| Year 7 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|--|---------------------------------------|---------------------------|---------------------------|------------------------|------------------------------|
| Curriculum | BEGINNINGS | SYMBOLS | CHRISTIANITY | WORSHIP | CREATION STORIES | RULES FOR LIVING |
| Content | | | | | | |
| Prior knowledge | Places of worship | WW2- Nazi's | Nativity | Church visits | Biblical Study | Rules followed in |
| (from previous | | Remembrance Day | | Festivals | | school/life |
| year/ key stage). | | | | | | |
| Key skills | Students will: | Students will: | Students will: | Students will: | Students will: | Students will: |
| | Gain knowledge of the 6 | Compare negative and | Analyze scripture | Make comparisons of | | |
| | main religions through | positive symbols. | 0 | religious expressions. | Outline ideas on the | Explore the |
| | identification of the foundations of the | Evoluate the importance | Compare Christian beliefs | Describe forms of worship | creation of the world. | importance of rules. |
| | religions. | Evaluate the importance of symbolism. | petiers | and evaluate the | Compare and | Demonstrate |
| | Teligions. | or symbolism. | Evaluate statements | effectiveness of these. | contrast religious | knowledge on types of |
| | | Identify and interpret | regarding God's | chectiveness of these. | views and non- | behavior. |
| | | symbols. | existence. | Select rituals in worship | religious views on | 2011411011 |
| | | | | and evaluate the | creation. | Reflect on how rules |
| | Complete an extended | Complete an extended | | significance. | | impact the life of a |
| | writing piece and use | writing piece and use | Complete an extended | | Complete an | believer and non- |
| | Interpretation | Interpretation | writing piece and use | Complete an extended | extended writing | believer. |
| | Judgement and | Judgement and | Interpretation | writing piece and use | piece and use | |
| | explanation in their | explanation in their | Judgement and | Interpretation | Interpretation | Complete an |
| | answers. | answers. | explanation in their | Judgement and | Judgement and | extended writing |
| | | | answers. | explanation in their | explanation in their | piece and use |
| | | | | answers. | answers. | Interpretation Judgement and |
| | | | | | | explanation in their |
| | | | | | | answers. |
| | | | | | | anovoro. |
| Assessment | Six summative | Six summative | Six summative | Six summative | Six summative | Six summative |
| | assessment questions | assessment questions | assessment questions | assessment questions | assessment | assessment |
| | based on the beginning's | based on the symbols | based on the | based on the worship | questions based on | questions based on |
| | topic. | topic | Christianity topic | topic | the creation stories | the rules for living |
| | | | | | topic | topic |
| | | | | | | |
| How can you | Encourage your child | Encourage your child | Encourage your child | Encourage your child to: | Encourage your child | Encourage your child |
| help? | to: | to: | to: | | to: | to: |
| | Research places of | Research the | Research the life of | Research different forms | Share their own | Share their ideas on |
| | worship | significance of | Jesus | of worship | ideas on the creation | rules at home and in |
| | | religious and non- | 10000 | - Wording | story. | school and society |
| | Research the religious | religious symbols | Research the Nativity | Have conversations | Have conversations | |
| | leaders of the six main | | story | about the effectiveness | about religious and | |
| | religions | | - | of worship | non-religious views | |
| | | | | | of creation | |
| | Have conversations | Have conversations | Have conversations | | | |
| | about the different | about symbolism | about the importance | | Research creation | |
| | world religions. | | | | stories | |

| | | | of the Ten | Recommended Reading: | | Recommended |
|----------------|-----------------------|-----------------------|-----------------------|---------------------------|-----------------------|------------------------|
| Reading Pledge | Recommended | | Commandments | | Recommended | Reading: |
| | Reading: | Recommended | | World Religions by John | Reading: | |
| | | Reading: | | Bowker | | 12 Major World |
| | The Illustrated Bible | Signs and Symbols: an | Recommended | | Creation Stories, | Religions the Beliefs, |
| | DK, | illustrated guide to | Reading: | Let the children worship: | Landscapes and the | Rituals and |
| | | their origins and | The Adventure Bible – | Jason Helopoulos | Human Imagination - | Traditions of |
| | The ultimate book of | meanings: Miranda | New International | | Anthony Aveni | Humanity's Most |
| | world religions: | Bruce Mitford. | Version | | | Influential Faiths - |
| | Susanne Meredith | 100 symbols that | | | A Children's Bible | Jason Boyett |
| | | changed the world: | J.C Superhero: Bible | | story about creation: | |
| | | Colin Salter | stories for kids: | | Jenna M Zivalich | |
| | | | Theodora Rogers | | | |

| Year 8 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|--|---|---|
| Curriculum Content | VALUE OF LIFE | JESUS | RICH AND POOR | EVIL AND SUFFERING | ISLAM | CRIME AND PUNISHMENT |
| Prior knowledge (from previous year/ key stage) | Year 7: Rules for living. | Year 7: Christianity | Year 7: Rules for living | Year 7: Christianity Year 7: Rules for living Year 8: Value of life | Year 7: rules for living Year 7: creation stories. Year 7: Worship | Year 8: rich and poor Year 7: rules for living. Year 7: The Ten commandments |
| Key skills | Students will: | Students will: | Students will: | Students will: | Students will: | Students will: |
| | Compare and contrast views on abortion, life after death, the afterlife and human/animal life. Evaluate the importance of life. Evaluate the sanctity | Evaluate the meaning and importance of the Messiah. Explain and evaluate the role of the Holy Trinity Analyse the importance of Biblical text | Analyse reasons for poverty and solutions. Argue reasons why the minimum wage should be increased. Interpret religious teachings on equality. | Analyse explanations of evil and suffering. Interpret religious views on the causes and reasons for evil and suffering Compare and contrast reasons for suffering. | Understand what the Five Pillars of Islam are Explain features of worship and how these are effective in worship Analyse and evaluate | Explain reasons of crime. Interpret religious scripture on crime and criminals Explore why crime takes place. |
| | of life. Complete an extended writing piece and use Interpretation | Understand the importance of the incarnation, crucifixion | Complete an extended writing piece and use Interpretation Judgement and explanation in their | Share own views on the reasons of evil and suffering Understand types of evil and suffering | religious scripture Explore the purpose of a Mosque | Give solutions to the issue of crime Explore case studies |
| | Judgement and explanation in their answers. | and resurrection of Jesus | answers. | Complete an extended writing piece and use Interpretation | | Complete an extended writing piece and use Interpretation |

| | | Complete an extended writing piece and use Interpretation Judgement and explanation in their answers. | | Judgement and explanation in their answers. | Complete an extended writing piece and use Interpretation Judgement and explanation in their answers. | Judgement and explanation in their answers. |
|-------------------|--|---|--|---|---|--|
| Assessment | Six summative assessment questions based on the value of life topic | Six summative assessment questions based on the Jesus topic | Six summative assessment questions based on the rich and poor topic | Six summative assessment questions based on the evil and suffering topic | Six summative assessment questions based on the Islam topic | Six summative assessment questions based on the crime and punishment topic |
| How can you help? | Encourage your child to: | Encourage your child to: | Encourage your child to: | Encourage your child to: To explore reasons why | Encourage your child to: | Encourage your child to: |
| | Research the sanctity of life meaning | Research the life of Jesus | Research the minimum wage for different age groups | there is evil and suffering in the world. | Research the uses of a Mosque | Research terms of punishment |
| | Have conversations on the value of life and why life is special | Have conversations about the importance of the Ten Commandments | Have conversations on how the poor in society can be helped. | Research examples of man-made and natural evil | Explore the Five Pillars of Islam | Research reasons why people commit crime |
| | Research UK policy on euthanasia | | Research the benefits system | Have conversations on the role of God in evil and suffering | Have conversations on how effective worship is | Have conversations on the judicial system |
| Reading Pledge | Recommended Reading: The Adventure Bible – New International Version | Recommended Reading: The | Recommended Reading: Rich dad Poor dad: Robert T Kiyosaki | Recommended Reading: Orange Boy: Patrice Lawrence. The lion, the witch and the | Recommended Reading: Quran in English: super easy to read. For ages 9- 99. Mr Talal Itani | Recommended Reading: Cruel Crime &Painful |
| | The sacred life of everything: Sr. Stan | Adventure Bible – New International Version J.C Superhero: Bible stories for kids: Theodora Rogers | Rich and Poor in Tudor times: B.J. Knapp | wardrobe: C.S Lewis | The Islam book: Big ideas simply explained: Rageh Omaar | Punishment (Horrible Histories) Crime and punishment through the ages: Grant Bage & Collins Big cat |

