

Netherhall RE Curriculum

Year group: 7

	Term 1		Term 2		Term 3	
<b>Key enquiries</b>	What is religion? 'In the twenty first century world, is religion a force for good? Discuss.	What are the purposes behind of religious stories?	Explore the role of the Church within the local community.	Can you reflect on the ways different religions celebrate their beliefs?  Can you consider the similarities and differences in these practices?  Do you understand why set practices are carried out by non-religious people in societies?	Can one person make a change in society?  Evaluate how individuals' actions demonstrate that they are putting their religious beliefs into practice.	How far will religious people travel to show their dedication and faith in God/Gods?  Can you make comparisons between the pilgrimages and recognise the common themes?
<b>Cumbria agreed syllabus Links</b>	Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities.	Christianity <ul style="list-style-type: none"> <li>Discuss the different ways in which Christians interpret the Bible and how they make moral and social decisions.</li> </ul>	Christianity <ul style="list-style-type: none"> <li>Mind map the word church to show its meaning.</li> <li>Explore the role of churches in the local community</li> <li>Discuss the value of</li> <li>corporate activities for members of a group with shared beliefs and values.</li> </ul>	Christianity- <ul style="list-style-type: none"> <li>Deepen understanding of Christmas festivals</li> </ul>	Christianity <ul style="list-style-type: none"> <li>Reflect on Christian beliefs in relation to miracles</li> <li>Participate in enquiry on the advantages and disadvantages of miracles</li> <li>Reflect on the significance of St Paul in early Christianity</li> <li>Reflect on why some</li> <li>people are chosen to do special tasks and why some people are seen as modern-day prophets and are held as examples for people to follow</li> </ul>	Hinduism- <ul style="list-style-type: none"> <li>Relate the concept of a life as a pilgrimage or journey to our own understanding of life</li> </ul> Judaism- <ul style="list-style-type: none"> <li>Understand the Jewish concept of God and Covent.</li> </ul>
<b>Content</b>	Understand that there are 6 major religions of the world <ul style="list-style-type: none"> <li><b>Christianity</b>- origins, key beliefs, key practices and denominations in societies</li> <li><b>Islam</b>- origins, key beliefs, key practices and denominations in societies</li> <li><b>Buddhism</b>- origins, key beliefs, key practices and denominations in societies</li> <li><b>Hinduism</b>- origins, key beliefs, key practices and denominations in societies</li> <li><b>Sikhism</b>- origins, key beliefs, key practices and denominations in societies</li> <li><b>Judaism</b>- origins, key beliefs, key practices and denominations in societies</li> <li>Are different religions compatible or incompatible with each other?</li> </ul>	Myself and others- students explore a range of Bible stories and consider the morals within them. They reflect on what they can learn from the story and how they can apply this to their day-today life. They also consider how a Christian may behave in life as a result of these, and their beliefs. They consider Jesus and how he told the stories and aimed to educate others on moral behaviour. <ul style="list-style-type: none"> <li>Where did the story originate from?</li> <li>Which religion does it belong to?</li> <li>What does it teach believers?</li> <li>How may they apply this in their daily lives?</li> <li>How does it play a role in their decisions in communities?</li> </ul> 3x Christian stories- lost son/ forgiveness, widows' mite- generosity. David and Goliath- faith in God. 1x Islam- Ibrahim- sacrifice 1x Rama and Sita- good and evil	<ul style="list-style-type: none"> <li>Explore the features of a church</li> <li>Consider the importance of the church for Christians- belonging</li> <li>Why is the church special to believers and non-believers?</li> <li>Explore how symbols play a part in religion and services.</li> <li>Explore the role of the Church in the local community.</li> <li>How does the role of the community demonstrate that they are 'loving thy neighbour' and acting as Samaritans?</li> </ul>	Understand the importance of celebrations and festivals. <ul style="list-style-type: none"> <li>Christianity- Christmas</li> <li>Hinduism- Diwali</li> <li>Islam- Eid-ul-Fitr</li> <li>Buddhism- Kathina</li> <li>Judaism- Hannukah</li> <li>Refer to how they are similar and different in society. What are the common themes and reasons behind the celebrations.</li> <li>Why is Christmas still important to non-believers in secular societies.</li> </ul>	<ul style="list-style-type: none"> <li>Jesus' actions- miracles, recap and visit of his stories in the Bible.