# Subject Area: Religious Education

Year 7	Term 1A– Creation	Term 1B - Prophecy	Terms 2A– Galilee	Term 2B – Desert to	Term 3A – To the	Term 3B – Dialogue
	and Covenant	and Promise	to Jerusalem	Garden	ends of the Earth	and Encounter
	Knowledge, skills and key	Knowledge, skills and key	Knowledge, skills and key	Knowledge, skills and	Knowledge, skills and	Knowledge, skills and
	concepts	concepts	concepts	key concepts	key concepts	key concepts
Students will be able to demonstrate that they know/can;	<ul> <li>We cannot fully understand God – God is a mystery</li> <li>Revelation is the ways that God shows himself to us</li> <li>The Bible is the Christian scripture and is a form of revelation</li> <li>The Bible contains the Old Testament and the New Testament</li> <li>The Bible is interpreted differently by different groups of Christians;</li> <li>Prayer is communication with God Stewardship is important to Christians, and how we can be good stewards</li> </ul>	<ul> <li>Find a Bible reference</li> <li>The Bible was written in different languages by many authors over a period of time</li> <li>The Bible has been translated into many different languages and formats</li> <li>The Bible is the word of God</li> <li>The Bible is used in prayer and liturgy</li> </ul>	<ul> <li>Jesus is God incarnate</li> <li>Jesus is known by different titles – Son of God, Christ and Lord</li> <li>Trinity is the belief that there is 1 God known through father son and Holy spirit Jesus is the perfect role model of a human being</li> </ul>	<ul> <li>what a sacrament is</li> <li>Eucharist is the 'source and summit' of Christian life; Catholics believe Jesus is present in the eucharist</li> <li>Eucharist is very important for Catholics</li> <li>the importance of eucharist to Carlo Acutis</li> </ul>	<ul> <li>The holy spirit is the 3<sup>rd</sup> part of the trinity</li> <li>St Luke's accounts of Pentecost</li> <li>why a young Christian might choose to be confirmed</li> </ul>	<ul> <li>Importance of different denominations and different religions working together What it is like living as a Jewish person in the UK today – what beliefs and teachings influence their life?</li> </ul>

Year 8	<b>Term 1A</b>	<b>Term 1B</b>	Terms 2A	Term 2B	Term 3A	Term 3B
	Knowledge, skills and key	Knowledge, skills and key	Knowledge, skills and key	Knowledge, skills and	Knowledge, skills and	Knowledge, skills and
	concepts	concepts	concepts	key concepts	key concepts	key concepts
Students will be able to demonstrate that they know/can;	<ul> <li>sin is an action against the law of God</li> <li>Humans are special creations of God; 'imago dei'</li> <li>Humans should follow God's law which he has given us</li> </ul>	<ul> <li>The OT prophets are important</li> <li>The OT prophecies Jesus</li> <li>Reflect on how they can listen for and speak God's word</li> </ul>	<ul> <li>That the gospels are the 'good news' about Jesus Christ</li> <li>Jesus taught in parables and performed miracles</li> <li>Jesus cared for the marginalised</li> <li>Understand that we are called to follow Jesus' examples</li> </ul>	<ul> <li>What the problem of evil is, and some responses to it</li> <li>Jesus suffering is important to Christians</li> <li>Lent is important to Christians; know reason(s) why</li> </ul>	<ul> <li>The resurrection is important to Christians; reason)s) why</li> <li>St Paul taught about the resurrection</li> <li>Christians believe eternal life is available to all</li> </ul>	<ul> <li>What Vatican II was</li> <li>What does it mean to be a Sikh in Britian today?</li> </ul>

