

## Programme of Learning – Overview

Key Stage 3			
Year title / big question: An Introduction to Religious Education		Year group:	7
Autumn Term 1 title: 7:3 What does it mean to be a person of faith?	Spring Term 1 title: Bible: Big story	Summer Term 1 title: 7:4 Where in the world is Christianity?	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
<p>Including an introduction to the story of St. Christopher, the school motto, core virtues, prayer, foundation scripture &amp; a spiritual learning walk.</p> <ul style="list-style-type: none"> <li>• What does it mean to have a belief?</li> <li>• What is believed about God?</li> <li>• How are beliefs expressed?</li> <li>• What do religions have in common?</li> <li>• What does it mean to be a person of faith?</li> </ul>	<p><b>Old Testament overview continued...</b></p> <p><b>Unit 7</b> – Speaking up for justice: the Prophets.</p> <p><b>Unit 8</b> – The end of all things? Exile.</p> <p><b>Unit 9</b> – A new hope: Messiah.</p> <p><b>Unit 10</b> – Really? The Messiah?</p> <p><b>Unit 11</b> – Temptation – but no Fall.</p> <p><b>Unit 12</b> – Speaking up for justice.</p>	<ul style="list-style-type: none"> <li>• Who is Jesus?</li> <li>• Whereabouts in the world can Christianity be found?</li> <li>• How did Christianity get to Great Britain?</li> <li>• How do Christians worship?</li> <li>• What is 'Church'?</li> <li>• What beliefs do Christian denominations share and what beliefs separate them?</li> </ul> <p><b>7:5 Why do people believe Jesus rose from the dead?</b></p> <ul style="list-style-type: none"> <li>• Who do people say Jesus is?</li> <li>• What do I already know about the Easter story?</li> <li>• Who do you think Jesus was and why?</li> <li>• Do the events of Holy Week truly tell us who Jesus was? Why did Jesus die?</li> <li>• Should Jesus have been sentenced to death?</li> </ul>	

		<ul style="list-style-type: none"> <li>• How do the key Christian concepts of Incarnation, Salvation and God inform Christians about Jesus?</li> <li>• Why do Christians believe Jesus had to die?</li> <li>• Is there evidence for the resurrection of Jesus?</li> <li>• How important is the Turin Shroud for Christians?</li> </ul>
<b>Summative assessment:</b>	<b>Summative assessment:</b>	<b>Summative assessment:</b>
<b>Baseline test</b>	<b>The Bible, the Big Story test</b>	<b>Spirited Arts assessment</b>
<b>Autumn Term 2 title: Bible: Big story</b>	<b>Spring Term 2 title: Bible: Big story</b>	<b>Summer Term 2 title: 7:6 Where do people go to find affirmation of faith?</b>
<b>Intent and composite knowledge (overview):</b>	<b>Intent and composite knowledge (overview):</b>	<b>Intent and composite knowledge (overview):</b>
<p><b>Old Testament overview.</b></p> <p><b>Unit 1</b> – At the start of all things: Creation.</p> <p><b>Unit 2</b> – Where it all went wrong: The Fall.</p> <p><b>Unit 3</b> – Commands for living.</p> <p><b>Unit 4</b> – Ongoing problems: sin.</p> <p><b>Unit 5</b> – A merciful God: forgiveness.</p> <p><b>Unit 6</b> – A price to be paid: sacrifice &amp; atonement.</p>	<p><b>New Testament Overview.</b></p> <p><b>Unit 13</b> – Commands for living: attitudes and actions.</p> <p><b>Unit 14</b> – The problems continue: sin and forgiveness.</p> <p><b>Unit 15</b> – A price to be paid: sacrifice.</p> <p><b>Unit 16</b> – Putting things right: atonement.</p> <p><b>Unit 17</b> – Living in exile.</p> <p><b>Unit 18</b> – The end – or is it? New Creation.</p>	<ul style="list-style-type: none"> <li>• Why do people continue to undertake journeys to sacred places?</li> <li>• How do such experiences support, develop, challenge and affirm faith?</li> <li>• What expectations do pilgrims have?</li> <li>• Are there any circumstances under which you would go on a journey to a special place? Where? Why?</li> <li>• What evidence is there of pilgrimage generating income for the church and local communities?</li> <li>• How does this impact on faith? Are there secular places of pilgrimage?</li> </ul> <p><b>7:7 What happens when faith and courage collide?</b></p>

