



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 7 CORE	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Welcome and expectations Six Main World Religions What it means to be religious	Hinduism key beliefs and teachings Hindu practices and impact on believers’ lives	Buddhism beliefs, teachings and practice Sikh beliefs, teachings and practices
Key Retainable Knowledge & Skills	Welcome and expectations <ul style="list-style-type: none"> Baseline assessment Six Main World Religions <ul style="list-style-type: none"> Symbolism Timeline 6 world religions What is religion 6 World religion symbols and mobile hwk C) question assessment Present Mobiles What it means to be religious <ul style="list-style-type: none"> Welcome to island task What are our rules (10 commandments) Who will lead us (Christian & Sikh) How will we welcome life (Islam & Sikh) How will we record events (Islam & Sikh) How will we celebrate our survival (Hindu, Sikh & Judaism) AT1: <ul style="list-style-type: none"> use religious words recognise features of religion recognise symbols recognise other verbal and visual forms of religious expression. AT2: <ul style="list-style-type: none"> talk about my feelings and experiences talk about what I find interesting or strange talk about what I think is important to myself and others 	Hinduism key beliefs and teachings <ul style="list-style-type: none"> Hinduism symbols and Trimurti Reincarnation -link to Trimurti Puja worship – home and temple. Shrine hwk Mandir Present shrines Stories – Ramayana Diwali festival and others Shrine presentation Hinduism <ul style="list-style-type: none"> Assessment - Feedback and improvements 16 Samskaras Caste system and dharma Ahimsa and today – care for animals and environment AT1: <ul style="list-style-type: none"> use religious words recognise features of religion recognise symbols recall a religious story recognise religious symbols recognise other verbal and visual forms of religious expression. AT2: <ul style="list-style-type: none"> talk about my feelings and experiences talk about what I find interesting or strange talk about what I think is important to myself and others 	Buddhism <ul style="list-style-type: none"> Buddhism intro symbols and origami lotus flower Origins: Early life of Siddhartha and 4 sights Enlightenment 3 marks of being 4 Noble truths 8 Fold path Mandala patterns Wesak Prayer flags Sikhism <ul style="list-style-type: none"> Sikhism symbolism Nanak 10 Gurus Guru Gobind Singh and Khalsa 5 K’s Gurdwara AT1: <ul style="list-style-type: none"> use religious words recognise features of religion recognise symbols recall a religious story recognise religious symbols recognise other verbal and visual forms of religious expression. AT2: <ul style="list-style-type: none"> talk about my feelings and experiences talk about what I find interesting or strange talk about what I think is important to myself and others
Key Technical Vocabulary	Sign /Symbol/God/Allah Believe/Belief/Religion/Religious/Judaism/Christianity/ Islam/Hinduism/Buddhism/Sikhism Jesus Muhammad Festival Qur’an Guru Granth Sahib Religious Diwali Hanukah Judaism Christianity Isla Hinduism Buddhism Sikhism	Monotheism / Trimurti / Atman / Samsara /Puja Arti / Murti / Mandir / Shrine / Prashad / Diwali Moksha	Siddhartha Gautama / Buddha / Bhavacakka / Dukkha Four Noble Truths / Noble Eightfold Path / Enlightenment Meditate / Mantra / Nirvana / Sangha / Samatha Mala / Wesak Khanda / Ik Onkar / Naam / Guru / Guru Nanak / Guru Granth Sahib Khalsa / Amrit Ceremony / The 5 Ks / Gurdwara / Sangat Sewa



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Opportunities for Reading	BBC Bitesize	BBC Bitesize	BBC Bitesize
Developing Cultural Capital	<ul style="list-style-type: none"> Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 	<ul style="list-style-type: none"> Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 	<ul style="list-style-type: none"> Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect
Cross Curricular Links (Authentic Connections)	English and History – extended writing skills History – Historical events SMSC	English and History – extended writing skills History – Historical events SMSC	English and History – extended writing skills History – Historical events SMSC
Key Assessment	Baseline assessment Assessment: What does it mean to be religious? Assessment writing	Assessment: Shrine presentation	Assessment: Buddhism beliefs, teachings and practices



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 8 CORE	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Welcome & expectations Qualities of leaders and Abraham as a leader Jewish belief, teachings and practice	Jesus as leader and Christian beliefs, teachings and practice Muhammad as leader	Muhammad as leader and Muslim beliefs, teachings and practice Awe and wonder – Creation theories from around the world
Key Retainable Knowledge & Skills	Welcome & expectations <ul style="list-style-type: none"> Different ways of seeing Qualities of leaders and Abraham as a leader <ul style="list-style-type: none"> (Adam first) Abraham and promise Abraham sacrifice and covenant Ibrahim sacrifice and covenant in Qur'an Assessment Moses life in palace, Hebrew realisation, leaving Burning bush & 10 plagues Jewish beliefs, teachings and practice <ul style="list-style-type: none"> Passover & Practise today Crossing Red sea, 10 commandments and renew covenant Torah & creative hwk Synagogue Present Torah scrolls homework – oracy skills AT1 <ul style="list-style-type: none"> use religious words to identify a feature of religion identify the importance of religion for some people retell a religious story suggest meanings for symbols and actions identify how people show their religion begin to show awareness of similarities in religions Identify how religion is expressed in different ways AT2 <ul style="list-style-type: none"> ask questions about experiences and feelings recognise that some questions make people wonder and are hard to answer recognise my own values (ideas about right and wrong) and values of others 	Jesus as leader and Christian beliefs, teachings and practice <ul style="list-style-type: none"> Jesus born a Jew (link to renewing covenant) & nativity Jesus Baptism & link to Trinity 10 commandments into Greatest commandment Parables – Good Samaritan Miracles Last Supper & beginnings of Eucharist Pentecost and Holy week Bible and Church Last Supper & beginnings of Eucharist Pentecost and Holy week Bible and Church Muhammad as leader <ul style="list-style-type: none"> Pre-Islamic Arabia, need for final revelation Opposition in Makkah & Hijrah AT1 <ul style="list-style-type: none"> use religious words to identify a feature of religion identify the importance of religion for some people retell a religious story suggest meanings for symbols and actions identify how people show their religion begin to show awareness of similarities in religions Identify how religion is expressed in different ways AT2 <ul style="list-style-type: none"> ask questions about experiences and feelings recognise that some questions make people wonder and are hard to answer recognise my own values (ideas about right and wrong) and values of others 	Muhammad as leader and Muslim beliefs, teachings and practice <ul style="list-style-type: none"> Medina and Muslim community Jihad and wars for Makkah Assessment 5 Pillars of Islam: Shahadah Salah, Zakat, Sawm Hajj – link back to Ibrahim Awe and wonder – Creation theories from around the world <ul style="list-style-type: none"> Awe and Wonder Big bang & Evolution Christian Creation Creation stories Creation story showcase – oracy skills AT1 <ul style="list-style-type: none"> use religious words to identify a feature of religion identify the importance of religion for some people retell a religious story suggest meanings for symbols and actions identify how people show their religion begin to show awareness of similarities in religions Identify how religion is expressed in different ways AT2 <ul style="list-style-type: none"> ask questions about experiences and feelings recognise that some questions make people wonder and are hard to answer recognise my own values (ideas about right and wrong) and values of others
Key Technical Vocabulary	Abraham / Descendants / Israel / Sarah / Hagar / Ishmael / Isaac / Sacrifice / Ibrahim / Ur / Ka'aba Hajrah / Zam Zam / Satan	Covenant / Messiah / Gabriel / Mary / Joseph / Angels / Baptism / Miracle Sabbath / Disciples / Judas / Crucifixion	Allah / Islam / Muslim / Qur'an / Muhammad / Abu Talib Khadija / Mecca / Iqra / Medinah / Hijra / Shahadah Awe / Wonder / Create / Big Bang / Evolution / Genesis / Christian / Nature