| Year 9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---------------------------|------------------------------|-----------------------|------------------------------|--------------------------|--------------------------|
| Curriculum | DRUGS | RELATIONSHIPS | HUMAN RIGHTS | MULTICULTURAL SOCIETY | ISLAM | EXTREMISM |
| Content | | | | | | |
| Prior knowledge | Year 7: Rules for living. | Health and well-being | Year 7: Rules for | Year 7: Rules for living | Year 7: rules for living | Year 8&9: Islam |
| (from previous | Year 8: Value of life. | S | living | Year 9: Human rights | Year 7: creation | Year 8: Crime and |
| year/ key stage) | Year 8: Crime and | | | | stories. | punishment |
| | Punishment | | | | Year 7: Worship | Year 9: |
| | Year 8: Rich and Poor | | | | Year 8: Islam | Multiculturalism. |
| | | | | | | Year 7: Rules for Living |
| Key skills/ | Students will: | Students will: | Students will: | Students will: | Students will: | Students will: |
| powerful | Students witt: | Students witt: | Students witt: | Students witt: | Students witt: | Students witt: |
| knowledge | Evaluate the legal | Demonstrate understanding | Define key terms | Evaluate the importance of | Show understanding | Explain and suggest |
| Kilowteuge | position of drugs | of sexual identity | relating to human | multiculturalism | of the Five Pillars. | factors which |
| | position of drugs | or sexual identity | rights terminology | matticutturatism | of the river ittars. | contribute to the |
| | Evaluate reasons of | Discuss the age of consent | rigints terminotogy | Explain the | Explanation of | formation of extremist |
| | drug taking | Discuss the age of consent | Exemplify | ad/disadvantages of | features of worship. | ideologies. |
| | arag taking | Interpret and analysis | knowledge of unfair | multiculturalism. | Toutardo di Wording. | idootogioo. |
| | Interpret and evaluate | religious scripture relating | treatment. | mattioattaration. | Analyse and evaluate | List ways people can |
| | religious scripture. | to sexual relationships | | Exemplify knowledge of key | scripture. | reduce the risks |
| | Relating to drug use | | Evaluate the | terms relating to | | associated with |
| | | Evaluate views on sex | importance of | multiculturalism | Identify beliefs and | extremism in their |
| | Reflect upon how | before marriage. | Human rights | | analyse and evaluate | communities. |
| | money is spent via | | | Demonstrate knowledge of | the role of angels. | Identify persuasive, |
| | alcohol and drugs by | Compare and contrast | Reflect upon the | why immigration is | Demonstrate | divisive and/or |
| | the government | views towards | importance of | important. | knowledge of Islamic | manipulative |
| | Construct arguments | homosexuality | support groups. | Explain Christian attitudes | rules and how they | language in the |
| | on punishments for | | | towards racism. | can apply to society | media, including |
| | drug takers. | Identify reasons marriage is | Assess the | | | social media. |
| | | becoming less popular | relevance of Biblical | Infer the meaning of | Evaluate the | |
| | Determine views on | | stories and human | religious scripture and | relevance of Islamic | Evaluate source |
| | rehab. | Compare and contrast | rights | multiculture | rules. | material, assessing |
| | | religious views on marriage | | | | for bias and |
| | Assess solutions to the | | Recognise forms of | Reflect upon whether | | explaining the impact |
| | drug problem. | Recognise signs of | protest. | religion and politics should | | of any bias. |
| | | grooming and exploitation. | | mix. | | |
| | | | Demonstrate | | | Describe how |
| | | | knowledge of | | | charismatic leaders |
| | | | religious | | | can distort views. |
| | | | campaigners | | | |
| Assessment | Six summative | Six summative assessment | Six summative | Six summative assessment | Six summative | Six summative |
| | assessment questions | questions based on the | assessment | questions based on the | assessment | assessment |
| | based on the topic of | topic of relationships | questions based on | topic of multiculturalism | questions based on | questions based on |
| | drugs | | the topic of human | | the topic of Islam | the topic of |
| | | | rights | | | extremism |