		<ul style="list-style-type: none"><li>• What does it mean to be a hero?</li><li>• What can faith and courage lead to?</li><li>• What would you risk your life for?</li><li>• How can faith lead people to change?</li><li>• Is it easy to live like a hero?</li><li>• Does faith and courage always lead to disaster?</li><li>• Can anyone be a hero?</li></ul>
<b>Summative assessment:</b>	<b>Summative assessment:</b>	<b>Summative assessment:</b>
		<b>Summer Exam</b>

## Programme of Learning – Overview

Key Stage 3			
Year title / big question: Studies in Religious Education		Year group:	8
Autumn Term 1 title: Islam.	Spring Term 1 title: Sacred texts.	Summer Term 1 title: God.	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
<b>8:1 Where in the world is Islam?</b> <ul style="list-style-type: none"> <li>Who is the Prophet Muhammed pbuh?</li> <li>What are the gifts which the Islamic faith have given to the world?</li> <li>What Is the role and expectations of a woman in Islam?</li> <li>What does it mean to be a Muslim in Britain today?</li> <li>What beliefs do Islamic branches and schools share and what beliefs separate them?</li> </ul>	<b>8:3 How do sacred texts enable us to respond to times of crisis?</b> <ul style="list-style-type: none"> <li>What is a crisis?</li> <li>What is a sacred text?</li> <li>How are sacred texts used?</li> <li>What is understood/meant by authority? What other sources of authority could be used to support faith and respond to crisis? Where, who or what would you turn to for guidance?</li> <li>How do sacred texts support faith?</li> <li>What impact might the interpretation of sacred text have on how an individual/group responds in a time of crisis?</li> </ul>	<b>8:5 Why do people believe in God?</b> <ul style="list-style-type: none"> <li>Why do people believe in God?</li> <li>Where is God?</li> <li>What is God like?</li> <li>Does God exist?</li> <li>How can we know if God exists?</li> <li>How can we know if God does not exist?</li> <li>Where is God hiding?</li> <li>Where do we find an invisible God? Is God dead?</li> </ul>	
Summative assessment:	Summative assessment:	Summative assessment:	
8.4 Where in the World is Islam test			

Autumn Term 2 title: Is it fair?	Spring Term 2 title: Life after death.	Summer Term 2 title: God part 2.
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p><b>8:2 Why should we treat people with dignity &amp; respect? Is life always fair?</b></p> <ul style="list-style-type: none"> <li>• How do you assess someone's value or worth?</li> <li>• What do we mean by fair?</li> <li>• What do we value most?</li> <li>• How should we treat people (if we use Christian values as a guide)?</li> <li>• Do all religions have shared values/a universal code?</li> <li>• How did Jesus treat people?</li> <li>• Should Christians mix with people who are 'sinners'?</li> <li>• Do Christians have a responsibility to ensure everyone is valued?</li> <li>• How did Jesus challenge authorities?</li> <li>• Can one person change the way people treat others?</li> <li>• What are the Windows of Worth?</li> <li>• Are they still relevant today?</li> </ul>	<p><b>8:4 What is the evidence for life beyond death? Is death the end?</b></p> <ul style="list-style-type: none"> <li>• Where can teaching/documentation/concepts of the Christian belief in life after death be found?</li> <li>• What are the key Christian beliefs in heaven and hell?</li> <li>• Do all Christians believe the same thing about eternal life?</li> <li>• How has belief in life after death been expressed by those with a faith and those without a faith?</li> <li>• How do Christian beliefs compare to other world views?</li> </ul>	<p><b>8:6 Why do Christians believe an understanding of the Trinity is important?</b></p> <ul style="list-style-type: none"> <li>• What is the Trinity?</li> <li>• If God is Trinity, what does that mean for Christians?</li> <li>• What kind of God do Christians believe in? What are the roles of the Trinity?</li> <li>• Who are the three persons of the Trinity? What are the roles of God?</li> <li>• What does Trinity tell us about what God is like?</li> <li>• Is the Trinity helpful when trying to explain God?</li> </ul>
Summative assessment:	Summative assessment:	Summative assessment:
	<p><b>8.4 What is the evidence for life beyond death? Is death the end? Test</b></p>	<p><b>Summer exam</b></p>