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	Moses / Hebrew / Pharaoh / 10 Plagues / Passover / 10 Commandments / Covenant / Judaism / Torah / Synagogue / Ark / Yad	Allah / Islam / Muslim / Qur'an / Muhammad / Abu Talib / Khadija / Mecca / Iqra / Medinah / Hijra / Shahadah	
Opportunities for Reading	BBC Bitesize	BBC Bitesize	BBC Bitesize
Developing Cultural Capital	<ul style="list-style-type: none"> Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 	<ul style="list-style-type: none"> Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 	<ul style="list-style-type: none"> Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect
Cross Curricular Links (Authentic Connections)	English and History – extended writing skills History – Historical events SMSC	English and History – extended writing skills History – Historical events SMSC	English and History – extended writing skills History – Historical events SMSC
Key Assessment	Assessment: Abraham – the Father of the covenant	Assessment: Christian beliefs, teachings and practices	Assessment: Muslim beliefs, teachings and practices



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 9 CORE	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Welcome & expectations Ultimate questions Arguments against God	God on trial Evidence of the soul and Life After Death (LAD)	Funeral Rites Stewardship for environment and animals Britain as a Multi-faith society and humanism
Key Retainable Knowledge & Skills	Ultimate questions <ul style="list-style-type: none"> • Ultimate Questions – God? • Religious • Miracles • Ontological • Cosmological • Design Arguments against God <ul style="list-style-type: none"> • Arguments against God • Natural evils • Moral evils • Pre-war life & definition of Holocaust • Watch Boy in striped pyjamas • Memorials AT1 <ul style="list-style-type: none"> • use a developing religions vocabulary to describe key features of religion • recognise the similarities and differences between religions • describe how sources (holy books etc.) influence beliefs • begin to describe how religion affects a person’s life describe types of religious expression (how people show they are religious) AT2 <ul style="list-style-type: none"> • identify what influences (affects) me and compare this with what influences others • ask questions about religion and beliefs, making links between their own and others’ responses. • recognise different answers to these questions describe how my attitudes and behaviour are affected by my values, seeing a link between values and commitment. 	God on trial <ul style="list-style-type: none"> • God on trial – Problem of evil & Christian responses • Court room task • Identity – link to do we have a soul? • Evidence of soul and LAD – ghosts • Evidence of soul and LAD – N.D.E Evidence of the soul and Life and Death (LAD) <ul style="list-style-type: none"> • Spiritualism • Heaven, Hell, Purgatory • Hinduism & LAD • Reincarnation case study & assessment Question • Funeral rites • Day of the Dead AT1 <ul style="list-style-type: none"> • use a developing religions vocabulary to describe key features of religion • recognise the similarities and differences between religions • describe how sources (holy books etc.) influence beliefs • begin to describe how religion affects a person’s life describe types of religious expression (how people show they are religious) AT2 <ul style="list-style-type: none"> • identify what influences (affects) me and compare this with what influences others • ask questions about religion and beliefs, making links between their own and others’ responses. • recognise different answers to these questions describe how my attitudes and behaviour are affected by my values, seeing a link between values and commitment. 	Funeral rites <ul style="list-style-type: none"> • Funeral rites • Day of the Dead • Stewardship for environment and animals <ul style="list-style-type: none"> • If is LAD how it affects lives today – totemism/animism, • Stewardship • Environment & stewardship • Animal rights & optional assessment • Organisations in Action • Assessment Britain as a Multi-faith society and humanism <ul style="list-style-type: none"> • Britain as multi-faith • Humanism • Christian Denominations development • Denominations similarities and differences • Inspirational British icons influenced by religion AT1 <ul style="list-style-type: none"> • use a developing religions vocabulary to describe key features of religion • recognise the similarities and differences between religions • describe how sources (holy books etc.) influence beliefs • begin to describe how religion affects a person’s life describe types of religious expression (how people show they are religious) AT2 <ul style="list-style-type: none"> • identify what influences (affects) me and compare this with what influences others • ask questions about religion and beliefs, making links between their own and others’ responses. • recognise different answers to these questions describe how my attitudes and behaviour are affected by my values, seeing a link between values and commitment.
Key Technical Vocabulary	Omnipotent / Omniscient / Omnibenevolent / Infinite / Finite / Necessary / Being / Contingent / Religious Experience / Miracles / St Anselm / St Aquinas / William Paley / Atheism / Agnosticism		God / Environmental sustainability / Soul / Afterlife / Environment / Stewardship / Christianity / Dominion / Protect / Preserve / Responsibility / Global / Citizenship



