

# 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 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.

### Faculty Area: Humanities – RE

| Year 7           | Transition   | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|------------------|--|--|---|---|--|---|---|
| <b>Knowledge</b> | <b>What do we mean by religion and world views? (Thematic)</b><br><br>-Why study RE?<br>-Explore what religion is<br>-What the key features of a religion are<br>-How scholars study religion<br>-Exploring whether religion is really declining or whether it is simply changing. | <b>How should we treat our neighbours? (Christianity)</b><br>(Faith and Justice)<br><br>-Jesus’ life<br>-Jesus’ key teachings (Agape/Golden rule/Justice/great commandments<br>-Miracles of Jesus<br>-Christian individuals who have worked for Justice and love | <b>How should we treat our neighbours? (Christianity)</b><br>(Faith and Justice)<br><br>- Christian communities/organisation who are working against social injustice<br>- Christian Aid and Martin Luther King Jnr<br><br><b>Hindu Dharma: What might Hindus learn</b> | <b>Hindu Dharma: What might Hindus learn through celebrating festivals?</b><br><br>-Vishnu and avatars<br>-Impact on this on believer<br>-Hindu Temple<br>-Divali – Rama and Sita/impact on the believer/link to dharma<br>-Festivals: impact on believer and communities | <b>Caused or chance? Origins of the universe (Christianity, Islam and Humanism)</b><br><br>-Genesis accounts of creation and impact this has on the believer<br>-Humanism and their beliefs<br>- Non-religious views for the existence of God (Big bang/science) | <b>Caused or chance? Origins of the universe (Christianity, Islam and Humanism)</b><br><br>-Muslim creation account<br>-Beliefs about identity and belonging to Allah and the Muslim community (Ummah)<br>-Caring for the environment (stewardship/sanctity of life). Religious and | <b>How do Sikh holy days remind them of their faith? (Sikhism)</b><br><br>-Origin of Sikhism<br>-Guru Nanak – life and teachings - link to Divali<br>-Formation of the Khalsa and Vaisakhi<br>-link with 5K’s<br><br>End of year exam |

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|   | Compare statistics, data and maps linked to this<br>-Explore where in the world religion is declining and where it is on the increase | -Parables of the Good Samaritan and Goat and Sheep<br>- How this reflects the teachings of Jesus   | <b>through celebrating festivals?</b><br>-Origins of Hinduism<br>-Sanatana Dharma<br>-Differing ways of understanding Brahman<br>-Trimurti<br>-gods/goddesses  |   | - Arguments for the existence of God<br>-Cosmological/design argument  | non-religious views on this  |   |
| <b>Skills</b>                           | <b>Transition book; 'Go Big'</b><br><br>-Empathy<br>-Curiosity<br>-Responsibility   | -To describe/explain life and teachings of Jesus/parables<br>-Describe a miracle performed by Jesus<br>-Give personal view on miracles performed<br>-Compare and contrast key teachings of Jesus.<br>-Describe Christians who have put faith in action<br>-Reflect on own beliefs  | - To create a cohesive opinion on beliefs about Jesus with justification<br>-Describe a Christian organization and link to Jesus' teachings<br>-Describe Hindu beliefs about God<br>- Analyse different gods/goddesses                             | - Describe festival of Divali<br>- Reflection on festivals and what can be learned through celebrating festivals<br>-Give opinion | - Describe religious and non-religious accounts of creation. (Christianity)<br>-Justify and give opinion on personal view on how the universe came about.<br>-Explain Cosmological argument for the existence of God | -Describe what the 'ummah' means and its implications for Muslims.<br>-Compare and contrast different beliefs on cause or chance | -Describe/Explain key features of Guru Nanak' life and teachings. Apply to the festival of Divali<br>-Explain formation of Khalsa<br>-Apply and connect to the festival of Vaisakhi<br>-Explain and reflect on key Sikh teachings.<br>-Compare and contrast to personal beliefs |
| <b>Connections to previous learning</b> |   | -Pupils are expected to have studied the basic concepts of Jesus' life including retelling the story of Jesus in the wilderness, at KS2.<br>- 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<br>-Pupils are expected to have investigated some miracles and discussed what this tells us about the nature of Jesus | - Pupils will 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 | -Pupils are expected to have covered some festivals and their importance at KS2 linking it to relevant stories                    | -Pupils are expected to have covered the basic teachings and creation accounts at KS2  | - Pupils are expected to have studied beliefs about Allah at KS2   | - 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  |

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| <b>Assessment</b>   |   | Recap quiz linked to PLC<br><br>Teacher marked piece:<br>Christianity - miracles                                       | Recap quiz linked to PLC -<br><br>CAP 1: Christianity  | Recap quiz linked to PLC<br><br>Teacher marked piece:<br>Hinduism                                    | Recap quiz linked to PLC<br><br>CAP 2: Hinduism  | Recap quiz linked to PLC<br><br>Teacher marked piece:<br>Islam              | End of year exam   |
| <b>Homework</b>   | Piece 1: homework booklet (Church)  | - Piece 2: homework booklet (Church)<br>- Piece 3: Homework booklet (Church)<br>- Piece 4: - Homework booklet (Church) | - Piece 1: Key terms<br>- Piece 2: Textbook tasks<br>- Piece 3: revision focus for CAP<br>- Piece 4: PLC revisit   | - Piece 1: Key terms<br>- Piece 2: Textbook tasks<br>- Piece 3: Revision focus for CAP               | - Piece 1: Key terms<br>- Piece 2: Textbook tasks<br>- Piece 3: PLC revisit                                | - Piece 1: Key terms<br>- Piece 2: Textbook tasks<br>- Piece 3: PLC revisit | -Piece 1: Key terms<br>-Piece 2: End of year exam revision- PLC therapy<br>-Piece 3: Plugging the gaps- acting on PLC red topics                                 |
| <b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b> |   | -RE drop in clinic (lunch)<br>-BBC teach/true tube/BBC teach class clips<br>- Miracle maker clips                      | -RE drop in clinic (lunch)<br>-BBC teach/true tube/ BBC teach class clips<br>-Documentary on Christian Aid<br>-Hindu Artefacts<br>- interfaith week activities | -RE drop in clinic (lunch)<br>-BBC teach/true tube<br>BBC teach class clips<br>-Hindu Artefacts<br>- | -RE drop in clinic (lunch)<br>- Richard Dawkins documentary<br>-BBC teach/true tube/ BBC teach class clips | -RE drop in clinic (lunch)<br>- BBC teach/true tube/ BBC teach class clips  | -RE drop in clinic (lunch)<br>- BBC teach/true tube/ BBC teach class clips<br>-Documentary – life of Guru Nanak<br>-Sikh artefacts<br>-Spirited Arts competition |
| <b>Literacy</b>   | <p>Reading for meaning and exploring interpretations.<br/>           Communicating key ideas effectively (paired and group work).<br/>           The ability to identify and discuss inference.<br/>           The use of basic evaluation skills and the ability to express an opinion using supporting evidence.<br/>           Written descriptions and explanations.<br/>           Modelling of successful written answers e.g. connectives, use of evidence/examples, sentence structure.<br/>           Tier 3 keywords sheets accompany all units. Faculty practice has been developed to include directed use and modelling of key vocabulary.</p> |  |  |  |  |   |  |
| <b>Numeracy</b>   | Analysis and interpretation of map and statistics<br><br>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  |  |   | Timeline to look at development of religions and when Sikhism formed   |

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| <p><b>CIAG</b></p> |  | <p><u>Miracles lesson</u><br/>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?</p> | <p><u>Presentation</u><br/>Working in pairs/groups and present to peers learning on Tri-murti god researched?</p> |  | <p><u>National Careers week activity:</u> Employability skills developed by RE<br/><br/>Where can RE take you?</p> | <p>Developing and writing a formal speech. How can we write effective speeches? Why is this an important skill? Which jobs require us to speak in front of others?</p> |  |
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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/over-arching question for year 8 is: **'Where can we find guidance?'** Within this, pupils will explore questions such as where do people seek guidance about how to live a good life? Where might they look for answers to life's ultimate questions? Why might people interpret guidance in different ways? How might religious and non-religious worldviews influence the behaviour and lifestyle of individuals and communities?

Throughout year 8, pupils will interpret and apply sources of wisdom and guidance in the hope of living a good life. These units provide pupils with the opportunity to build on their learning from year 7. For example, in year 7 pupils have explored the question how we should treat our neighbours studying a miracle putting Jesus' key teaching of love thy neighbor in action. In year 8, they go on to look in greater depth as to what miracles tell Christians about who Jesus was/is. They will later consider other sources of authority that Christians might turn to for guidance (What beliefs are central to Christians) unit. Over the course of the year pupils will develop a better knowledge and understanding of why there is such diversity within religious traditions. In analysing texts and learning about sources of authority, they will learn about the different ways that these can be interpreted, and the differing emphases placed on aspects by different communities.

### Faculty Area: Humanities - RE

| Year 8           | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|------------------|---|--|---|---|---|---|
| <b>Knowledge</b> | <p><b>Who was/is Jesus?</b></p> <ul style="list-style-type: none"> <li>-Old Testament teachings/Different Jewish groups teachings on the messiah</li> <li>-Arguments for and against Jesus as the messiah including non-religious views</li> <li>-Apostles/disciples of Jesus</li> <li>-Miracles and what this shows Christians about Jesus</li> <li>-Crucifixion and resurrection</li> </ul> | <p><b>Who was/is Jesus?</b></p> <ul style="list-style-type: none"> <li>- What Christians learn about Jesus through miracles</li> <li>-Who might Jesus be to non-Christians (Islam/Judaism/ Humanism)</li> <li>-What did Jesus look like (images of Jesus)</li> </ul> | <p><b>Why might the existence of evil and suffering be a problem for Theists? Why do we suffer? (Christianity/Islam/ Buddhism/Humanism)</b></p> <ul style="list-style-type: none"> <li>-Philosophical problem of evil and suffering</li> <li>-Suffering leading to a rejection in the belief in God</li> <li>-why some would argue suffering being a necessary part of human experience</li> <li>-Christian responses to suffering</li> </ul> | <p><b>Why might the existence of evil and suffering be a problem for Theists? Why do we suffer? (Christianity/Islam/ Buddhism/Humanism)</b></p> <ul style="list-style-type: none"> <li>-Muslim responses to suffering</li> <li>-Buddhist teachings on the four noble truths/universal truths/role of Mara/eightfold path</li> <li>-Buddhists teachings on how to end suffering</li> </ul> | <p><b>How do the Qur'an and Hadith guide Muslim life?</b></p> <ul style="list-style-type: none"> <li>-Importance of Qur'an and Hadith</li> <li>-What a good Muslim should do by examining Qur'an and Hadith</li> <li>-Application of scripture/sources to modern issues such as dress/Islamic foodbanks and media representation</li> </ul> | <p><b>What is the purpose of life? (Hindu dharma)</b></p> <ul style="list-style-type: none"> <li>-Impact of Hindu concept of samsara</li> <li>Key terms: Moksha/karma/dharm a/reincarnation</li> <li>-Stages of life</li> <li>-Scriptures i.e. Bhagavad Gita used as a source of guidance and to reveal religious messages e.g. story of Krishna</li> </ul> |

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|   |  |  |  |   |  | <ul style="list-style-type: none"> <li>-Pluralism in the context of Hindu dharma</li> <li>-Revision for end of year exam</li> </ul>   |
| <b>Skills</b>                           | <ul style="list-style-type: none"> <li>-Explain most important events to Christians/different accounts of the Crucifixion and resurrection of Jesus</li> <li>-Examine scriptures related to the Messiah/Jewish qualities of a Messiah/Arguments for and against Jesus as the Messiah/ what can be learned about Jesus through miracles</li> <li>-Interpret why Jesus suffered/ why someone may want to follow Jesus (Disciples/Gospels)</li> </ul> | <ul style="list-style-type: none"> <li>-Examine different views on Jesus</li> <li>-Reflect on what we can learn from Jesus and what our personal beliefs are about him.</li> </ul> | <ul style="list-style-type: none"> <li>Explain problem of evil and suffering</li> <li>-Analyse Christian solutions to suffering.</li> <li>-Compare and contrast different solutions/responses</li> </ul> | <ul style="list-style-type: none"> <li>-Compare and contrast Muslim responses to suffering</li> <li>-Explain/describe Buddhist reasons for why we suffer and analyse Buddhist view on this</li> </ul> | <ul style="list-style-type: none"> <li>-Explain the importance of the Qur'an and Hadith</li> <li>-Analyse importance of scripture</li> <li>-Why sources of authority are significant to Muslims</li> <li>-Compare and contrast representation of Muslims in media</li> <li>-Examine application of guidance given e.g. food banks</li> </ul> | <ul style="list-style-type: none"> <li>-Explore/describe explain Hindu key terms</li> <li>-Examine scripture (Bhagavad Gita) as a source of guidance</li> <li>Reflection/ Evaluation:</li> <li>-Do people interpret guidance in different ways? Why? How?</li> <li>-What guides pupils banks</li> </ul> |
| <b>Connections to previous learning</b> | <p>Pupils will build on their learning of Jesus' life/teachings from year 7 to examining different perspectives on who Jesus was/is linking this to scripture and sources of authority</p>   |  | <p>Pupil are expected to have studied the concept of sin and Genesis 3 (Adam and Eve) at KS2 exploring different ways in which this story is understood.</p>   |   | <ul style="list-style-type: none"> <li>-Muslim beliefs on Ummah/Allah and stewardship from year 7</li> </ul>   | <ul style="list-style-type: none"> <li>-Connection will be made to the Hinduism unit from year 7 building this unit on the key terms studied then</li> <li>-Pupils are expected to have studied the story of Krishna at KS2</li> </ul>  |
| <b>Assessment</b>                       | <p>REcap quiz linked to PLC</p> <p>Teacher marked piece: 'Jesus is the Messiah.' Evaluate.</p>   | <p>REcap quiz linked to PLC</p> <p>-CAP 1: Who was/is Jesus?</p>   | <p>- REcap quiz linked to PLC</p> <p>Teacher marked: Explain the problem of evil and suffering</p>   | <p>- REcap quiz linked to PLC</p> <p>-CAP 2: Evil and suffering</p>   | <p>Teacher marked piece: Application of scripture to modern issues (Islam)</p>   | <p>-End of year exam</p>  |
| <b>Homework</b>                         | <p>Piece 1: Key terms</p> <p>Piece 2: Textbook tasks</p> <p>Piece 3: PLC revisit</p>   | <p>Piece 1: Key terms</p> <p>Piece 2: CAP revision</p> <p>Piece 3: PLC revisit</p>   | <p>Piece 1: Key terms</p> <p>Piece 2: Textbook tasks</p> <p>Piece 3: PLC revisit</p>   | <p>Piece 1: Key terms</p> <p>Piece 2: Textbook tasks</p> <p>Piece 3: PLC revisit</p>  | <p>Piece 1: Key terms</p> <p>Piece 2: Textbook tasks</p> <p>Piece 3: PLC revisit</p>   | <p>Piece 1: Key terms</p> <p>Piece 2: End of year exam revision- PLC therapy</p>  |

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|---|--|--|---|--|---|---|
|   |  |  |   |  |   | Piece 3: Plugging the gaps- acting on PLC red topics  |
| <b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b> | -RE drop in clinic (lunch)<br>– BBC teach/true tube/miracle maker/Animated world faiths – Jesus/ BBC bitesize clips  | -RE drop in clinic (lunch)<br>– BBC teach/true tube /BBC bitesize clips<br>-Interfaith week activities | -RE drop in clinic (lunch)<br>– BBC teach/true Tube/ BBC bitesize clips   | -RE drop in clinic (lunch)<br>-BBC teach/true tube/ BBC bitesize clips   | -RE drop in clinic (lunch)<br>-BBC teach/true tube/BBC bitesize clips | -RE drop in clinic (lunch)<br>-BBC teach/true tub/ BBC bitesize clips<br>-Spirited Arts competition |
| <b>Literacy</b>   | <p>Reading for meaning and exploring interpretations.<br/>Communicating key ideas effectively.<br/>The use of evaluation skills and the ability to express an opinion using supporting evidence.<br/>Tier 3 keywords sheets accompany all units. Faculty practice has been developed to include directed use and modelling of key vocabulary. Written descriptions and explanations.<br/>Modelling of successful written answers e.g. connectives, use of evidence/examples, sentence structure.</p> |  |   |  |   |   |
| <b>Numeracy</b>   | Recap dates and differences of Key events of Jesus' life<br>Crucifixion timings  |  |   |  |   |   |
| <b>CIAG</b>   | <p><u>Messiah lesson</u><br/>Developing and writing a formal write up on whether Jesus was the messiah the Jews were waiting for, How can we write effective broadcasts? Why is this an important skill? Which jobs require us to speak in front of others?</p>  |  | <p><u>Suffering group work responses.</u><br/>Research skills – what does effective research look like?<br/>Communication and spoken language presentation in small groups (linking to interview skills and formal talk).</p> | <p><u>Debate lesson</u><br/>Why is this an important skill? Which jobs require us to speak in front of others?<br/><br/><u>National Careers week activity:</u> Employability skills developed by RE<br/>Where can RE take you?</p> |   |   |

## Key Stage 3 Long Term Planning

### Year 9 2024-2025 INTENT:

Year 9 RE reflects the intent of 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 and build on year 7 and year 8 RE. 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 religious and non-religious worldviews. 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/overarching question for year 9 is: **what really matters?** In the scheme we have given pupils the opportunity to explore and reflect on questions such as what does it mean to be human? What questions have puzzled humans? What answers have they come up with and what aspects of human life are special? The first unit to be studied is 'what matters most in Islam?' Pupils will build on their previous learning on 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. The focus question for the second unit is 'How should Christians live their life?' Pupils will build on their previous learning on the key Christian beliefs about God and the importance of the Bible and Jesus in guiding Christians. In this unit, 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 'what matters in the journey of life?' will also be taught looking at Hindu key terms such as karma, Hindu worship and ashramas building on year 7 and 8 RE. Where possible, pupils will be given the opportunity to explore non-religious views e.g. humanist response to world poverty and helping charities. Throughout year 9, pupils will become better informed about the important issues and questions that are part of the human experience, and in doing so, develop their ability to think critically and become more intellectually autonomous.

Faculty Area: Humanities – RE

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



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|---------------|--|---|--|--|--|--|
|               |  |   |  |  | -The role of the Church in working for reconciliation  | -End of year exam preparation  |
| <b>Skills</b> | <p><b>Explore/Describe/Explain:</b></p> <ul style="list-style-type: none"> <li>-Concept of Tawhid/shirk.</li> <li>-The first three pillars of Islam.</li> <li>-10 obligatory acts.</li> </ul> <p><b>Examine:</b></p> <ul style="list-style-type: none"> <li>-The importance of each pillar and how this influences Muslims today.</li> </ul> <p><b>Compare and contrast:</b></p> <ul style="list-style-type: none"> <li>-Different forms of Charity.</li> <li>-Salah within different branches of Islam.</li> </ul> <p><b>Evaluate:</b></p> <p>'Jummah is more important than prayer on other days.'</p> <p><b>Reflect/why:</b></p> <ul style="list-style-type: none"> <li>-Why the pillars studied are of great importance to a Muslim</li> </ul> | <p><b>Explore/describe/explain:</b></p> <ul style="list-style-type: none"> <li>-The fourth and fifth pillar of Islam.</li> <li>-Explain how the night of power changes the routine of many Muslims in Ramadhan.</li> <li>-Different types of Jihad.</li> </ul> <p><b>Examine:</b></p> <ul style="list-style-type: none"> <li>-The importance of each pillar and how that pillar influences Muslims today.</li> </ul> <p><b>Evaluate:</b></p> <p>'Greater Jihad is more beneficial than lesser Jihad.'</p> <p>'Prayer is more beneficial than Hajj.'</p> <p><b>Opinion:</b></p> <p>Which jihad is easier to observe and why?</p> | <p><b>Explore/describe/Explain:</b></p> <ul style="list-style-type: none"> <li>-Origins of Eid-ul-Fitr and Eid-ul-Adha and how they are celebrated.</li> <li>-Some ways in which Ashura is celebrated.</li> <li>-The importance of Ashura.</li> </ul> <p><b>Compare and contrast:</b></p> <ul style="list-style-type: none"> <li>-Differences between Sunni and Shia Muslims on how the festivals studied are celebrated</li> </ul> <p><b>Examine:</b></p> <ul style="list-style-type: none"> <li>-Importance of the three festivals.</li> <li>-Stories linked with each festival.</li> <li>-How Muslims put jihad in practice in modern Britain.</li> </ul> <p><b>Evaluate:</b></p> <p>'Ashura is the most important festival.'</p> <p><b>Opinion:</b></p> <p>Which festival holds more significance today for British Muslims and why?</p> <p><b>Reflect/why:</b></p> <p>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?</p> | <p><b>Explore/Describe/Explain:</b></p> <ul style="list-style-type: none"> <li>-The differences between liturgical and non-liturgical.</li> <li>-Lord's prayer and its significance.</li> <li>-Describe how pilgrimage might strengthen someone's faith.</li> <li>-Explain Iona and Lourdes.</li> </ul> <p><b>Examine:</b></p> <ul style="list-style-type: none"> <li>-Scripture linked to worship.</li> </ul> <p><b>Compare and contrast:</b></p> <ul style="list-style-type: none"> <li>-Different types of worship in Christianity.</li> <li>Contrasting ways in which the Eucharist is celebrated.</li> <li>-Different types of baptism.</li> </ul> <p><b>Opinion:</b></p> <p>'All Christians should be baptized.'</p> <ul style="list-style-type: none"> <li>-Which type of Christian worship is more meaningful to you/has more impact and why?</li> </ul> <p><b>Reflect:</b></p> <ul style="list-style-type: none"> <li>-Why is pilgrimage an act of worship?</li> <li>Why might some people say that pilgrimage is not needed?</li> </ul> <p><b>Evaluate:</b></p> <p>'The Lord's prayer is the only prayer Christians need.'</p> <p>'The most important sacrament is baptism.'</p> | <p><b>Explore/describe/explain:</b></p> <ul style="list-style-type: none"> <li>-Importance of Christmas/pilgrimage /place of mission/evangelism/parable of sheep and goats/reconciliation</li> </ul> <p><b>Examine:</b></p> <ul style="list-style-type: none"> <li>-Similarities and differences in Gospel accounts of Jesus' birth.</li> <li>-What food banks and street pastors do.</li> <li>-How can Christians help people reconcile?</li> </ul> <p><b>Compare and contrast:</b></p> <ul style="list-style-type: none"> <li>-Evangelism and missionary.</li> </ul> <p><b>Opinion:</b></p> <p>'The festival of Christmas had lost its true meaning.'</p> <p><b>Evaluate:</b></p> <p>'Easter should be the happiest time of the year for Christians'</p> | <p><b>Compare and contrast:</b></p> <ul style="list-style-type: none"> <li>-Different charities studied.</li> </ul> <p><b>Reflect/why:</b></p> <ul style="list-style-type: none"> <li>-What does it mean to live morally as a British Christian?</li> </ul> <p><b>Explore/describe/Explain:</b></p> <ul style="list-style-type: none"> <li>-Hindu terms.</li> <li>-Hindu worship.</li> <li>-ach Hindu stage of life.</li> </ul> <p><b>Examine:</b></p> <p>Link between the Hindu Key terms.</p> <p>Each Hindu stage of life.</p> <p><b>Compare:</b></p> <p>Different Hindu stages of life.</p> <p><b>Evaluate:</b></p> <p>'True faith is shown through helping the persecuted.'</p> <p>'To be a good Hindu you should not eat meat.'</p> <p><b>Reflect:</b></p> <p>What matters most to Hindu's? why, how and impact this has.</p> |

# MOOR PARK HIGH SCHOOL: CURRICULUM

|   |   |  |   |  |   |  |
|---|---|--|---|--|---|--|
| <b>Connections to previous learning</b>   | (Muhammed pbuh)   | Prophet Muhammad (pbuh)  |   | -Life and teachings of Jesus<br>-crucifixion and resurrection                      | -Social justice<br>-Christian Aid<br>-Stewardship                       | -Hindu beliefs about God<br>-Gods/goddesses/avatar<br>-Key terms<br><br>Key terms (i.e. Moksha)  |
| <b>Assessment</b>   | Recap quiz linked to PLC<br><br>Teacher marked piece: Jummah Prayer   | - Recap quiz linked to PLC<br><br>CAP 1: How important are the five pillars to Muslims?  | Recap quiz linked to PLC<br><br>Teacher marked piece: Festivals       | Recap quiz linked to PLC<br><br>CAP 2: How should Christians live their life?      | Recap quiz linked to PLC<br><br>Teacher marked piece: Christianity      | Hinduism quiz<br><br>End of year exam  |
| <b>Homework</b>   | Piece 1: Key terms<br>Piece 2: Textbook tasks<br>Piece 3: PLC revisit   | Piece 1: Key terms<br>Piece 2: Textbook tasks<br>Piece 3: PLC revisit  | Piece 1: Key terms<br>Piece 2: Textbook tasks<br>Piece 3: PLC revisit | Piece 1: Key terms<br>Piece 2: Textbook tasks<br>Piece 3: PLC revisit              | Piece 1: Key terms<br>Piece 2: Textbook tasks<br>Piece 3: PLC revisit   | Piece 1: Key terms<br>Piece 2: End of year exam revision- PLC therapy<br>Piece 3: Plugging the gaps- acting on PLC red topics  |
| <b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b> | -RE drop in clinic (lunch)<br>-BBC teach/true tube/BBC bitesize   | RE drop in clinic (lunch)<br>- BBC teach/true tube/C4 documentary 'The greatest journey on earth/Hajj'<br>-Interfaith week activities              | -RE drop in clinic (lunch)<br>--BBC teach/true tube/BBC bitesize      | -RE drop in clinic (lunch)<br>- BBC teach/true tube/songs of praise                | -RE drop in clinic (lunch)<br>- BBC teach/true tube clips Street Pators | -RE drop in clinic (lunch)<br>-BBC teach/true tube- Clips on Trussel Trust<br>- Spirited Arts competition  |
| <b>Literacy</b>   | Reading for meaning and exploring interpretations.<br>Communicating key ideas effectively.<br>The use of evaluation skills and the ability to express an opinion using supporting evidence.<br>Tier 3 keywords sheets accompany all units. Faculty practice has been developed to include directed use and modelling of key vocabulary. Written descriptions and explanations.<br>Modelling of successful written answers e.g. connectives, use of evidence/examples, sentence structure. |  |   |  |   |  |
| <b>Numeracy</b>   | Working out Zakat (2.5%) of a given amount. How can the distribution of this take place?<br>Present as a pie chart/bar graph  |  |   | Statistical analysis of food banks/homeless people and what inference can be made. |   | Persecution statistics   |
| <b>CIAG</b>   |   | <u>Jihad lesson</u><br>'Teach your peers'- considering the skills required to become a teacher and to teach classmates about the Jihad researched. |   |  |   | Research skills – what does effective research look like?<br>Communication and spoken language presentation in small groups (linking to interview skills and formal talk). |

## Key Stage 4 Long Term Planning

### Year 10 2024-2025 SYLLABUS:

Y10 is sequenced to help students use their prior knowledge from KS3. One the aims of the Y10 curriculum is to develop pupils who think more critically about the concepts and ideas they have learnt during KS3 study. For example, they will be able to use foundational knowledge from KS3 around Jesus’ life and teachings, the church, evil and suffering and worship to build on their understanding on Christian beliefs and teachings. When studying Islam beliefs, students will be able to apply their understanding on Prophet Muhammed (pbuh), the pillars and festivals in KS3 to further deepen their learning on Prophets and festivals at KS4 critically examining and evaluating its impact and influence in society. Finally, students will also study Religion and life (Theme B) in year 10 and will apply their KS3 learning of Khalifah/stewardship, creationism and humanism to this unit.

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

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

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

#### **Paper 2**

Theme A: Religion, relationships and families

Theme B: Religion and life

Theme D: Religion, peace and conflict

Theme E: Religion, crime and punishment

### Curriculum Area:

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

| Year 10  | Autumn 1   | Autumn 2                            | Spring 1                          | Spring 2                          | Summer 1                      | Summer 2                     | Year 10 Work Experience – 1 Week | Super Learning |
|----------|--|-------------------------------------|-----------------------------------|-----------------------------------|-------------------------------|------------------------------|----------------------------------|----------------|
| Syllabus | <u>Islam: Beliefs and teachings</u><br><br><u>Christianity practices</u> | <u>Islam: Beliefs and teachings</u> | <u>Theme B: Religion and life</u> | <u>Theme B: Religion and Life</u> | <u>Christianity – Beliefs</u> | <u>Christianity: Beliefs</u> |                                  |                |

# MOOR PARK HIGH SCHOOL: CURRICULUM

|                         |  |  |  |  |  |  |  |
|-------------------------|--|--|--|--|--|--|--|
| <p><b>Knowledge</b></p> | <p><b>Key Beliefs</b><br/>-The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences<br/>-Tawhid (the Oneness of God), Qur'an Surah 112<br/>The nature of God<br/>-Angels, their nature and role<br/>-Predestination and human freedom and its relationship to the Day of Judgement</p> <p><b>Authority</b><br/>-Risalah (Prophethood) including the role and importance of Adam and Ibrahim</p>     | <p>-Risalah (Prophethood) Muhammad (PBUH)</p> <p><b>The Holy books:</b><br/>-Qur'an: revelation and authority, the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority</p> <p>- Akhirah (life after death)<br/>-The imamate in Shi'a Islam: its role and significance</p>  | <p><b>The origins and value of the universe</b><br/><u>The origins of the universe, including:</u></p> <p>-Religious teachings about the origins of the universe, and different interpretations of these<br/>-The relationship between scientific views, such as the Big Bang theory, and religious views<br/>-The value of the world and the duty of human beings to protect it<br/>-The use and abuse of the environment<br/>-The use and abuse of animals, including animal experimentation and the use of animals for food</p> | <p><b>The origins and value of human life</b><br/><u>The origins of life, including:</u></p> <p>-Religious teachings about the origins of human life and different interpretations of these<br/>-The relationship between scientific views, such as evolution, and religious views<br/>-The concepts of sanctity of life and the quality of life<br/>-Abortion including ethical arguments related to abortion and euthanasia<br/>-Beliefs about death and an afterlife, and their impact on beliefs about the value of human life<br/>-Hospice movement</p> | <p><b>Key beliefs</b><br/>-The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering<br/>-The oneness of God and the Trinity: Father, Son and Holy Spirit<br/>-Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3)<br/>-Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.</p>                     | <p>- Jesus Christ and salvation<br/>-The incarnation and Jesus as the Son of God<br/>-The crucifixion, resurrection and ascension</p> <p>-Sin, including original sin<br/>-The means of salvation, including law, grace and Spirit<br/>-The role of Christ in salvation including the idea of atonement</p>  |  |
| <p><b>Skills</b></p>    | <p><u>Which one</u> of the following...<br/>and<br/><u>Give</u> two reasons...<br/>and<br/><u>Explain</u> contrasting views on...<br/>and<br/><u>Explain</u> how...influences.....<br/>and<br/><u>Explain</u> two religious beliefs about.....<br/>and</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupils/class.</p> | <p><u>Which one</u> of the following...<br/>and<br/><u>Give</u> two reasons...<br/>and<br/><u>Explain</u> contrasting views on...<br/>and<br/><u>Explain</u> how...influences.....<br/>and<br/><u>Explain</u> two religious beliefs about.....<br/>and<br/><u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on</p> | <p><u>Which one</u> of the following...<br/>and<br/><u>Give</u> two reasons...<br/>and<br/><u>Explain</u> contrasting views on...<br/>and<br/><u>Explain</u> how...influences.....<br/>and<br/><u>Explain</u> two religious beliefs about.....<br/>and<br/><u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on</p>                                     | <p><u>Which one</u> of the following...<br/>and<br/><u>Give</u> two reasons...<br/>and<br/><u>Explain</u> contrasting views on...<br/>and<br/><u>Explain</u> how...influences.....<br/>and<br/><u>Explain</u> two religious beliefs about.....<br/>and<br/><u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on</p>   | <p><u>Which one</u> of the following...<br/>and<br/><u>Give</u> two reasons...<br/>and<br/><u>Explain</u> contrasting views on...<br/>and<br/><u>Explain</u> how...influences.....<br/>and<br/><u>Explain</u> two religious beliefs about.....<br/>and<br/><u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on</p> | <p><u>Which one</u> of the following...<br/>and<br/><u>Give</u> two reasons...<br/>and<br/><u>Explain</u> contrasting views on...<br/>and<br/><u>Explain</u> how...influences.....<br/>and<br/><u>Explain</u> two religious beliefs about.....<br/>and<br/><u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupils/class.</p> |  |

# MOOR PARK HIGH SCHOOL: CURRICULUM

|   |   | the need of the pupils/class.  | the need of the pupils/class.   | the need of the pupils/class.  | the need of the pupils/class.  |  |  |
|---|---|--|---|--|--|--|--|
| <b>Assessment</b>   | <ul style="list-style-type: none"> <li>- knowledge quizzes linked to the PLC</li> <li>-Each topic identified in the knowledge section will be assessed with an exam question 4 mark and 5-mark question</li> </ul> <p><b>CAP 1:</b> 1,2,4 and 5-mark questions on selected topics.<br/>Islam beliefs unit</p>   | <ul style="list-style-type: none"> <li>-Knowledge quizzes linked to the PLC</li> <li>-Each topic identified in the knowledge section will be assessed with an exam question</li> </ul> <p><b>-CAP 2:</b> End of unit assessment (Islam beliefs and practices) including a 12 mark question</p> | <ul style="list-style-type: none"> <li>-Knowledge quizzes linked to the PLC</li> <li>-Each topic identified in the knowledge section will be assessed with an exam question</li> </ul> <p><b>-CAP 3:</b> Religion and Life and Christianity practices</p> | <ul style="list-style-type: none"> <li>- Knowledge quizzes linked to the PLC</li> <li>-Each topic identified in the knowledge section will be assessed with an exam question</li> </ul> <p><b>-CAP 4:</b> End of unit assessment with 1,2,4,5,12-mark question</p> | <ul style="list-style-type: none"> <li>-Knowledge quizzes linked to the PLC</li> <li>-Each topic identified in the knowledge section will be assessed with an exam question</li> </ul> <p><b>-CAP 5:</b> One 12-mark exam question on Christianity beliefs</p> | <p>End of year exam. All units covered in year 10 to be tested:</p> <ul style="list-style-type: none"> <li>- Islam beliefs and teachings</li> <li>- Religion and Life (Theme B)</li> <li>- Christianity beliefs</li> </ul>     |  |
| <b>Homework</b>   | <p>Week 1. Key word task<br/>Week 2. Revision guide task<br/>Week 3. Memory recall task<br/>Week 4. Revision guide task<br/>Week 5. Revision for CAP<br/>Week 6: Plugging the gaps task<br/>Week 7:</p>   | <p>Week 1. Key word task<br/>Week 2. Revision guide task<br/>Week 3. Memory recall task<br/>Week 4. Revision guide task<br/>Week 5. Revision for CAP<br/>Week 6. Plugging the gaps task</p>  | <p>Week 1. Key word task<br/>Week 2. Revision guide task<br/>Week 3. Memory recall task<br/>Week 4. Revision guide task<br/>Week 5. Revision for CAP<br/>Week 6. Plugging the gaps task</p>   | <p>-Week 1. Key word task<br/>Week 2. Revision guide task<br/>Week 3. Memory recall task<br/>Week 4. Revision guide task<br/>Week 5. Revision for CAP<br/>Week 6. Plugging the gaps task</p>   | <p>Week 1. Key word task<br/>Week 2. Revision guide task<br/>Week 3. Memory recall task<br/>Week 4. Revision guide task<br/>Week 5. Revision for CAP<br/>Week 6. Plugging the gaps task</p>  | <p>Week 1. Key word task<br/>Week 2. Revision – end of year exam<br/>Week 3. Revision – end of year exam<br/>Week 4. Revision -end of year exam<br/>Week 5. Reflection task<br/>Week 6. Plugging the gaps task<br/>Week 7:</p> |  |
| <b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b> | <ul style="list-style-type: none"> <li>-RE drop in clinic (lunch)</li> <li>-video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast</li> </ul>   | <ul style="list-style-type: none"> <li>-RE drop in clinic (lunch)</li> <li>-video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast</li> </ul>  | <ul style="list-style-type: none"> <li>-RE drop in clinic (lunch)</li> <li>-video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast</li> </ul>   | <ul style="list-style-type: none"> <li>- RE drop in clinic (lunch)</li> <li>-video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast</li> </ul>   | <ul style="list-style-type: none"> <li>-RE drop in clinic (lunch)</li> <li>-video clips – BBC teach/true tube/documentaries on topics studied/GCSE podcast</li> </ul>  | <ul style="list-style-type: none"> <li>-RE drop in clinic (lunch)</li> <li>-video clips – BBC teach/true tube/documentaries on topics studied/GCSE podcast</li> <li>- Guest speaker panel</li> </ul>                           |  |
| <b>Literacy</b>   | <p>Reading for meaning and exploring interpretation<br/>Communicating key ideas effectively (paired and group work)<br/>The use of evaluation skills and the ability to express an opinion using supporting evidence.<br/>Tier 3 keywords sheets accompany all units. Faculty practice has been developed to include directed use and modelling of key vocabulary.<br/>Written descriptions and explanations.<br/>Modelling of successful written answers e.g. connectives, use of evidence/examples, sentence structure.</p> |  |   |  |  |  |  |

# MOOR PARK HIGH SCHOOL: CURRICULUM

|          |  |   |  |  |  |   |  |
|----------|--|---|--|--|--|---|--|
| Numeracy |  | Timeline – Prophet Muhammed (pbuh) with key dates | Facts/percentage on environmental issues to be presented as bar/pie charts. Inferences to be made from this. | Timeline and development of embryo (weeks and months)                |  | Timeline of crucifixion (dates/events)      |  |
| CIAG     |  |   |  | National Careers week activity: Employability skills developed by RE |  | Revision skill lesson for end of year exams |  |

## Key Stage 4 Long Term Planning

### Year 11 2024-2025 SYLLABUS:

#### Curriculum Area:

The Religious Studies curriculum in Y11 aims to allow students to make connections to their previous learning - KS3 and KS4. It is sequenced so that students can use their knowledge from Y10 and build upon their understanding and revisit key concepts. For example, in year 10 pupils explored predestination, the nature of God, evil and suffering, forgiveness, original sin and afterlife. In Y11, students will apply this knowledge to relevant thematic topics such as war, capital/corporal punishment and human sexuality. Through looking at specific case studies, examples and statistics we aim to give students a deeper understanding of the topics they are studying. They can make connections and links quotes and concepts from their KS3 and year 10 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 to build on the skills developed in year 10 of 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  |
|------------------|---|--|--|--|---|
| <b>Syllabus</b>  | <u>Theme A: Relationships and families</u><br><br><u>Christianity beliefs</u>   | <u>Theme D: Peace and conflict</u>   | <u>Theme D: Peace and conflict</u><br><u>Theme E: Crime and punishment</u>   | <u>Theme E: Crime and Punishment</u>                   | <u>Revision:</u>  |
| <b>Knowledge</b> | Contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam: | <u>Religion, peace and conflict</u><br><b>Religion, violence, terrorism and war</b><br>-The meaning and significance of: | Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching | The treatment of criminals, including prison, corporal | <b>Paper 1</b><br>Christianity beliefs<br>Christianity Practices<br>Islam beliefs |

# MOOR PARK HIGH SCHOOL: CURRICULUM

|                      |  |  |   |  |   |
|----------------------|--|--|---|--|---|
|                      | <ul style="list-style-type: none"> <li>Sexuality</li> <li>Sex outside of marriage</li> <li>Contraception</li> </ul> <p>-Muslim beliefs about marriage, divorce and remarriage.<br/>-The nature of families including the roles of parents, children and the elderly within a family.<br/>-Different types of families including nuclear, extended, step and same sex parent families.<br/>- Gender equality in Islam including the roles of men and women.</p> <p><b><u>Christianity Beliefs</u></b><br/><b>Jesus Christ and salvation</b><br/>-The incarnation and Jesus as the Son of God<br/>-The crucifixion, resurrection and ascension<br/>Sin, including original sin<br/>-The means of salvation, including law, grace and Spirit<br/>-The role of Christ in salvation including the idea of atonement</p> | <p>Peace, justice, forgiveness, reconciliation, Violence, including violent protest</p> <p>Contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> <li>Violence</li> <li>Weapons of mass destruction</li> <li>Pacifism</li> </ul> <p><b>Religion, violence, terrorism and war</b><br/>-Contrasting views on violence<br/>-Reasons for war, including greed, self-defence and retaliation.<br/>-Terrorism<br/>-The just war theory, including the criteria for a just war<br/>-Holy war<br/>-Arguments for and against pacifism and religious views on pacifism</p> <p><b>Religion and belief in 21st century conflict</b><br/>-Religion and belief as a cause of war and violence in the contemporary world<br/>-Nuclear weapons, including nuclear deterrence<br/>-The use of weapons of mass destruction</p> | <p>-Religious responses to the victims of war including the work of one present day religious organisation<br/>-Role of religion in the 21<sup>st</sup> Century</p> <p><b><u>Religion, Crime and Punishment</u></b><br/>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"> <li>Corporal punishment.</li> <li>Death penalty.</li> <li>Forgiveness.</li> </ul> <p><b>Religion, crime and the cause of crime</b><br/>-Good and evil intentions and actions, including whether it can ever be good to cause suffering.<br/>-Reasons for crime, including poverty and upbringing, mental illness and addiction.<br/>-Opposition to an unjust law.<br/>-Views about people who break the law for these reasons.<br/>-Views about different types of crime, including hate crimes, theft and murder.</p> <p><b>Religion and punishment</b><br/>-The aims of punishment, including retribution, deterrence and reformation.</p> | <p>punishment and community service.</p> <p><b>Religion and Punishment</b><br/>-Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.<br/>-Religious attitudes to the death penalty<br/>- Forgiveness.<br/>-Religious attitudes to forgiveness<br/>-Religious teachings to suffering and causing suffering to others</p> | <p>Islam practices</p> <p><b>Paper 2</b><br/>Theme A: Religion, relationships and families<br/>Theme B: Religion and life<br/>Theme D: Religion, peace and conflict<br/>Theme E: Religion, crime and punishment</p> |
| <p><b>Skills</b></p> | <p><u>Which one</u> of the following....<br/>and<br/><u>Give</u> two reasons....<br/>and<br/><u>Explain</u> contrasting views on....<br/>and<br/><u>Explain</u> two religious beliefs about.....<br/>and</p>   | <p><u>Which one</u> of the following....<br/>and<br/><u>Give</u> two reasons....<br/>and<br/><u>Explain</u> contrasting views on....<br/>and<br/><u>Explain</u> two religious beliefs about.....</p>   | <p><u>Which one</u> of the following....<br/>and<br/><u>Give</u> two reasons....<br/>and<br/><u>Explain</u> contrasting views on....<br/>and<br/><u>Explain</u> two religious beliefs about.....</p>  | <p><u>Which one</u> of the following....<br/>and<br/><u>Give</u> two reasons....<br/>and<br/><u>Explain</u> contrasting views on....<br/>and<br/><u>Explain</u> two religious beliefs about.....</p>   | <p>Rotation of practice question types linked to skills from throughout the whole course.</p>   |



# MOOR PARK HIGH SCHOOL: CURRICULUM

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|---|--|---|--|--|---|
|   | <p><u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupils/class.</p> | <p>and <u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupils/class.</p>                                  | <p>and <u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupils/class.</p> | <p>and <u>Evaluate</u> the following statement....</p> <p>Questions linked to the topics of the half term. A selection of question types/skills will be given, or a question type/skill may be the focus of the half term depending on the need of the pupils/class.</p>   |   |
| <b>Assessment</b>   | <p>-Knowledge quizzes linked to the PLC<br/>-Each topic identified in the knowledge section will be assessed with an exam question</p> <p><b>CAP 1:</b> End of unit assessment</p>   | <p>-Knowledge quizzes linked to the PLC<br/>-Each topic identified in the knowledge section will be assessed with an exam question.</p> <p>- <b>CAP 2:</b> Year 11 mock exam<br/>Paper 1: Christianity beliefs, Islam beliefs, Christianity practices and Islam practices<br/>Paper 2: Themes A and B</p> | <p>- knowledge quizzes linked to the PLC<br/>-Each topic identified in the knowledge section will be assessed with an exam question</p> <p><b>-CAP 3</b> Theme D and Theme E</p>   | <p>- knowledge quizzes linked to the PLC<br/>-Each topic identified in the knowledge section will be assessed with an exam question.</p> <p><b>-CAP 4:</b> Year 11 mock exam<br/>Paper 1: Christianity beliefs, Christianity practices, Islam beliefs, Islam practices<br/>Paper 2:<br/>Theme A – Religion, relationships and families<br/>Theme B – Religion and life<br/>Theme D – Religion, peace and conflict<br/>Theme E – Religion, Crime And punishment</p> | <p>Practice exam question</p> <p>Knowledge quizzes</p>  |
| <b>Homework</b>   | <p>Piece 1. Key word task<br/>Piece 2. Revision guide task<br/>Piece 3. Memory recall task<br/>Piece 4. Revision guide task<br/>Piece 5. Revision for CAP<br/>Piece 6. Plugging the Gaps – acting on red PLC areas</p>   | <p>Piece 1. Key word task<br/>Piece 2. Revision guide task<br/>Piece 3. Memory recall task<br/>Piece 4. Revision guide task<br/>Piece 5. Revision for CAP<br/>Piece 6. Plugging the Gaps – acting on red PLC areas</p>  | <p>Piece 1. Key word task<br/>Piece 2. Revision guide task<br/>Piece 3. Memory recall task<br/>Piece 4. Revision guide task<br/>Piece 5. Revision for CAP<br/>Piece 6. Plugging the Gaps – acting on red PLC areas</p>   | <p><u>Y11</u> revision plan produced.<br/>Students should complete the weekly tasks in the plan. This will include GCSE Pod activities, revision guide tasks, retrieval and exam practice</p>  | <p><u>Y11</u> revision plan produced.<br/>Students should complete the weekly tasks in the plan. This will include GCSE Pod activities, revision guide tasks, retrieval and exam practice</p> |
| <b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b> | <p>RE drop in clinic (lunch)<br/>-video clips – BBC teach/true tube<br/>-AQA student revision guide</p>  | <p>-RE drop in clinic (lunch)<br/>-video clips – BBC teach/true tube/documentaries on topics studied/ GCSE Podcast<br/>-AQA student revision guide</p>  | <p>-RE drop in clinic (lunch)<br/>-video clips – BBC teach/true tube/documentaries on topics studied/ GCSE Podcast<br/>-AQA student revision guide</p>   | <p>-RE drop in clinic (lunch)<br/>-video clips – BBC teach/true tube/documentaries on topics studied/GCSE Podcast<br/>-AQA student revision guide</p>  | <p>-RE drop in clinic (lunch)<br/>-video clips – BBC teach/true tube/documentaries on topics studied/ GCSE Podcast<br/>Podcast<br/>-AQA student revision guide</p>                            |

# MOOR PARK HIGH SCHOOL: CURRICULUM

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| <b>Literacy</b> | <p>Reading for meaning and exploring interpretations<br/>         Communicating key ideas effectively (paired and group work)<br/>         The use of evaluation skills and the ability to express an opinion using supporting evidence.<br/>         Tier 3 keywords sheets accompany all units. Faculty practice has been developed to include directed use and modelling of key vocabulary.<br/>         Written descriptions and explanations.<br/>         Modelling of successful written answers e.g. connectives, use of evidence/examples, sentence structure.</p> |  |  |   |  |
| <b>Numeracy</b> | <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>  |  |
| <b>CIAG</b>     |   | <p>Where can RE take you?<br/>         Jobs/Careers linked to RE lesson before pupils sit their first mock exam.</p> | <p>KS5 taster sessions<br/><br/>         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<br/><br/>         National Careers week activity: Employability skills developed by RE</p> |  |