## Programme of Learning – Overview

Key Stage 3			
Year title / big question: Christianity, Peace, Conflict and Crime.		Year group:	9
Autumn Term 1 title: Theme D: Peace and Conflict	Spring Term 1 title: Christian beliefs	Summer Term 1 title: Christian Practices	
<b>Intent and composite knowledge (overview):</b> <p>Pupils will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues of beliefs about peace and Conflict, forgiveness and pacifism and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <ul style="list-style-type: none"> <li>The meaning and significance of: peace, justice, forgiveness and reconciliation.</li> <li>Violence, including violent protest.</li> <li>Terrorism.</li> <li>Reasons for war, including greed, self-defence and retaliation.</li> <li>The just war theory, including the criteria for a just war.</li> <li>Holy war.</li> <li>Pacifism.</li> <li>Religion and belief as a cause of war and violence in the contemporary world.</li> <li>Nuclear weapons, including nuclear deterrence.</li> <li>The use of weapons of mass destruction.</li> <li>Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.</li> <li>Religious responses to the victims of war including the work of one present day religious organisation.</li> </ul>	<b>Intent and composite knowledge (overview):</b> <p>Pupils should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Pupils will be able to refer to scripture and/or sacred texts where appropriate. Pupils will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed will be included throughout.</p> <p>Beliefs and teachings about:</p> <ul style="list-style-type: none"> <li>the crucifixion</li> <li>resurrection and ascension</li> <li>sin, including original sin</li> <li>the means of salvation, including law, grace and Spirit</li> <li>the role of Christ in salvation including the idea of atonement.</li> </ul>	<b>Intent and composite knowledge (overview):</b> <p>Pupils should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Pupils will be able to refer to scripture and/or sacred texts where appropriate. Pupils will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed will be included throughout.</p> <ul style="list-style-type: none"> <li>The role of the Church in the local community, including food banks and street pastors.</li> <li>The place of mission, evangelism and Church growth.</li> <li>The importance of the worldwide Church including: <ul style="list-style-type: none"> <li>working for reconciliation</li> <li>how Christian churches respond to persecution</li> <li>the work of <b>one</b> of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</li> </ul> </li> </ul>	
<b>Summative assessment:</b>	<b>Summative assessment:</b>	<b>Summative assessment:</b>	
<b>End of unit assessment</b> on Theme D: Peace and Conflict to assess understanding and knowledge retrieval of term one areas of study.	<b>End of unit assessment</b> on Christian Beliefs to assess understanding and knowledge retrieval of term two areas of study.	<b>End of Year exams</b>	