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Opportunities for Reading	BBC Bitesize – Eduqas, Christianity BBC Bitesize – Eduqas, Islam	BBC Bitesize – Eduqas, Islam BBC Bitesize – Eduqas, Ethics	BBC Bitesize – Eduqas, Ethics
Developing Cultural Capital	<ul style="list-style-type: none"> • Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. • Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities • Understand and appreciate the range of cultures within and outside school, in communities and beyond. • Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values. The links between charities and religion. • British Values – democracy, rule of law, individual liberty and mutual respect 	<ul style="list-style-type: none"> • Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. • Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities • Understand and appreciate the range of cultures within and outside school, in communities and beyond. • Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values. The links between charities and religion. • British Values – democracy, rule of law, individual liberty and mutual respect 	<ul style="list-style-type: none"> • Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. • Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities • Understand and appreciate the range of cultures within and outside school, in communities and beyond. • Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values. The links between charities and religion. • British Values – democracy, rule of law, individual liberty and mutual respect
Cross Curricular Links (Authentic Connections)	English and History – extended writing skills History – Historical events SMSC	English and History – extended writing skills History – Historical events SMSC	English and History – extended writing skills History – Historical events SMSC
Key Assessment	Assessment: Religious Experience and Proof	Assessment: Arguments about God	Assessment: Stewardship & the Natural World



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 10 CORE	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Welcome & Expectations Introduction to Philosophy and Ethics Medical ethics – When does life begin and Sanctity of life - Abortion	Medical ethics - Embryology and Genetic engineering Medical ethics - Euthanasia	Crime and Punishment and forgiveness Freedom of expression, censorship and Extremism
Key Retainable Knowledge & Skills	Welcome & Expectations Introduction to Philosophy and Ethics <ul style="list-style-type: none"> Intro Philosophy, ethics and the giving Tree Absolute and Relative morality Golden Rule – ‘Tony’, Liberty Mutual & assessment Right & wrong: ethical theories Conscience Righteous among nations Medical ethics – When does life begin and Sanctity of life - Abortion <ul style="list-style-type: none"> When does life begin, valued, dignity, quality of life verse sanctity of life, humanist approach 21 week baby documentary & report Abortion pro-choice verse pro-life & controversial examples Christian attitude Muslim attitudes Review and debate – link to ethical theories AT1 <ul style="list-style-type: none"> Use a developing religious vocabulary to clearly describe sources, beliefs, practices (what they do), feelings and experiences describe similarities and differences between and with religions clearly describe how religion affects a person’s life explain why people express (show) their religion in certain ways AT2 <ul style="list-style-type: none"> ask and suggest answers to questions about life and religion (ultimate questions, e.g. What is right and wrong, when does life begin and how it should be valued affecting issues of medical ethics etc.) identify how these questions and answers affect my own life and the lives of others describe what inspires/influences myself and others 	Medical ethics - Embryology and Genetic engineering <ul style="list-style-type: none"> Medical ethics. Genetic engineering Religious attitudes to genetic engineering Medical ethic. Infertility treatments Religious attitudes to infertility treatments Medical ethic. Organ donation Medical ethics - Euthanasia <ul style="list-style-type: none"> Euthanasia – types, when does life end, advantages/disadvantages Case studies Religious attitudes Million Dollar Baby AT1 <ul style="list-style-type: none"> Use a developing religious vocabulary to clearly describe sources, beliefs, practices (what they do), feelings and experiences describe similarities and differences between and with religions clearly describe how religion affects a person’s life explain why people express (show) their religion in certain ways AT2 <ul style="list-style-type: none"> ask and suggest answers to questions about life and religion (ultimate questions, e.g. What is right and wrong, when does life begin and how life is valued affecting issues of medical ethics etc.) identify how these questions and answers affect my own life and the lives of others describe what inspires/influences myself and others 	Crime and Punishment and forgiveness <ul style="list-style-type: none"> Aims of punishment Prison reformers & role of chaplains Forgiveness and reconciliation. E.g. of Christians forgiving murder and e.g. of not forgiving Capital punishment types and Controversial case studies. The Green Mile Freedom of expression, censorship and Extremism <ul style="list-style-type: none"> Clash of authorities, white coat example, e.g. of religious and secular clash Freedom of expression Censorship & Personal Conviction Extremism – define, non-religious e.g. & religious Hunger Games film AT1 <ul style="list-style-type: none"> Use a developing religious vocabulary to clearly describe sources, beliefs, practices (what they do), feelings and experiences describe similarities and differences between and with religions clearly describe how religion affects a person’s life explain why people express (show) their religion in certain ways AT2 <ul style="list-style-type: none"> ask and suggest answers to questions about life and religion (ultimate questions, e.g. What is right and wrong, how life is valued affecting issues of medical ethics, aim of punishment and forgiveness etc.) identify how these questions and answers affect my own life and the lives of others describe what inspires/influences myself and others
Key Technical Vocabulary	Philosophy / Ethics / Morality / Absolute Morality / Relative Morality / Golden Rule / Divine Command Ethic / Situation Ethics / Intuitionism / Utilitarianism / Righteous Amongst the Nations	Medical Ethics / Genetic Engineering / Embryo / Embryology / Stem cell Research / Cloning IVF / Organ Donation / Sanctity of life / Golden Rule	Crime / Sin / Law / Punishment / Justice / Forgiveness / Golden Rule / Capital Punishment / Rehabilitation / Retribution / Deterrence / Reform Secular Authority / Religious Authority / Censorship / Freedom of Expression / Personal Conviction



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



			Extremism / Prejudice / Discrimination / Social Justice Racism
Opportunities for Reading	BBC Bitesize – Eduqas, Christianity BBC Bitesize – Eduqas, Islam	BBC Bitesize – Eduqas, Islam BBC Bitesize – Eduqas, Ethics	BBC Bitesize – Eduqas, Ethics
Developing Cultural Capital	<ul style="list-style-type: none"> Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 	<ul style="list-style-type: none"> Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 	<ul style="list-style-type: none"> Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect
Cross Curricular Links (Authentic Connections)	English and History – extended writing skills History – Historical events SMSC	English and History – extended writing skills History – Historical events SMSC	English and History – extended writing skills History – Historical events SMSC
Key Assessment	Assessment: Medial ethic of Abortion	Assessment: Medical ethics - genetic engineering, IVF, organ donation OR Medical ethics - euthanasia	Assessment: Crime and Punishment



