

Key Stage 3 Long Term Planning

Year 7 2021-2022 INTENT:

The year 7 RE curriculum follows the Lancashire Agreed Syllabus (2016) - ‘**The search for meaning**’. In the planning we have created opportunities for pupils to reflect on the material which will help their search for personal meaning. The planning provides an enquiry-based approach where at the centre is the question ‘What does it mean to be human?’ exploring answers offered by religion and belief. The exploration has focused on four areas: shared human experience, living religious tradition, beliefs and values and the search for personal meaning. Pupils will develop insight into their own sense of identity and belonging relating to communities, their place within them and with reference to their exploration of religious communities.

The theme question for year 7 as prescribed by Lancashire Agreed Syllabus is: ‘**where do I belong?**’ There will be a focus question for each unit studied. These focus questions and units have been selected based on the intake of pupils and geographical location of the school. Pupils will explore the basic principles and beliefs of Hinduism (where can we see signs of belonging?), Sikhism (what builds our community?), Christianity (who is my neighbour?) and Humanism/Christianity/Islam (created or chance – how did our world begin?). Where possible (content dependent), pupils will be given the opportunity to explore non-religious views.

More specific details about homework i.e. page numbers from textbook and specific key terms are on Medium term plans.

Faculty Area: Humanities – RE

| Year 7 | Transition | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|--|--|--|---|
| Knowledge Skill focus: Empathy -What do pupils like to eat/wear/go with friends and family? -Any personal clothing have special significance? -Where can we see religion in society? (picture stimulus) (buildings/dress/food laws etc). -Importance of religion in community/society and the importance of ‘empathy’ -Why study RE? Skills learned | 1. Why study RE? Skill focus: Empathy -What do pupils like to eat/wear/go with friends and family? -Any personal clothing have special significance? -Where can we see religion in society? (picture stimulus) (buildings/dress/food laws etc). -Importance of religion in community/society and the importance of ‘empathy’ -Why study RE? Skills learned | Where can we see signs of belonging? Hinduism <u>Origins of Hinduism</u> -Who, what, when, where, How -Why Hindus prefer to call their religion Sanatan dharma -The Hindu concept of God using analogy and symbols. -The difference between monotheism and polytheism -The different aspects of the Trimurti -Examine a selection of Hindu Gods/goddesses and what characteristics of Brahman they represent | Where can we see signs of belonging? Hinduism -Examine Avatars and their roles -Living a Hindu life: ways of worship in the Hindu Temple -What we can learn from religious communities -Describing the interior of a Mandir and express what it looks like. Contribution the Mandir makes to the local community -The importance of the Mandir -Comparing Mandirs in India to Mandirs in Preston. | Who is my neighbour? Christianity (Jesus) -Parable of the Good Samaritan and application of Love Thy Neighbour -How the parable of the Goats and Sheep teaches Christians to Love Thy Neighbour --Story of the temptation of Jesus and how this links to Lent -Sacrifice and its importance in Christianity -Concept of Agape and how this influences a Christian/ Max Kolbe | What builds our community? Sikhism -Formation and development of Sikhism -Sikh beliefs about God (Waheguru) -Khanda: its meaning and significance - Guru Nanak -key events and key teachings -Importance of the Sikh Holy book -Gurdwara: key roles/features/how it helps the community | What builds our community? Sikhism -10 Gurus -Langar/sewa and how this links to equality -Formation of the Khalsa/ -5K’s and its significance Created or chance – how did our world begin? Christianity (God) -Christian beliefs about creation with (Genesis 1 and 2) | Created or chance -how did our world begin? Christianity (God) - Duty of stewardship/khalifah and examples of how this might affect the attitudes and actions of a believer. -Humanism and humanist response to environmental issues -Arguments for and against the existence of a creator God (cosmological argument and big bang theory) -Stewardship in action - Christian aid revisit and the local church |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| | <p>2. Symbols Skills focus: Curiosity and responsibility</p> <ul style="list-style-type: none"> -Research the symbols for the religions to be studied in the year (Christianity, Hinduism, Sikhism and Islam). Research in pairs the following: <ul style="list-style-type: none"> -Why do the symbols look the way they do? -What do the different parts of the symbols signify? -What is the religious story behind each symbol? -Draw each symbol/annotate the different parts/write down the answers to the researched questions and write down one question you have about that symbol. - Class presentations | | <ul style="list-style-type: none"> -Hindu festival of Divali -How being together helps to express beliefs -The symbolism of light and the recurring theme of good overcoming evil that is found in Hindu scriptures -Explore Ramayana <p>Who is my neighbour? Christianity (Jesus)</p> <ul style="list-style-type: none"> -Key events of Jesus' life -Jesus' teaching of 'love Thy neighbour' and reflection of this | <ul style="list-style-type: none"> -Examine social injustice and the work of Christian Aid. (link to non-religious views where possible) | | <ul style="list-style-type: none"> -Muslim beliefs about creation with reference to specific teachings. - Non-religious /scientific views on origins of the universe | |
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| Skills | <ul style="list-style-type: none"> -Empathy -Curiosity -Responsibility | <ul style="list-style-type: none"> -To describe/explain the Hindu concept of God -Comparison: monotheism and polytheism -To create a cohesive opinion on beliefs about God with justification | <ul style="list-style-type: none"> - To describe/explain features of a Mandir and why they are there. - To describe/explain how the Mandir helps the local community. -Explore and analyse the festival of Divali -To compare/contrast Hindu Temples in Preston and India | <p>Identify/describe/explain/opinion/compare/contrast: One skill to be tested on each area studied</p> | <ul style="list-style-type: none"> -Explain what makes Guru Nanak a significant leader? Explain beliefs about God -Explain key features of a Gurdwara -Explore how the Guru Granth Sahib is used - Explore how the Gurdwara serves the community | <ul style="list-style-type: none"> -Explain the 5K's and how this affects the life of a Sikh -Develop connection and links with the content studied in the unit -Basic evaluation: Dress code question | <ul style="list-style-type: none"> -Compare Christian and Humanist views about the existence of God and how the world should be treated. -Explain creation story/concept of Stewardship |
| Connections to previous learning | | <ul style="list-style-type: none"> -Pupils are expected to have studied the basic concepts and beliefs of Hinduism at KS2. -key terms and sacred places covered at KS2 | <ul style="list-style-type: none"> -Pupils are expected to have studied the basic concepts and beliefs of Hinduism (stories and interpretation of stories and messages they offer). Some feeder primary schools have studied the festival of Holi and the festival of Divali). | <ul style="list-style-type: none"> -Pupils are expected to have covered the basic concepts and beliefs linked to this unit at KS2 (concepts of temptation, forgiveness, sin and what stories in Christianity can teach us). Recap knowledge (Jesus) from Autumn 2 | <ul style="list-style-type: none"> -Pupils are expected to have covered the basic concepts and beliefs of Sikhism at KS2 (5k's, Guru Nanak, Temple, Guru Granth Sahib and other Guru's) Symbol of Sikhism (Khanda) studied as part of transition | <ul style="list-style-type: none"> -Pupils are expected to have studied the basic concepts and beliefs of Christianity/Islam at KS2 -Baseline questions on Creationism and Humanism | <ul style="list-style-type: none"> -Learning material from previous topics for end of year exam Christian Aid – Spring 1 |
| Assessment | | <ul style="list-style-type: none"> - knowledge quiz linked to the PLC - PLC reflection work - Write up of origins/history of Hinduism | <ul style="list-style-type: none"> - CAP 1 (God assessment) Is Hinduism monotheistic or polytheistic? Explain and justify your answer What are your beliefs about God? How are they similar/different to the Hindu beliefs about God? Can you explain some roles/characteristics of some Murti's in Hinduism? -Design and write about a Hindu Temple/worship and how it serves the local community - End of unit multiple choice quiz. | <ul style="list-style-type: none"> -knowledge quiz/test linked to the PLC -CAP 2: Parables and their relevance in modern society | <ul style="list-style-type: none"> -End of Christianity unit multiple choice quiz. -CAP 3: Extended writing on Guru Nanak. What makes Guru Nanak a significant leader? | <ul style="list-style-type: none"> - knowledge quiz linked to the PLC - Dress code question linking in various content of the Sikhism unit studied | <ul style="list-style-type: none"> - knowledge quiz linked to the PLC -Evaluation: Christianity and Humanism – Does God Exist? End of year exam |
| Homework | Week 1: Key terms | <ul style="list-style-type: none"> Week 3: Pupil textbook tasks Week 5: Pupil textbook tasks Week 7: - PLC revisit | <ul style="list-style-type: none"> - Week 1: Key terms Week 3: Pupil textbook tasks Week 5: Pupil textbook tasks (revision focus for CAP) Week 7: PLC revisit | <ul style="list-style-type: none"> - Week 1: Key terms Week 3: Pupil textbook tasks Week 5: PLC revisit | <ul style="list-style-type: none"> -Week 1: Key terms Week 3: Pupil textbook tasks Week 5: PLC revisit | <ul style="list-style-type: none"> Week 1: Key terms Week 3: Pupil textbook tasks Week 5: PLC revisit | <ul style="list-style-type: none"> - Week 1: Key terms Week 3: Pupil textbook tasks (revision) Week 5: PLC revisit |