Autumn Term 2 title: Christian Beliefs (1)	Spring Term 2 title: Christian Practices	Summer Term 2 title: Theme E: Crime and Punishment
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p>Pupils should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Pupils will be able to refer to scripture and/or sacred texts where appropriate. Pupils will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed will be included throughout.</p> <ul style="list-style-type: none"> <li>The nature of God: <ul style="list-style-type: none"> <li>God as omnipotent, loving and just, and the problem of evil and suffering</li> <li>the oneness of God and the Trinity: Father, Son and Holy Spirit.</li> </ul> </li> <li>Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).</li> <li>Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.</li> <li>the incarnation and Jesus as the Son of God</li> </ul>	<p>Pupils should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Pupils will be able to refer to scripture and/or sacred texts where appropriate. Pupils will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed will be included throughout.</p> <ul style="list-style-type: none"> <li>Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible and private worship.</li> <li>Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.</li> <li>The role and meaning of the sacraments: the meaning of sacrament. The sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism</li> <li>the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and the role and importance of pilgrimage and celebrations including: two contrasting examples of Christian pilgrimage: Lourdes and Iona</li> <li>the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today and different interpretations of its meaning.</li> </ul>	<p>Pupils will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues of beliefs about the causes of crime and various punishments, types of crime and the their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <ul style="list-style-type: none"> <li>Good and evil intentions and actions, including whether it can ever be good to cause suffering.</li> <li>Reasons for crime</li> <li>Views about people who break the law for these reasons.</li> <li>Views about different types of crime, including hate crimes, theft and murder.</li> <li>The aims of punishment, including: retribution, deterrence, reformation.</li> <li>The treatment of criminals, including: prison, corporal punishment, community service.</li> <li>Forgiveness.</li> <li>The death penalty.</li> <li>Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</li> </ul>
Summative assessment:	Summative assessment:	Summative assessment:
<p><b>End of unit assessment</b> on Theme D: Peace and Conflict and Christian Beliefs (1) to assess understanding and knowledge retrieval of term one areas of study.</p>	<p><b>Mid term assessment</b> of Christian Practices; types of worship, prayer and sacraments to check knowledge and understanding from Spring term 2.</p>	<p><b>End of unit assessment</b> on Theme E: Crime and Punishment to assess understanding and knowledge retrieval of term one areas of study.</p>

## Programme of Learning – Overview

Key Stage 4			
Year title / big question: <b>AQA Religious Studies, Relationships and Life issues</b>		Year group:	10
<b>Autumn Term 1 title: Theme B: Religion and Life (1)</b>	<b>Spring Term 1 title: Theme A: Relationships and Families (1)</b>	<b>Summer Term 1 title: Islam / Judaism an Introduction</b>	
<b>Intent and composite knowledge (overview):</b>	<b>Intent and composite knowledge (overview):</b>	<b>Intent and composite knowledge (overview):</b>	
<p>Pupils will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues of beliefs about the origins of the universe and human life, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <ul style="list-style-type: none"> <li>• The origins of the universe</li> <li>• The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.</li> <li>• The use and abuse of the environment, including the use of natural resources, pollution.</li> <li>• The use and abuse of animals.</li> <li>• The origins of life.</li> </ul>	<p>Pupils will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues of beliefs about Human sexuality attitudes to sexual relationships and the nature and purpose of marriage and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <ul style="list-style-type: none"> <li>• Human sexuality including: heterosexual and homosexual relationships.</li> <li>• Sexual relationships before and outside of marriage.</li> <li>• Contraception and family planning.</li> <li>• The nature and purpose of marriage.</li> <li>• Same-sex marriage and cohabitation.</li> </ul>	<p>Pupils should be aware that Islam/Judaism are each one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Pupils will study the beliefs, teachings and practices of Islam/Judaism specified below and their basis in Islamic sources of wisdom and authority. They should be able to refer to scripture and other writings where appropriate. Pupils will study the <b>influence</b> of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Islam/Judaism in the way beliefs and teachings are understood and expressed should be included throughout. Pupils will need to a range of different Muslim/Jewish perspectives in their answers, including those from Sunni and Shi'a Islam; &amp; Orthodox and Reform Judaism.</p> <ul style="list-style-type: none"> <li>• Key terminology in Islam &amp; Judaism</li> <li>• Denominations in Islam – Sunni and Shi'a</li> <li>• An introduction to Islam around the World</li> <li>• Key events in Islam; The Night of Power and The Night journey</li> <li>• The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.</li> <li>• Tawhid (the Oneness of God), Qur'an Surah 112.</li> <li>• The nature of God in Judaism:</li> <li>• God as one</li> <li>• God as Creator</li> <li>• God as Law-Giver and Judge, loving and merciful.</li> <li>• The divine presence (Shekhinah).</li> <li>• Beliefs about life after death, including judgement and resurrection.</li> <li>• The nature and role of the Messiah, including different views on the role and importance of the Messiah.</li> <li>• The promised land and the Covenant with Abraham, Genesis 12:1-3.</li> </ul>	