</li> <li>St Paul's vision and his influence and support towards Christianity</li> <li>Martin Luther King Junior- his life and support towards Christianity. Focusing on how his actions made a difference in the community</li> <li>Stormzy- to give an insight into Christian values and how they affect their lives.</li> <li>Marcus Rashford- his role on living out Christian values in society and communities today. (Support in the UK)</li> <li>Didier Drogba- why is he referred to as the charity king? How does this relate to his Roman Catholic beliefs?</li> </ul>	Students explore a range of religious pilgrimages and the reasons why they are meaningful across religions. <p>The pilgrimages explored are;</p> <ul style="list-style-type: none"> <li>-Christianity-Bethlehem and Lourdes</li> <li>-Islam- the hajj</li> <li>-Judaism- Jerusalem</li> <li>-Hinduism- Varanassi</li> <li>-Buddhism- Bodh Gaya, Sarnath,</li> <li>Shravasti, Kusinara</li> </ul>
<b>Concepts linked to Cumbria Agreed Syllabus</b>	Consider the questions 'what is religion? develop skills to interpret claims made by different religions and worldviews about the nature of reality and the value of religion.  Use methods of study from history, theology and philosophy to assemble a coherent case for their answer to the question: In the twenty first century world, is religion a force for good?  Examine questions about whether religion and spirituality are similar or different, about how different religions and worldviews relate to each other.  Consider questions about whether different religions are compatible or incompatible, in for example their ideas about God or the ultimate reality or deciding how to live a good life.	<ul style="list-style-type: none"> <li>Christianity- lost son- forgiveness</li> <li>Widows' mite- generosity</li> <li>David and Goliath- faith in God</li> <li>Ibrahim sacrificing his son- sacrifice</li> </ul> <b>Rama and Sita- justice</b>	<ul style="list-style-type: none"> <li>Generosity</li> <li>Service</li> <li>Worship</li> <li>Sacred</li> </ul>	<ul style="list-style-type: none"> <li>Celebration</li> </ul>	<ul style="list-style-type: none"> <li>Compassion</li> <li>Generosity</li> <li>Faith</li> </ul>	<ul style="list-style-type: none"> <li>Devotion</li> <li>Patience</li> <li>Pilgrimage</li> <li>Worship</li> <li>Remembering</li> </ul>
<b>How will students' progress in RE?</b>	A1- describe, explain and beliefs and practices, recognising the diversity that exists within and between communities.  B3- consider and evaluate the question: what is religion? Analyse the nature of religion.	A2: explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions worldviews as coherent systems of ways of seeing the world.	A3- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	A3- explain how and why individual communities express the meanings of their beliefs and values in different forms of living.	B2: express their personal reflections and critical responses to questions about teachings on identity and the meaning and value of life.  B2: Evaluate how commitment to religions impact within communities.	A1: Describe, explain and analyse beliefs and practices.  B2: observe and interpret a wide range of ways in which commitment is expressed.

<b>Assessment</b> As well as more formal written pieces, assessment can include: <ul style="list-style-type: none"> <li>Starters recapping knowledge</li> <li>Questioning</li> <li>Low stakes testing/quizzes</li> <li>Knowledge-based homework tasks</li> <li>Written responses</li> </ul>	Question fact test  Mini assessments on key terms  Spelling test  Free writing piece- respond the open-ended question- 'In the twenty first century world, is religion a force for good? Discuss.	10 question fact test  Mini assessment on key terms  Spelling test  Produce one piece of artwork that demonstrates to observers the different messages and meanings in a range of religious stories. Support this picture with a piece of writing that informs the observer the reasons behind chosen elements in the picture.	10 question fact test  Mini assessment on key terms  Spelling test	10 question fact test  Mini assessments on key terms  Spelling test	10 question fact test  Mini assessments on key terms  Spelling tests  Extended writing piece- "one person cannot make a difference in society" discuss.	10 question fact test  Mini assessments on key terms  Spelling test
<b>Common misconceptions</b> <i>Will be added to after standardisation and moderation meetings</i>	Students struggle to understand the people of the book and the idea that Christians, Muslims and Jews all believe in the same God and the prophets feature across all of the religions	What is meant by the word moral?	Understanding the key features of the church Understanding that non-religious people can seek support from the church.	The difference between the secular and religious aspects of Christmas	That not all religious believers act in the same way. Many religious believers use their faith in many ways.	Some students can often mistake which religious believers travel where on pilgrimage. This will be addressed through recall tests.
