



MOOR PARK HIGH SCHOOL: CURRICULUM

Key Stage 3 Long Term Planning

Year 7 INTENT:

The year 7 RE curriculum follows the Lancashire Agreed Syllabus (2021) - **'The search for meaning' – what is it to be human?** Pupils come to Moor Park from a range of primary schools and there is a great variety on what pupils have already studied. We base our expectations on the model curriculum of the Lancashire Agreed Syllabus but recognise that some children will not have learnt this. Our year 7 curriculum lays the foundation for KS3. We check that pupils have the knowledge of the major world religions and Humanism – and that they understand the academic approaches when studying these religions and world views. Year 7 is also the opportunity to build on their existing knowledge.

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 we belong?'** Do we need a sense of identity and belonging? There will be a focus question for each unit studied. Over the course of year 7, pupils will learn about symbolism in terms of symbolic images, symbolic actions (such as religious rituals) and use of symbolic language (in analogies, stories and metaphors). They will explore questions such as how important is belonging to the human experience? How does it contribute to a person's sense of personal identity? How do people express their belonging and commitment from a community? How important is this to religious identity and a way of life?).

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Faculty Area: Humanities – RE

| Year 7 | Transition | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
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| Knowledge | <p>What do we mean by religion and world views? (Thematic)</p> <ul style="list-style-type: none"> -Explore what religion is -What the key features of a religion are -How scholars study religion -Exploring whether religion is really declining or whether it is simply changing. Compare statistics, data and maps linked to this -Explore where is the world religion is declining and where it is on the increase. | <p>Faith and Justice How should we treat our neighbours (Christianity- Jesus?)</p> <ul style="list-style-type: none"> -Jesus' life -Jesus' key teachings (Agape/Golden rule/Justice/great commandments – Link to Lent) -Miracles of Jesus -Christian communities/organisations who have worked against social injustice | <p>Faith and Justice How should we treat our neighbours? (Christianity – Jesus?)</p> <ul style="list-style-type: none"> -Christian individuals who have worked for Justice and love -How this reflects the teachings of Jesus -Non religious responses to who Jesus was. -Assessment completion <p>Hindu Dharma: What might Hindus learn through celebrating festivals?</p> <ul style="list-style-type: none"> -Origins of Hinduism -Sanatana Dharma -Differing ways of understanding Brahman -Trimurti -Vishnu and avatars – -Impact on this on believer | <p>Hindu Dharma: What might Hindus learn through celebrating festivals?</p> <ul style="list-style-type: none"> -Divali – Rama and Sita /impact on the believer/link to dharma -festivals – impact on believer and communities <p>Caused or chance? Ideas about the origins of the universe (Christianity, God and Humanism)</p> <ul style="list-style-type: none"> -Genesis accounts of creation and the impact this has on the believer -Arguments for the existence of God -Cosmological/design argument -Non-religious views for the existence of God (Big bang/science) -Caring for the environment (stewardship/sanctity of life). Religious and non-religious views on this | <p>What does belonging mean to a young Muslim in the UK? (Islam)</p> <ul style="list-style-type: none"> -CAP 2 completion -Five pillars and how they unite the Ummah -Muslims beliefs about identity and belonging to Allah and the Muslim community -How the teachings of the Qur'an and Hadith can give Muslims a strong sense of community -importance for Muslims to belonging to Allah, to the Ummah, to the Mosque and to the human race. -How belonging to the local and global Islamic community impacts on the life of British Muslim. -Respond to two examples of social action in Islam that connect to solidarity with other Muslims and the human race (A Muslim charity and the life story of an inspiring Muslim) -Consider and explain with reasons why it matters to every person to belong to bigger communities. | <p>How do Sikh holy days remind them of their faith? (Sikhism)</p> <ul style="list-style-type: none"> -Origin of Sikhism -Guru Nanak – life and teachings - link to Divali -Formation of the Khalsa -Vaisakhi -link with 5K's <p>What is the Church? What does it mean to belong to the Church family? (Christianity: Church)</p> <ul style="list-style-type: none"> -Worldwide church -Different denomination - | <p>What is the Church? What does it mean to belong to the Church family? (Christianity: Church)</p> <ul style="list-style-type: none"> Importance of belonging to a faith community -Examples of how a Christian might express their belonging and commitment to a church community -Consider what human concerns and values might unite the worldwide community -consider the importance of shared beliefs and values to a community, and how these might lead to a sense of unity. -Discuss the different ways that people might express their commitments to the communities they belong to | |