		<ul style="list-style-type: none"> <li>The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments, Exodus 20:1-17.</li> <li>Key moral principles including justice, healing the world, charity and kindness to others.</li> <li>The importance of the sanctity of human life, including the concept of 'saving a life' (Pikuach Nefesh).</li> <li>The relationship between free will and the 613 mitzvot.</li> <li>Mitzvot between man and God and mitzvot between man and man, including the difference between them and their importance.</li> </ul>
<b>Summative assessment:</b>	<b>Summative assessment:</b>	<b>Summative assessment:</b>
<b>Theme E: Crime and Punishment</b> GCSE past paper to assess recall and retrieval from year 9 content.	<b>Theme B: Religion and Life</b> GCSE past paper to assess recall and retrieval from term 1 content.	<b>Theme A: Relationships and Families</b> GCSE past paper to assess recall and retrieval from term 2 content.
<b>Autumn Term 2 title: Theme B: Religion and Life (2)</b>	<b>Spring Term 2 title: Theme A: Relationships and families (2)</b>	<b>Summer Term 2 title: Islamic/ Jewish Beliefs (1)</b>
<b>Intent and composite knowledge (overview):</b>	<b>Intent and composite knowledge (overview):</b>	<b>Intent and composite knowledge (overview):</b>
<p>Pupils will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues of beliefs about the Sanctity and value of life, abortion, euthanasia and beliefs about life after death and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <ul style="list-style-type: none"> <li>The concepts of sanctity of life and the quality of life.</li> <li>Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.</li> <li>Euthanasia.</li> </ul>	<p>Pupils will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues of beliefs about Divorce, remarriage and gender equality and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <ul style="list-style-type: none"> <li>Divorce, including reasons for divorce, and remarrying.</li> <li>Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.</li> <li>The nature of families</li> <li>The purpose of families</li> <li>Contemporary family issues</li> </ul>	<p>Pupils will study the beliefs, teachings and practices of Islam/Judaism specified below and their basis in Islamic/Jewish sources of wisdom and authority. They should be able to refer to scripture and other writings where appropriate. Pupils will study the <b>influence</b> of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Islam/Judaism in the way beliefs and teachings are understood and expressed should be included throughout. Pupils will need to a range of different Muslim/Jewish perspectives in their answers, including those from Sunni and Shi'a Islam &amp; Orthodox and Reform Judaism.</p> <ul style="list-style-type: none"> <li>The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.</li> </ul>

<ul style="list-style-type: none"> <li>Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</li> </ul>	<ul style="list-style-type: none"> <li>The roles of men and women.</li> <li>Gender equality.</li> <li>Gender prejudice and discrimination, including examples.</li> </ul>	<ul style="list-style-type: none"> <li><b>Angels</b>, their nature and role, including Jibril and Mika'il.</li> <li><b>Predestination</b> and human freedom and its relationship to the Day of Judgement.</li> <li><b>Akhirah</b> (life after death), human responsibility and accountability, resurrection, heaven and hell.</li> </ul>
<b>Summative assessment:</b>	<b>Summative assessment:</b>	<b>Summative assessment:</b>
<b>End of unit assessment</b> on Theme B: Religion and Life to assess understanding and knowledge retrieval of term one areas of study.	<b>End of unit assessment</b> on Theme A: Relationships and families to assess understanding and knowledge retrieval of term one areas of study.	<b>End of Year 10 PPE</b> – half of component 1 (Christian beliefs and Practices – Year 9) and half of component 2 (Theme D and E assessed).