<b>Homework</b>	N/A no homework for first half term for year 7 students as per school policy	Forms quiz	Forms quiz	Forms quiz	Forms quiz Research project on Malala. Students find out about how she made and changes to girls' rights to education in Pakistan	Forms quiz
<b>Tier 2 Vocab</b>	Religion Christianity Islam Judaism Hinduism Buddhism Sikhism God Festival	Belief Practice Attitude Support Behaviour Forgiveness	Belief Practice Attitude Believer Non-believer Community	Belief Practice Explain Festival Celebration Community Together	Compassion Generosity Change Difference Faith Belief Practice Attitude	Journey Travel Commitment Together Compare Belief Practice
<b>Tier 3 Vocab (NHTW)</b>	Sacred text Trinity Denomination Catholic Protestant Sunni Shia Diversity Religion Monotheist	Pilgrimage Devotion Commitment Community Adoration Healing Dedication Unity Moral	Social Outreach Community Charity Role Community cohesion Relative poverty Support Belonging	Advent Midnight mass Mandir Menorah Shamash candle Dreidel Langer Gurdwara Sacrifice	Miracles Resurrection Incarnation Crucifixion Vision Religious experience Personal conviction	Pilgrimage Devotion Miracle Reflection Adoration Unity Submission Community cohesion Multiculturalism
<b>Careers Links (Unifrog)</b>	Unifrog – research international and global jobs e.g. international development officer  Students will develop an understanding of religion and culture across the world.	Unifrog – charity and support workers  Students will see how religious belief in helping others is put into practice.	Visit St Mary's Church and consider the job roles involved in the Church and how they offer support to the community	Unifrog – events coordinator  Students will understand the importance of events and the significance they can hold.	Unifrog – religious leaders  Students will understand how religious leaders can influence believers.	Unifrog – travel and tourism roles  Students will understand how travel is an important part of economics.
<b>Employability skills</b>	Aiming high      Literacy Creativity          Numeracy Leadership        Independence Listening          Communication Presenting        Teamwork Problem solving   Staying positive	Aiming high      Literacy Creativity          Numeracy Leadership        Independence Listening          Communication Presenting        Teamwork Problem solving   Staying positive	Aiming high      Literacy Creativity          Numeracy Leadership        Independence Listening          Communication Presenting        Teamwork Problem solving   Staying positive	Aiming high      Literacy Creativity          Numeracy Leadership        Independence Listening          Communication Presenting        Teamwork Problem solving   Staying positive	Aiming high      Literacy Creativity          Numeracy Leadership        Independence Listening          Communication Presenting        Teamwork Problem solving   Staying positive	Aiming high      Literacy Creativity          Numeracy Leadership        Independence Listening          Communication Presenting        Teamwork Problem solving   Staying positive
<b>Cross-curricular links</b>	History – religious demonstrations  Geography – Middle East (Sunni & Shia split), distance in which religions have travelled, diversity		History – role of the medieval church and compare with 21 <sup>st</sup> Century			Geography – travel and tourism

Netherhall RE Curriculum

Year group 8

	Term 1		Term 2		Term 3	
<b>Key enquiries</b>	How did the world come into existence?  Can you express why these arguments may be similar or different to your own views?	Do beliefs influence the decisions you make in life?  Explore if everyone will be judged on their actions in life.  What is the purpose of life, what may happen after death according to a Christian?	What are the churches roles in the wider world?  Consider how places of worship have developed in 2. the 21 <sup>st</sup> century  Consider the role of the mosque in the ummah.	Investigate how sources of authority may impact individuals lives.  Compare and contrast the similarities and difference between different sources of authority and the UK law.  Explore the importance of texts remaining in their original format and language.	Evaluate the challenges of being a Muslim in 21 <sup>st</sup> century Britain.	"It is not your responsibility to take care of the environment" Discuss
