involvement in the democratic process. Emphasis on the social relevance of Islam, liberationist approaches supporting the poor and defending the oppressed. <p>Migration and Religious Pluralism</p> <ul style="list-style-type: none"> How migration has created multicultural societies which include Islam, with particular reference to migration by Muslims into the United Kingdom from the 1950s onwards; the diversity within the Muslim community in Britain; freedom of religion as a human right in European law and religious pluralism as a feature of modern secular states; the influence of this context on Muslim thought. 	Students sit the AQA RS Exams in June

Self, Death and the Afterlife

- The nature and existence of the soul; Descartes' argument for the existence of the soul.
- The body/soul relationship.
- The possibility of continuing personal existence after death.

Gender and Sexuality

- Historical and social factors that have influenced developments in Muslim thinking about these issues including: encounter with western values and lifestyles as part of the British Empire and through later immigration into Britain; the changing roles of men and women in society outside of religion; the rights given to women by secular governments.
- Developments in Muslim thought, including feminist approaches:
 - The veil seen as a barrier to achievement in Qasim Amin's work in 1899 and other Muslim views on this issue.
 - Debates about the role and status of women in Islam with particular reference to the interpretation of 4:34 and the views of Amina Wadud.
 - Contemporary Muslim views about celibacy, marriage, homosexuality and transgender issues.

- Developments in Muslim thought:
 - Emphasis on exclusivism; its basis in the Qur'an, 3:85; attitudes within Islam to minority Muslim groups.
 - Inclusivism and its basis in the Qur'an with reference to both Abrahamic and non-Abrahamic faiths; the debate about whether good deeds without faith in God or Islam are rewarded by God.
 - Muslim responses to issues of freedom of religious expression in society.

Dialogues

- Beliefs and teachings about:
 - God
 - self, death and afterlife
 - sources of wisdom and authority
 - religious experience
 - the relationship between scientific and religious discourses
 - the truth claims of other religions
 - miracles.
- The following issues, and the impact of the discussion on religious belief past and present, should be considered:
 - How far the belief is reasonable – that is based on reason and/or consistent with reason.
 - How meaningful the statements of faith are, and for whom.
 - How coherent the beliefs are, and how consistent with other beliefs within the belief system.
 - The relevance of philosophical enquiry for religious faith, with particular reference to the debate about the nature of faith as 'belief in' or 'belief that'.
- Muslim responses to the following approaches to moral decision making in the light of key Muslim moral principles:
 - deontological, with reference to Kant
 - teleological and consequential, with reference to Bentham
 - character based, with reference to virtue ethics.
- How far Muslim ethics can be considered to be deontological, teleological, consequential, or character based.
- Muslim response to: the issues of human life and death and issues of animal life and death prescribed for study; theft and lying; marriage; homosexuality and transgender issues; genetic engineering including.
- Muslim responses to issues surrounding wealth, tolerance and freedom of religious expression.

		<ul style="list-style-type: none">• Muslim understandings of free will and moral responsibility, and the value of conscience in Muslim moral decision-making.• The impact of other ethical perspectives and ethical studies on Muslim views about these issues, both past and present. This may include challenges to and support for Muslim views; compatibility of Muslim views with those of other ethical perspectives; the relative strengths and weaknesses of Muslim perspectives and the other ethical perspectives studied on these issues; the implications of criticisms of Muslim ethical teaching for the religion as a whole and its sources of authority.	
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How will each unit be assessed to show that students are making progress?

Year	Term 1	Term 2	Term 3
7	<ul style="list-style-type: none"> • In every lesson, recall questions are set, checking understand of prior learning. • Regular self, peer and teacher assessment takes place throughout each topic. Students are provided with regular feedback and time is built into lessons to improve their answers. • During each topic, an assessment is set. Achievement is recorded on the tracking sheets at the front of exercise books. 	<ul style="list-style-type: none"> • In every lesson, recall questions are set, checking understand of prior learning. • Regular self, peer and teacher assessment takes place throughout each topic. Students are provided with regular feedback and time is built into lessons to improve their answers. • During each topic, an assessment is set. Achievement is recorded on the tracking sheets at the front of exercise books. 	<ul style="list-style-type: none"> • In every lesson, recall questions are set, checking understand of prior learning. • Regular self, peer and teacher assessment takes place throughout each topic. Students are provided with regular feedback and time is built into lessons to improve their answers. • During each topic, an assessment is set. Achievement is recorded on the tracking sheets at the front of exercise books.
8	<ul style="list-style-type: none"> • In every lesson, recall questions are set, checking understand of prior learning. • Regular self, peer and teacher assessment takes place throughout each topic. Students are provided with regular feedback and time is built into lessons to improve their answers. • During each topic, an assessment is set. Achievement is recorded on the tracking sheets at the front of exercise books. 	<ul style="list-style-type: none"> • In every lesson, recall questions are set, checking understand of prior learning. • Regular self, peer and teacher assessment takes place throughout each topic. Students are provided with regular feedback and time is built into lessons to improve their answers. • During each topic, an assessment is set. Achievement is recorded on the tracking sheets at the front of exercise books. 	<ul style="list-style-type: none"> • In every lesson, recall questions are set, checking understand of prior learning. • Regular self, peer and teacher assessment takes place throughout each topic. Students are provided with regular feedback and time is built into lessons to improve their answers. • During each topic, an assessment is set. Achievement is recorded on the tracking sheets at the front of exercise books.

Year	Term 1	Term 2	Term 3
9/10	<ul style="list-style-type: none"> • End of topic tests take place which follow the AQA exam structure and timings. • In every lesson, there are quick check questions which are based on the short answer questions in the exam (1, 2 and 4 marks). • There is regular assessment of longer exam questions (12 marks). Achievement is recorded on tracking sheets. • Students are provided with regular feedback and are given the opportunity to improve their answers based on the feedback given. • Assignments on Seneca Learning and GCSE Pod are regularly set as homework and revision • Strengths and weaknesses are identified and targeted therapy takes place. 	<ul style="list-style-type: none"> • End of topic tests take place which follow the AQA exam structure and timings. • In every lesson, there are quick check questions which are based on the short answer questions in the exam (1, 2 and 4 marks). • There is regular assessment of longer exam questions (12 marks). Achievement is recorded on tracking sheets. • Students are provided with regular feedback and are given the opportunity to improve their answers based on the feedback given. • Assignments on Seneca Learning and GCSE Pod are regularly set as homework and revision • Strengths and weaknesses are identified and targeted therapy takes place. 	<ul style="list-style-type: none"> • End of topic tests take place which follow the AQA exam structure and timings. • In every lesson, there are quick check questions which are based on the short answer questions in the exam (1, 2 and 4 marks). • There is regular assessment of longer exam questions (12 marks). Achievement is recorded on tracking sheets. • Students are provided with regular feedback and are given the opportunity to improve their answers based on the feedback given. • Assignments on Seneca Learning and GCSE Pod are regularly set as homework and revision • Strengths and weaknesses are identified and targeted therapy takes place.
10/11	<ul style="list-style-type: none"> • End of topic tests take place which follow the AQA exam structure and timings. • In every lesson, there are quick check questions which are based on the short answer questions in the exam (1, 2 and 4 marks). • There is regular assessment of longer exam questions (12 marks). Achievement is recorded on tracking sheets. • Students are provided with regular feedback and are given the opportunity to improve their answers based on the feedback given. • Assignments on Seneca Learning and GCSE Pod are regularly set as homework and revision • Strengths and weaknesses are identified and targeted therapy takes place. 	<ul style="list-style-type: none"> • End of topic tests take place which follow the AQA exam structure and timings. • In every lesson, there are quick check questions which are based on the short answer questions in the exam (1, 2 and 4 marks). • There is regular assessment of longer exam questions (12 marks). Achievement is recorded on tracking sheets. • Students are provided with regular feedback and are given the opportunity to improve their answers based on the feedback given. • Assignments on Seneca Learning and GCSE Pod are regularly set as homework and revision • Strengths and weaknesses are identified and targeted therapy takes place. 	GCSE RS exams takes place in May.

Year	Term 1	Term 2	Term 3
12	<ul style="list-style-type: none"> • In every lesson, recall questions are set, checking understand of prior learning. • Regular self, peer and teacher assessment takes place throughout each topic. Students are provided with regular feedback and time is built into lessons to improve their answers. • At the end of each topic, an end of topic test is set. Achievement is recorded on the tracking sheets at the front of assessment booklets. • Mock Exam 1 - Ethics 	<ul style="list-style-type: none"> • In every lesson, recall questions are set, checking understand of prior learning. • Regular self, peer and teacher assessment takes place throughout each topic. Students are provided with regular feedback and time is built into lessons to improve their answers. • At the end of each topic, an end of topic test is set. Achievement is recorded on the tracking sheets at the front of assessment booklets. • Mock Exam 2 - Philosophy & Ethics 	<ul style="list-style-type: none"> • In every lesson, recall questions are set, checking understand of prior learning. • Regular self, peer and teacher assessment takes place throughout each topic. Students are provided with regular feedback and time is built into lessons to improve their answers. • At the end of each topic, an end of topic test is set. Achievement is recorded on the tracking sheets at the front of assessment booklets. • Mock Exam 3 - Philosophy & Ethics and Islam
13	<ul style="list-style-type: none"> • In every lesson, recall questions are set, checking understand of prior learning. • Regular self, peer and teacher assessment takes place throughout each topic. Students are provided with regular feedback and time is built into lessons to improve their answers. • At the end of each topic, an end of topic test is set. Achievement is recorded on the tracking sheets at the front of assessment booklets. • Mock Exam 1 – Philosophy & Ethics and Islam 	<ul style="list-style-type: none"> • In every lesson, recall questions are set, checking understand of prior learning. • Regular self, peer and teacher assessment takes place throughout each topic. Students are provided with regular feedback and time is built into lessons to improve their answers. • At the end of each topic, an end of topic test is set. Achievement is recorded on the tracking sheets at the front of assessment booklets. • Mock Exam 2 – Paper 1 and Paper 2 	A Level RS Exams takes place in June.

