

Key Stage 3: Year 7	Overall Curriculum Goals – developing understanding within the following enquiries:								
	<ul style="list-style-type: none"> Who is God? What can we learn from the people of God? What difference does it make to be an atheist in Great Britain today? Why do Christians believe that Jesus can save them? Is community the most important part of religion? 								
Term 1	W/C 02/09 - W/C 07/09	WC 14/09 – W/C 21/09	W/C 12/09 - W/C 05/10	W/C 12/10 - W/C 19/10	W/C 02/11 - W/C 09/11	W/C 16/11 - W/C 23/11	W/C 30/11 - W/C 07/12	W/C 14/12	
	1. Introduction. 2. How religious is Great Britain?	1. Who/what/where is God? 2. What do Christians believe about God?	1. One God or Three? 2. Who is Allah?	1. Who is Waheguru? 2. End of Unit Assessment. Closing the gap	1. What is obedience? (Adam and Eve) 2. How important is a covenant? (Noah and Abraham)	1. Should we stand up for what we believe in? (Moses) 2. How can talking to God help us? (King David)	1. What is a Prophet? (Muhammad) 2. How can following God make us equal? (Guru Nanak)	1. End of unit assessment. Closing the gap	
Key Vocabulary/Concepts/ideas									
Half Term 1 Key Concepts Introduction to Philosophy, Religion and Ethics. The diversity of beliefs and traditions in Great Britain. Similarities and differences in beliefs about God across and within religions			Half term 1 Key Vocabulary Philosophy, religion, ethics, atheism, theism, agnosticism, secular, God, Trinity, Allah, Waheguru		Half Term 2 Key Concepts: What does it mean to be a person of God? What is the role of a prophet? How important are the themes of obedience, forgiveness, justice and equality in religious communities?		Half term 2 Key Vocabulary Fall, Sin, Original sin, obedience, temptation, covenant, sacrifice, justice, forgiveness, prayer, prophet, equality, caste system		
Term 2	WC 4/01 - WC 11/01	WC 18/01 - WC 25/01	WC 01/02 - WC 08/02	WC 22/02 - WC 01/03	WC 08/03 - WC 15/03	WC 22/03 - WC 29/03			
	1. Why do some people not believe in God? 2. Who are the happy humanists?	1. How do humanist beliefs impact your life? 2. How do humanists mark important events?	1. 'I believe we should...' 2. End of Unit Assessment. Closing the gap	1. Who do we need to save us? 2. Is Jesus the Messiah?	1. Could Jesus be 'God incarnate'? 2. What can we learn from Jesus?	1. How was Jesus radical? 2. Why did Jesus have to die?			
Key Vocabulary/Concepts/ideas									
Half Term 3 Key Concepts Philosophical arguments for and against the existence of God. Diversity of non-religious beliefs. Humanist philosophy			Half term 3 Key Vocabulary Atheism, theism, agnosticism, secular, humanism, celebrants.		Half Term 4 Key Concepts The historical Jesus. Messianic theology Beliefs of original sin, covenant, incarnation, crucifixion and resurrection		Half term 4 Key Vocabulary Messiah, incarnation, miracles, parables, radical, crucifixion, sacrifice.		
Term 3	WC 19/04 - WC 26/04	WC 03/05 - WC 10/05	WC 17/05 - WC 24/05	WC 07/06 - WC 14/06	WC 21/06	WC 28/06	05/07	12/07	
	1. How does Jesus' death save us? 2. How does Jesus' life impact Christians today?	1. End of unit assessment. Closing the gap 2. What is the Ummah?	1. Why did the Ummah split? 2. Is the Mosque the centre of the Ummah?	1. How do the 5 pillars support the Ummah – shahadah and salah. 2. Can zakat reach beyond the Ummah.	1. Is sawm successful at bringing the ummah together? 2. Why is Hajj so important to British Muslims?	1. End of Unit assessment. Closing the gap 2. What is life like as a British Muslim?			
Key Vocabulary/Concepts/ideas									
Half Term 5 Key Concepts The resurrection of Jesus – beliefs about life after death. Christian practices – festivals. The importance community for religious believers.			Half term 5 Key Vocabulary Resurrection, Easter, Christmas, Ummah, Mosque, Masjid, Sunni, Shi'a.		Half Term 6 Key Concepts Muslim practices – the Five Pillars. What is life like as a British Muslim?		Half term 6 Key Vocabulary Five Pillars – Shahadah, Salah, Sawm, Ramadan, zakat, Hajj, pilgrimage, Ummah.		
CIAG									
Developing employability:									
<ul style="list-style-type: none"> Developing transferable skills. Learning about careers: case studies regarding employment in non-profit sector, local government, humanist celebrants. Global citizenship – considering the impact of different beliefs and practices within different environments eg how might Ramadan be supported in employment. 									
Personal Development									
British values:									
Democracy: Modelled within classroom practices such as debates.									
Individual Liberty: Religious freedom within the UK as an example of individual liberty; academic study of different religious practices within Britain.									
Mutual respect: Modelled within the classroom during questioning, discussions and debates. Respect for others is reinforced through the curriculum where we study a variety of different beliefs and practices.									
Tolerance of other faiths and beliefs: Academic study of different religious beliefs and practices within Britain and globally. Considering similarities and differences both between and within religions and worldviews. Misconceptions and prejudices are challenged and addressed where appropriate.									

Key Stage 3: Year 8	Overall Curriculum Goals – developing understanding within the following enquiries:							
	<ul style="list-style-type: none"> How do we know right from wrong? Is there any justice in the world? Why do we need to think about thinking? Is death the end? Does it matter? Why is service important to Sikhs? 							
	WC 02/09 - WC 07/09	WC 14/09 - WC 21/09	WC 12/09 - WC 05/10	WC 12/10 - WC 19/10	WC 02/11 - WC 09/11	WC 16/11 - WC 23/11	WC 30/11 - WC 7/12	WC 14/12
Term 1	1. Is morality absolute? 2. Can right and wrong be relative?	1. Is goodness the same as happiness? 2. Case study – the Problem of the Runaway train.	1. Can religion get morality wrong? 2. How can you live morally without God?	1. End of Unit assessment. Closing the gap. 2. What is justice?	1. Do human rights make society just? 2. Are we all treated equally – gender.	1. Are we all treated equally – race? 2. Does poverty undermine social justice?	1. Is religious freedom important? 2. How does Christianity support justice?	1. Does Islam support justice?
Key Vocabulary/Concepts/ideas								
Half Term 1 Key Concepts Philosophy of morality; ethical systems including Kant’s Categorical Imperative, Situation Ethics, Utilitarianism, humanist ethics.			Half term 1 Key Vocabulary Absolute morality, relative morality, categorical imperative, situation ethics, utilitarianism, moral code, universal maxim, humanism.		Half Term 2 Key Concepts What is justice? Do we have social justice? Equality case studies – racism, sexism, religious freedom, religious beliefs about justice.		Half term 2 Key vocabulary Justice, Social justice, human rights, gender equality, racism, religious freedom, poverty, agape, ummah.	
Term 2	WC 4/01 - WC 11/01	WC 18/01 - WC 25/01	WC 01/02 - WC 08/02	WC 22/02 - WC 01/03	WC 08/03 - WC 15/03	WC 22/03 - WC 29/03		
	1. What can we do if religion undermines justice? 2. End of unit assessment. Closing the gap	1. What is philosophy? 2. What is truth?	1. What is logic? 2. Is it important to doubt?	1. How free are we really? 2. Who is in control?	1. What is the meaning of life? 2. End of unit assessment. Closing the gap	1. What is the soul? 2. What do Christians think happens when we die?		
	Key Vocabulary/Concepts/ideas							
Half Term 3 Key Concepts Introduction to Western Philosophy – including Socrates, Plato, Aristotle, Descartes and free will			Half term 3 Key Vocabulary Truth, allegory of the cave, free will, determinism, logic, syllogisms, doubt.		Half Term 4 Key Concepts What is the soul? Is there anything after death?		Half Term 4 Key Vocabulary Soul, dualism, heaven, hell, resurrection	
Term 3	WC 19/04 - WC 26/04	WC 03/05 - WC 10/05	WC 17/05 - WC 24/05	WC 07/06 - WC 14/06	WC 21/06 - WC 28/06	WC 05/07 - WC 12/07		
	1. Why do we have funerals? 2. What do Muslims believe about life after death?	1. What do Sikhs believe about life after Death? 2. What if there is no life after death?	1. End of unit assessment. Closing the gap. 2. What is sewa?	1. How did the Guru’s show sewa was important? 2. How can the Reyt Maryada guide behaviour?	1. What is the role of the Khalsa? 2. How does the Gurdwara serve the community.	1. End of unit assessment. Closing the gap 2. The Langar		
	Key Vocabulary/Concepts/ideas							
Half Term 5 Key Concepts Rites of passage – funerals; different religious beliefs about life after death.			Half Term 5 Key Vocabulary Funerals, akirah, rebirth, mukti, liberation, karma		Half Term 6 Key Concepts Sikh beliefs regarding service of others – how this links to equality.		Half Term 6 Key Vocabulary Sewa – tan, dhan, man, equality, Gurus, langar, Reyt Maryada, Khalsa, 5 Ks, Gurdwara, Granthi.	
CIAG								
Learning about careers: Human rights and equality laws regarding employment. Case studies of different careers eg Charity workers, civil rights activists. Developing transferable skills.								
Personal Development								
British values: Democracy: Modelled within classroom practices such as debates. Rule of Law: Specific case studies regarding law and justice considered when studying justice in the world and human rights. Consideration of ‘rules’ and ‘law’ as part of moral decision making processes. Individual Liberty: Academic study of human rights and social justice across the globe. Mutual respect: Modelled within the classroom during questioning, discussions and debates. Respect for others is reinforced through the curriculum where we study a variety of different beliefs and practices. Tolerance of other faiths and beliefs: Academic study of different religious beliefs and practices within Britain and globally. Considering similarities and differences both between and within religions and worldviews. Misconceptions and prejudices are challenged and addressed where appropriate.								

Key Stage 3: Year 9	Overall Curriculum Goals - developing understanding within the following enquiries:							
	<ul style="list-style-type: none"> • Is religion a power for peace or cause of conflict? • If religion teaches us what is right, why is there crime? • What does it mean to be made 'in the image of God'? • Is God all in the mind? Does it matter? 							
	WC 02/09 - WC 07/09	WC 14/09 - WC 21/09	WC 12/09 - WC 05/10	WC 12/10 - WC 19/10	WC 02/11 - WC 09/11	WC 16/11 - WC 23/11	WC 30/11 - WC 7/12	WC 14/12
	1. What matters about peace, conflict and religion? 2. Can we protest without conflict?	1. Why do we have wars? 2. Can Christianity justify war?	1. Is pacifism the only way to avoid conflict? 2. Was the Prophet Muhammad a peacemaker?	1. What is jihad? 2. Should the UK has WMDs?	1. Is terrorism just another type of warfare? 2. End of unit assessment. Closing the gap	1. Is religion there to teach us how to behave? 2. Why do some people break the law?	1. What are the aims of punishment? 2. Do religions agree with punishment?	5. Does punishment really work?
Key Vocabulary/Concepts/ideas								
Half Term 1 Key Concepts Concepts of peace and conflict. Ethical questions regarding war, terrorism and weaponry such as WMDs.			Half Term 1 Key Vocabulary Peace, conflict, protest, greed, retaliation, self-defence, just war theory, pacifism, peacemaker, jihad, weapons of mass destruction, terrorism.		Half Term 2 Key Concepts To consider the motivations behind crime and punishment. Evaluate the place of religion in teaching us right and wrong.		Half Term 2 Key Vocabulary Morality, aims of punishment, retribution, deterrence, reformation, protection of society, vindication, community service, corporal punishment	
Term 2	WC 4/01 - WC 11/01	WC 18/01 - WC 25/01	WC 01/02 - WC 08/02	WC 22/02 - WC 01/03	WC 08/03 - WC 15/03	WC 22/03 - WC 29/03		
	1. What is the point of prison? 2. Should the UK bring back capital punishment?	1. Does religion agree with capital punishment? 2. Is it possible to forgive when someone breaks the law.	1. End of unit assessment. Closing the gap 2. Who is made in the image of God?	1. Are humans superior to animals? 2. Can we use animals for food?	1. Is it ok to experiment on animals? 2. What does it mean to be made in the image of God?	1. When does life begin? 2. Are we still made by God if we use fertility treatments?		
	Key Vocabulary/Concepts/ideas							
	Half Term 3 Key Concepts: Evaluation of different methods of punishment.			Half Term 3 Key Vocabulary Prison, custodial sentence, capital punishment, execution, death penalty, sanctity of life, forgiveness, reconciliation,		Half Term 4 Key Concepts Evaluation of the place of humanity in relation to animals and the world. To consider when life begins and how we should treat a life created in God's image.		Half term 4 Key vocabulary Sanctity of life, dominion, stewardship, vivisection, vegetarian, vegan, factory farming, creation, fertility treatments including IVF and surrogacy, abortion.
Term 3	WC 19/04 - WC 26/04	WC 03/05 - WC 10/05	WC 17/05 - WC 24/05	WC 07/06 - WC 14/06	WC 21/06 - WC 28/06	WC 05/07 - WC12/07		
	1. Is sexuality part of 'God's image'? 2. Is it ever ok to take a life 'made in the image of God'?	1. End of unit assessment. Closing the gap 2. Who is God?	1. Is God the first cause of everything? 2. Where can you find God today?	1. Can you believe in God and evolution? 2. Does belief in God really make sense?	1. Is God all in the mind? 2. Was Karl Marx right about religion?	1. End of unit assessment? Closing the gap. 2. Who was God before he was the Father (ancient beliefs)		
	Key Vocabulary/Concepts/ideas							
	Half Term 5 Key Concepts Evaluation of the different ways we can and should treat human beings. Philosophical questions regarding the existence of God.			Half term 5 Key vocabulary Homosexuality, heterosexuality, euthanasia, Trinity, omniscient, omnipotent, omnipresent, omnibenevolent; teleological argument, religious experience.		Half Term 6 Key Concepts Philosophical questions regarding the existence of God.		Half term 6 Key Vocabulary Evolution, Big bang theory, Cosmology, atheism, theism, agnosticism, paganism
CIAG								
Learning about careers: Case studies - working with animals in a variety of forms, working as peacemakers, working within the criminal justice system. Developing transferable skills. Case studies of employers/employees using PRE within their jobs.								
Personal Development								
British values: Democracy: Modelled within classroom practices such as debates. Rule of Law: Study of crime and punishment – what makes something a crime, why do people commit crimes, how and why are people punished both within the UK and in other parts of the world Individual Liberty: Can individual liberty be removed when we have committed a crime eg – custodial sentences. Individual liberty regarding going to war eg case studies of Demond Doss/Muhammad Ali. Mutual respect: Modelled within the classroom during questioning, discussions and debates. Respect for others is reinforced through the curriculum where we study a variety of different beliefs and practices. Tolerance of other faiths and beliefs: Academic study of different religious beliefs and practices within Britain and globally. Considering similarities and differences both between and within religions and worldviews. Misconceptions and prejudices are challenged and addressed where appropriate.								

Key Stage 4: Year 11 GCSE	Overall Curriculum Goals - developing understanding of the following concepts through the Eduqas Route A specification:													
	<ul style="list-style-type: none"> Component 1: Religious, philosophical and ethical studies in the modern world. Component 2: Study of Christianity. Component 3: Study of a world religion – Islam. 													
Term 1	WC 02/09	WC 07/09	WC 14/09	WC 21/09	WC 12809	WC 05/10	WC 12/10	WC 19/10	WC 02/11	WC 16/11	WC 23/11	WC 30/11	WC 7/12	WC 14/12
	1. Introduction 2. The Sunni/Shia split. 3. Islamic attitudes to sources of authority. 4. Foundations of faith. 5. The Nature of God		1. The 5 pillars – Shahadah. 2. Salah. 3. Shirk. 4. Prophethood – Adam, Musa, Dawud and Isa 5. Ibrahim and Id-ul-adha		1. Prophet Muhammad – Night of power. 2. Sawm. 3. Id ul Fitr 4. Hajj 5. Ashura		1. Malaikah 2. Akirah 3. Zakat 4. Jihad 5. Khums and the obligatory acts		Time given over for revision and College application exams.		1. What makes a family (inc. gender roles) 2. Why do people get married? 3. Marriage outside of religious tradition. 4. Why do some people choose to cohabit? 5. What is adultery		1. Divorce and remarriage. 2. What is the purpose of sexual relationships? 3. Contraception	
Key Vocabulary/Concepts/ideas														
Half Term 1: Muslim beliefs, teachings and practices: the nature of Allah, Prophethood (Risalah), Angels (Malaikah), Akhirah (afterlife), Foundations of faith, The Five Pillars of Sunni Islam, The 10 Obligatory acts of Shi'a, Jihad, Festivals and commemorations.							Half Term 2: Issues of relationships – relationships, sexual relationships, Issues of equality – gender prejudice and discrimination.							
Term 2	WC 4/01	WC 11/01	WC 18/01	WC 25/01	WC 01/02	WC 08/02	WC 22/02	WC 01/03	WC 08/03	WC 15/03	22/03	29/03		
	Revision: Component 2: Christian beliefs		Revision Component 2: Christian practices		Revision Component 1: Issues of Human Rights		Revision Component 1: Issues of Life		Revision Component 1: Issues of Good and evil.		Revision Component 3: Study of a world religion - Islam			
Key Vocabulary/Concepts/ideas														
Half Term 3:							Half Term 4:							
Term 3	WC 19/04	WC 26/04	WC 03/05	WC 10/05	WC 17/05	WC 24/05	WC 07/06	WC 14/06	WC 21/06	WC 28/06	05/07	12/07		
	Revision: Component 2,		Revision: Component 1											
Key Vocabulary/Concepts/ideas														
Half Term 5:							Half Term 6:							
CIAG														
Learning about careers: Case studies - working in the non-profit sector; gender roles and equality, human rights issues and working for social justice. Case studies of employers/employees using PRE within their jobs. Developing transferable skills.														
Personal Development														
British values: Democracy: Modelled within classroom practices such as debates. Rule of Law: Legal arrangements regarding marriage, divorce, and discrimination (homosexuality and gender) Individual Liberty: Individual liberty in terms of freedom of religion and expression. Mutual respect: Modelled within the classroom during questioning, discussions and debates. Respect for others is reinforced through the curriculum where we study a variety of different beliefs and practices. Tolerance of other faiths and beliefs: Academic study of different religious beliefs and practices within Britain and globally. Considering similarities and differences both between and within religions and worldviews. Misconceptions and prejudices are challenged and addressed where appropriate.														