| the tions of illegal The the issues king can cause | Understand the term consent Discuss online safety Have conversations regarding the importance of diversity and inclusion | child to: Discuss equal opportunities Discuss how fair they believe society and rules are Have conversations regarding basic | Understand why multiculturalism is important Discuss reasons for immigration and emigration Have conversations | child to: Explore the Five Pillars of Islam Have conversations on how effective worship is Have conversations | to: Discuss the importance of online safety Have conversations on the importance of websites and |
|---|--|--|---|--|---|
| nt the issues king can cause onversations | Discuss online safety Have conversations regarding the importance | opportunities Discuss how fair they believe society and rules are Have conversations | important Discuss reasons for immigration and emigration Have conversations | Pillars of Islam Have conversations on how effective worship is | importance of online safety Have conversations on the importance of |
| nt the issues king can cause o | Have conversations regarding the importance | Discuss how fair they believe society and rules are Have conversations | Discuss reasons for immigration and emigration Have conversations | Have conversations on how effective worship is | safety Have conversations on the importance of |
| nt the issues king can cause oonversations | Have conversations regarding the importance | they believe society and rules are Have conversations | immigration and emigration Have conversations | on how effective worship is | Have conversations on the importance of |
| cing can cause roonversations | regarding the importance | they believe society and rules are Have conversations | immigration and emigration Have conversations | on how effective worship is | on the importance of |
| cing can cause roonversations | regarding the importance | and rules are Have conversations | emigration Have conversations | worship is | on the importance of |
| onversations ng | | Have conversations | Have conversations | · | on the importance of |
| onversations ng | of diversity and inclusion | | | Have conversations | • |
| ng | | | | Have conversations | websites and |
| • | | regarding hasic | | | TTODOLLOG ALIG |
| uences of | | TOBULATING DUSIO | regarding the advantages | on the importance | reporting anything |
| | | human rights we | of multiculturalism and | of religion and | they feel |
| rug taking | | are entitled to. | diversity | beliefs | uncomfortable with |
| mended | | Recommended | | | |
| : Party, sex | Recommended reading: | Reading: | Recommended Reading: | Recommended | Recommended |
| gs; a S | Sex education for | We are all born | The Boy at the back of the | Reading: Quran in | Reading: Terror Kid: |
| ers survival te | teenagers: Riley Rhodes | free. The UDHR in | class: Onjali Rauf | English: super easy | Benjamin Zephaniah |
| lesa Kovacs | | pictures: Amnesty | _ | to read. For ages 9- | |
| S | Sex Ed: an inclusive | International. | Children who changed the | 99. Mr Talal Itani | I am Malala: Malala |
| te | teenage guide to sex and | | world: Marcia Williams | | Yousafzai |
| | | We are displaced: | | The Islam book: Big | |
| s | sexuality | Malala Yousafzai | | ideas simply | |
| | | | | • • | |
| | | | | Omaar | |
| | esa Kovacs | | esa Kovacs Sex Ed: an inclusive International. teenage guide to sex and relationships: School of We are displaced: | esa Kovacs Sex Ed: an inclusive teenage guide to sex and relationships: School of pictures: Amnesty International. We are displaced: Children who changed the world: Marcia Williams | sesa Kovacs Sex Ed: an inclusive teenage guide to sex and relationships: School of sexuality pictures: Amnesty International. We are displaced: Malala Yousafzai pictures: Amnesty International. Children who changed the world: Marcia Williams The Islam book: Big ideas simply explained: Rageh |

| Year 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | |
|---------------------------------|---|------------------------------|----------------------------|----------------------------|------------------------------------|-------------------|--|--|
| Curriculum | Christian Beliefs and | Christian Beliefs and | Christian Practices | | Crime and Punishment | Islam Beliefs and | | |
| Content | Teachings | Teachings | Relationships and Famili | Relationships and Families | | Teachings | | |
| Prior knowledge | Year 7: Christianity Year | Year 7: Christianity Year 8: | Year 7: Rules for living | Year 9: Relationships | Year 8: Crime and | Year 8&9: Islam | | |
| (from previous year/ key stage) | 8: Christianity | Christianity | | | Punishment Year 9: Human Rights | | | |
| Assessment objectives | | | | | | | | |
| (specific skills | | and sources of authority | gion and beliefs metading. | | | | | |
| and knowledge students are | influence on individuals, communities and societies | | | | | | | |
| expected to | similarities and differences within and/or between religions and beliefs. | | | | | | | |
| demonstrate) | AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence. | | | | | | | |
| | | | | | | | | |

| Key skills | Evaluate the importance | Evaluate the importance | Define key terms. | Demonstrate | Demonstrate knowledge | Evaluate the importance of |
|----------------|-------------------------|--|-------------------------|------------------------|-----------------------------|--|
| | of Christian teachings. | of Christian teachings. | F 116 1 1 1 | understanding of | of Good and evil intentions | Islamic teachings |
| | Evaloin the incornation | Evaloin the incornation | Exemplify knowledge of | different types of | and actions, including | Analyse the key to achings in |
| | Explain the incarnation | Explain the incarnation and its application to | baptism, | families. | whether it can ever be good | Analyse the key teachings in |
| | and its application to | present society. | Evaluate the importance | Reflect on sexual | to cause suffering. | the Quran, especially tawhid and just. |
| | present society. | present society. | of Sacraments. | issues. | Provide reasons for crime. | tawiilu aliu just. |
| | Exemplify knowledge of | Exemplify knowledge of | of Sacraments. | issues. | including: | Explain the Five roots of |
| | key terms. | key terms. | Reflect upon the | Interpret and analysis | including. | Usul ad-Din. |
| | key terms. | key terms. | importance of Christian | religious scripture. | Evaluate views about | Osut au-Din. |
| | Demonstrate knowledge | Demonstrate knowledge | organizations | religious scripture. | people who break the law | Compare and contrast |
| | of why the resurrection | of why the resurrection | organizations | Evaluate views on sex | for these reasons. | Sunni and Shia Islam. |
| | was needed. | was needed. | Assess the relevance of | before marriage. | Tor triese reasons. | Summand Smanstam. |
| | was needed. | was needed. | Pilgrimage. | before marriage. | Discuss views about | Exemplify knowledge of key |
| | Explain Christian | Explain Christian attitudes | Titgiiiiage. | Compare and contrast | different types of crime, | terms. |
| | attitudes towards | towards Purgatory | Recognise forms of | views towards | including hate crimes, | terms. |
| | Purgatory | towards rungatory | prayer. | homosexuality and | theft and murder. | Demonstrate knowledge of |
| | luigatory | Infer meaning of scripture. | prayer. | divorce. | their and marder. | why Muslims believe in |
| | Infer meaning of | Reflect upon different | Demonstrate knowledge | divorce. | | predestination. |
| | scripture. | types of grace. | of | Identify reasons | | predestination. |
| | Reflect upon different | types of grace. | Evangelism. | marriage is becoming | | Explain Muslim attitudes |
| | types of grace. | | Lvangensin. | less popular | | towards Angels. |
| | types of grace. | | | tess popular | | Infer meaning of scripture. |
| | | | | Compare and contrast | | Reflect upon the |
| | | | | religious views on | | significance of Muhammad. |
| | | | | marriage. | | Significance of Flurial Influe. |
| | | | | mamage. | | |
| | | | | Recognise cultural | | |
| | | | | differences in | | |
| | | | | polygamy. | | |
| | | | | potygamy. | | |
| Assessment | Knowledge test | Knowledge test | Knowledge test | | Knowledge test | Knowledge test |
| 71000001110111 | End of topic GCSE exam | End of topic GCSE exam | End of topic GCSE exam | | End of topic GCSE exam | End of topic GCSE exam |
| | | | | | | Mock Exam |
| | | | | | | |
| How can you | Encourage your child | Encourage your child to: | Encourage your child | Encourage your child | Encourage your child to: | Encourage your child to: |
| help? | to: | | to: | to: | | |
| | | Research the life of | | | Research terms of | Explore the Five Pillars of |
| | Research the life of | Jesus | Research Christian | Research Christian | punishment | Islam |
| | Jesus | | festivals and the | and Islamic attitudes | | |
| | | Research the Nicene | importance of these | towards | Research reasons why | |
| | Research the Nicene | Creed and Apostles | | homosexuality | people commit crime | Have conversations on |
| | Creed and Apostles | Creed | Discuss the | | | how effective worship is |
| | Creed | | importance of helping | | | |
| | i e | | those in need | Discuss reasons why | Have conversations on | Have conversations on the |
| | | | those in need | Discuss reasons willy | mave conversations on | mave conversations on the |
| | | | those in need | marriage is becoming | the judicial system | importance of religion and |

| | Have conversations about the importance of the Ten Commandments | Have conversations about the importance of the Ten Commandments | Have conversations on whose responsibility is it to help those in need | Research various types of families | Research Christian and Islamic views on forgiveness | |
|----------------|--|---|--|--|---|--|
| Reading Pledge | | Research concepts of life after death | Research Christian Aid charities | | Recommended reading: | Recommended reading: |
| | | | Recommended | Recommended reading: | A pocket guide to ethical issues: Andrew Goddard | My revision notes: AQA (9- 1) religious studies spec A: |
| | Recommended Reading: | Recommended Reading: | reading: | A pocket guide to | My revision notes: AQA | Christianity and Islam |
| | Matthew, Mark, Luke | Matthew, Mark, Luke and John: The Bible | Britain's pilgrim places: The first | ethical issues: Andrew Goddard | (9-1) religious studies spec A: Christianity and | Concepts of Islam simplified: for parents, |
| | and John: The Bible | | complete guide to | | Islam | young Muslims, new |
| | 10 questions every | 10 questions every teen should ask (and answer) | every spiritual treasure: Nick | My revision notes: AQA (9-1) religious studies | | Muslims and curious minds: Abu Mustafa |
| | teen should ask (and answer) about | about Christianity: Rebecca McLaughlin | Mayhew-Smith | spec A: Christianity and Islam | | Zakariya |
| | Christianity: Rebecca McLaughlin | | A pocket guide to ethical issues: Andrew Goddard | | | |
| | Christianity: Rebecca | Rebecca McLaughlin | ethical issues: Andrew | and Islam | | |

| Year 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|---|---|---|
| Curriculum Content | ISLAM PRACTICES | HUMAN RIGHTS AND SOCIAL JUSTICE | RELIGION AND LIFE | REVISION | REVISION | REVISION |
| Prior knowledge (from previous year/ key stage) | Year 8 & 9 Islam | Year 9 Human Rights Year 8- Rich and poor | Year 8 Value of life | | | |
| Assessment objectives (specific skills and knowledge students are expected to demonstrate) | ment ives skills beliefs, practices and sources of authority vledge ts are ed to AO1: Demonstrate knowledge and understanding of religion and beliefs including: beliefs, practices and sources of authority influence on individuals, communities and societies similarities and differences within and/or between religions and beliefs. | | | | | |
| Key skills | Describe and identify the Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam declaration of faith | Discuss and explore prejudice and discrimination in religion and belief, including the status and treatment | Exploring and evaluating the origins and value of the universe including religious and non-religious teachings | Extended writing. Interpretation Judgement/explanation. | Extended writing. Interpretation Judgement/explanation. | Extended writing. Interpretation Judgement/explanation. |

| | and its place in Muslim practice. | within religion of women and homosexuals. | about the origins of the universe | Using inference skills for religious scripture. | Using inference skills for religious scripture. | Using inference skills for religious scripture. |
|------------|--|--|---|---|---|---|
| | Understanding Salah and its significance: how and why Muslims pray including times, directions, ablution | Understand the issues of equality, freedom of religion and belief including freedom of religious expression. | Understanding the duty of human beings to protect the world including religious teaching about | Exam practice for each topic- remembering the mnemonics for the exam questions. | Exam practice for each topic- remembering the mnemonics for the exam questions. | Exam practice for each topic- remembering the mnemonics for the exam questions. |
| | (wudu), movements (rak'ahs) and recitations; salah in the home and | Evaluate the | stewardship, dominion, responsibility, awe and wonder | Understanding the command words. | Understanding the command words. | Understanding the command words. |
| | mosque and elsewhere; Friday prayer Explore the role of duties and festivals | responsibilities that come with rights, including the responsibility to respect the rights of others. Explore the right attitudes to wealth, the uses of wealth, the responsibilities of wealth, including the duty to tackle poverty and its causes. | Discussing the use and abuse of the environment, including the use of natural resources, pollution. The use and abuse of animals, including animal experimentation and the use of animals for food. | Walking talking mocks | Walking talking mocks | Walking talking mocks |
| | | Understand the exploitation of the poor including issues relating to: fair pay, excessive interest on loans, peopletrafficking. Explain the responsibilities of those living in poverty to help themselves overcome the difficulties they face. | Exploring the origins and value of human life Evaluating the concepts of sanctity of life and the quality of life: abortion, including situations when the mother's life is at risk. Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. Euthanasia. Beliefs about death and an afterlife, and their impact on beliefs about the value of human life. | | | |
| Assessment | Knowledge test End of topic GCSE exam | Knowledge test End of topic GCSE exam | Knowledge test End of topic GCSE exam | Knowledge test End of topic GCSE exam | Knowledge test End of topic GCSE exam | Knowledge test End of topic GCSE exam |

| How can you | Encourage your child | Encourage your child to: | Encourage your child | Encourage your child | Encourage your child | Encourage your child to: |
|----------------|-------------------------|----------------------------|-------------------------|-------------------------|-------------------------|---------------------------|
| help? | to: | | to: | to: | to: | |
| | | Research the Human | | | | Use revision materials |
| | Research Islamic | Rights Act | Discuss the | Use revision materials | Use revision materials | (guides and workbooks) to |
| | principles | | importance of the right | (guides and workbooks) | (guides and workbooks) | prepare for exam. |
| | | Discuss the importance | to life | to prepare for exam. | to prepare for exam. | |
| | Have conversations | of the need to have | | | | Use AQA past paper |
| | regarding the | human rights | Have conversations | Use AQA past paper | Use AQA past paper | questions to practise |
| | importance of having | | regarding how we can | questions to practise | questions to practise | examination style |
| | beliefs | Discuss how fair they | save the environment | examination style | examination style | questions. |
| | | believe society and rules | | questions. | questions. | |
| | | are | | | | |
| | | Have conversations | | | | |
| | | regarding basic human | | | | |
| | | rights we are entitled to. | | | | |
| | | Recommended Reading: | | | | |
| Reading Pledge | | | | Recommended | Recommended | Recommended reading: |
| | Recommended | We are displaced: | Recommended | reading: | reading: | |
| | Reading: | Malala Yousafzai | Reading: | | | My revision notes: AQA |
| | | | | My revision notes: AQA | My revision notes: AQA | (9-1) religious studies |
| | My revision notes: AQA | Human Rights: The case | The little book of big | (9-1) religious studies | (9-1) religious studies | spec A: Christianity and |
| | (9-1) religious studies | for defence: Shami | ethical questions: | spec A: Christianity | spec A: Christianity | Islam |
| | spec A: Christianity | Chakrabarti | Susan Liautaud | and Islam | and Islam | |
| | and Islam | | | | | Revision guides from |
| | | | A pocket guide to | Revision guides from | Revision guides from | school |
| | Discovering Islam: A | | ethical issues: Andrew | school | school | |
| | guide for teens: Hasna | | Goddard | | | |
| | AB | | | | | |
| | | | | | | |