## Programme of Learning – Overview

Key Stage 4			
Year title / big question: What are the Beliefs/Practices of Islam/Judaism?		Year group:	11
Autumn Term 1 title: Islam/Judaism: Beliefs and teachings	Spring Term 1 title: Revision paper 2	Summer Term 1 title: Revision final	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
<p>Pupils will study the beliefs, teachings and practices of Islam/Judaism specified below and their basis in Islamic/Jewish sources of wisdom and authority. They should be able to refer to scripture and other writings where appropriate. Pupils will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Islam/Judaism in the way beliefs and teachings are understood and expressed should be included throughout. Pupils will need to know a range of different Muslim/Jewish perspectives in their answers, including those from Sunni and Shi'a Islam &amp; Orthodox and Reform Judaism.</p> <p>Either:</p> <ul style="list-style-type: none"> <li><b>Risalah</b> (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.</li> <li>The <b>holy books</b>: Qur'an: revelation and authority, the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.</li> <li>The <b>imamate</b> in Shi'a Islam: its role and significance.</li> <li>Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam).</li> <li><b>Shahadah</b>: declaration of faith and its place in Muslim practice.</li> <li><b>Salah</b> and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.</li> </ul>	<p>Theme A, B, D and E will be given 3 lessons each to revise content, retrieval and assess misconceptions and gaps in learning. Pupils will need to revise quotes and key teachings from a variety of religious viewpoints. Skills will also be focused upon during this term to support pupils. Modelling will be used to allow pupils to assess their own responses alongside their peers.</p> <ul style="list-style-type: none"> <li>Theme A; contrasting beliefs - Contraception. Sexual relationships before marriage. Homosexual relationships.</li> <li>Theme A; Sex, marriage and divorce</li> <li>Theme A; Family and gender equality</li> <li>Theme B; Contrasting views on abortion, euthanasia and animal experimentation.</li> <li>Theme B; the origins and values of the universe.</li> <li>Theme B; The origins and values of human life.</li> <li>Theme D; contrasting views on Violence, WMD's and pacifism.</li> <li>Theme D; Religion, violence, terrorism and war.</li> <li>Theme D; Religion and belief in the 21<sup>st</sup> Century.</li> <li>Theme E; contrasting views on corporal punishment, death penalty and forgiveness.</li> <li>Theme E; religion, crime and the causes of crime.</li> <li>Theme E; religion and punishment.</li> </ul>	<p>Either</p> <ul style="list-style-type: none"> <li>Muslim beliefs; Sunni and Shi'a, Six articles of faith / five roots.</li> <li>Muslim Beliefs; Nature of God, Angels and predestination</li> <li>Muslim beliefs; Life after death, prophets and holy books.</li> <li>Muslim Practices; five Pillars/ 10 Obligatory Acts</li> <li>Muslim Practices; Shahadah, Salah, Sawm, Zakat</li> <li>Muslim Practices; Hajj, Jihad, festivals</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>All of Judaism beliefs (as listed previously).</li> <li>All of Judaism practices (as listed previously).</li> </ul>	