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| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | | <ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube/BBC teach class clips -Hindu artefacts - Student textbook | <ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips - BBC teach/true tube/Miracle maker/ BBC teach class clips -Hindu artefacts - Student textbook | <ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube/miracle maker/ BBC teach class clips - Student textbook | <ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video clips – BBC teach/true tube/animated world faith – Guru Nanak / BBC teach class clips - Student textbook | <ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video clips – BBC teach/true tube/ BBC teach class clips - Student textbook | <ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -Video clips – BBC teach/true tube/ BBC teach class clips - Student textbook |
| Literacy | <p>Reading for meaning and exploring interpretations The ability to identify and discuss inference. Communicating key ideas effectively. The use of basic evaluation skills and the ability to express an opinion using supporting evidence.</p> | | | | | | |
| Numeracy | | Top triumph card ratings on Hindu gods/goddesses | | | | | |
| CIAG | | | | | National Careers week activity: Employability skills developed by RE | <u>Langar lesson:</u> Developing and writing a formal speech. How can we write effective speeches? Why is this an important skill? Which jobs require us to speak in front of others? | |

Key Stage 3 Long Term Planning Year 8 2021-2022 INTENT:

The year 8 RE curriculum follows the Lancashire Agreed Syllabus (2016) - 'The search for meaning'. In the planning we have created opportunities for pupils to reflect on the material which will help their search for personal meaning. The planning provides an enquiry-based approach where at the centre is the question 'What does it mean to be human?' exploring answers offered by religion and belief. The exploration has focused on four areas: shared human experience, living religious tradition, beliefs and values and the search for personal meaning. Pupils will develop insight into their own sense of identity and belonging relating to communities, their place within them and with reference to their exploration of religious communities.

The theme question for year 8 as prescribed by Lancashire Agreed Syllabus is: **'What guides us?'** There will be a focus question for each unit studied. These focus questions and units have been selected based on the intake of pupils and geographical location of the school. The first unit to be studied is 'what can we learn from religious leaders? In this unit pupils will learn the impact some religious leaders have had on religion and society. Jesus, Prophet Muhammed (pbuh), Moses, Buddha, and Mahatma Gandhi will be studied. The focus question for the second unit is 'what is the truth?' Pupils will investigate the meaning and truth within Christianity including studying the concept of God, the trinity, the Bible, different types of revelation, the afterlife, resurrection, miracles and the creed. Where possible, pupils will be given the opportunity to explore non-religious views e.g. non-religious explanations of miracles and religious experiences.

More specific details about homework i.e. page numbers from textbook and specific key terms are on Medium term plans.

Faculty Area: Humanities - RE

| Year 8 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|--|---|--|---|---|--|
| Knowledge | <p>What can we learn from religious leaders? (Christianity: Jesus)</p> <ul style="list-style-type: none"> -Key events of Jesus' life -Old Testament teachings on the messiah What different Jewish groups thought of the messiah -Arguments for and against Jesus as the messiah including non-religious views -Why disciples followed Jesus -Gospel teachings -Miracles as evidence for and against Jesus as the messiah -Crucifixion and resurrection | <p>What can we learn from religious leaders? (Christianity: Jesus Islam: Prophet Muhammad (pbuh)</p> <ul style="list-style-type: none"> -Radical/revolutionary Jesus -What can we learn from Jesus? -Key events in the life of the Prophet Muhammed (pbuh) -Key teachings of Prophet Muhammed (pbuh) | <p>What can we learn from religious leaders? (Islam: Prophet Muhammad pbuh Buddhism: Buddha)</p> <ul style="list-style-type: none"> -What can we learn from Prophet Muhammed (pbuh)? -Similarities and differences between Jesus and Prophet Muhammed (pbuh) -Key events in the life of the Buddha -Key teachings of the Buddha including the universal principles, the noble truths and the eightfold path | <p>What can we learn from religious leaders? (Judaism: Moses and Sikhism: Guru Nanak)</p> <ul style="list-style-type: none"> -Key events in the life of Moses -Key teachings of Moses -What can we learn from Moses? - How is the Exodus remembered today? - -Pesach -Key events in the life of Mahatma Gandhi | <p>What can we learn from religious leaders? (Hinduism: Mahatma Gandhi)</p> <ul style="list-style-type: none"> -Key teachings of Mahatma Gandhi including ahimsa and dharma -Impact and what we can learn from him. <p>What is the truth? (Christianity)</p> <ul style="list-style-type: none"> -Belief in God. Characteristics of God and evidence | <p>What is the truth? Christianity</p> <ul style="list-style-type: none"> -Modern miracles studied -non religious explanations of modern miracles. Apostles creed -holy week, crucifixion and resurrection -Alternative explanations of the resurrection 9non-religious) -Heaven and hell |

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| | | | -What can we learn from the Buddha? | | from scripture to support this. -Trinity: all three aspects of the trinity studied -Definitions and examples of special and general revelation from the Bible -Literal and metaphorical interpretation of the Bible -Miracles performed by Jesus and its validity -nonreligious explanation of miracles | -Revision for end of year exam |
| Skills | <p>Explore/describe/explain: -Key events of Jesus' life -Most important events to Christians -Different accounts of the Crucifixion and resurrection of Jesus</p> <p>Examine: -Scriptures related to the Messiah -Jewish qualities of a Messiah -Arguments for and against Jesus as the Messiah</p> <p>Why: -Jesus suffered -Someone may want to follow Jesus (Disciples/Gospels) -Christians believe some events of Jesus' life hold more significance and relevance</p> | <p>Examine: -Sacred texts on what is revolutionary and/or radical about some of Jesus' teachings -Scripture linked to the key teachings of Prophet Muhammad (pbuh) -How the Prophet Muhammed (pbuh) was treated by people in Mecca and why?</p> <p>Explore/Describe/Explain: -Key events in the life of Prophet Muhammed (pbuh) -Key teachings of Prophet Muhammed (pbuh) including belief in one God and life after death</p> <p>Reflect/opinion: -What can we learn from Jesus?</p> | <p>Explore/describe/Explain: -Key events of Buddha's life -Enlightenment/universal principles/four noble truths/eightfold path</p> <p>Compare/contrast: -Key events of Jesus and Prophet Muhammed (pbuh)</p> <p>Reflect/opinion: -What can we learn from Prophet Muhammed (pbuh)?</p> <p>Why? -What event has had more impact or is more significant? Justification of this</p> | <p>Explore/describe Explain: -Key events of Moses/Gandhi. -subject specific terminology i.e. sewa, pesach and exodus</p> <p>Examine: -Scripture linked to Gandhi/Guru Nanak's key teachings</p> <p>Reflection/Evaluation: -Do teachings of the Buddha and Gandhi have any relevance in the modern world? Arguments for and against this with a justified conclusion</p> | <p>Examine/Describe/Explain: -Christian beliefs about God -Beliefs about the Trinity -Whether Christianity is monotheistic or polytheistic -Different miracles performed by Jesus -A modern miracle -What miracles teach Christians about Jesus and God -key teachings and impact of Gandhi</p> <p>Compare and contrast: -Special and general revelation -Different interpretations of the Bible (literal and metaphorical) -Different miracles</p> | <p>Explain/Examine/describe -What happened to Jesus? Resurrection, crucifixion -What is the Apostles Creed? -What happens when we die?</p> <p>Compare and contrast: -Different beliefs about the resurrection of Jesus</p> <p>Reflect/opinion; What do you think happens when we die?</p> |

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| | | | | | <p>-The Bible to another holy book</p> <p>Opinion/ Reflection: -Which miracle studied is personal favourite and why? -Do miracles happen today?</p> <p>Evaluate: 'The Bible was written by so many people that it cannot be true.'</p> | |
| Connections to previous learning | <p><u>Year 7 Spring 1</u> Jesus' life and teachings Crucifixion and resurrection</p> | <p><u>Year 7 – summer 2</u> Muhammed's teaching on khalifah protection of the world</p> <p>Pupils should have studied some key terms, teachings from the Prophet Muhammad (pbuh) and the importance of Qur'an/ummah at KS2.</p> | <p><u>Year 8 Autumn 1 and 2</u> Jesus</p> <p><u>Year 7 Autumn 2</u> Life and teachings of Jesus</p> | <p><u>Year 8: Autumn 1 and 2 and Spring 1</u> Linking all leaders to see overall impact and what can be learnt from them?</p> | <p><u>Year 7 Autumn 1</u> Monotheism and polytheism – recap on what the terms mean</p> <p><u>Year 8 – Autumn 1</u> Miracles</p> | <p><u>Year 8 Autumn term 1</u> Jesus</p> <p><u>Year 7 Autumn term 2</u> Homework completed on Jesus in Islam</p> <p>-The basic concepts surrounding Easter and the events leading up to Easter should have been studied at KS2</p> <p>End of year exam - revisiting all units studied</p> |
| Assessment | <p>-Why is the crucifixion and resurrection so important to Christians?</p> <p>-Do you think Jesus was the Messiah the Jews were waiting for? Use evidence to support the points made</p> | <p>- Knowledge quiz linked to the PLC</p> <p>-CAP 1: Extended writing: Who was/is Jesus?</p> | <p>-Knowledge quiz linked to the PLC</p> <p>-Similarities and difference between Jesus and Muhammed (pbuh)</p> <p>CAP 2 – Prophet Muhammed (pbuh)</p> <p>- 'The stories and teachings of Buddha are no use today.' Do you agree? Give reasons showing you have thought about more than one point of view.</p> | <p>-Knowledge quiz linked to the PLC</p> <p>-A key question to be answered on Moses, Guru Nanak and Mahatma Gandhi.</p> <p>-End of unit multiple choice quiz</p> | <p>-Knowledge quiz linked to the PLC</p> <p>-Compare special and general revelation using examples. Which one has more impact and why?</p> <p>CAP 3: Christianity (nature of God/ revelation/Bible/ trinity)</p> | <p>-High stakes testing</p> <p>-End of year exam</p> |