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| <p>Skills</p> | <p>Transition book; 'Go Big'</p> <ul style="list-style-type: none"> -Empathy -Curiosity -Responsibility | <ul style="list-style-type: none"> -To describe/explain life and teachings of Jesus -Describe some miracles performed by Jesus -Give personal view on miracles performed -Compare and contrast key teachings of Jesus -Reflect on own beliefs | <ul style="list-style-type: none"> - To create a cohesive opinion on beliefs about Jesus with justification -Compare and contrast religious and non-religious views on Jesus -Describe a Christian individual and Christian organization and link to Jesus' teachings -Describe Hindu beliefs about God - | <ul style="list-style-type: none"> - Describe festival of Divali - Reflection on festivals and what can be learned through celebrating festivals – Give opinion -Describe/explain religious and non-religious accounts of creation -Explain Design and Cosmological arguments for the existence of God -Describe Christian concepts linked to the environment -Justify and give opinion on personal view on how the universe came about. | <ul style="list-style-type: none"> -Explore features of the five pillars -Describe what the 'ummah' means and its implications for Muslims -Explain how the Islamic community impacts on the life of British Muslim - Describe the impact holy books can make to the life of a believer -Reflection on Muslim charity and inspiring Muslim studied) -Compare Muslim teachings to personal views. | <ul style="list-style-type: none"> -Describe/Explain key features of Guru Nanak' life and teachings. Apply to the festival of Divali -Explain formation of Khalsa -Apply and connect to the festival of Vaisakhi -Explain and reflect on key Sikh teachings | <ul style="list-style-type: none"> -Describe/explain different denominations -Examine why and how different Christians express their commitment to communities -Reflect on what unites worldwide communities. |
| <p>Connections to previous learning</p> | | <ul style="list-style-type: none"> -Pupils are expected to have studied the basic concepts of Jesus' life including retelling the story of Jesus in the wilderness, at KS2. - | <ul style="list-style-type: none"> - Pupil are expected to have studied some key beliefs such as sacrifice and sacrificial love at KS2. Some pupils may have also looked at some Christians who have shown examples of sacrificial love e.g. Oscar Romeo -Pupils are expected to have investigated some miracles and discussed what this tells us about the nature of Jesus <p><u>Hinduism</u></p> <ul style="list-style-type: none"> -Pupils are expected to have studied the story of Krishna. They will also have studied the basic beliefs about Brahman, avatars and the Trimurti. They will also have investigated what is meant by a festival, studied the festival of Holi and link this to symbolism and what this shows about Hindu virtue. | <ul style="list-style-type: none"> -Pupils are expected to have covered some festivals and their importance at KS2 linking it to relevant stories | <ul style="list-style-type: none"> -Pupils are expected to have covered inspirational role models/people for the world today (Christianity) - Pupils are expected to have covered the pillar of Zakat and the importance of charity at KS2 | <ul style="list-style-type: none"> -Pupils are expected to have covered the core beliefs and values of Sikhism and how these might be expressed using clothing, symbols and worship at KS2 | <ul style="list-style-type: none"> -Pupils are expected to have covered the Pupils diversity within Christianity by looking at differences in worship AT KS2. They will have considered different ideas about diversity within a community – and the importance of being respectful of difference. Pupils should know that there is one worldwide Christian community - the Church – but that there are many types of Christians and churches that belong to this. Pupils will have been given opportunities to explore the question of how people can live together well in modern Britain – and the value of being united in diversity. |