Year 9	<b>Term 1A</b>	<b>Term 1B</b>	<b>Terms 2A</b>	Term 2B	Term 3A	Term 3B
	Knowledge, skills and key	Knowledge, skills and key	Knowledge, skills and key	Knowledge, skills and	Knowledge, skills and	Knowledge, skills and
	concepts	concepts	concepts	key concepts	key concepts	key concepts
Students will be able to demonstrate that they know/can;	<ul> <li>We are created by God in his image</li> <li>Humans have inalienable dignity</li> <li>Marriage is important to Christians; reason(s) why</li> </ul>	<ul> <li>Mary is important to Catholics</li> <li>Reason(s) why</li> <li>How this devotion is shown</li> </ul>	<ul> <li>What is distinctive about Mark's gospel</li> <li>Christians believe we all have a vocation</li> </ul>	<ul> <li>Jesus is the new covenant</li> <li>Forgiveness and justice are very important for Christians; reason(s) why</li> <li>Reflect on how realistic this is</li> </ul>	<ul> <li>'the Church' is the entire community of Christians</li> <li>Saints are important to Catholics</li> <li>St Paul was an important figure in the early church</li> </ul>	<ul> <li>Inter faith dialogue is important</li> <li>What does it mean to live as a Muslim in the UK today?</li> </ul>

- 'but could we, university-educated professionals, produce a curriculum that fed our students the content and knowledge we wished we had been served, including the 'golden nuggets' of learning which, perfectly sequenced, would drive the depth of understanding beyond our highest aspirations?' - <u>Curriculum is</u> <u>Diet – Midland Knowledge Hub (wordpress.com)</u>
- 'The 'Golden Nuggets' are key substantive knowledge/disciplinary knowledge that we want the students to know and remember at the end of the unit of study' Golden Nuggets. They're ye-ha HSAEL News Harris Science Academy East London (harrisscienceeastlondon.org.uk)
- Daniel Willingham--Science & Education Daniel Willingham

learning, studentsHumanists and how they studentsImago Dei and the show it conflicts with christian beliefs about the Sanctity of Life passages relating to the Sanctity of Life including Genesis, Jeremiah and Psalm ihow it conflicts with christian beliefs about the Sanctity of Life including Genesis, Jeremiah and Psalm is the Sanctity of Life including Genesis, Jeremiah and Psalm views about the Genesis accounts of creation ex nihlio'. - Fundamental Christian believe that the bible. Fundamentalits Christians believe that the believe that the story of Genesis is how the world began. - Catholic Christian views about the Bible and the story of Genesis is how the world humanity that are God's word. Catholics have the magisterium to help them to interpret the Bible for that contain truths about the Catholics have the magisterium to help them to interpret the Bible for the Catholics have the magisterium to help them to interpret the Bible for the Catholics have the magisterium to help them to interpret the Bible for the Catholics have the magisterium to help them to interpret the Bible for the Catholics have the magisterium to help them to interpret the Bible for Bang and its discovery byImago Dei and the should be about the should be about the should be about the Sible and the creation'.Imago Dei and the the Sible and the should be about the should be about the Bible and the should be about the Bible and the should be about the Bible and the should be about the should be about the Bible and the should humanist views about the torther the Bible for that contain truths about to interpret the Bible for the radius the world and humanist views about to interpret the Bible for to interpre	Year 10	Term 1A – Origins and Meaning Part 1 Knowledge, skills and key concepts	Term 1B – Origins and Meaning Part 2 and Part 3 Knowledge, skills and key concepts	Terms 2A – Good and Evil Part 1 Knowledge, skills and key concepts	Term 2B – Good and Evil Part 2 Knowledge, skills and key concepts	Term 3A – Life and Death Part 1 Knowledge, skills and key concepts	Term 3B – Life and Death Part 2 Knowledge, skills and key concepts
scheme of learning, students will know / uderstand / be able to Christian belief about humanists and how they are impacted by their views. uderstand / be able to Christian belief about humanists and how they are impacted by their views. Accounts of creation found in Genesis 1 and 2, Christian belief about humanist about free Biblical passages relating to the Sanctity of Life. Biblical the Sancting			Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
Stephen Hawking view of religious/Humanist - Story of Job and how afterlife.	of this scheme of learning, students will know / understand / be able to	<ul> <li>Humanism in an atheistic worldview. Key beliefs of Humanists and how they are impacted by their views.</li> <li>Accounts of creation found in Genesis 1 and 2.</li> <li>St. Augustine's teachings about 'Creation ex nihilo'.</li> <li>Fundamental Christian views about the Genesis accounts of creation and the Bible. Fundamentalist Christians believe that the Bible is literally true. They believe that the story of Genesis is how the world began.</li> <li>Catholic Christian views about the Bible and the story of creation. Catholics view the stories as a myths that contain truths about God, the world and humanity that are God's word. Catholics have the magisterium to help them to interpret the Bible for the modern world.</li> <li>Scientific theory of Big Bang and its discovery by Fr. George Lemaitre.</li> <li>Stephen Hawking view of the Big Bang and creation</li> </ul>	<ul> <li>-Christian belief about Imago Dei and the sanctity of life. Biblical passages relating to the Sanctity of Life including Genesis, Jeremiah and Psalm 139.</li> <li>-St. Catherine of Siena's teachings about the image of God, conscience and being made with love by God - 'Her dignity is that of her creation'.</li> <li>Law regarding abortion in the UK.</li> <li>Catholic, Church of England and Humanist views about abortion. Sources of wisdom from Synod of the Church of England, Humanists UK and Catechism.</li> <li>Non religious/Humanist views about life and</li> </ul>	<ul> <li>Problem of evil and how it conflicts with Christian beliefs about the nature of God. David Hume's inconsistent triad. Stephen Fry's (Humanist) beliefs about God.</li> <li>St. Augustine's theodicies and privation.</li> <li>John Hick's response to the problem of evil.</li> <li>The story of the Fall in Genesis– Christian beliefs about the origins of evil. Catholic beliefs about original sin and freewill.</li> <li>Other Christian responses to the problem of evil.</li> <li>Mackie's responses to Christian theodicies.</li> <li>Story of Job and how it helps us make sense</li> </ul>	<ul> <li>Christian beliefs about the Trinity and what the Trinity is not.</li> <li>Biblical evidence for the Trinity – sources to include the Baptism of Jesus, the Great Commission and St. Paul's writing.</li> <li>The Nicene Creed. Brief overview of history and what it tells us about the Trinity 'consubstantial with the father'.</li> <li>God as love lover and beloved: St Augustine and how belief in this community of love influences Christians.</li> <li>The Incarnation: God made flesh in the person of Jesus Christ, fully God and fully human. Kenosis hymn.</li> <li>Jesus is the</li> </ul>	<ul> <li>What happens when we die? Non- religious beliefs about death as the end, reincarnation. Heaven as a comfort for those who are afraid of dying – Steven Hawking.</li> <li>Catholic beliefs about heaven, hell, purgatory and resurrection. Biblical evidence sources to support these teachings e.g. St Paul.</li> <li>Catholic beliefs and judgement: parable of the Sheep and the goats, Parable of the unforgiving servant, parable of Lazarus and the rich man.</li> <li>Examples of how Catholics are influenced by their beliefs about the</li> </ul>	<ul> <li>Magisterium: what is it? Impact of Vatican II; Four key documents and their teaching</li> <li>Different types of music used in Catholic worship. Source from the Catechism and St. Augustine 'he who sings prays twice'.</li> <li>Paschal candle - significance of symbols</li> <li>Sarcophagus- artefacts as expression of beliefs about Jesus and the afterlife.</li> <li>Funerals – the meaning and significance of the</li> </ul>

can and will create itself	views of Peter Singer.	- Catholic ambivalence	suffering is seen on	- Consider if there is a	as example of music
from nothing'.		and response to	the cross.	right to die and the law	in worship which
- Catholic view of the Big	- Stewardship and	suffering.		regarding euthanasia.	reflects Catholic
Bang and beliefs about	why Catholics should		- Jesus shows us		beliefs about the
how science is compatible	look after 'our		how to live: Jesus as	- Arguments for and	afterlife.
with a belief in God.	common home' link to	Skills:	source of moral	against euthanasia.	
Quotes from Pope Francis,	Laudato Si by Pope	- Recall and explain	authority. sacrifice in		- Symbolism and
Pope John Paul II and	Francis.	detailed knowledge	Christian living.	- Catholic, liberal	beliefs expressed in
Catechism used to support		and understanding of	Beatitudes e.g	protestant and	the Tree of Life mosaic
Catholic views.	-CST- The common	key religious ideas,	Dorothy Stang	Humanist views about	Apse in San Clement,
-Theory of Evolution by	good and universal	belief, practice, and		euthanasia. Sources to	Rome.
Charles Darwin. Richard	destination of goods.	teaching.	-Other moral	include Pope John	- Christian beliefs
Dawkins view on	Sources from		authorities:	Paul II, Catechism,	about prayer.
Evolution.	Catechism, Pope	- Analysis and	conscience and	Golden rule, Humanist	Sources 'raising of
- Catholic views about	Francis and Pope	interpretation of key	natural law as	UK, Not Dead Yet	the heart and mind to
evolution how it is	John Paul II.	texts	explained by	charity.	God' – CCC.
compatible with belief in			Aquinas.	-	
God. Quote from the	- Non	- Extensive, accurate		- Consider what is	- Different types of
Catechism and Pope	religious/Humanist	and appropriate use of	-Statues and	more important – the	prayer: thanksgiving,
Francis is support Catholic	view about caring for	sources of wisdom	statuary: Catholic	quality of sanctity of	adoration, petition,
beliefs.	the planet.	and authority to	and Protestant	life.	intercession,
- The symbolism of -	•	support belief	beliefs about statues.		repentance.
Catholic beliefs about the	- The importance of		Sources linked to the	- Catholic alternatives	
truths found in accounts of	Interfaith Dialogue and	- Impact: highly	10 Commandments	to euthanasia,	- Merits of different
Genesis.	how Catholic charities	detailed explanation	and the Catechism.	palliative care and	types of prayer -
- Symbolism in	such as CAFOD and	of how individuals and		Catholic beliefs about	traditional formulaic
Michelangelo's Creation of	SVP work to live out	communities put their	- The Pieta:	dying well.	and extempore.
Adam and how it reflects	CST, principles of	faith into action.	Michelangelo's statue	, ,	
Christian views about God	stewardship and the		as a reflection of	Skills:	Skills:
and humanity.	Gospel message.	- A good	Catholic beliefs about	- Recall and explain	- Recall and explain
,	- Symbolism in the	understanding that	God and suffering.	detailed knowledge	detailed knowledge
Skills:	Creation of Adam and	varied interpretations	5	and understanding of	and understanding of
- Recall and explain	the Tree of Life Mosaic	of sources and/or	- Pilgrimage: Lourdes	key religious ideas,	key religious ideas,
detailed knowledge and	and how they show	teachings may give	and pilgrimage as a	belief, practice, and	belief, practice, and
understanding of <b>key</b>	Christian beliefs.	rise to diversity within	response to suffering	teaching.	teaching.
religious ideas, belief,		traditions.			J
practice, and teaching.	Skills:		- The Rosary; The	- Analysis and	- Analysis and
p	- Recall and explain	- Make use of key	Sorrowful mysteries	interpretation of key	interpretation of key
- Analysis and	detailed knowledge	words, a wide range of	as a way to reflect on	texts	texts
interpretation of key texts	and understanding of	religious vocabulary	our own lives in the		
				- Extensive, accurate	- Extensive, accurate
			0	,	
	key religious ideas,	and ambitious language in written	light of Jesus' life. How praying the	- Extensive, accurate and appropriate use of	- Extensive, accurate and appropriate use of

	Establish and sets and	hallef une of the set of		neeenskeles 20	a sum a standa la m	
	- Extensive, accurate and	belief, practice, and	responses (tier 2 and 3	rosary helps with	sources of wisdom	sources of wisdom
	appropriate use of	teaching.	words).	suffering.	and authority to	and authority to
	sources of wisdom and		Debetings the shills		support belief	support belief
i	authority to support belief	- Analysis and	- Debating: the ability	Skills:		
		interpretation of key	to formulate an	- Recall and explain	- Impact: highly	- Impact: highly
	- