

Curriculum Intent: Our areas of study focus on the key questions such as Ethics, Philosophy, Peace and Conflict, which include topics such as marriage and the family, crime and punishment, and matters of life and death. Students will develop an appreciation of religious thought and its contribution to individuals, communities and societies. Students will explore two religions, Islam and Christianity, enabling them to understand and articulate their own and others' beliefs, values and commitments. Students will build upon their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. Students will examine and religious teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.

By the end of year 10 students will have developed transferable skills for progression into year 11. Students will continue to use analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments, aiding in progression to AS and A level study. Our exam papers have a straightforward structure and consistent use of command words in questions. The papers may include short open, open response and extended writing questions and in some parts will assess spelling, punctuation and grammar (SPaG) and use of specialist terminology. Students will have the opportunity to visit at least one place of worship.

Year 10	HT1	HT2	HT3	HT4	HT5	HT6
<p>Content, Knowledge & Skills</p> <p>Paper 1: Islam- Muslim Beliefs</p> <p>The Six Beliefs of Islam: and how they are understood and expressed in Sunni and Shi'a Muslim communities today.</p> <p>The nature of Allah and Tawhid</p> <p>The five roots of 'Usul ad-Din in Shi'a Islam, the Sevens and Twelver.</p> <p>The roles of prophets in Islam, Adam, Ibrahim, Isma'il, Musa, Dawud, Isa, and Muhammad (PBUH).</p> <p>Muslim holy books (kutub): the nature, history, significance and</p>	<p>Paper 2: Christianity- Christian Beliefs</p> <p>The Trinity: the nature and significance as expressed in the Nicene Creed.</p> <p>The nature and significance of the oneness of God.</p> <p>The creation of the universe and of humanity and divergent ways in which it may be understood.</p> <p>The Incarnation: the nature and importance of the person of Jesus Christ as the Son of God.</p> <p>The last days of Jesus' life: the Last Supper, betrayal, arrest, trial, crucifixion, resurrection and ascension of Jesus.</p>	<p>Paper 1: Islam- Living the Muslim Life</p> <p>Ten Obligatory Acts of Shi'a Islam: their nature, history and purpose of the Ten Obligatory Acts; including links with the Five Pillars.</p> <p>Shahadah as one of the Five Pillars: the nature, role and significance of Shahadah for Sunni and Shi'a Muslims.</p> <p>Salah as one of the Five Pillars for Sunni and Shi'a Muslims, including different ways of understanding them; how Salah is performed including ablution, times, directions, movements and recitations, in the home</p>	<p>Paper 2: Christianity- Marriage and the Family</p> <p>The importance and purpose of marriage for Christians.</p> <p>Divergent Christian and non-religious (including atheist and Humanist) attitudes to the importance of marriage in society; including the sanctity of marriage, a lack of importance, cohabitation.</p> <p>Christian teachings about the nature and importance of sexual relationships including divergent Christian and non-religious (including atheist and Humanist) attitudes to sexual relationships.</p>	<p>Paper 2: Continuation of Christianity- Marriage and the Family</p> <p>Support for the family in the local parish: how and why the local church community tries to support families, including through family worship, rites of passage, classes for parents, groups for children, including Sunday schools and counselling.</p> <p>The importance of the support of the local parish for Christians today.</p> <p>Christian teaching about family planning.</p> <p>Divergent Christian</p>	<p>Paper 1: Islam- Crime and Punishment</p> <p>Muslim attitudes towards justice (including atheist and Humanist) about why justice is important, regardless of religion and belief.</p> <p>Muslim attitudes towards crime; Muslim teachings and responses to the nature, causes and problem of crime.</p> <p>What action is taken by Muslim individuals and Muslim groups to end crime.</p> <p>Muslim teachings about good, evil and suffering: (including atheist and Humanist) about why people suffer.</p>	

<p>purpose with reference to the Qur'an, Tawrat (Torah), Zabur (Psalms), Injil (Gospel), Sahifah (Scrolls).</p> <p>Malaikah: the nature and importance of angels for Muslims; how angels Jibril, Izra'il and Mika'il</p> <p>Al-Qadr: the nature and importance of Predestination for Muslims today.</p> <p>Akhirah: Muslim teachings about life after death.</p> <p>Students will focus on developing knowledge and understanding of the religious terminology and evaluate different views within Islam. A focus will be on exploring religious texts.</p> <p>A01 Demonstrate knowledge and understanding of religion and belief, including: ● Beliefs, practices and sources of authority ● Influence on</p>	<p>The nature and significance of salvation and atonement and the role of Christ.</p> <p>Christian teachings about life after death, including the nature and significance of resurrection, judgement, heaven, and hell and purgatory.</p> <p>Evil/suffering and a loving and righteous God: the problems it raises for Christians about the nature of God.</p> <p>Students will focus on developing knowledge and understanding of the religious terminology and evaluate different views within Christianity. A focus will be on exploring religious texts.</p> <p>A01 Demonstrate knowledge and understanding of religion and belief, including: ● Beliefs,</p>	<p>and mosque and Jummah prayer.</p> <p>Sawm as one of the Five Pillars: the nature, role, significance and purpose of fasting during Ramadan.</p> <p>The significance of the Night of Power.</p> <p>Zakah as one of the Five Pillars and Khums for Shi'a Muslims.</p> <p>Hajj as one of the Five Pillars: the nature, role, origins and significance.</p> <p>Jihad: the origins, meaning and significance of jihad in Islam; divergent understandings of jihad.</p> <p>The nature, origins, activities, meaning and significance of the celebration/ commemoration of Eid-ul-Adha and Eid-ul-Fitr in Sunni Islam, with reference to their place within Shi'a Islam; and Eid-ul-Ghadeer and Ashura in Shi'a Islam.</p>	<p>Christian teachings about the purpose and importance of the family including: procreation, security and education of children.</p> <p>Divergent Christian responses to different types of family within 21st-century society (nuclear, single parent, same-sex parents, extended and blended families).</p> <p>Students will focus on developing knowledge and understanding of the religious terminology and evaluate different views within Christianity. A focus will be on exploring religious texts.</p> <p>A01 Demonstrate knowledge and understanding of religion and belief, including: ● Beliefs, practices and sources of authority ● Influence on individuals, communities and societies ●</p>	<p>attitudes (including atheist and Humanist)</p> <p>Christian teachings and attitudes towards divorce and remarriage: including non-religious (including atheist and Humanist) attitudes.</p> <p>Christian teaching about the equality of men and women in the family.</p> <p>Christian teachings about gender prejudice and discrimination: divergent Christian attitudes to gender differences, including the role of women in the Church.</p> <p>Students will focus on developing knowledge and understanding of the religious terminology and evaluate different views within Christianity. A focus will be on exploring religious texts.</p> <p>A01</p>	<p>Muslim attitudes towards punishment: divergent Muslim teachings and attitudes towards the nature and use of punishment.</p> <p>Muslim attitudes towards the aims of punishment (protection, retribution, deterrence and reformation.</p> <p>Muslim teachings about forgiveness.</p> <p>Muslim responses to the nature and use of restorative justice.</p> <p>Muslim teachings about the treatment of criminals; divergent Muslim attitudes towards the use of torture, human rights, fair trial, trial by jury.</p> <p>Muslim attitudes towards the death penalty: non-religious (including atheist and Humanist) attitudes.</p> <p>A01 Demonstrate knowledge and understanding of</p>
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	<p>individuals, communities and societies ● Similarities and differences within and/or between religions and beliefs.</p> <p>A02 Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>practices and sources of authority ● Influence on individuals, communities and societies ● Similarities and differences within and/or between religions and beliefs.</p> <p>A02 Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Students will focus on developing knowledge and understanding of the religious terminology and evaluate different views within Islam. A focus will be on exploring religious texts.</p> <p>A01 Demonstrate knowledge and understanding of religion and belief, including: ● Beliefs, practices and sources of authority ● Influence on individuals, communities and societies ● Similarities and differences within and/or between religions and beliefs.</p> <p>A02 Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Similarities and differences within and/or between religions and beliefs.</p> <p>A02 Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Demonstrate knowledge and understanding of religion and belief, including: ● Beliefs, practices and sources of authority ● Influence on individuals, communities and societies ● Similarities and differences within and/or between religions and beliefs.</p> <p>A02 Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>religion and belief, including: ● Beliefs, practices and sources of authority ● Influence on individuals, communities and societies ● Similarities and differences within and/or between religions and beliefs.</p> <p>A02 Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p>Students will focus on developing knowledge and understanding of the religious terminology and evaluate different views within Islam. A focus will be on exploring religious texts.</p>
<p>Key Vocabulary</p>	<p>Omnipotence, Tawhid, Al-Qadr, Akhirah, Malaikah, Transcendence, Immanence, Miad, Imamah, Nubuwwah, Kutub, Injil and Usul-ad-Din</p>	<p>Trinity, Benevolence, Incarnation, Miracle, Atonement, Salvation, Immaculate conception, Messiah, Crucifixion, Resurrection, Ascension and Natural and Moral Evil</p>	<p>Five Pillars, Ten Obligatory Acts, Shahadah, Salah, , Zakah, Sawm, Hajj, Eid-ul-Fitr, Eid-ul-Ghadeer, Jihad, Khums, Laylat al-Qadr, Ummah and Ashura.</p>	<p>Marriage, Family, Contraception, Family Planning, Monogamy, Polygamy, Cohabitation, Adultery, Divorce, Remarriage, Equality, Atheist, Humanist,</p>	<p>Marriage, Family, Contraception, Situation Ethics, Monogamy, Polygamy, Cohabitation, Adultery, Divorce, Remarriage, Equality, Atheist, Humanist,</p>	<p>Crime, Punishment, Justice, Situation Ethics, Capital Punishment, Death Penalty, Shariah Law, Reform, Retribution, Deterrence, Rehabilitation, Protection,</p>

				Catholic, Local Church, Procreation, Situation Ethics, Homosexuality, Gender prejudice, Discrimination Nuclear, Single parent, Same-sex parents, Extended and Blended families.	Catholic, Local Church, Procreation, Situation Ethics, Homosexuality, Gender prejudice, Discrimination Nuclear, Single parent, Same-sex parents, Extended and Blended families.	Repentance, Ummah, Torture, Human Rights, Restorative Justice and Forgiveness.
Assessment	Every 2 weeks teacher assessment will be through a range of past papers and assessment materials from Pearson Edexcel Exam board. a) Outline questions (3 marks) b) Explain how or why (4 marks) c) Explain how or why, with a source (5 marks) d) Evaluating statements considering arguments for and against. Referring to religious teachings and reaching a justified conclusion.	Every 2 weeks teacher assessment will be through a range of past papers and assessment materials from Pearson Edexcel Exam board. a) Outline questions (3 marks) b) Explain how or why (4 marks) c) Explain how or why, with a source (5 marks) d) Evaluating statements considering arguments for and against. Referring to religious teachings and reaching a justified conclusion.	Every 2 weeks teacher assessment will be through a range of past papers and assessment materials from Pearson Edexcel Exam board. a) Outline questions (3 marks) b) Explain how or why (4 marks) c) Explain how or why, with a source (5 marks) d) Evaluating statements considering arguments for and against. Referring to religious teachings and reaching a justified conclusion.	Every 2 weeks teacher assessment will be through a range of past papers and assessment materials from Pearson Edexcel Exam board. a) Outline questions (3 marks) b) Explain how or why (4 marks) c) Explain how or why, with a source (5 marks) d) Evaluating statements considering arguments for and against. Referring to religious teachings and reaching a justified conclusion.	Every 2 weeks teacher assessment will be through a range of past papers and assessment materials from Pearson Edexcel Exam board. a) Outline questions (3 marks) b) Explain how or why (4 marks) c) Explain how or why, with a source (5 marks) d) Evaluating statements considering arguments for and against. Referring to religious teachings and reaching a justified conclusion.	Every 2 weeks teacher assessment will be through a range of past papers and assessment materials from Pearson Edexcel Exam board. a) Outline questions (3 marks) b) Explain how or why (4 marks) c) Explain how or why, with a source (5 marks) d) Evaluating statements considering arguments for and against. Referring to religious teachings and reaching a justified conclusion.

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By the end of year 11 students will have developed transferable skills for progression into AS, A level study and vocational qualifications, such as BTEC Nationals. Students will continue to use analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments, aiding in progression to AS and A level study. Our exam papers have a straightforward structure and consistent use of command words in questions. The papers may include short open, open response and extended writing questions and in some parts will assess spelling, punctuation and grammar (SPaG) and use of specialist terminology.

Year 11	HT1	HT2	HT3	HT4	HT5	HT6
<p>Content, Knowledge & Skills</p> <p>Paper 1: Christianity- Matters of Life and Death</p> <p>Christian teachings about the origins and value of the universe: scientific explanations.</p> <p>Christian teachings about the sanctity of life: why human life is holy.</p> <p>Christian responses to scientific and non-religious explanations about the origins and value of human life, such as evolution and survival of the fittest.</p>	<p>Paper 2: Continued Christianity- Matters of Life and Death</p> <p>Implications of the value and sanctity of life for the issue of abortion: the nature of abortion; divergent Christian pro-life and pro-choice teachings about abortion (including atheist and Humanist).</p> <p>Christian teachings and beliefs about life after death, divergent Christian arguments for life after death (including remembered lives, paranormal, logic, reward, comfort and meeting loved ones who have passed on).</p>	<p>Paper 1: Islam- Peace and Conflict</p> <p>Muslim understandings about Islam as a religion of peace and how this may be understood in the life of a Muslim.</p> <p>The role of Muslims in peacemaking, the importance for Muslims of justice, forgiveness and reconciliation in peacemaking.</p> <p>Muslim teachings and responses to the nature and causes of conflict; including links to situation ethics; non-religious (including atheist and Humanist).</p>	<p>Paper 2: Christianity- Living the Christian Life</p> <p>Christian worship: liturgical and non-liturgical</p> <p>The role of the sacraments in Christian life.</p> <p>The meaning and celebration of baptism and the Eucharist</p> <p>The nature and purpose of prayer: the nature of and examples of the different types of prayer; set prayers; informal prayer and the Lord's Prayer.</p>	<p>Paper 2: Continued Christianity- Living the Christian Life and revision</p> <p>3The future of the Christian Church: Church growth, the history and purpose of missionary and evangelical work.</p> <p>Divergent ways this is put into practice by Church locally, nationally and globally.</p> <p>The role and importance of the local church in the local community: how and why it helps the individual believer and the local area.</p> <p>The role and importance of the Church in the</p>		

<p>Students will focus on developing knowledge and understanding of the religious terminology and evaluate different views within Islam. A focus will be on exploring religious texts.</p> <p>A01 Demonstrate knowledge and understanding of religion and belief, including: ● Beliefs, practices and sources of authority ● Influence on individuals, communities and societies ● Similarities and differences within and/or between religions and beliefs.</p> <p>A02 Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Christian responses to non-religious arguments against life after death: why Christians reject arguments against belief in life after death (including as a source of comfort, lack of evidence, fraudulent accounts and social control).</p> <p>Students will focus on developing knowledge and understanding of the religious terminology and evaluate different views within Islam. A focus will be on exploring religious texts.</p> <p>A01 Demonstrate knowledge and understanding of religion and belief, including: ● Beliefs, practices and sources of authority ● Influence on individuals, communities and societies ● Similarities and differences within</p>	<p>Pacifism: divergent Muslim teachings and responses to the nature and history of pacifism.</p> <p>Muslim teachings about passive resistance and examples of its use within Islam.</p> <p>Just War theory: divergent Muslim teachings and responses to the nature and importance of the Just War theory.</p> <p>Holy War: the nature of a holy war within Islam.</p> <p>Weapons of mass destruction (WMD): Muslim teaching and responses to the problems and benefits of WMD including non-religious attitudes (including atheist and Humanist).</p> <p>Issues surrounding conflict: divergent Muslim teachings and responses to the nature of problems involved in conflict – violence, war, and terrorism; how</p>	<p>Pilgrimage: the nature, history and purpose of pilgrimage.</p> <p>Christian religious celebrations: the nature and history of Christian festivals in the church year, including Christmas and Easter; the significance of celebrating Advent and Christmas; the significance of celebrating Holy Week and Easter.</p> <p>Students will focus on developing knowledge and understanding of the religious terminology and evaluate different views within Christianity. A focus will be on exploring religious texts.</p> <p>A01 Demonstrate knowledge and understanding of religion and belief, including: ● Beliefs, practices and sources of authority ● Influence on individuals, communities</p>	<p>worldwide community: how and why it works for reconciliation and the problems faced by the persecuted Church; divergent Christian responses to teachings about charity. .</p> <p>REVISION FROM 8 topics</p> <p>Students will focus on developing knowledge and understanding of the religious terminology and evaluate different views within Christianity and Islam. A focus will be on exploring religious texts.</p> <p>A01 Demonstrate knowledge and understanding of religion and belief, including: ● Beliefs, practices and sources of authority ● Influence on individuals, communities and societies ● Similarities and differences within and/or between religions and beliefs.</p> <p>A02</p>	
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		<p>and/or between religions and beliefs.</p> <p>A02 Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Muslims have worked to overcome these issues.</p> <p>Students will focus on developing knowledge and understanding of the religious terminology and evaluate different views within Islam. A focus will be on exploring religious texts.</p> <p>A01 Demonstrate knowledge and understanding of religion and belief, including: ● Beliefs, practices and sources of authority ● Influence on individuals, communities and societies ● Similarities and differences within and/or between religions and beliefs.</p> <p>A02 Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>and societies ● Similarities and differences within and/or between religions and beliefs.</p> <p>A02 Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	
Key Vocabulary	Heaven, Hell, Purgatory, Abortion, Euthanasia, Situation Ethics, Atheist, Humanist, Natural World,	Heaven, Hell, Purgatory, Abortion, Euthanasia, Situation Ethics, Atheist, Humanist, Natural World,	Peace, Conflict, Just War, Holy War, Jihad, Reconciliation and forgiveness.	Celebrations, Eucharist, Communion, Mass, Baptism, Confirmation,	Celebrations, Liturgical and Non-Liturgical, Worship, Eucharist, Communion, Mass, Baptism,	

	Stewardship and Animal Rights.	Stewardship and Animal Rights.		Pilgrimage, Easter, Holy Week, Christmas and Lent.	Confirmation and Sacraments Pilgrimage, Easter, Holy Week, Christmas and Lent and Prayer.	
Assessment	<p>Every 2 weeks teacher assessment will be through a range of past papers and assessment materials from Pearson Edexcel Exam board.</p> <p>e) Outline questions (3 marks) f) Explain how or why (4 marks) g) Explain how or why, with a source (5 marks) h) Evaluating statements considering arguments for and against. Referring to religious teachings and reaching a justified conclusion.</p>	<p>Every 2 weeks teacher assessment will be through a range of past papers and assessment materials from Pearson Edexcel Exam board.</p> <p>a) Outline questions (3 marks) b) Explain how or why (4 marks) c) Explain how or why, with a source (5 marks) d) Evaluating statements considering arguments for and against. Referring to religious teachings and reaching a justified conclusion.</p>	<p>Every 2 weeks teacher assessment will be through a range of past papers and assessment materials from Pearson Edexcel Exam board.</p> <p>a) Outline questions (3 marks) b) Explain how or why (4 marks) c) Explain how or why, with a source (5 marks) d) Evaluating statements considering arguments for and against. Referring to religious teachings and reaching a justified conclusion.</p>	<p>Every 2 weeks teacher assessment will be through a range of past papers and assessment materials from Pearson Edexcel Exam board.</p> <p>a) Outline questions (3 marks) b) Explain how or why (4 marks) c) Explain how or why, with a source (5 marks) d) Evaluating statements considering arguments for and against. Referring to religious teachings and reaching a justified conclusion.</p>	<p>Every 2 weeks teacher assessment will be through a range of past papers and assessment materials from Pearson Edexcel Exam board.</p> <p>a) Outline questions (3 marks) b) Explain how or why (4 marks) c) Explain how or why, with a source (5 marks) d) Evaluating statements considering arguments for and against. Referring to religious teachings and reaching a justified conclusion.</p>	<p>Every 2 weeks teacher assessment will be through a range of past papers and assessment materials from Pearson Edexcel Exam board.</p> <p>a) Outline questions (3 marks) b) Explain how or why (4 marks) c) Explain how or why, with a source (5 marks) d) Evaluating statements considering arguments for and against. Referring to religious teachings and reaching a justified conclusion.</p>