| Year 12 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|--|--|--|--|---|---|---|--|
| Curriculum Content (Philosophy) | Ancient philosophical influence | The Existence of God Religious Experience | The Soul, Mind and Body | DCT Augustine's Teaching on Human Nature | DCT Death and the Afterlife | Knowledge of God's Existence Christian Moral action | |
| | | | Problem of Evil | | | and principle | |
| Prior knowledge (from previous year/ key stage) | | Creation Stories Year 7 Creation Stories in Christianity and Islam at GCSE | Year 8: Evil and suffering Year 7: Rules for living Year 8: Christianity. GCSE: Christianity and Islam beliefs and teachings | GCSE: Christian creation story Problem of evil | Year 7 & 8 Christianity GCSE: Christian beliefs and practices. | Year 8: Christianity GCSE: Christianity and Islam beliefs and teachings. | |
| Curriculum Content (Ethics) | Natural Law | Situation Ethics Kantian Ethics | Euthanasia Business Ethics | Business Ethics DCT: The Person of Jesus Christ | Christian moral principles Christian moral action | Christian moral action Christian Beliefs and Teachings, practices. | |
| Prior knowledge (from previous year/ key stage) | Christian Beliefs and Teachings | Religion and social justice. | Crime and punishment. Value of life | Religion and Life. | Christian Beliefs and Teachings, practices. | | |
| Assessment objectives (specific skills and knowledge students are expected to demonstrate) | A level philosophy and ethics Assessment Objectives: AO1 Demonstrate knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. AO2 • Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study. | | | | | | |
| Key skills | AO1-knowledge and understanding AO2-Analyse and evaluate | AO1-knowledge and understanding AO2-Analyse and evaluate | AO1-knowledge and understanding AO2-Analyse and evaluate | AO1-knowledge and understanding AO2-Analyse and evaluate | AO1-knowledge and understanding AO2-Analyse and evaluate | AO1-knowledge and understanding AO2-Analyse and evaluate | |
| Assessment | Knowledge quiz. A level style questions for the topic covered. | Knowledge quiz. A level style questions for the topic covered. | Knowledge quiz. A level style questions for the topic covered. | Knowledge quiz. A level style questions for the topic covered. | Knowledge quiz. A level style questions for the topic covered. | Knowledge quiz. A level style questions for the topic covered. | |
| How can you help? | Encourage your child to: | Encourage your child to: Read current affairs news | Encourage your child to: | Encourage your child to: | Encourage your child to: | Encourage your child to: Read current affairs | |

| | Create revision resources Use online videos to support their revision Engage with Seneca Practise questions using OCR website | Use online videos to support their revision Engage with Seneca Practise questions using OCR website | Create revision resources Use online videos to support their revision Engage with Seneca Practise questions using OCR website | Create revision resources Use online videos to support their revision Engage with Seneca Practise questions using OCR website | Create revision resources Use online videos to support their revision Engage with Seneca Practise questions using OCR website | Create revision resources Use online videos to support their revision Engage with Seneca Practise questions using the OCR website |
|----------------|--|---|---|--|--|--|
| Reading Pledge | Recommended Reading: Plato: Republic "Sophie's World": Jostein Gaarder | Recommended reading: "The God Delusion": Richard Dawkins "The Dawkins Delusion": Alister McGrath | Recommended reading: Ethics Matters: P and C Vardy "The Pig That Wants To Be Eaten: And 99 Other Thought Experiments": Julian Baggini | Recommended Reading: "Groundwork of the Metaphysics of Morals": Immanuel Kant Christianity – A Very Short Introduction: Linda Woodhead | Recommended reading: "The Cost of Discipleship": Dietrich Bonhoeffer Death and the afterlife: Jacob Neusner | Recommended reading: "The Cost of Discipleship": Dietrich Bonhoeffer "The God Delusion": Richard Dawkins |

| Year 13 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|---|--|--|
| Curriculum Content (Philosophy) | Attributes of God | Religious Language- negative, analogical and symbolic. Religious Language- 20 th Century perspectives and comparisons. | Development in Christian thought- Gender and Society. Gender and Theology | DCT: Liberation Theology and Marxism Revision | Revision | Revision |
| Prior knowledge (from previous year/ key stage) | Year 7 & 8: Christianity. Year 9: Evil and Suffering GCSE: Christian and Islam beliefs and teachings. Year 12: The problem of evil. | Year 7: Symbols | GCSE: Family and Relationships. GCSE: The Trinity Yea 8: Christianity- The Trinity. | Sociology and Marxism for those students studying sociology. | | |
| Curriculum Content (Ethics) | Ethics: Meta-Ethical Theories Conscience | Ethics: Conscience Sexual Ethics | DCT: Pluralism and Theology Pluralism and Society | DCT: The challenge of secularization | Revision | Revision |
| Prior knowledge (from previous year/ key stage) | Christian Beliefs and Teachings | Relationships and Families Crime and Punishment | Christian Beliefs and Teachings, Practices | Christian Beliefs and Teachings, Practices | | |
| Assessment objectives (specific skills and knowledge students are expected to demonstrate) | AO1 Demonstrate knowledge a • religious, philosophical a • influence of beliefs, teac • cause and significance o • approaches to the study AO2 | hics Assessment Objectives nd understanding of religion a and/or ethical thought and tea hings and practices on indivic f similarities and differences of religion and belief. pects of, and approaches to, re | and belief, including: ching duals, communities and soc in belief, teaching and practi | ice | e and study. | |
| Key skills | AO1-knowledge and understanding AO2-Analyse and evaluate | AO1-knowledge and understanding AO2-Analyse and evaluate | AO1-knowledge and understanding AO2-Analyse and evaluate | AO1-knowledge and understanding AO2-Analyse and evaluate | AO1-knowledge and understanding AO2-Analyse and evaluate | AO1-knowledge and understanding AO2-Analyse and evaluate |
| Assessment | Knowledge quiz. A level style questions for the topic covered. | Knowledge quiz. A level style questions for the topic covered. | Knowledge quiz. A level style questions for the topic covered. | Knowledge quiz. A level style questions for the topic covered. | Knowledge quiz. A level style questions for the topic covered. | Knowledge quiz. A level style questions for the topic covered. |
| How can you help? | Encourage your child to: | Encourage your child to: Read current affairs news | Encourage your child to: | Encourage your child to: | Encourage your child to: | Encourage your child to: Read current affairs news |

| | Read current affairs | | Read current affairs | Read current affairs | Read current affairs | |
|----------------|--|--------------------------------------|--------------------------|------------------------|------------------------|--------------------------------------|
| | news | Create revision | news | news | news | Create revision |
| | | resources | | | | resources |
| | Create revision | | Create revision | Create revision | Create revision | |
| | resources | Use online videos to | resources | resources | resources | Use online videos to |
| | | support their revision | | | | support their revision |
| | Use online videos to | | Use online videos to | Use online videos to | Use online videos to | |
| | support their revision | Engage with Seneca | support their revision | support their revision | support their revision | Engage with Seneca |
| | Engage with Seneca | Practise questions using OCR website | Engage with Seneca | Engage with Seneca | Engage with Seneca | Practise questions using OCR website |
| | Practise questions | OON Website | Practise questions | Practise questions | Practise questions | OON Website |
| | using OCR website | | using OCR website | using OCR website | using OCR website | |
| Reading Pledge | uonig Con Website | | uomg con website | doing Con Website | using Con Website | |
| iouug. iougo | | Recommended Reading: | Recommended | Recommended | Recommended | Recommended Reading |
| | | g. | Reading: | Reading: | Reading: | |
| | Recommended | Wittgenstein: a very | | | | My revision notes: OCR |
| | Reading: | short introduction: A.C. | "Religion for Atheists": | "The God Delusion": | My revision notes: OCR | level religious studies |
| | and the same of th | Grayling | Alain de Botton | Richard Dawkins | A level religious | philosophy, ethics and |
| | | | Atam de Botton | Monard Dawkins | studies philosophy, | DCT:Julian Waterfield |
| | The attributes of God: | | The Oxford handbook | "The Dawkins | ethics and DCT:Julian | and Chris Evre |
| | Graham. A. Cole | | of theology, sexuality | Delusion": Alister | Waterfield and Chris | |
| | | | and gender: Oxford | McGrath | Eyre | |
| | The puzzle of God: | | Handbooks | | -5.0 | |
| | Peter Vardy | | 1.0 | | | |