What cross-curricular themes have you identified?

Year	Term 1	Term 2	Term 3
7	<p>Maths: Statistics are interpreted when looking at how many people are religious.</p> <p>Geography: Pupils look at how beliefs and practices may differ according to different countries.</p> <p>Art: Religious beliefs portrayed through art.</p> <p>English: students interpret different religious texts.</p>	<p>History: Creating a chronology of events.</p> <p>Art: Religious beliefs portrayed through art.</p> <p>Geography: Beliefs around the world and different cultures.</p> <p>English: Interpretation of different religious texts.</p>	<p>Science: Idea of evidence, proof, the Big Bang, evolution and pollution.</p> <p>Geography: Pollution, climate change, globalisation.</p> <p>Maths: Analysis of data.</p>
8	<p>CPSHEE: Tolerance, respect, diversity being a Good citizen.</p> <p>History: Study of historical figures.</p> <p>English: Analysis of speeches.</p>	<p>Science: Ideas of proof, evidence, the Big Bang and evolution.</p> <p>Geography: Practices around the world, different cultures and migration.</p> <p>CPSHEE: Diversity of beliefs in UK</p>	<p>Geography: Study of Saudi Arabia and migration.</p> <p>CPSHEE: Tolerance, respect and diversity.</p> <p>Food Tech: Food laws.</p> <p>English: interpretation of religious Scripture.</p>
9/10	<p>English Literature: Morals and success of good over evil (Books, Poetry and Plays), analysis of texts</p> <p>CPSHEE: Tolerance and Respect in place of persecution, the importance of kindness towards those in society</p> <p>History: Protestantism in Elizabethan England</p> <p>Art: Famous pieces of work to reflect key themes</p> <p>Maths: Use of Venn Diagrams for comparisons</p> <p>Languages: Relevance of translations e.g. Bible/bibliothèque etc.</p>	<p>CPSHEE: Tolerance and Respect in place of persecution and the importance of being a good citizen</p> <p>PE: Dietary and Fasting requirements impact on Muslim athletes</p> <p>Art: The design of mosques and churches</p> <p>DT: The intentional design of prayer mats, mosques and churches</p> <p>Maths: Percentages for Zakah and Khums, Use of Venn Diagrams for comparisons</p>	<p>Geography: Pollution and the use and abuse of the environment (Stewardship), eco-systems, water/rock cycles</p> <p>Science: The Big Bang Theory and Evolution, Food chain, eco-systems</p> <p>History: WWI, Industrial Revolution, Weimar Germany, Elizabethan England(Rebellions linked to religious beliefs)</p> <p>English: Reasons for war and just war studied in literature e.g. The Hunger Games, The Boy in Striped Pyjamas</p> <p>Maths: Use of Venn Diagrams for comparisons</p> <p>Business: Ethics for healthcare companies e.g. abortion/euthanasia demands</p>

Year	Term 1	Term 2	Term 3
10/11	<p>History: Crime and Punishment</p> <p>CPSHEE: Drug use/Healthy lifestyle (e.g. diet restrictions), The Law</p> <p>Maths: Use of Venn Diagrams for comparisons</p>	<p>Art: Wonder and Awe in paintings, sculptures etc.</p> <p>Maths: Use of Venn Diagrams for comparisons</p>	<p>English: Critical literacy</p>
12/13	<ul style="list-style-type: none"> • Psychology: nature vs nurture debate, psychological explanations for belief and determinism. • Science: Big Bang and Evolution, medical ethics. • Business: Business ethics. • Maths: Analysis of data • Geography: Immigration, climate change, pollution and globalisation. • Law: Criminal justice system • Sociology: Beliefs in society, gender. 		

Are there any extra-curricular links, visits or speakers linked to units of work?

Year	Term 1	Term 2	Term 3
7	RS Club Reverend Hillman & Reverend Rose deliver assemblies each term.	RS Club Reverend Hillman/Matt from Legacy delivers a talk about the importance of Christmas to Christians.	RS Club NATRE Spirited Arts Competition
8	RS Club	RS Club Reverend Hillman/Matt from Legacy delivers a talk about the importance of Easter to Christians. International Women's Day Holocaust Memorial Day. Martin Luther King Day.	RS Club NATRE Spirited Arts Competition
9/10	Rev. P. Hillman RS Club - Religious Art	RS Club - Charitable Works	RS Club - Festivals NATRE Spirited Arts Competition
10/11	Rev. P. Hillman RS Club - Angels, Sin and Salvation, Moral Development	RS Club - Religious influences on literature	RS Club - The Afterlife, Religious influence on film NATRE Spirited Arts Competition
12	Throughout the year, some universities provide online webinars that cover course content.	Holocaust Memorial Day	Candle Conferences Webinars – a range of speakers (such as Dr Vardy) delivers talks that cover the course content.
13	RS University of Chester Philosophy and Religion National A Level Competition	Candle Conferences Webinars – a range of speakers (such as Dr Vardy) delivers talks that cover the course content. International Women's Day	Candle Conferences Webinars – a range of speakers (such as Dr Vardy) delivers talks that cover the course content.

* Religious festivals are referenced throughout the year.