<b>Cumbria agreed syllabus Links</b>	Christianity <ul style="list-style-type: none"> <li>Reflect on the different answers people with differing world views might give to big questions.</li> <li>Discuss responses to ultimate questions given by Christianity and by pupils in the class</li> </ul> Hinduism <ul style="list-style-type: none"> <li>Discuss how though we are one person, we have different aspects to our character and behave differently different roles and compare this to diverse ways of representing God.</li> </ul>	Christianity <ul style="list-style-type: none"> <li>Explore Christian perceptions of God and why so many people believe in God and why others do not.</li> <li>Explore ways in which God is portrayed in art and world cultures</li> <li>Reflect on Christian beliefs and experience related to Judgement</li> <li>Consider questions about the purpose of life and share views about what might happen after death.</li> <li>Comparative study into the different beliefs about the father, son and the holy spirit</li> </ul>	Christianity <ul style="list-style-type: none"> <li>Compare differing Christian communities on different continent's noting similarities and differences in experiences of worship and layouts of religious buildings.</li> </ul> Islam <ul style="list-style-type: none"> <li>Evaluation the significance of the ummah</li> <li>See film clips/visit a mosque</li> <li>Assess how a place of worship can be the focus for community action.</li> </ul>	Christianity <ul style="list-style-type: none"> <li>Investigate the idea of the Gospels as 'good news' and a source of authority.</li> </ul> Islam <ul style="list-style-type: none"> <li>Consider why the Qur'an is treated with respect</li> <li>Research how the Qur'an was recorded, organised and preserved.</li> <li>Participate in a Community of Enquiry on the preference for keeping texts in an original language</li> </ul>	Islam <ul style="list-style-type: none"> <li>Explore links between Muslims and other 'people of the book'</li> </ul>	Christianity <ul style="list-style-type: none"> <li>Share views, and how we came to them on environmental issues</li> </ul>
<b>Content</b>	Recap denominations and what this means within religion. Consider philosophical questions on the origins of the world and how the universe came into existence.  Explore this from a range of different religious viewpoints, comparing and contrasting the similarities and differences. <ul style="list-style-type: none"> <li>Christianity and Genesis</li> <li>Judaism and creation story- compare and contrast the similarities and difference between Christianity and people of the book</li> <li>Hinduism- creation stories</li> <li>Chinese Creation myth story.</li> <li>The Big Bang theory</li> </ul> Explore the significance of creation stories in understanding the value of human life.	What are beliefs?  Explore a range of beliefs and consider the difference between facts, beliefs and opinions.  Where do beliefs come from?  What influences religious beliefs?  Explore culture and upbringing and multiculturalism here.  The nature of God- what do people believe about God, what is God link for a Christian? How does this relate to their actions in life?  The trinity- the father, the son and the holy spirit Beliefs related to the afterlife - Christian beliefs about heaven, hell and purgatory.  Evaluate how Christians may behave in life as a result of their beliefs.  Judgement- explore Christian beliefs about judgement and study the story of the Sheep and the goats and the rich man and Lazarus to reflect and consider how Christians	Revisit Christianity and the Church.  Explore the features of the Church and further imbed their impact on the Christian faith  Understand the role of the Church in the wider community compare churches in different communities. Features, practices etc. café churches and religion in the community.  Islam <ul style="list-style-type: none"> <li>the purpose of the mosque understands the activities that take place within a mosque - the functions of the mosque</li> <li>how the mosque provides a sense of community amongst the ummah</li> <li>consider Muslim worship within the mosque</li> </ul> Multicultural society <ul style="list-style-type: none"> <li>how religions work together across the world.</li> </ul>	Students will explore a range of sources of authority across religions and consider where the similarities and differences lie and how they have a larger impact in day to day lifestyles for a believer.  Christianity and the Bible and 10 commandments - the gospels as 'good news'  <b>Islam-</b> How the Qu 'ran influences Muslims x1 <ul style="list-style-type: none"> <li>Hadith</li> <li>Sunnah</li> <li>Shariah law- how can this impact a Muslims life?</li> </ul> <b>Buddhism</b> Siddhartha Gautama <ul style="list-style-type: none"> <li>universal truths</li> <li>noble truths x1</li> <li>eightfold path x1</li> </ul>	Compare and contrast the similarities and difference in the nature of God in Christianity and Islam. <ul style="list-style-type: none"> <li>The nature of God- Allah</li> <li>The 99 names of Allah,</li> <li>How God features in the Qur'an</li> <li>The importance in the shahadah and how it expresses belief in God throughout Muslim lives.</li> </ul> Muhammed <ul style="list-style-type: none"> <li>His life and qualities (throughout time)</li> <li>His importance/role in Islam</li> </ul> 5 pillars of Islam <ul style="list-style-type: none"> <li>shahadah</li> <li>salah</li> <li>zakat</li> <li>saum</li> <li>Hajj</li> </ul> The ummah <ul style="list-style-type: none"> <li>The importance of the Ummah and family life</li> <li>Islam in Britain</li> </ul> Explore the challenges Muslims face living in Britain  Consider the challenges of celebrating Ramadan in Britain.	Focus on the big question- does religion make us more environmentally friendly? -is the world ours to do as we please? Relate the sources of authority and the value of human life explored in earlier units to consider how religious people may treat the environment. This may also relate to their views on life after death and judgement. How may a Christian respond to this (dominionship)? -Christianity- stewardship -Hindu attitudes towards the environment -Jainism and the environment -Islam and the environment
<b>Concepts (Cumbria Agreed Syllabus)</b>	n/a	God Faith worship Forgiveness	Service Worship	Remembering Sacred	God Faith	Compassion Sacred Gratitude
<b>How will students' progress in RE?</b>	A2: identify and investigate and respond to questions posed by sources of authority and world views. Explain and interpret a wide range of beliefs in order to understand worldviews as coherent systems or ways of seeing the world. C1: find out about and investigate key questions of belonging, purpose and truth. Explore some of the ultimate questions raised by human life.	. C1: explore some of the ultimate questions raised by human life.	A1: Describe, explain and analyse beliefs and practices.  A3- explain how and why individual communities express the meanings of their beliefs and values in different forms of living. C1: Examine and evaluate issues about community cohesion and respect for all in the	A2: identify, investigate and respond to questions posed by and responses offered by some of the sources of wisdom found in religions and world views. Consider how they can be coherent systems or ways of seeing the world.  A1: interpret the history and cultures of religions and how they influence communities.	B2: observe and interpret a wide range of ways in which commitment and identity can be expressed.  Develop insightful evaluation and analysis of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.	C3: Articulate beliefs and values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.  Explore and express insights into the significant moral and ethical questions posed by being human in ways which are well-informed- drawing examples on real life.



<b>Cross-curricular links</b>	Science- scientific theories for the creation of the world. The Big Bang and natural selection.	History- purgatory	Guidance- community cohesion and outreach work.		Geography- using data shine to explore where Muslims live in the UK and the population of set cities.  Guidance- students cover prejudice and discrimination and this includes stereotyping and islamophobia.	
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Netherhall RE Curriculum

Year group: 9

	Term 1		Term 2		Term 3	
<b>Key enquiries</b>	Is it possible to eliminate evil and suffering in the world? How do we learn what is right and wrong?	Do we have a moral duty to help others?	Can we truly forgive if punishments are justified?	"Gods existence cannot be questioned." Discuss.	"Ways of life in communities can bring challenges." Discuss	"Rites and rituals hold great significance in religious believers' lives." Discuss.
<b>Cumbria agreed syllabus Links</b>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Participate in enquiry for the existence of God in the world and why we suffer Share questions about God and why they are often asked</li> <li>Consider issues raised by natural disasters and select resources to assist Christians to cope and reflect on them</li> <li>Using practical, current examples to talk about ways in which moral decisions are made.</li> <li>"Why do people suffer?"</li> </ul>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Discuss values which we consider to be essential to our lives and the community. (fairness and equality)</li> <li>Share views, and how we came to them, on social, moral and environmental issues.</li> <li>Consider issues raised by natural disasters and select resources to assist Christians to cope and reflect upon them.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Assess how a place of worship can be the focus of community action e.g. responses to natural disasters.</li> <li>Discuss the importance of religion in maintaining social stability.</li> <li>Explain the importance of Zakah to the Islamic community.</li> </ul>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Reflect on the different answers that people with differing world views might give to questions such as "why do people suffer".</li> <li>Using practical and current examples, talk about ways in which moral decisions are made.</li> <li>Discuss different ways in which Christians interpret the Bible and how they refer to it in making moral and social decisions.</li> </ul>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Explore Christian perceptions of God and why so many people believe in God and why others do not.</li> <li>Participate in a community of enquiry focusing on the evidence for the existence of God in a world in which people suffer.</li> <li>Share questions about God, which are often asked, and suggest how a Christian may answer these questions. Share views, and how we came to them, on social, moral and environmental issues.</li> </ul>	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Explain the postures of salah as a demonstration of the Islamic attitude to Allah and equality Explore how and why Muslims struggle in the way of Allah (Jihad)</li> <li>Discuss the significance of ritual and routine in life.</li> </ul>	<p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Discuss the ways in which Christians renew their faith and commitment Study ways in which holy communion (mass/eucharist) are celebrated in different world cultures and the significance of any differences observed Consider experiences which are interpreted as a spiritual dimension in life.</li> </ul> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>Discuss the concepts of commitment and its expression in Islamic daily life.</li> </ul>
<b>Content</b>	<p>Consider the evidence for the existence of God in the world</p> <ul style="list-style-type: none"> <li>Why do people suffer?</li> <li>Questions around Gods involvement in the world and preventing suffering</li> <li>Consider issues raised by natural disasters and how Christians cope and support these situations</li> <li>How does the Bible influence moral decision making?</li> <li>Moral decision making to prevent evil actions in the world</li> <li>Holocaust</li> <li>Reflect on how it may be difficult to living up to belief in an all loving God as a result of natural disasters in the world.</li> </ul>	<p>Reflect and reconsider the role of the church in being charitable in the community. Consider the religious stories on being caring and how and why religious people may believe it is their duty to show compassion towards others.</p> <ul style="list-style-type: none"> <li>The basic needs in life. Luxuries and necessities.</li> <li>Absolute and relative poverty and the north south divide.</li> <li>Fair trade and the links to the values of Christianity</li> <li>Christian attitudes towards poverty and wealth</li> <li>Suffering and greed. Buddhist views on living life following the middle way. Muslim attitudes towards poverty and wealth</li> <li>Comparison between religious attitudes towards religion, wealth and poverty.</li> </ul> <p>Research and explore the work of amnesty international and Christian Aid as charities that help out worldwide.</p>	<p>How do people make moral decisions?</p> <ul style="list-style-type: none"> <li>Types of morality- Absolute and relative</li> <li>What is crime?</li> <li>Crime versus sin causes of crime.</li> <li>The death penalty</li> <li>Life in twenty first century Britain</li> <li>Arguments linked to the death penalty</li> <li>Religious teachings-the death penalty</li> <li>Christian attitudes to the death penalty</li> <li>Muslim attitudes to the death penalty</li> <li>Humanist attitudes to the death penalty</li> <li>Arguing against the death penalty</li> <li>Amnesty international</li> <li>Forgiveness</li> <li>Does true forgiveness exist?</li> <li>Reverend Julie Nicholson</li> <li>Can we learn to forgive?</li> <li>Christian attitudes to forgiveness</li> <li>Muslim attitudes to forgiveness</li> <li>Humanist attitudes to forgiveness</li> <li>Examples of forgiveness</li> </ul>	<p>Cosmological argument- Aquinas and his argument for the existence of God and the design of the world</p> <ul style="list-style-type: none"> <li>Teleological argument- Paley's argument for the existence of God in the design of the world</li> <li>Moral argument- C.S Lewis point of view on the creation of the universe</li> <li>Religious experiences</li> <li>Marx- religion and oppression and control over the universe</li> <li>Evolution/ Natural selection- Darwin and Dawkins and change and development over time.</li> </ul>	<p>Students explore the five pillars of Islam and the impact they have individually and within the Muslim community.</p> <ul style="list-style-type: none"> <li>Greater Jihad</li> <li>Lesser Jihad</li> <li>The differences between the greater and lesser Jihad's</li> <li>10 obligatory acts</li> <li>What caused the Sunni and Shi'a split</li> </ul>	<p>Sacraments- What are the sacraments, why dare they important to Christians?</p> <ul style="list-style-type: none"> <li>Baptism</li> <li>Confirmation</li> <li>Eucharist</li> <li>Why do Muslims preform the Rakah's during prayer?</li> <li>What is Wudu and why do Muslims do this before Prayer.</li> <li>What does Wudu Symbolise.</li> </ul>
<b>Assessment</b>	<p>10 question fact test</p> <p>Mini assessments on key terms</p> <p>Spelling test</p>	<p>10 question fact test</p> <p>Mini assessment on key terms</p> <p>Spelling test</p> <p>Produce an information leaflet on the work of relief charities. Aim to create an independent fictional charity that incorporates the key ideas and aims of ones studied.</p>	<p>10 question fact test</p> <p>Mini assessment on key terms</p> <p>Spelling test</p>	<p>10 question fact test</p> <p>Mini assessments on key terms</p> <p>Spelling test</p>	<p>10 question fact test</p> <p>Mini assessments on key terms</p> <p>Spelling tests</p>	<p>10 question fact test</p> <p>Mini assessments on key terms</p> <p>Spelling test</p>
<b>Common misconceptions</b>	The meaning of the word moral (students can sometimes relate this term to a different meaning- 'the moral of a story')	Understanding that relative poverty is present within their own town.	That humanism is not a religion.	Understanding that Christians can believe in both science and religion is they wish to.	Difference between lesser and greater Jihad. The difference between Sunni and Shi'a beliefs.	
<b>Homework</b>	Forms quiz	Forms quiz	Forms quiz	Forms quiz	Forms quiz	Forms quiz
<b>Tier 2 vocabulary</b>	<p>Influence</p> <p>Reflect</p> <p>Evaluate</p> <p>Consider</p> <p>Describe</p> <p>Practical</p> <p>Moral</p> <p>Sin</p> <p>Suffering</p> <p>Good</p>	<p>Wealth</p> <p>Poverty</p> <p>Absolute</p> <p>Relative</p> <p>Charity</p> <p>Equality</p> <p>Wealth</p> <p>Luxury</p> <p>Necessity</p> <p>Greed</p>	<p>Absolute</p> <p>Relative</p> <p>Penalty</p> <p>Attitude</p> <p>International</p> <p>Forgiveness</p> <p>Justice</p> <p>Good</p> <p>Evil</p> <p>Crime</p>	<p>Argument</p> <p>Design</p> <p>Creator</p> <p>Create</p> <p>Existence</p> <p>God</p> <p>World</p> <p>Universe</p> <p>Experience</p> <p>Evaluate</p>	<p>Obligatory</p> <p>Charity</p> <p>Greater</p> <p>Lesser</p> <p>Strive</p> <p>Commitment</p> <p>Faith</p> <p>Oppressed</p> <p>Duty</p> <p>Evaluate</p>	<p>Devotion</p> <p>Commitment</p> <p>Symbolic</p> <p>Faith</p> <p>Belief</p> <p>Practices</p> <p>Expression</p> <p>Significance</p> <p>Community</p> <p>Culture</p>

	Evil Morality Free will Evaluate Explain Describe	Justice Discuss Reconsider Evaluate Explain Describe Comparison Research Community Compassion	Humanist Example Describe Explain Evaluate Consider Assess Reflect Punishment Argue	Explain Describe	Explain Describe	Evaluate Explain Describe
<b>Tier 3 vocabulary Key words/Never Heard the Word</b>	Inconsistent triad Original sin Autonomous agent Rational being Moral evil Natural evil Absolute morality Relative morality Utilitarianism Philosophy Ethics	Wealth Poverty Absolute poverty Relative poverty Fair trade Islamic relief Christian aid Middle way Social justice	Good Evil Forgiveness Free will Justice Morality Punishment Sin Suffering Death penalty	Agnostic Aquinas Atheist Conversion Cosmological argument Infinite regression Miracle Moral Numinous Prayer Teleological Telos Theist	Shahadah Zakat Saum Hajj Sunni Shi'a Pillars Ummah Shari'ah Law Niyah Holy war	Sacrament Baptism Rakah Wudu Confirmation Eucharist Prayer Salah Mass Holy communion Ummah
<b>Careers links (Unifrog)</b>	Unifrog – the role of a lawyer	Unifrog – the roles of charity coordinators and how they impact others	Unifrog – prison chaplain and wardens (how religious beliefs may affect their role)		The role of the Imam	The role of a vicar/priest
	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
<b>Cross-curricular links</b>		History - purgatory			Geography – using data shine to explore where Muslims live in the UK and the population of set cities	