<p>Or:</p> <p>The synagogue and its importance.</p> <ul style="list-style-type: none"> <li>• The design and religious features of synagogues including bimah (reading platform), aron hakodesh (ark), ner tamid (ever burning light) and associated practices; differences between Orthodox and Reform synagogues.</li> <li>• Public acts of worship including:</li> <li>• synagogue services in both Orthodox and Reform synagogues</li> <li>• the significance of prayer, including the Amidah, the standing prayer.</li> <li>• Shabbat in the home and synagogue and its significance.</li> </ul>		
<b>Summative assessment:</b>	<b>Summative assessment:</b>	<b>Summative assessment:</b>
<b>End of unit assessment</b> on Paper 1 Muslim/Judaism Beliefs to assess understanding and knowledge retrieval of term one areas of study.	Year 11 PPE's	<b>Public GCSE examinations</b>
<b>Autumn Term 2 title: Islam/Judaism; practices</b>	<b>Spring Term 2 title: Revision paper 1</b>	<b>Summer Term 2 title: Public examinations</b>
<b>Intent and composite knowledge (overview):</b>	<b>Intent and composite knowledge (overview):</b>	<b>Intent and composite knowledge (overview):</b>
<ul style="list-style-type: none"> <li>• <b>Sawm:</b> the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5.</li> <li>• <b>Zakah:</b> the role and significance of giving alms including origins, how and why it is given, benefits of receipt, <b>Khums</b> in Shi'a Islam.</li> <li>• <b>Hajj:</b> the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance.</li> <li>• <b>Jihad:</b> different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.</li> <li>• Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of <b>Id-ul-Adha</b>, <b>Id-ul-Fitr</b>, <b>Ashura</b>.</li> </ul> <p>Or:</p>	<p>Paper 1 Christian Beliefs, teaching and practices and one other religion will be given 3 lessons each to revise content, retrieval and assess misconceptions and gaps in learning. Pupils will need to revise quotes and key teachings from a variety of religious viewpoints. Skills will also be focused upon during this term to support pupils. Modelling will be used to allow pupils to assess their own responses alongside their peers.</p> <ul style="list-style-type: none"> <li>• Christian Beliefs; nature of God, suffering, creation and afterlife.</li> <li>• Christian Beliefs; Incarnation, crucifixion, resurrection and ascension.</li> <li>• Christian Beliefs; Salvation, atonement, Sin</li> <li>• Christian Practices; Worship, prayer, sacraments</li> <li>• Christian Practices; pilgrimage, festivals and celebrations.</li> <li>• Christian practices; role of the Church, mission and the WW church.</li> </ul>	<p><b>Year 11 Study Leave and Public examinations.</b></p>

<ul style="list-style-type: none"> <li>• Worship in the home and private prayer.</li> <li>• Tenakh (the written law) and Talmud (the oral law), and their study, use and significance in daily life.</li> <li>• Family life and festivals</li> <li>• Rituals and their significance:</li> <li>• ceremonies associated with birth including Brit Milah.</li> <li>• Bar and Bat Mitzvah</li> <li>• the marriage ceremony</li> <li>• mourning rituals.</li> <li>• Dietary laws and their significance, including different Jewish views about their importance.</li> <li>• kosher and trefah</li> <li>• separation of milk and meat.</li> <li>• Festivals and their importance for Jews in Great Britain today, including the origins and meaning of:</li> <li>• Rosh Hashanah and Yom Kippur</li> <li>• Pesach.</li> </ul>		
<b>Summative assessment:</b>	<b>Summative assessment:</b>	<b>Summative assessment:</b>
		Public GCSE examinations.

## Programme of Learning – Overview

Key Stage 5			
Year title / big question: Introduction to Christianity, Philosophy & Ethics.		Year group:	12
Autumn Term 1 title:	Spring Term 1 title:	Summer Term 1 title:	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
<p>Jesus – His birth.</p> <p>Jesus – His Resurrection.</p> <p>Inductive arguments – cosmological.</p> <p>Inductive arguments – teleological.</p> <p>Divine Command Theory.</p> <p>Virtue Theory.</p>	<p>Religious concepts – the nature of God.</p> <p>Religious concepts – the Trinity.</p> <p>The problem of evil and suffering.</p> <p>Religious responses to the problem of evil (i):</p> <p>Augustinian type theodicy.</p> <p>St Thomas Aquinas' Natural Law - laws and precepts as the basis of morality.</p> <p>Aquinas' Natural Law - the role of virtues and goods in supporting moral behaviour.</p>	<p>Social developments in religious thought – migration and Christianity in the UK.</p> <p>The relationship between religion and society: religion, equality and discrimination.</p> <p>The nature of religious experience.</p> <p>Mystical experience.</p> <p>Challenges to the objectivity and authenticity of religious experience.</p> <p>Joseph Fletcher's Situation Ethics.</p> <p>Fletcher's Situation Ethics - the principles as a means of assessing morality.</p> <p>Fletcher's Situation Ethics - application of theory.</p>	
Summative assessment:	Summative assessment:	Summative assessment:	

Autumn Term 2 title:	Spring Term 2 title:	Summer Term 2 title:
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p>The Bible as a source of wisdom &amp; authority in daily life.</p> <p>Challenges to inductive arguments.</p> <p>Ethical Egoism.</p>	<p>Religious concepts – the Atonement.</p> <p>Social developments in religious thought – attitudes towards wealth.</p> <p>Religious responses to the problem of evil (ii):</p> <p>Irenaean type theodicy.</p> <p>Aquinas' Natural Law - application of the theory.</p>	<p>Religious identity through diversity in baptism.</p> <p>Religious identity through diversity in Eucharist.</p> <p>Religious identity through diversity in festivals.</p> <p>Inherent problems of religious language.</p> <p>Religious language as cognitive (traditional religious view), but meaningless (Logical Positivists' view).</p> <p>Religious language as non-cognitive and analogical.</p> <p>Religious concepts of predestination.</p> <p>Concepts of determinism.</p> <p>The implications of predestination / determinism.</p>
Summative assessment:	Summative assessment:	Summative assessment:
<i>School Examinations.</i>		<i>School Examinations.</i>

## Programme of Learning – Overview

Key Stage 5			
Year title / big question: The study of Christianity, Philosophy & Ethics		Year group:	13
Autumn Term 1 title:	Spring Term 1 title:	Summer Term 1 title:	
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	
<p>The Bible as a source of wisdom and authority</p> <p>The early church (in Acts of the Apostles)</p> <p>Deductive arguments - origins of the ontological argument.</p> <p>Deductive arguments - developments of the ontological argument.</p> <p>Meta-ethical approaches – Naturalism.</p> <p>Meta-ethical approaches – Intuitionism.</p>	<p>Religious life – faith and works.</p> <p>Religious life – the community of believers.</p> <p>Religious life – key moral principles.</p> <p>Religious belief as a product of the human mind – Sigmund Freud.</p> <p>Religious belief as a product of the human mind – Carl Jung.</p> <p>Issues relating to rejection of religion: Atheism.</p> <p>John Finnis' development of Natural Law.</p> <p>Bernard Hoose's overview of the Proportionalist debate.</p> <p>Finnis' Natural Law and Proportionalism: application of the theory.</p>	<p>Religious identity through unification.</p> <p>Religious identity through religious experience.</p> <p>Religious identity through responses to poverty and injustice.</p> <p>Religious language as non-cognitive and symbolic.</p> <p>Religious language as non-cognitive and mythical.</p> <p>Religious language as a language game.</p> <p>Religious concepts of free will.</p> <p>Concepts of libertarianism.</p> <p>The implications of libertarianism and free will.</p> <p>Revision.</p>	
Summative assessment:	Summative assessment:	Summative assessment:	



Autumn Term 2 title:	Spring Term 2 title:	Summer Term 2 title:
Intent and composite knowledge (overview):	Intent and composite knowledge (overview):	Intent and composite knowledge (overview):
<p>Two views of Jesus. Challenges to the ontological argument. Meta-ethical approaches – Emotivism.</p>	<p>Historical developments in religious thought – challenges from secularisation. Historical developments in religious thought – challenges from science. Historical developments in religious thought – challenges from pluralism and diversity within a tradition. The influence of religious experience on religious practice and faith. The definitions of miracles. A comparative study of two key scholars from within and outside the Christian tradition and their contrasting views on the possibility of miracles. Classical Utilitarianism. John Stuart Mill's development of Utilitarianism. Bentham's Act Utilitarianism and Mill's Rule Utilitarianism - application of the theory.</p>	<p><i>Public examinations.</i></p>
Summative assessment:	Summative assessment:	Summative assessment:
<p><i>PPE examinations.</i></p>		<p><i>Public examinations.</i></p>