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| Assessment | | Regular knowledge 'REcap' tests/quizzes linked to the PLC | Regular knowledge 'REcap' tests/quizzes linked to the PLC Assessment 1: Who was Jesus? | - Regular knowledge 'REcap' tests/quizzes linked to the PLC | Regular knowledge 'REcap' tests/quizzes linked to the PLC Assessment 2: Cumulative test (Caused or chance? and what might Hindus learn through celebrating festivals?) | Regular knowledge 'REcap' tests/quizzes linked to the PLC | End of year exam |
| Homework | Piece 1: Key terms | -Piece 2: Pupil textbook tasks - Piece 3: Pupil textbook tasks - Piece 4: - PLC revisit | - Piece 5: Key terms - Piece 6: Pupil textbook tasks - Piece 7: Pupil textbook tasks (revision focus for CAP) - Piece 8: PLC revisit | - Piece 1: Key terms - Piece 2: Pupil textbook tasks - Piece 3: PLC revisit | - Piece 4: Key terms - Piece 5: Pupil textbook tasks - Piece 6: PLC revisit | - Piece 1: Key terms - Piece 2: Pupil textbook tasks - Piece 3: PLC revisit | - Piece 4: Key terms - Piece 5: Pupil textbook tasks (revision) - Piece 6: PLC revisit |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | | -RE drop in clinic (lunch) -Video/DVD clips – BBC teach/true tube/BBC teach class clips - Miracle maker clips | -RE drop in clinic (lunch) -Video/DVD clips - BBC teach/true tube/ BBC teach class clips -Documentary on Christian Aid -Hindu Artefacts | -RE drop in clinic (lunch) -Video/DVD clips – BBC teach/true tube BBC teach class clips -Hindu Artefacts -Richard Dawkins documentary | -RE drop in clinic (lunch) -Video clips – BBC teach/true tube/ BBC teach class clips -Documentaries on Inspiring Muslims/organisation -Islamic artefacts | -RE drop in clinic (lunch) -Video clips – BBC teach/true tube/ BBC teach class clips -Documentary – life of Guru Nanak -Sikh artefacts | -RE drop in clinic (lunch) -RE homework club (afterschool) -Video clips – BBC teach/true tube/ BBC teach class clips |
| 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. Written descriptions and explanations Key words and application</p> | | | | | | |
| Numeracy | Analysis and interpretation of map and statistics Drawing line graph on the decline/increase of religion | Time line of Jesus key events with numerical dates | | Dates linked to big bang and Genesis accounts of creation | Working out 2.5% on a selection of numbers given - Zakat | | Dates of origins of different denomination – work out differences in dates |
| CIAG | | <u>Miracles lesson</u> Developing and writing a formal radio broadcast. How can we write effective broadcasts? Why is this an important skill? Which jobs require us to speak in front | <u>Presentation</u> Working in pairs/groups and present to peers learning on Tri-murti god researched? | | <u>Inspiring Muslim</u> Developing and writing a formal speech. How can we write effective speeches? Why is this an important skill? Which jobs require us | | |

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| | | of others? | | | to speak in front of others? <u>National Careers week activity:</u> Employability skills developed by RE Where can RE take you? | | | |
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Key Stage 3 Long Term Planning

Year 8 INTENT:

The year 8 RE curriculum follows the Lancashire Agreed Syllabus- '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.

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 -What can we learn from the Buddha? | <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 from scripture to support this. -Trinity: all three aspects of the trinity studied | <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 (non-religious) -Heaven and hell -Revision for end of year exam |