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 11 CORE	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Human rights and social justice Prejudice and Discrimination Welcome & Expectations	Changing roles of women in society and religion 21st century commandments	7 Deadly sins in the 21st century
Key Retainable Knowledge & Skills	Welcome & Expectations Human rights and social justice <ul style="list-style-type: none"> Human Rights Violation of human rights, case studies Need of human dignity and social justice, Humanist view, Christian and Muslim view Acquisition of wealth and ethics, link to fair trade Religion and poverty – Nike case study agencies working for human dignity and social justice – assessment work& hwk Christian charity presentations assessment Prejudice and Discrimination <ul style="list-style-type: none"> Prejudice and discrimination Jim Crow laws and racism Assessment question on meaning of racial prejudice and discrimination. Intro Humanist attitude – show Red Card. Christian attitude against racism Martin Luther king assessment project Watch Invictus: Nelson Mandela D) assessment AT1 <ul style="list-style-type: none"> use an increasingly wide and varied religious vocabulary to explain how religious beliefs affect a person and a community describe why people belong to religions evaluate reasons for differences and similarities within and between religions explain how religious sources are used to provide answers to ultimate questions and ethical issues recognise diversity in forms of religious, spiritual and moral expression within and between religions AT2 <ul style="list-style-type: none"> ask and suggest answers to questions about life and religion explain how this affects my own life and the life of others explain what inspires and influences themselves and others and what may make it hard to belong to a religion 	Changing roles of women in society and religion <ul style="list-style-type: none"> Types of family Family life in 21st century – Mrs Doubtfire clip Changing roles of women Religious attitudes to family Watch Bend it like Beckham: perception of Women 21st century commandments <ul style="list-style-type: none"> Rules for today: 10 commandments relevant in 21st Century. Watch Simpson: Homer the Heretic Honour parents Do not kill: watch wither Jamie Bulger or Rhys Jones Do not steal Do not lie Jealousy: Watch Simpsons: Bart steals AT1 <ul style="list-style-type: none"> use an increasingly wide and varied religious vocabulary to explain how religious beliefs affect a person and a community describe why people belong to religions evaluate reasons for differences and similarities within and between religions explain how religious sources are used to provide answers to ultimate questions and ethical issues recognise diversity in forms of religious, spiritual and moral expression within and between religions AT2 <ul style="list-style-type: none"> ask and suggest answers to questions about life and religion explain how this affects my own life and the life of others explain what inspires and influences themselves and others and what may make it hard to belong to a religion 	7 Deadly sins in the 21st century <ul style="list-style-type: none"> 7 Deadly sins: worst in 21st Century Lust Gluttony and Greed Anger Kindness Watch mean Girls and spot the sins OR Pay it Forward and spot power of kindness AT1 <ul style="list-style-type: none"> use an increasingly wide and varied religious vocabulary to explain how religious beliefs affect a person and a community describe why people belong to religions evaluate reasons for differences and similarities within and between religions explain how religious sources are used to provide answers to ultimate questions and ethical issues recognise diversity in forms of religious, spiritual and moral expression within and between religions AT2 <ul style="list-style-type: none"> ask and suggest answers to questions about life and religion explain how this affects my own life and the life of others explain what inspires and influences themselves and others and what may make it hard to belong to a religion



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Key Technical Vocabulary	Human Rights / United Nations / Human Dignity / Social Justice / Ethics Humanist / Wealth / Absolute Poverty / Relative Poverty / Fair Trade CARJ / Christian Aid Discrimination / Prejudice / Racism / Social justice / Extremism / Personal conviction / Human Rights / Censorship Human Dignity /Martin Luther King	Nuclear family / Re-constituted Family / Extended Family /Single-parent family / Homosexuality / Civil Partnership / Discrimination Sexism / Marriage / Cohabitation / Procreation / Faithfulness Commandment / Morality / Heretic / Honour / Murder / Stealing Lie / Jealousy / Guilt / Pride	Sin / Morality / Lust / Gluttony / Greed / Kindness Sloth / Jealousy / Guilt / Pride
Opportunities for Reading	BBC Bitesize – Eduqas, Christianity BBC Bitesize – Eduqas, Islam	BBC Bitesize – Eduqas, Islam BBC Bitesize – Eduqas, Ethics	BBC Bitesize – Eduqas, Ethics
Developing Cultural Capital	<ul style="list-style-type: none"> Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 	<ul style="list-style-type: none"> Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect 	<ul style="list-style-type: none"> Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect
Cross Curricular Links (Authentic Connections)	English and History – extended writing skills History – Historical events SMSC	English and History – extended writing skills History – Historical events SMSC	English and History – extended writing skills History – Historical events SMSC
Key Assessment	Assessment: Racial prejudice and discrimination		



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 10 GCSE	Term 1	Term 2	Term 3
<p>Unit(s) – As outlined in 39 week plans</p>	<p>Component 3: Study of a World Faith Written examination: 1 hour. 25% of qualification</p> <p>Component 2: Study of Christianity Written examination: 1 hour 25% of qualification</p>	<p>Component 3: Study of a World Faith Written examination: 1 hour. 25% of qualification</p>	<p>Component 1: Religious, Philosophical and Ethical Studies in the Modern World Written examination: 2 hours 50% of qualification</p>
<p>Key Retainable Knowledge & Skills</p>	<p>Component 2 Candidates will study the beliefs, teachings and practices of Christianity. This component will be assessed by compulsory questions focussing on knowledge, understanding and evaluation of the subject content.</p> <p>Beliefs and teachings</p> <ul style="list-style-type: none"> ○ The nature of God ○ Creation ○ Jesus Christ ○ Salvation ○ The afterlife <p>Practices</p> <ul style="list-style-type: none"> ○ Forms of worship ○ Sacraments ○ Pilgrimage and Celebrations ○ Christianity in Britain and the Church in the local community ○ The worldwide Church <p>Component 3 Candidates will study the beliefs, teachings and practices of one world faith: Islam</p> <p>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.</p> <p>Beliefs and teachings</p> <ul style="list-style-type: none"> ○ Nature of Allah <p>Skills: Understanding quotes Writing to describe for B questions; writing to explain for C questions; writing to argue for Part D statement questions</p>	<p>Component 3 Candidates will study the beliefs, teachings and practices of one world faith: Islam</p> <p>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.</p> <p>Beliefs and teachings</p> <ul style="list-style-type: none"> ○ Nature of Allah ○ Prophethood (Risalah) ○ Angels (malaikah) ○ Akhirah (Afterlife) ○ Foundations of faith (Sunni 6 Articles & Shi’a 5 Roots) <p>Practices</p> <ul style="list-style-type: none"> ○ Sunni 5 pillars: Practices in Britain and elsewhere ○ 10 Shi’a Acts of Shi’a: Practices in Britain and elsewhere ○ Jihad <p>Festivals & commemorations: practices in Britain and elsewhere</p> <p>Skills: Understanding quotes Writing to describe for B questions; writing to explain for C questions; writing to argue for Part D statement questions</p>	<p>Component 1: Revision Candidates will study the following four themes. All questions are compulsory.</p> <p>Theme 1: Issues of Relationships</p> <ul style="list-style-type: none"> ○ Relationships / Sexual relationships / Issues of equality: gender prejudice and discrimination <p>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes</p> <p>Skills: Understanding quotes Writing to describe for B questions; writing to explain for C questions; writing to argue for Part D statement questions</p>
<p>Key Technical Vocabulary</p>	<p>Component 2 Omnipotent/ omnibenevolent /Trinity/ incarnation/ atonement resurrection/ sacraments/ evangelism</p>	<p>Component 3 Tawhid/ Risalah/ Halal/ Haram/ Jihad/ Mosque/ shariah/ Ummah</p>	<p>Component 1</p> <p align="center">Theme 1: Issues of Relationships</p> <ul style="list-style-type: none"> ● adultery ● divorce ● cohabitation ● commitment ● contraception ● gender equality ● responsibilities ● roles



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	Component 3 Tawhid/ Risalah/ Halal/ Haram/ Jihad/ Mosque/ shariah/ Ummah		
Opportunities for Reading	BBC Bitesize – Eduqas, Christianity BBC Bitesize – Eduqas, Islam	BBC Bitesize – Eduqas, Islam BBC Bitesize – Eduqas, Ethics	BBC Bitesize – Eduqas, Ethics
Developing Cultural Capital	Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values. The links between charities and religion. British Values – individual liberty and mutual respect	Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values. The links between charities and religion. British Values – individual liberty and mutual respect	Understand right and wrong in terms of friendships and relationships. Understand the consequences of their behaviour and actions. Develop an acceptance of other people, understanding the importance of identifying and combatting discrimination.
Cross Curricular Links (Authentic Connections)	English and History – written skills developing PEEL paragraphs History – Historical events SMSC	English and History – written skills developing PEEL paragraphs History – Historical events SMSC	English and History – written skills developing PEEL paragraphs History – Historical events SMSC
Key Assessment	Mid unit – A, B, C & D End of unit – A, B, C & D	Mid unit – A, B, C & D End of unit – A, B, C & D	Mid unit – A, B, C & D End of unit – A, B, C & D



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 11 GCSE	Term 1	Term 2	Term 3
<p>Unit(s) – As outlined in 39 week plans</p>	<p>Component 1: Religious, Philosophical and Ethical Studies in the Modern World Written examination: 2 hours 50% of qualification</p>	<p>Component 1: Religious, Philosophical and Ethical Studies in the Modern World Written examination: 2 hours 50% of qualification</p> <p>Component 2: Study of Christianity Written examination: 1 hour. 25% of qualification</p> <p>Component 3: Study of a World Faith Written examination: 1 hour. 25% of qualification</p>	<p>Component 2: Study of Christianity Written examination: 1 hour. 25% of qualification</p> <p>Component 1: Religious, Philosophical and Ethical Studies in the Modern World Written examination: 2 hours 50% of qualification</p> <p>Component 3: Study of a World Faith Written examination: 1 hour. 25% of qualification</p>
<p>Key Retainable Knowledge & Skills</p>	<p>Theme 2: Issues of Life and Death Candidates will study the following four themes. All questions are compulsory.</p> <ul style="list-style-type: none"> ○ The world ○ The origin and value of human life ○ Beliefs about death and the afterlife <p>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.</p> <p>Theme 4: Issues of Human Rights Candidates will study the following four themes. All questions are compulsory.</p> <ul style="list-style-type: none"> ○ Human Rights and Social Justice / Prejudice and discrimination / Issues of wealth and poverty <p>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.</p>	<p>Theme 4: Issues of Human Rights Candidates will study the following four themes. All questions are compulsory.</p> <ul style="list-style-type: none"> ○ Human Rights and Social Justice / Prejudice and discrimination / Issues of wealth and poverty <p>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.</p> <p>Component 2: Revision Candidates will study the beliefs, teachings and practices of Christianity. This component will be assessed by compulsory questions focussing on knowledge, understanding and evaluation of the subject content.</p> <p>Beliefs and teachings</p> <ul style="list-style-type: none"> ○ The nature of God ○ Creation ○ Jesus Christ ○ Salvation ○ The afterlife <p>Practices</p> <ul style="list-style-type: none"> ○ Forms of worship ○ Sacraments ○ Pilgrimage and Celebrations ○ Christianity in Britain and the Church in the local community ○ The worldwide Church 	<p>Component 1: Revision Candidates will study the following four themes. All questions are compulsory.</p> <p>Theme 4: Issues of Human Rights</p> <ul style="list-style-type: none"> ○ Human Rights and Social Justice / Prejudice and discrimination / Issues of wealth and poverty <p>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.</p> <p>Skills: Understanding quotes Writing to describe for B questions; writing to explain for C questions; writing to argue for Part D statement questions</p>
	<p>Theme 3 :Issues of Good and Evil Candidates will study the following four themes. All questions are compulsory.</p> <ul style="list-style-type: none"> ○ Crime and Punishment ○ Forgiveness ○ Good, Evil and Suffering <p>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.</p>	<p>Component 3: Revision Candidates will study the beliefs, teachings and practices of one world faith: Islam</p> <p>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.</p> <p>Beliefs and teachings</p> <ul style="list-style-type: none"> ○ Nature of Allah ○ Prophethood (Risalah) ○ Angels (malaikah) 	



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	<p>Skills: Understanding quotes Writing to describe for B questions; writing to explain for C questions; writing to argue for Part D statement questions</p>	<ul style="list-style-type: none"> ○ Akhirah (Afterlife) ○ Foundations of faith (Sunni 6 Articles & Shi'a 5 Roots) <p>Practices</p> <ul style="list-style-type: none"> ○ Sunni 5 pillars: Practices in Britain and elsewhere ○ 10 Shi'a Acts of Shi'a: Practices in Britain and elsewhere ○ Jihad <p>Festivals & commemorations: practices in Britain and elsewhere</p> <p>Component 1: Revision Candidates will study the following four themes. All questions are compulsory.</p> <p>Theme 1: Issues of Relationships Relationships / Sexual relationships / Issues of equality: gender prejudice and discrimination</p> <p>Theme 2: Issues of Life and Death</p> <ul style="list-style-type: none"> ○ The world / The origin and value of human life / Beliefs about death and the afterlife <p>Theme 3 :Issues of Good and Evil</p> <ul style="list-style-type: none"> ○ Crime and Punishment / Forgiveness / Good, Evil and Suffering <p>This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.</p> <p>Skills: Understanding quotes Writing to describe for B questions; writing to explain for C questions; writing to argue for Part D statement questions</p>	
<p>Key Technical Vocabulary</p>	<p>Component 1</p> <p>Theme 2: Issues of life and Death</p> <ul style="list-style-type: none"> ● Afterlife ● Environmental sustainability ●Euthanasia ●Evolution ● Abortion ● Quality of life ● sanctity of life ● soul <p>Theme 3: Issues of good and Evil</p> <ul style="list-style-type: none"> ● Good ● Evil ●Forgiveness ●Free will ● Justice ● Morality ● Punishment ● sin ● Suffering <p>Theme 4: Issues Human Rights</p> <ul style="list-style-type: none"> ● Censorship ● Discrimination ●Extremism ●Human rights ● Personal conviction ● Prejudice ● Relative poverty ● Absolute poverty ● Social justice 	<p>Component 1</p> <p>Theme 4: Issues Human Rights</p> <ul style="list-style-type: none"> ● Censorship ● Discrimination ●Extremism ●Human rights ● Personal conviction ● Prejudice ● Relative poverty ● Absolute poverty ● Social justice <p>Component 2</p> <p>omnipotent / omnibenevolent / Trinity / incarnation / atonement / resurrection / sacraments / evangelism</p> <p>Component 3</p> <p>Tawhid/ Risalah/ Halal/ Haram/ Jihad/ Mosque/ shariah/ Ummah</p> <p>Component 1</p> <p>Theme 1: Issues of Relationships</p> <ul style="list-style-type: none"> ● adultery ● divorce ● cohabitation ● commitment ● contraception ● gender equality ● responsibilities ● roles <p>Theme 2: Issues of life and Death</p> <ul style="list-style-type: none"> ● Afterlife ● Environmental sustainability ●Euthanasia ●Evolution ● Abortion ● Quality of life ● sanctity of life ● soul 	<p>Component 1</p> <p>Theme 4: Issues Human Rights</p> <ul style="list-style-type: none"> ● Censorship ● Discrimination ●Extremism ●Human rights ● Personal conviction ● Prejudice ● Relative poverty ● Absolute poverty ● Social justice <p>Component 2</p> <p>omnipotent / omnibenevolent / Trinity / incarnation / atonement / resurrection / sacraments / evangelism</p> <p>Component 3</p> <p>Tawhid/ Risalah/ Halal/ Haram/ Jihad/ Mosque/ shariah/ Ummah</p> <p>Component 1</p> <p>Theme 1: Issues of Relationships</p> <ul style="list-style-type: none"> ● adultery ● divorce ● cohabitation ● commitment ● contraception ● gender equality ● responsibilities ● roles <p>Theme 2: Issues of life and Death</p>



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



		Theme 3: Issues of good and Evil ● Good ● Evil ● Forgiveness ● Free will ● Justice ● Morality ● Punishment ● sin ● Suffering	● Afterlife ● Environmental sustainability ● Euthanasia ● Evolution ● Abortion ● Quality of life ● sanctity of life ● soul Theme 3: Issues of good and Evil ● Good ● Evil ● Forgiveness ● Free will ● Justice ● Morality ● Punishment ● sin ● Suffering
Opportunities for Reading	BBC Bitesize – Eduqas, Ethics	BBC Bitesize – Eduqas, Islam BBC Bitesize – Eduqas, Christianity BBC Bitesize – Eduqas, Ethics	BBC Bitesize – Eduqas, Islam BBC Bitesize – Eduqas, Christianity BBC Bitesize – Eduqas, Ethics
Developing Cultural Capital	Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values. The links between charities and religion. British Values – democracy, rule of law, individual liberty and mutual respect	Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values. The links between charities and religion. Understand right and wrong in terms of friendships and relationships. Understand the consequences of their behaviour and actions. Develop an acceptance of other people, understanding the importance of identifying and combatting discrimination. British Values – democracy, rule of law, individual liberty and mutual respect	Integral to the GCSE RS course has been the promotion of social, physical, spiritual, moral and cultural aspects of culture capital. During the revision process the culture capital opportunity to development personal aspects of students resilience and attitude to managing physical and mental well-being is crucial through supportive revision and intervention
Cross Curricular Links (Authentic Connections)	English and History – written skills developing PEEL paragraphs History – Historical events SMSC	English and History – written skills developing PEEL paragraphs History – Historical events SMSC	English and History – written skills developing PEEL paragraphs SMSC
Key Assessment	<ul style="list-style-type: none"> ○ Mid unit – A, B, C & D ○ End of unit – A, B, C & D 	<ul style="list-style-type: none"> ○ End of unit – A, B, C & D for each component and theme 	



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 12	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	Component 1: Islam Component 2: Philosophy Component 3: Ethics	Component 1: Islam Component 2: Philosophy Component 3: Ethics	Component 1: Islam Component 2: Philosophy Component 3: Ethics
Key Retainable Knowledge & Skills	<p>Islam</p> <p>Theme 1 A B C D E</p> <p>Religious figures and sacred texts</p> <ul style="list-style-type: none"> - The significance on the development of Islam of both the life and teachings of Muhammad in Makkah following the night of Power - The significance in the development of Islam of both the Hijrah and the life and teachings of Muhammad in Madinah - The Qur'an as a source of wisdom and authority – its use and treatment in Islam - Sources of shari'a (the way) - Qur'an; sunna (clear trodden path) and hadith (report); qiyas (analogy); ijma (consensus) - The role of shari'a and its importance for Muslims <p>Philosophy</p> <p>Theme 1 A B C</p> <p>Arguments for the existence of God – inductive</p> <ul style="list-style-type: none"> - Inductive arguments – cosmological - Inductive arguments – teleological - Challenges to inductive arguments <p>Theme 1 D E F</p> <p>Arguments for the existence of God – deductive</p> <ul style="list-style-type: none"> - Deductive arguments - origins of the ontological argument - Deductive arguments - developments of the ontological argument - Challenges to the ontological argument <p>Ethics</p> <p>Theme 1 A B C D E F</p> <p>Ethical Thought</p> <ul style="list-style-type: none"> - Divine Command Theory - Virtue Theory - Ethical Egoism - Meta-ethical approaches – Naturalism - Meta-ethical approaches – Intuitionism - Meta-ethical approaches – Emotivism 	<p>Islam</p> <p>Theme F</p> <p>Religious figures and sacred texts</p> <ul style="list-style-type: none"> - Muslim understandings of jihad: <p>Theme 2 A B C D E</p> <p>Religious concepts and religious life</p> <ul style="list-style-type: none"> - The concept of Allah – tawhid (oneness) and shahadah (bearing witness) - Muslim beliefs about nabi (prophets), rasul (messenger), nadir (warner) and risalah (the message) - Malaikah (angels) and Akhirah (the Day of Final Judgement) - The role and significance of the following three pillars for Muslims and the Ummah (Muslim community). <p>Philosophy</p> <p>Theme 2 A B C</p> <p>Challenges to religious belief - the problem of evil and suffering</p> <ul style="list-style-type: none"> - The problem of evil and suffering - Religious responses to the problem of evil (i): Augustinian type theodicy - Religious responses to the problem of evil (ii): Irenaean type theodicy <p>Ethics</p> <p>Theme 2 A B C</p> <p>Deontological Ethics</p> <ul style="list-style-type: none"> - St Thomas Aquinas' Natural Law - laws and precepts as the basis of morality - Aquinas' Natural Law - the role of virtues and goods in supporting moral behaviour - Aquinas' Natural Law - application of the theory: <p>Skills : Exam technique:</p> <p>Answering AO1 – knowledge and understanding</p> <p>AO2 – evaluation essay questions</p>	<p>Islam</p> <p>Theme 2 F</p> <p>Religious concepts and religious life</p> <ul style="list-style-type: none"> - Zakah (purification through giving) and Hajj (pilgrimage) - The five categories of ethical action as exemplifying the key moral principles for Islam and a framework for Muslim living <p>Theme 3 A B</p> <p>Significant social and historical developments in religious thought</p> <ul style="list-style-type: none"> - The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims. The concept of a state governed according to Islamic principles and the political and social influence of religious institutions as a challenge to secularisation - The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims. The challenges to Islam from scientific views about the origins of the universe <p>Philosophy</p> <p>Theme 2 D E F</p> <p>Challenges to religious belief - Religious belief as a product of the human mind</p> <ul style="list-style-type: none"> - Religious belief as a product of the human mind – Sigmund Freud - Religious belief as a product of the human mind – Carl Jung - Issues relating to rejection of religion: Atheism <p>Theme 3 A D</p> <p>Religious Experience</p> <p>The nature of religious experience with particular reference to</p> <ul style="list-style-type: none"> - The influence of religious experience on religious practice and faith - Vision - Prayer <p>Ethics</p> <p>Theme 2 D E F</p> <p>Deontological Ethics</p> <ul style="list-style-type: none"> - John Finnis' development of Natural Law



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	<p>Skills : Exam technique: Answering AO1 – knowledge and understanding AO2 – evaluation essay questions</p>		<ul style="list-style-type: none"> - Bernard Hoose's overview of the Proportionalist debate - Finnis' Natural Law and Proportionalism: application of the theory <p>Theme 3 A B Teleological ethics</p> <ul style="list-style-type: none"> - Joseph Fletcher's Situation Ethics - his rejection of other forms of ethics and his acceptance of agape as the basis of morality - Fletcher's Situation Ethics - the principles as a means of assessing morality <p>Skills: Exam technique: Answering AO1 – knowledge and understanding AO2 – evaluation essay questions</p>
Key Technical Vocabulary	<p>Jahiliyya, Hijrah, Qur'an, Hadith, sunna, Niyat, Qiyas ijma</p> <p>A posteriori, A priori, inductive, deductive, Ontological, Kalam, efficient cause,</p> <p>Absolutist, virtue, meta-ethics, naturalism, intuitionism, emotivism</p>	<p>Mujtahid, taqlid, ijtihad, Rashid Rida, Tariq Ramadan, Jihad Tawhid, Risalah, malaikah, Akhirah, Salah, niyyah, jummah, ummah Masjid, Imam, Madinah, Mosque, Ramadan, Zakah, sadaqah, khums, Hajj</p> <p>Augustine, Epistemic distance, Fallacy of composition, Irenaeus</p> <p>Absolutist, Agape, Beatitude, Deontological, natural law</p>	<p>Fard, mustahab, halal, makruh, haram, shariah, Madrassah / Quth / Jihad / Tawhid / Hadith / Hajj /</p> <p>Atheism, Freud, Oedipus, Jung, archetypes, individuation, religious experience, vision, prayer, St Teresa of Avila</p> <p>Natural law, teleological ethics, agape, Absolutist, Agape, Beatitude, Deontological, situation ethics</p>
Opportunities for Reading	Eduqas A Level text book and revision notes (Islam, Philosophy and ethics)	Eduqas A Level text book and revision notes (Islam, Ethics and Philosophy)	Eduqas A Level text book and revision notes (Islam, Philosophy and ethics)
Developing Cultural Capital	<p>Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all.</p> <p>Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities</p> <p>Understand and appreciate the range of cultures within and outside school, in communities and beyond.</p> <p>Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values.</p>	<p>Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all.</p> <p>Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities</p> <p>Understand and appreciate the range of cultures within and outside school, in communities and beyond.</p> <p>Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values.</p>	<p>Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all.</p> <p>Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities</p> <p>Understand and appreciate the range of cultures within and outside school, in communities and beyond.</p> <p>Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other's faith, feelings and values.</p>
Cross Curricular Links (Authentic Connections)	English – Examine, discuss (exam Q skills)	English – Examine, discuss (exam Q skills)	English – Examine, discuss (exam Q skills)
Key Assessment	Trial exams	Trial exams	Trail exams