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| Homework | Week 1: Key terms Week 3: Pupil textbook tasks Week 5: Pupil textbook tasks Week 7: - PLC revisit | Week 1: Key terms Week 3: Pupil textbook tasks Week 5: Pupil textbook tasks (revision focus for CAP) Week 7: PLC revisit | Week 1: Key terms Week 3: Pupil textbook tasks Week 5: PLC revisit | Week 1: Key terms Week 3: Pupil textbook tasks Week 5: PLC revisit | Week 1: Key terms Week 3: Pupil textbook tasks Week 5: PLC revisit | Week 1: Key terms Week 3: Pupil textbook tasks (revision) Week 5: PLC revisit |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube/miracle maker/Animated world faiths – Jesus/ BBC bitesize clips | -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube/Animated world faiths – Prophet Muhammed (pbuh)/BBC bitesize clips | -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true Tube/ BBC bitesize clips Animated world faiths: Buddha | -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube/ BBC bitesize clips -Prince of Egypt | -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips/ BBC teach/true tube/miracle maker/ BBC bitesize clips | -RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube/miracle maker/ BBC bitesize clips |
| Literacy | Reading for meaning and exploring interpretations The ability to identify and discuss inference. Communicating key ideas effectively. The use of evaluation skills and the ability to express an opinion using supporting evidence. | | | | | |
| Numeracy | | | Chronology/ timeline on Prophet Muhamed (PBUH) | | | |
| CIAG | | | | National Careers week activity: Employability skills developed by RE | <u>Mahatma Gandhi group research and presentation.</u> Research skills – what does effective research look like? Communication and spoken language presentation in small groups (linking to interview skills and formal talk). | |

Key Stage 3 Long Term Planning

Year 9 2021-2022 INTENT:

The year 9 RE curriculum follows the Lancashire Agreed Syllabus (2016) - 'The search for meaning'. In the planning we have created opportunities for pupils to reflect on the material which will help their search for personal meaning. The planning provides an enquiry-based approach where at the centre is the question 'What does it mean to be human?' exploring answers offered by religion and belief. The exploration has focused on four areas: shared human experience, living religious tradition, beliefs and values and the search for personal meaning. Pupils will develop insight into their own sense of identity and belonging relating to communities, their place within them and with reference to their exploration of religious communities.

The theme question for year 9 as prescribed by Lancashire Agreed Syllabus is: **'where can we seek the truth and find meaning?'** There will be a focus question for each unit studied. The first unit to be studied is 'how should a British Muslim lead a morally good life? In this unit pupils will develop an understanding of the key Islamic beliefs about God and the importance of the Sunnah, Qur'an and the Hadith in guiding Muslims. They will investigate Islamic beliefs on how to lead a moral and charitable life. They will also explore differing attitudes and interpretations on what it means to be a Muslim in modern Britain, including issues such as modesty and the role of women. The focus question for the second unit is 'how should a British Christian lead a morally good life?' Pupils will investigate the key Christian beliefs about God and the importance of the Bible and Jesus in guiding Christians. They will investigate Christian beliefs on how to lead a moral and charitable life. They will explore differing attitudes and interpretations on what it means to be a Christian in modern Britain including looking at Christian charities and the Church's response to world poverty. Lessons on 'how should a British Hindu lead a morally good life?' will also be taught looking at Hindu key terms such as karma, Hindu worship and ashramas. Where possible, pupils will be given the opportunity to explore non-religious views e.g. humanist response to world poverty and helping charities.

More specific details about homework i.e. page numbers from textbook and specific key terms is on Medium term plans.

Faculty Area: Humanities – RE

| Year 9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---|--|---|--|---|---|
| Knowledge | <p>How should a British Muslim lead a morally good life? (Islam)</p> <ul style="list-style-type: none"> -Diversity in Islam; Sunni/Shia split -Belief about God/Tawhid/shirk -Shahadah and Ten obligatory acts -Prayer (Salah) – How and Why Muslims pray -Similarities and differences in prayer between Sunni and Shia Muslim -Zakat, what it is and why it is given -Different types of Charity – Lillah/Sadaqat as well as Zakat and their benefits | <p>How should a British Muslim lead a morally good life? (Islam)</p> <ul style="list-style-type: none"> -Ramadan/Saum – the origins, benefits, drawbacks and exceptions -Why the night of power is important to Muslims -Role and significance of Pilgrimage to Makkah/Hajj -Origins, influence and significance of Jihad -The difference between greater and lesser Jihad -Festival of Eid-ul-Fitr: how and why it is celebrated | <p>How should a British Muslim lead a morally good life? (Islam)</p> <p>How should a British Christian lead a morally good life? (Christianity)</p> <ul style="list-style-type: none"> -Festival of Ashura: how and why it is celebrated -Teaching and beliefs of Prophet Muhammed (pbuh) -Consider what it means to live as a Muslim <p><u>Christianity</u></p> | <p>How should a British Christian lead a morally good life? (Christianity)</p> <ul style="list-style-type: none"> - To understand the Lord's Prayer -Meaning, role and significance of sacraments for Christians -Significance of baptism - Difference between infant and adult baptism --Eucharist and how it is celebrated -Role and importance of pilgrimage, including contrasting examples of Lourdes and Iona | <p>How should a British Christian lead a morally good life? (Christianity)</p> <ul style="list-style-type: none"> -Festival of Easter: why and how it is celebrated -Role of the church in the local community -Work of Church pastors -Place of mission and evangelism in the Church -Strategies to encourage Church growth -The role of the Church in working for reconciliation | <p>How should a British Christian lead a morally good life? (Christianity)</p> <p>How should a British Hindu lead a morally good life? (Hinduism)</p> <ul style="list-style-type: none"> -Understand the Church's response to world poverty -Understand the work and motivation of three Christian charities -Consider what it means to live as a Christian. |