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| | | | | | <ul style="list-style-type: none"> -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 | |
| Skills | <p>Explore/describe/explain:</p> <ul style="list-style-type: none"> -Key events of Jesus' life -Most important events to Christians -Different accounts of the Crucifixion and resurrection of Jesus <p>Examine:</p> <ul style="list-style-type: none"> -Scriptures related to the Messiah -Jewish qualities of a Messiah -Arguments for and against Jesus as the Messiah <p>Why:</p> <ul style="list-style-type: none"> -Jesus suffered -Someone may want to follow Jesus (Disciples/Gospels) -Christians believe some events of Jesus' life hold more significance and relevance | <p>Examine:</p> <ul style="list-style-type: none"> -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>Explore/Describe/Explain:</p> <ul style="list-style-type: none"> -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>Reflect/opinion:</p> <ul style="list-style-type: none"> -What can we learn from Jesus? | <p>Explore/describe/ Explain:</p> <ul style="list-style-type: none"> -Key events of Buddha's life -Enlightenment/universal principles/four noble truths/eightfold path <p>Compare/contrast:</p> <ul style="list-style-type: none"> -Key events of Jesus and Prophet Muhammed (pbuh) <p>Reflect/opinion:</p> <ul style="list-style-type: none"> -What can we learn from Prophet Muhammed (pbuh)? <p>Why?</p> <ul style="list-style-type: none"> -What event has had more impact or is more significant? Justification of this | <p>Explore/describe Explain:</p> <ul style="list-style-type: none"> -Key events of Moses/Gandhi. -subject specific terminology i.e. sewa, pesach and exodus <p>Examine:</p> <ul style="list-style-type: none"> -Scripture linked to Gandhi/Guru Nanak's key teachings <p>Reflection/Evaluation:</p> <ul style="list-style-type: none"> -Do teachings of the Buddha and Gandhi have any relevance in the modern world? Arguments for and against this with a justified conclusion | <p>Examine/Describe/ Explain:</p> <ul style="list-style-type: none"> -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>Compare and contrast:</p> <ul style="list-style-type: none"> -Special and general revelation -Different interpretations of the Bible (literal and metaphorical) -Different miracles -The Bible to another holy book <p>Opinion/ Reflection:</p> | <p>Explain/Examine/ describe</p> <ul style="list-style-type: none"> -What happened to Jesus? Resurrection, crucifixion -What is the Apostles Creed? -What happens when we die? <p>Compare and contrast:</p> <ul style="list-style-type: none"> -Different beliefs about the resurrection of Jesus <p>Reflect/opinion;</p> <ul style="list-style-type: none"> What do you think happens when we die? |

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| | | | | | <p>-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>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> | Life and teachings of Jesus | <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>Hinduism unit</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>-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>-Assessment 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>Assessment 2 – Prophet Muhammed (pbuh) and the Buddha</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>-High stakes testing</p> <p>-End of year exam</p> |
| Homework | <p>Piece 1: Key terms Piece 2: Pupil textbook tasks Piece 3: PLC revisit</p> | <p>Piece 4: Key terms Piece 5: Pupil textbook tasks Piece 6: PLC revisit</p> | <p>Piece 1: Key terms Piece 2: Pupil textbook tasks Piece 3: PLC revisit</p> | <p>Piece 4: Key terms Piece 5: Pupil textbook tasks Piece 6: PLC revisit</p> | <p>Piece 1: Key terms Piece 2: Pupil textbook tasks Piece 3: PLC revisit</p> | <p>Piece 4: Key terms Piece 5: Pupil textbook tasks Piece 6: PLC revisit</p> |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | <p>-RE drop in clinic (lunch) -Video/DVD clips – BBC teach/true tube/miracle maker/Animated world faiths – Jesus/ BBC bitesize clips</p> | <p>-RE drop in clinic (lunch) -Video/DVD clips – BBC teach/true tube/Animated world faiths – Prophet Muhammed (pbuh)/BBC bitesize clips</p> | <p>-RE drop in clinic (lunch) -Video/DVD clips – BBC teach/true Tube/ BBC bitesize clips Animated world faiths: Buddha</p> | <p>-RE drop in clinic (lunch) -Video/DVD clips – BBC teach/true tube/ BBC bitesize clips -Prince of Egypt</p> | <p>-RE drop in clinic (lunch) -Video/DVD clips/ BBC teach/true tube/miracle maker/ BBC bitesize clips</p> | <p>-RE drop in clinic (lunch) -Video/DVD clips – BBC teach/true tube/miracle maker/ BBC bitesize clips</p> |

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| 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. Key word definitions and application Written descriptions and explanations | | | | | |
| Numeracy | Recap dates and differences of Key events of Jesus' life | | Chronology/ timeline on Prophet Muhamed (PBUH) | | | |
| CIAG | <u>Miracles lesson</u> Developing and writing a formal radio broadcast. How can we write effective broadcasts? Why is this an important skill? Which jobs require us to speak in front of others? | | | <u>National Careers week activity:</u> Employability skills developed by RE Where can RE take you? | <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 INTENT:

The year 9 RE curriculum follows the Lancashire Agreed Syllabus - '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.