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 13	Term 1	Term 2	Term 3
<p>Unit(s) – As outlined in 39 week plans</p>	<p>Component 1: Islam Component 2: Philosophy Component 3: Ethics</p>	<p>Component 1: Islam Component 2: Philosophy Component 3: Ethics</p>	<p>Year 12&13: Content review & Exam practise</p>
<p>Key Retainable Knowledge & Skills</p>	<p>Islam Theme 3 C D E F Significant social and historical developments in religious thought</p> <ul style="list-style-type: none"> - The relationship between religion and society: respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims. Islamic attitudes towards pluralism - The relationship between religion and society: religion, equality and discrimination. The importance of family life for the Muslim religion - Islam and migration: the challenges of being a Muslim in Britain today - Western perceptions of Islam <p>Islam Theme 4 A B C Religious practices that shape religious identity</p> <ul style="list-style-type: none"> - The role of the masjid (mosque) in Islam - The role of festivals in shaping religious identity, with reference to: Ashura Ramadan and Id-ul-Fitr <p>Philosophy Theme 3 A B C E f Religious Experience The nature of religious experience with particular reference to</p> <ul style="list-style-type: none"> - Mystical experience - Challenges to the objectivity and authenticity of religious experience - Miracles the definitions of - A comparative study of two key scholars from within and outside the Christian tradition and their contrasting views on the possibility of miracles <p>Theme 4 A B Religious language</p> <ul style="list-style-type: none"> - Inherent problems of religious language - Religious language as cognitive (traditional religious view), but meaningless (Logical Positivists' view) <p>Ethics</p>	<p>Islam Theme 4 D E F Religious practices that shape religious identity</p> <ul style="list-style-type: none"> - Diversity within Islam: Beliefs and practices distinctive of Shi'a Islam - Islam and change - the development and influence on religious belief and practice within Islam of: Sufi philosophical thought about the nature of God and religious experience - Ethical debate about crime and punishment (including arguments posed by scholars from within and outside the Islamic tradition) <p>Philosophy Theme 4 A B C D E F Religious language</p> <ul style="list-style-type: none"> - Inherent problems of religious language - Religious language as cognitive (traditional religious view), but meaningless (Logical Positivists' view) - Religious language as non-cognitive and analogical - Religious language as non-cognitive and symbolic - Religious language as non-cognitive and mythical - Religious language as a language game <p>Ethics Theme 4 C D E F Determinism and Free will – Free will</p> <ul style="list-style-type: none"> - The implications of predestination / determinism - Religious concepts of free will, with reference to the teachings of: Pelagius and Arminius - Concepts of libertarianism - The implications of libertarianism and free will <p>Skills : Exam technique: Answering AO1 – knowledge and understanding AO2 – evaluation essay questions</p>	<p>All themes and focus questions:</p> <ul style="list-style-type: none"> ○ Islam ○ Philosophy ○ Ethics



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



	<p>Theme 3 C D E F Teleological ethics</p> <ul style="list-style-type: none"> - Fletcher’s Situation Ethics - application of theory - Classical Utilitarianism - Jeremy Bentham’s Act Utilitarianism: happiness as the basis of morality - John Stuart Mill’s development of Utilitarianism: types of pleasure, the harm principle and the use of rules - Bentham’s Act Utilitarianism and Mill’s Rule Utilitarianism - application of the theory <p>Theme 4 A B Determinism and Free will – Determinism</p> <ul style="list-style-type: none"> - Religious concepts of predestination, with reference to the teachings of: St Augustine and John Calvin - Concepts of determinism <p>Skills : Exam technique: Answering AO1 – knowledge and understanding; AO2 – evaluation essay questions</p>		
<p>Key Technical Vocabulary</p>	<p>Aisha Abd Al Rahman, Haleh Afshar, hijab, Muslim Council of Britain, Quilliam Foundation, Islamophobia, masjid, Ashura, Ramadan, taqwa, ummah, Mystical, objectivity, miracles, cognitive, non-cognitive, logical positivism</p> <p>Situation ethics, Act Utilitarianism, Conscience, meta ethics, determinisms, free-will</p>	<p>Martyrdom, imam, mahdi, pilgrimage, muta, taqiyya, Sufi, qutb, bayah oath, zuhd, maqam, zihir, muraqaba, hudd, tazir, diyya, Tariq Ramadan, Sheikh Ahmad Ash-Sharabasi, James Rachels</p> <p>Cognitive, non-cognitive, logical positivism, analogy, symbol, myth, language games</p> <p>Determinism, free-will predestination, libertarianism</p>	
<p>Opportunities for Reading</p>	<p>Eduqas A Level text book and revision notes (Islam, Philosophy and ethics)</p>	<p>Eduqas A Level text book and revision notes (Islam, Philosophy and ethics)</p>	
<p>Developing Cultural Capital</p>	<p>Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values.</p>	<p>Reflecting on our place in the world and what we can do to help others. Being aware of and applying respect to all. Being aware of and applying equality to all. Explore and show respect for different faiths, religious, ethnic and socio economic local national and global communities Understand and appreciate the range of cultures within and outside school, in communities and beyond. Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for other’s faith, feelings and values.</p>	<p>Integral to the A Level RS course has been the promotion of social, physical, spiritual, moral and cultural aspects of culture capital.</p> <p>During the revision process the culture capital opportunity to development personal aspects of students resilience and attitude to managing physical and mental well-being is crucial through supportive revision and intervention</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>English – Examine, discuss (exam Q skills)</p>	<p>English – Examine, discuss (exam Q skills)</p>	<p>English – Examine, discuss (exam Q skills)</p>
<p>Key Assessment</p>	<p>Trail exams</p>	<p>In class mock for ethics, philosophy and Islam</p>	



Religious Studies Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids