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| | <p>How does all the content above influence Muslims to lead a morally good life?</p> | <p>-Festival of Eid-ul-Adha: how and why it is celebrated -How does all the content above influence Muslims to lead a morally good life?</p> | <p>-Beliefs about God/Qualities of God -Different types of worship -Nature and use prayer and its significance</p> | <p>-Role and importance of festivals -Festival of Christmas: why and how it is celebrated. -Importance of Christmas and how this influences Christians today -How does all the content above influence Christians to lead a morally good life?</p> | <p>-Understand the problems of persecution of Christians -How does all the content above influence Christians to lead a morally good life?</p> | <p>- nonreligious/humanist beliefs on helping charities and responding to world poverty. <u>Hinduism</u> -Ashramas - stages of life -key terms e.g. reincarnation - Hindu worship -Consider what is means to live as Hindu - How does the content studied influence Hindus to lead a morally good life?</p> <p>End of year exam</p> |
| <p>Skills</p> | <p>Explore/Describe/Explain: -Concept of Tawhid/shirk -The first three pillars of Islam -10 obligatory acts</p> <p>Examine: -The importance of each pillar and how this influences Muslims today</p> <p>Compare and contrast: -Different forms of Charity -Salah within different branches of Islam</p> <p>Reflect/why: -How the content studied influences Muslims to lead a morally good life. - Why the pillars studied are of great importance to a Muslim</p> | <p>Explore/describe/explain: -The fourth and fifth pillar of Islam -Explain how the night of power changes the routine of many Muslims in Ramadhan -Different types of Jihad - Origins of Eid-ul-Fitr and Eid-ul-Adha and how they are celebrated.</p> <p>Examine: -The importance of each pillar and how that pillar influences Muslims today -Importance of the two festivals - Stories linked with each festival -How Muslims put jihad in practice in modern Britain</p> <p>Evaluate:</p> | <p>Explore/describe/ Explain: -Teachings from the Qur'an on the history of each festival -Some key teachings and beliefs of Prophet Muhammad (pbuh) -Some ways in which Ashura is celebrated -The importance of Ashura -The differences between liturgical and non-liturgical -Beliefs about God</p> <p>Examine: -Stories linked with Ashura -Biblical stories linked to the nature of God -Scripture linked to worship</p> | <p>Explore/describe/explain: -Lord's prayer and its significance -Describe how pilgrimage might strengthen someone's faith -Explain Iona and Lourdes -Importance of Christmas/pilgrimage</p> <p>Examine: -Similarities and differences in Gospel accounts of Jesus' birth</p> <p>Compare and contrast: -Contrasting ways in which the Eucharist is celebrated -Different types of baptism</p> <p>Reflect/why: -Why is pilgrimage an act of worship?</p> | <p>Explore/describe/ Explain: - Place of mission in the Church -How an evangelist may be different to a missionary -How does the parable of the sheep and Goat influence Christians? -The teachings that influence Christians -Explain the role of Jesus in reconciling people to God</p> <p>Examine: -What food banks and street pastors do -How can Christians help people reconcile?</p> <p>Compare and contrast:</p> | <p>Explore/describe/ Explain: -Explain two ways in which a worldwide Christian relief organisation carries out its mission overseas. -Explain Hindu terms -Hindu worship - Each Hindu stage of life</p> <p>Examine: -Link between the Hindu Key terms - Each Hindu stage of life</p> <p>Compare: -Different Christian Charities studied -Different Hindu stages of life.</p> |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| | | <p>- 'Greater Jihad is more beneficial than lesser Jihad.'</p> <p>- 'Prayer is more beneficial than Hajj.'</p> <p>Opinion:</p> <p>-Which jihad is easier to observe and why?</p> <p>-Which festival has more impact on a Muslim and why?</p> <p>Reflect/why:</p> <p>- Why are the pillars/jihad/festivals studied of great importance to a Muslim?</p> <p>-How the content studied influences Muslims to lead a morally good life.</p> | <p>Compare and contrast:</p> <p>-Differences between Sunni and Shia Muslims on how the festivals studied are celebrated</p> <p>-Different types of worship in Christianity</p> <p>Evaluate:</p> <p>'It is wrong to call Ashura a festival'</p> <p>Opinion:</p> <p>-Which festival holds more significance today for British Muslims and why?</p> <p>-Which type of Christian worship is more meaningful to you/has more impact and why?</p> <p>Reflect:</p> <p>-How easy or difficult is it to be a Muslim in modern Britain?</p> <p>-Are Islamic values compatible with British values?</p> <p>-What does it mean to live as a Muslim?</p> <p>-Nature of God in Christianity and the benefits/drawback of this.</p> | <p>-Why might some people say that pilgrimage is not needed?</p> <p>Opinion:</p> <p>- 'The festival of Christmas had lost its true meaning'</p> <p>- 'All Christians should be baptised'</p> <p>Evaluate:</p> <p>- 'The most important sacrament is baptism'</p> | <p>Evangelism and missionary</p> <p>Reflect/why:</p> <p>What does it mean to be live morally as a British Christian?</p> <p>Evaluate:</p> <p>'Easter should be the happiest time of the year for Christians'</p> <p>- True faith is shown through helping the persecuted.'</p> <p>Opinion:</p> <p>- 'Religion is not relevant in the modern world.'</p> | <p>Evaluate:</p> <p>'The UK should leave poor countries to sort out their problems themselves.'</p> |
| <p>Connections to previous learning</p> | <p><u>Year 8 Autumn 2/Spring 1</u> (Muhammed pbuh)</p> | <p><u>Year 8 Autumn 2 and Spring 1</u> Prophet Muhammad (pbuh) Religious Leaders unit</p> | <p><u>Year 8 Autumn 2 and Spring 1</u> Prophet Muhammad (pbuh) Religious Leaders unit</p> <p><u>Year 8</u> Summer 1 – Belief in God</p> | <p><u>Year 7 – Autumn 2</u> Life of Jesus</p> | <p><u>Year 7 - Autumn 2</u> Life of Jesus</p> <p><u>Year 8 - Autumn 1 and summer 2</u> (Jesus –focus on crucifixion and resurrection)</p> | <p><u>Year 7 - Spring 1</u> -Social injustice -Parable of Goat and Sheep</p> <p><u>Year 7 – Summer 2</u> Christian Aid, stewardship</p> <p><u>Year 8 – summer 1</u> Mahatma Gandhi – ahimsa/karma</p> |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| | | | | | | End of year exam – revisit material from all units. |
| Assessment | <ul style="list-style-type: none"> -Knowledge quiz linked to the PLC -Explain two ways in which the importance of prayer influences Muslims today - Explain the Shahadah - Explain how the Shahdha influences Muslims today - Explain the similarities and differences between Sunni and Shia Muslims (diversity/split in Islam) | <ul style="list-style-type: none"> - Knowledge quiz linked to the PLC CAP 1: -Explain two ways in which Zakat is important. Refer to Muslim teachings in your answer (5 marks) -Explain contrasting ways of practicing Salah (4 marks) -Explain two benefits of saum. Refer to scripture in your answer. (5 marks) -Explain how the night of power changes the routine of many Muslims during Ramadhan | <ul style="list-style-type: none"> -End of unit diagnostic test -Explain contrasting ways in which the festival of Ashura is celebrated CAP 2: Islam and nature of God (Christianity) | <ul style="list-style-type: none"> -Knowledge quiz linked to the PLC -Explain the difference between liturgical and non-liturgical worship - ‘All Christians should be Baptised.’ Evaluate this statement | <ul style="list-style-type: none"> -knowledge quiz linked to the PLC -Explain contrasting ways on which the Eucharist is celebrated. -Explain why Pilgrimage is important to Christians and why it strengthens their faith - ‘Easter should be the happiest time of the year for Christians.’ Evaluate this statement. CAP 3: <u>Christianity</u> -Contrasting question on pilgrimage - Explain the work of street pastors -Evaluation question on Easter | <ul style="list-style-type: none"> -Explain two ways in which a worldwide Christian relief organization carries out its mission overseas -knowledge quiz on Hinduism -End of year exam |
| Homework | <ul style="list-style-type: none"> Week 1: Key terms Week 3: Pupil textbook tasks Week 5: Pupil textbook tasks Week 7: - PLC revisit | <ul style="list-style-type: none"> Week 1: Key terms Week 3: Pupil textbook tasks Week 5: Pupil textbook tasks Week 7: PLC revisit | <ul style="list-style-type: none"> Week 1: Key terms Week 3: Pupil textbook tasks Week 5: PLC revisit | <ul style="list-style-type: none"> Week 1: Key terms Week 3: Pupil textbook tasks Week 5: PLC revisit | <ul style="list-style-type: none"> Week 1: Key terms Week 3: Pupil textbook tasks Week 5: PLC revisit | <ul style="list-style-type: none"> Week 1: Key terms Week 3: Pupil textbook tasks (revision) Week 5: PLC revisit |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | <ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -DVD clips – BBC teach/true tube | <ul style="list-style-type: none"> RE drop in clinic (lunch) -RE homework club (afterschool) -Video/DVD clips – BBC teach/true tube/C4 documentary ‘the greatest journey on earth/Hajj | <ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -DVD clips – BBC teach/true tube | <ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -DVD clips – BBC teach/true tube/songs of praise | <ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -DVD clips – BBC teach/true tube -clips on Trussel Trust and Street Pators | <ul style="list-style-type: none"> -RE drop in clinic (lunch) -RE homework club (afterschool) -DVD clips – BBC teach/true tube |
| Literacy | <ul style="list-style-type: none"> Reading for meaning and exploring interpretations The ability to identify and discuss inference. Communicating key ideas effectively. The use of evaluation skills and the ability to express an opinion using supporting evidence. | | | | | |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| Numeracy | Working out Zakat (2.5%) of a given amount. How can the distribution of this take place? Present as a pie chart/bar graph | | | | Statistical analysis of food banks/homeless people and what inference can be made. | |
| CIAG | | <u>Jihad lesson</u> 'Teach your peers'- considering the skills required to become a teacher and to teach classmates about the Jihad researched. Teachers to include information about careers pathways linked to RE. | | National Careers week activity: Employability skills developed by RE | Persecution statistics | |

Key Stage 4 Long Term Planning

Year 10 2021-2022 SYLLABUS:

The exam board AQA specification A (8062) is taught. Pupils sit two exams at the end of year 11.

Paper 1 is the Religions paper where the two religions studied are Christianity and Islam.

Paper 2 is the Themes paper where students will study four different themes and then link in the two religions (Christianity and Islam) to the areas being studied. The themes which will be studied are:

Paper 2

Theme A: Religion, relationships and families

Theme B: Religion and life

Theme D: Religion, peace and conflict

Theme E: Religion, crime and punishment

More specific details about homework i.e. page numbers from textbook and specific key terms is on Medium term plans.

Curriculum Area:

Two religions, their key beliefs and one theme is taught over the course of the year.

| Year 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|---|--|--|--|--|--|
| Syllabus | Islam: Beliefs and teachings | Islam: Beliefs and teachings Islam Practices | Theme B: Religion and life | Theme B: Religion and Life | Christianity – Beliefs | Christianity: Beliefs Christianity Practices: revisit |
| Knowledge | Key Beliefs -The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences -Tawhid (the Oneness of God), Qur'an Surah 112 The nature of God -Angels, their nature and role -Predestination and human freedom and its relationship to the Day of Judgement | -Risalah (Prophethood) Muhammad (PBUH) The Holy books: -Qur'an: revelation and authority, the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority - Akhirah (life after death) -The imamate in Shi'a Islam: its role and significance | The origins and value of the universe The origins of the universe, including: -Religious teachings about the origins of the universe, and different interpretations of these -The relationship between scientific views, such as the Big Bang theory, and religious views -The value of the world and the duty of human beings to protect it | The origins and value of human life The origins of life, including: -Religious teachings about the origins of human life and different interpretations of these -The relationship between scientific views, such as evolution, and religious views -The concepts of sanctity of life and the quality of life | Christianity beliefs Key beliefs -The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering -The oneness of God and the Trinity: Father, Son and Holy Spirit -Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3) -Different Christian beliefs about the afterlife and their importance, | -Sin, including original sin -The means of salvation, including law, grace and Spirit -The role of Christ in salvation including the idea of atonement Christianity practices (covering content unable to cover in year 9) - Festivals - Easter and Christmas -The place of mission and evangelism - Church growth |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| | <p>Authority -Risalah (Prophethood) including the role and importance of Adam and Ibrahim</p> | <p>Islam practices unit: (cover two areas unable to cover in year 9) -The difference between greater and lesser Jihad -Festival of Ashura: how and why it is celebrated</p> | <p>-The use and abuse of the environment -The use and abuse of animals, including animal experimentation and the use of animals for food</p> | <p>-Abortion including ethical arguments related to abortion and euthanasia -Beliefs about death and an afterlife, and their impact on beliefs about the value of human life -Hospice movement</p> | <p>including: resurrection and life after death; judgement, heaven and hell. Jesus Christ and salvation -The incarnation and Jesus as the Son of God -The crucifixion, resurrection and ascension</p> | <p>-The importance of the world-wide Church</p> |
| Skills | <p><u>Which one</u> of the following.... and <u>Give</u> two reasons.... and <u>Explain</u> contrasting views on.... and <u>Explain</u> how...influences..... and <u>Explain</u> two religious beliefs about..... and</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupil/class.</p> | <p><u>Which one</u> of the following.... and <u>Give</u> two reasons.... and <u>Explain</u> contrasting views on.... and <u>Explain</u> how...influences..... and <u>Explain</u> two religious beliefs about..... and <u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupil/class.</p> | <p><u>Which one</u> of the following.... and <u>Give</u> two reasons.... and <u>Explain</u> contrasting views on.... and <u>Explain</u> how...influences..... and <u>Explain</u> two religious beliefs about..... and <u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupil/class.</p> | <p><u>Which one</u> of the following.... and <u>Give</u> two reasons.... and <u>Explain</u> contrasting views on.... and <u>Explain</u> how...influences..... and <u>Explain</u> two religious beliefs about..... and <u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupil/class.</p> | <p><u>Which one</u> of the following.... and <u>Give</u> two reasons.... and <u>Explain</u> contrasting views on.... and <u>Explain</u> how...influences..... and <u>Explain</u> two religious beliefs about..... and <u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupil/class.</p> | <p><u>Which one</u> of the following.... and <u>Give</u> two reasons.... and <u>Explain</u> contrasting views on.... and <u>Explain</u> how...influences..... and <u>Explain</u> two religious beliefs about..... and <u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupil/class.</p> |
| Assessment | <p>- knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question 4 mark and 5-mark question</p> <p>CAP 1</p> | <p>-Knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question</p> <p>-CAP 2: End of unit assessment (Islam beliefs and practices)</p> | <p>-Knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question</p> <p>-CAP 3 Religion and Life and Christianity practices</p> | <p>- Knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question</p> <p>-CAP 4: End of unit assessment with 1,2,4,5,12-mark question</p> | <p>-Knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question</p> <p>-CAP 5: One 12-mark exam question on Christianity beliefs</p> | <p>-Knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question</p> <p>-End of year exam. All units covered from year 9 and year 10 to be tested</p> |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| | 1,2,4 and 5-mark questions on selected topics. Islam beliefs unit | | | | | |
| Homework | Week 1. Key word task Week 2. Revision guide task Week 3. Memory recall task Week 4. Revision guide task Week 5. Revision for CAP Week 6. 'Fill your gaps in knowledge' tasks | Week 1. Key word task Week 2. Revision guide task Week 3. Memory recall task Week 4. Revision guide task Week 5. Revision for CAP Week 6. 'Fill your gaps in knowledge' tasks | Week 1. Key word task Week 2. Revision guide task Week 3. Memory recall task Week 4. Revision guide task Week 5. Revision for CAP Week 6. 'Fill your gaps in knowledge' tasks | -Week 1. Key word task Week 2. Revision guide task Week 3. Memory recall task Week 4. Revision guide task Week 5. Revision for CAP Week 6. 'Fill your gaps in knowledge' tasks | Week 1. Key word task Week 2. Revision guide task Week 3. Memory recall task Week 4. Revision guide task Week 5. Revision for CAP Week 6. 'Fill your gaps in knowledge' tasks | Week 1. Key word task Week 2. Revision guide task Week 3. Memory recall task Week 4. Revision guide task Week 5. Revision for CAP Week 6. 'Fill your gaps in knowledge' tasks |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast -AQA student revision guide | -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast -AQA student revision guide | -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast -AQA student revision guide | - RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast -AQA student revision guide | -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied/GCSE podcast -AQA student revision guide | -RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied/GCSE podcast -AQA student revision guide |
| Literacy | Reading for meaning and exploring interpretations The ability to identify and discuss inference. Communicating key ideas effectively. The use of evaluation skills and the ability to express an opinion using supporting evidence. | | | | | |
| Numeracy | | | Facts/percentage on environmental issues to be presented as bar/pie charts. Inferences to made from this. | Timeline and development of embryo (weeks and months) | | |
| CIAG | | | | National Careers week activity: Employability skills developed by RE | | Revision skill lesson for end of year exams |

Key Stage 4 Long Term Planning Year 11 2021-2022 SYLLABUS:

Curriculum Area:

The exam board AQA specification A (8062) is taught. Pupils sit two exams at the end of year 11. Each exam is 1 hour 45 minutes.

Paper 1 is the Religions paper where the two religions studied are Christianity and Islam.

Paper 2 is the Themes paper where they will study four different themes and then link the two religions (Christianity and Islam) to the areas being studied. The themes which will be studied are:

Theme A: Religion, relationships and families

Theme B: Religion and life

Theme D: Religion, peace and conflict

Theme E: Religion, crime and punishment

In Year 11 – Themes A, D and E will be taught

More specific details about homework i.e. page numbers from textbook and specific key terms is on Medium term plans.

| Year 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|------------------|---|---|---|--|--|
| Syllabus | <p><u>Theme A: Relationships and families</u></p> <p><u>Theme D: Peace and conflict</u></p> | <p><u>Theme D: Peace and conflict</u></p> | <p><u>Theme E: Crime and punishment</u></p> | <p><u>Theme E: Crime and Punishment</u></p> | <p><u>Revision:</u></p> |
| Knowledge | <p>Contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam:</p> <ul style="list-style-type: none"> Sexuality Sex outside of marriage Contraception <p>-Muslim beliefs about marriage, divorce and remarriage.</p> | <p>Contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> Violence Weapons of mass destruction Pacifism | <p>Contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam:</p> <ul style="list-style-type: none"> Corporal punishment. Death penalty. Forgiveness. | <p>Religion and Punishment</p> <p>-Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</p> <p>-Religious attitudes to the death penalty</p> <p>- Forgiveness.</p> <p>-Religious attitudes to forgiveness</p> <p>-Religious teachings to suffering and causing suffering to others</p> | <p>Paper 1</p> <p>Christianity beliefs</p> <p>Christianity Practices</p> <p>Islam beliefs</p> <p>Islam practices</p> <p>Paper 2</p> <p>Theme A: Religion, relationships and families</p> <p>Theme B: Religion and life</p> |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| | <p>-The nature of families including the roles of parents, children and the elderly within a family. -Different types of families including nuclear, extended, step and same sex parent families. - Gender equality in Islam including the roles of men and women.</p> <p><u>Religion, peace and conflict</u> Religion, violence, terrorism and war -The meaning and significance of: Peace, justice, forgiveness, reconciliation, Violence, including violent protest -Terrorism</p> <p>(Contrasting beliefs on violence)</p> | <p>Religion, violence, terrorism and war -Reasons for war, including greed, self-defence and retaliation. -The just war theory, including the criteria for a just war -Holy war -Arguments for and against pacifism and religious views on pacifism</p> <p>Religion and belief in 21st century conflict -Religion and belief as a cause of war and violence in the contemporary world -Nuclear weapons, including nuclear deterrence -The use of weapons of mass destruction -Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching -Religious responses to the victims of war including the work of one present day religious organisation -Role of religion in the 21st Century</p> | <p>Religion, crime and the cause of crime -Good and evil intentions and actions, including whether it can ever be good to cause suffering. -Reasons for crime, including poverty and upbringing, mental illness and addiction. -Opposition to an unjust law. -Views about people who break the law for these reasons. -Views about different types of crime, including hate crimes, theft and murder.</p> <p>Religion and punishment -The aims of punishment, including retribution, deterrence and reformation. -The treatment of criminals, including prison, corporal punishment and community service.</p> | | <p>Theme D: Religion, peace and conflict Theme E: Religion, crime and punishment</p> |
| <p>Skills</p> | <p><u>Which one</u> of the following.... and <u>Give</u> two reasons.... and <u>Explain</u> contrasting views on.... and <u>Explain</u> how...influences..... and <u>Explain</u> two religious beliefs about..... and <u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupil/class.</p> | <p><u>Which one</u> of the following.... and <u>Give</u> two reasons.... and <u>Explain</u> contrasting views on.... and <u>Explain</u> how...influences..... and <u>Explain</u> two religious beliefs about..... and <u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be</p> | <p><u>Which one</u> of the following.... and <u>Give</u> two reasons.... and <u>Explain</u> contrasting views on.... and <u>Explain</u> how...influences..... and <u>Explain</u> two religious beliefs about..... and <u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be</p> | <p><u>Which one</u> of the following.... and <u>Give</u> two reasons.... and <u>Explain</u> contrasting views on.... and <u>Explain</u> how...influences..... and <u>Explain</u> two religious beliefs about..... and <u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus</p> | <p>Rotation of practice question types linked to skills from throughout the whole programme.</p> |

MOOR PARK HIGH SCHOOL: CURRICULUM

| | | the focus of the half term depending on the need of the pupil/class. | the focus of the half term depending on the need of the pupil/class. | of the half term depending on the need of the pupil/class. | |
|---|--|--|---|--|---|
| Assessment | <p>-Knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question</p> <p>CAP 1: End of unit assessment (1,2,4,5,12 marks)</p> | <p>-Knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question.</p> <p>- CAP 2 Year 11 mock exam Paper 1: Christianity beliefs, Islam beliefs, Christianity practices and Islam practices Paper 2: Themes A, B, D</p> | <p>- knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question</p> <p>-CAP 3: 4 mark and 5 mark questions on Theme E</p> | <p>- knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question.</p> <p>-CAP 4: Year 11 mock exam (CAP 4) Paper 1: Christianity beliefs, Christianity practices, Islam beliefs, Islam practices Paper 2: Theme A – Religion, relationships and families Theme B – Religion and life Theme D – Religion, peace and conflict Theme E – Religion, Crime And punishment</p> | <p>Practice exam question</p> <p>Knowledge quizzes</p> |
| Homework | <p>Week 1. Key word task Week 2. Revision guide task Week 3. Memory recall task Week 4. Revision guide task Week 5. Revision for mock examination Week 6.Revision for mock examination</p> | <p>Week 1. Key word task Week 2. Revision guide task Week 3. Memory recall task Week 4. Revision guide task Week 5. Revision for CAP Week 6.'Fill your gaps in knowledge' tasks</p> | <p>Week 1. Key word task Week 2. Revision guide task Week 3. Memory recall task Week 4. Revision guide task Week 5. Revision for CAP Week 6.'Fill your gaps in knowledge' tasks</p> | <p>Week 1. Key word task Week 2. Revision guide task Week 3. Memory recall task Week 4. Revision guide task Week 5. Revision for CAP Week 6.'Fill your gaps in knowledge' tasks</p> | <p>Week 1- revision activity set by class teacher Week 2 – personal revision informed by PLCs Week 3- revision activity set by class teacher Week 4 – personal revision informed by PLCS Week 5- revision activity set by class teacher Week 6 – personal revision informed by PLCS</p> |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | <p>RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube --AQA student revision guide</p> | <p>-RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied/ GCSE Podcast -AQA student revision guide</p> | <p>-RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied/ GCSE Podcast -AQA student revision guide</p> | <p>-RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast -AQA student revision guide</p> | <p>-RE drop in clinic (lunch) -RE homework club (afterschool) -video clips – BBC teach/true tube/documentaries on topics studied/ GCSE Podcast -AQA student revision guide</p> |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| Literacy | <p>Reading for meaning and exploring interpretations The ability to identify and discuss inference. Communicating key ideas effectively. The use of evaluation skills and the ability to express an opinion using supporting evidence.</p> | | | | |
| Numeracy | | | <p>Statistics/percentages on crime, prison offenders/death penalty. Analysis based on pie/bar charts.</p> | | |
| CIAG | | <p>Where can RE take you? Jobs/Careers linked to RE lesson before pupils sit their first mock exam.</p> | <p>KS5 taster sessions</p> | <p>National Careers week activity: Employability skills developed by RE</p> | |