Faculty Area: Humanities – RE

| Year 9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 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 -Role and importance of festivals | <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 -Understand the problems of persecution of Christians | <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>-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>-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? 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 Examine: -The importance of each pillar and how this influences Muslims today Compare and contrast: -Different forms of Charity -Salah within different branches of Islam 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. 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>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 Examine: -Stories linked with Ashura -Biblical stories linked to the nature of God</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 Examine: -Similarities and differences in Gospel accounts of Jesus' birth Compare and contrast: -Contrasting ways in which the Eucharist is celebrated -Different types of baptism 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 Examine: -What food banks and street pastors do -How can Christians help people reconcile? 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 Examine: -Link between the Hindu Key terms - Each Hindu stage of life Compare: -Different Christian Charities studied</p> |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| | | <p>Evaluate: - 'Greater Jihad is more beneficial than lesser Jihad.' - 'Prayer is more beneficial than Hajj.'</p> <p>Opinion: -Which jihad is easier to observe and why? -Which festival has more impact on a Muslim and why?</p> <p>Reflect/why: - Why are the pillars/jihad/festivals studied of great importance to a Muslim? -How the content studied influences Muslims to lead a morally good life.</p> | <p>-Scripture linked to worship</p> <p>Compare and contrast: -Differences between Sunni and Shia Muslims on how the festivals studied are celebrated -Different types of worship in Christianity</p> <p>Evaluate: 'It is wrong to call Ashura a festival'</p> <p>Opinion: -Which festival holds more significance today for British Muslims and why? -Which type of Christian worship is more meaningful to you/has more impact and why?</p> <p>Reflect: -How easy or difficult is it to be a Muslim in modern Britain? -Are Islamic values compatible with British values? -What does it mean to live as a Muslim? -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: - 'The festival of Christmas had lost its true meaning' - 'All Christians should be baptised'</p> <p>Evaluate: - 'The most important sacrament is baptism'</p> | <p>Evangelism and missionary</p> <p>Reflect/why: What does it mean to be live morally as a British Christian?</p> <p>Evaluate: 'Easter should be the happiest time of the year for Christians' - True faith is shown through helping the persecuted.'</p> <p>Opinion: - 'Religion is not relevant in the modern world.'</p> | <p>-Different Hindu stages of life.</p> <p>Evaluate: '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 <u>Year 8</u> Summer 1 – Belief in God</p> | <p><u>Year 7 –</u> Life of Jesus</p> | <p><u>Year 7</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 –</u> -Social injustice -Parable of Goat and Sheep <u>Year 7 –</u> Christian Aid, stewardship</p> <p><u>Year 8 – summer 1</u></p> |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| | | | | | | Mahatma Gandhi – ahimsa/karma End of year exam – revisit material from all units. |
| Assessment | -Knowledge quiz linked to the PLC -comparing and contrasting questions on different pillars -Comparing differences and similarities within pillars from different branches of Islam(Sunni and Shia) | - Knowledge quiz linked to the PLC Assessment 1: How important are the five pillars to Muslims? | -End of unit diagnostic test | Knowledge quiz linked to the PLC Assessment 2: How should a British Muslim lead a morally good life (5 pillars and festivals) | -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. | -Explain two ways in which a worldwide Christian relief organization carries out its mission overseas -knowledge quiz on Hinduism End of year exam |
| Homework | Piece 1: Key terms Piece 2: Pupil textbook tasks Piece 3: PLC revisit | Piece 4: Key terms Piece 5: Pupil textbook tasks Piece 6: PLC revisit | Piece 1: Key terms Piece 2: Pupil textbook tasks Piece 3: PLC revisit | Piece 4: Key terms Piece 5: Pupil textbook tasks Piece 6: PLC revisit | Piece 1: Key terms Piece 2: Pupil textbook tasks Piece 3: PLC revisit | Piece 4: Key terms Piece 5: Pupil textbook tasks Piece 6: PLC revisit |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | -RE drop in clinic (lunch) -DVD clips – BBC teach/true tube | RE drop in clinic (lunch) -Video/DVD clips – BBC teach/true tube/C4 documentary 'the greatest journey on earth/Hajj | -RE drop in clinic (lunch) -DVD clips – BBC teach/true tube | -RE drop in clinic (lunch) -DVD clips – BBC teach/true tube/songs of praise | -RE drop in clinic (lunch) -DVD clips – BBC teach/true tube -clips on Trussel Trust and Street Pators | -RE drop in clinic (lunch) -DVD clips – BBC teach/true tube |
| 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. Key word definitions and application Written descriptions and explanations | | | | | |
| 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. | | <u>National Careers week activity:</u> Employability skills developed by RE Where can RE take you? | Persecution statistics | |

Key Stage 4 Long Term Planning

Year 10 SYLLABUS:

The GCSE RS curriculum aims to challenge pupils with questions of beliefs, values, meaning, purpose and truth enabling them to develop their own attitudes towards religious issues. Pupils will gain an appreciation on how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help them with further studies.

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. They will also explore non-religious views. 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

Content to be delivered in year 10 will be: Islam Beliefs (Paper 1), Theme A (Paper 2), Theme D (Paper 2) and some content of Christianity beliefs (Paper 1). Christianity beliefs unit will be carried on in year 11

Curriculum Area:

| Year 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|--|--|--|--|---|---|
| Syllabus | <u>Islam: Beliefs and teachings</u> | <u>Islam: Beliefs and teachings</u> <u>Islam Practices</u> | <u>Theme A: Religion, relationships and families</u> | <u>Theme D: Religion, peace and conflict</u> | <u>Theme D: Religion peace and conflict</u> <u>Christianity: Beliefs</u> | <u>Christianity: Beliefs</u> <u>Christianity Practices: revisit</u> |
| 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 | -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 | Contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam: <ul style="list-style-type: none">SexualitySex outside of marriage | Contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: <ul style="list-style-type: none">Violence | 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 | <u>Christianity beliefs</u> Key beliefs -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) |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| | <p>The nature of God -Angels, their nature and role -Predestination and human freedom and its relationship to the Day of Judgement</p> <p>Authority -Risalah (Prophethood) including the role and importance of Adam and Ibrahim</p> | <p>- Akhirah (life after death) -The imamate in Shi'a Islam: its role and significance</p> | <ul style="list-style-type: none"> • Contraception <p>-Muslim beliefs about marriage, divorce and remarriage. -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> | <ul style="list-style-type: none"> • Weapons of mass destruction • Pacifism <p>Religion, violence, terrorism and war -Contrasting views on violence -Reasons for war, including greed, self-defence and retaliation. -Terrorism -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</p> | <p>-Role of religion in the 21st Century</p> <p>Christianity beliefs Key beliefs The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering</p> | <p>Christianity practices (covering content unable to cover in year 9)</p> <p>- Festivals - Easter and Christmas -The place of mission and evangelism - Church growth -The importance of the world-wide Church</p> |
| <p>Skills</p> | <p><u>Which one</u> of the following.... and <u>Give</u> two reasons.... 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</p> | <p><u>Which one</u> of the following.... and <u>Give</u> two reasons.... and <u>Explain</u> how...influences..... and <u>Explain</u> two religious beliefs about..... and <u>Evaluate</u> the following statement....</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</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</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</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> |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| | 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. | 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. | <u>Evaluate</u> the following statement.... 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. | <u>Evaluate</u> the following statement.... 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. | <u>Evaluate</u> the following statement.... 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. | 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. |
| Assessment | <ul style="list-style-type: none"> - 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 -GCSE past exam questions <p>Assessment 1 Islam beliefs unit</p> | <ul style="list-style-type: none"> -Knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question -GCSE past exam questions <p>-Assessment 2: End of unit assessment (Islam beliefs and practices)</p> | <ul style="list-style-type: none"> -Knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question -GCSE past exam questions <p>-Assessment 3: Theme A and Christianity practices</p> | <ul style="list-style-type: none"> - Knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question -GCSE past exam questions <p>-Assessment 4: mid unit assessment and Islam practices</p> | <ul style="list-style-type: none"> -Knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question -GCSE past exam questions <p>-Assessment 5: One 12-mark exam question on Christianity beliefs</p> | <ul style="list-style-type: none"> -Knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question -GCSE past exam questions <p>-End of year exam. All units covered from year 9 and year 10 to be tested</p> |
| Homework | <ul style="list-style-type: none"> Piece 1. Key word task Piece 2. Revision guide task Piece 3. Memory recall task Piece 4. Revision guide task Piece 5. Revision for CAP Piece 6. Plugging the Gaps – acting on red PLC areas | <ul style="list-style-type: none"> Piece 1. Key word task Piece 2. Revision guide task Piece 3. Memory recall task Piece 4. Revision guide task Piece 5. Revision for CAP Piece 6. Plugging the Gaps – acting on red PLC areas | <ul style="list-style-type: none"> Piece 1. Key word task Piece 2. Revision guide task Piece 3. Memory recall task Piece 4. Revision guide task Piece 5. Revision for CAP Piece 6. Plugging the Gaps – acting on red PLC areas | <ul style="list-style-type: none"> Piece 1. Key word task Piece 2. Revision guide task Piece 3. Memory recall task Piece 4. Revision guide task Piece 5. Revision for CAP Piece 6. Plugging the Gaps – acting on red PLC areas | <ul style="list-style-type: none"> Piece 1. Key word task Piece 2. Revision guide task Piece 3. Memory recall task Piece 4. Revision guide task Piece 5. Revision for CAP Piece 6. Plugging the Gaps – acting on red PLC areas | <ul style="list-style-type: none"> Piece 1. Key word task Piece 2. Revision guide task Piece 3. Memory recall task Piece 4. Revision guide task Piece 5. Revision for CAP Piece 6. Plugging the Gaps – acting on red PLC areas |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | -RE drop in clinic -video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast -AQA student revision guide | -RE drop in clinic (lunch) -video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast -AQA student revision guide | -RE drop in clinic (lunch) -video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast -AQA student revision guide | - RE drop in clinic (lunch) -video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast -AQA student revision guide | -RE drop in clinic (lunch) -video clips – BBC teach/true tube/documentaries on topics studied/GCSE podcast -AQA student revision guide | -RE drop in clinic (lunch) -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. Key word definitions and application Written description and explanation Evaluation and justification of opinions and different arguments | | | | | | |
| Numeracy | | | Statistics on marriage/remarriage and divorce. Analyse pie charts/bar graphs and line graphs. Compare and contrast with countries and religions | | Statistics linked to peacemaking and organisations that help victims of war. Link to Zakat | | |
| CIAG | | | | National Careers week activity: Employability skills developed by RE Where can RE take you? | Careers in humanitarian work e.g. International aid worker, working for NGOs etc. students explore the different types of international aid work and the different areas involved. | Revision skill lesson for end of year exams | |

Key Stage 4 Long Term Planning

Year 11 SYLLABUS:

Curriculum Area:

The Year 11 RS curriculum aims to build on the year 10 content where pupils make connections to their previous learning. The curriculum continues to challenge pupils with questions of beliefs, values, meaning, purpose and truth enabling them to develop their own attitudes towards religious issues. They will continue to gain an appreciation on how religion, philosophy and ethics form the basis of our culture. They will continue developing analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

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. They will also explore non-religious views. 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

Content to be delivered in year 11 will be: Theme A (Paper 2), Theme D (Paper 2) and Theme E (Paper 2)

| Year 11 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|-----------|---|---|--|--|--|
| Syllabus | Theme A: Relationships and families Christianity beliefs | Theme D: Peace and conflict | Theme D: Peace and conflict Theme E: Crime and punishment | Theme E: Crime and Punishment | Revision: |
| Knowledge | Contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam: <ul style="list-style-type: none"> Sexuality Sex outside of marriage Contraception | <u>Religion, peace and conflict</u> Religion, violence, terrorism and war -The meaning and significance of: Peace, justice, forgiveness, reconciliation, Violence, including violent protest Contrasting beliefs on the following three issues with | 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 21 st Century | The treatment of criminals, including prison, corporal punishment and community service. Religion and Punishment -Ethical arguments related to the death penalty, including those based | Paper 1 Christianity beliefs Christianity Practices Islam beliefs Islam practices Paper 2 |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| | <p>-Muslim beliefs about marriage, divorce and remarriage. -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>Christianity Beliefs Jesus Christ and salvation -The incarnation and Jesus as the Son of God -The crucifixion, resurrection and ascension Sin, including original sin -The means of salvation, including law, grace and Spirit -The role of Christ in salvation including the idea of atonement</p> | <p>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>Religion, violence, terrorism and war -Contrasting views on violence -Reasons for war, including greed, self-defence and retaliation. -Terrorism -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</p> | <p><u>Religion, Crime and Punishment</u> 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, 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.</p> | <p>on the principle of utility and sanctity of life. -Religious attitudes to the death penalty - Forgiveness. -Religious attitudes to forgiveness -Religious teachings to suffering and causing suffering to others</p> | <p>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>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> 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><u>Which one</u> of the following... and <u>Give</u> two reasons.... and <u>Explain</u> contrasting views on.... 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</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> 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</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> 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</p> | <p>Rotation of practice question types linked to skills from throughout the whole programme.</p> |

MOOR PARK HIGH SCHOOL: CURRICULUM

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| | of the half term depending on the need of the pupil/class. | 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. | 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. | question type/skill may be the focus 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>Assessment 1: End of unit assessment</p> | <p>-Knowledge quizzes linked to the PLC -Each topic identified in the knowledge section will be assessed with an exam question.</p> <p>- Assessment 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>-Assessment 3: Theme D and 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>-Assessment 4: Year 11 mock exam 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>Piece 1. Key word task Piece 2. Revision guide task Piece 3. Memory recall task Piece 4. Revision guide task Piece 5. Revision for CAP Piece 6. Plugging the Gaps – acting on red PLC areas</p> | <p>Piece 1. Key word task Piece 2. Revision guide task Piece 3. Memory recall task Piece 4. Revision guide task Piece 5. Revision for CAP Piece 6. Plugging the Gaps – acting on red PLC areas</p> | <p>Piece 1. Key word task Piece 2. Revision guide task Piece 3. Memory recall task Piece 4. Revision guide task Piece 5. Revision for CAP Piece 6. Plugging the Gaps – acting on red PLC areas</p> | <p>Piece 1. Key word task Piece 2. Revision guide task Piece 3. Memory recall task Piece 4. Revision guide task Piece 5. Revision for CAP Piece 6. Plugging the Gaps – acting on red PLC areas</p> | <p>piece 1- revision activity set by class teacher piece 2 – personal revision informed by PLCs piece 3- revision activity set by class teacher piece 4 – personal revision informed by PLCs piece 5- revision activity set by class teacher piece 6 – personal revision informed by PLCs</p> |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | <p>RE drop in clinic (lunch) -video clips – BBC teach/true tube -AQA student revision guide</p> | <p>-RE drop in clinic (lunch) -video clips – BBC teach/true tube/documentaries on topics studied/ GCSE Podcast -AQA student revision guide</p> | <p>-RE drop in clinic (lunch) -video clips – BBC teach/true tube/documentaries on topics studied/ GCSE Podcast -AQA student revision guide</p> | <p>-RE drop in clinic (lunch) -video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast -AQA student revision guide</p> | <p>-RE drop in clinic (lunch) -video clips – BBC teach/true tube/documentaries on topics studied/ GCSE Podcast 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. Key word definitions and application Written description and explanation</p> | | | | |
| Numeracy | <p>Statistics on marriage/remarriage and divorce. Analyse pie charts/bar graphs and line graphs. Compare and contrast with countries and religions</p> | | <p>Statistics/percentages on crime, prison offenders. Analysis based on pie/bar charts.</p> | <p>Statistics/percentages on crime, 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>KSS taster sessions Careers in humanitarian work e.g., International aid worker, working for NGOs etc. Pupils explore the different types of international aid work and the different areas involved.</p> | <p>Careers linked to crime i.e. forensics/criminology/Psychology National Careers week activity: Employability skills developed by RE</p> | |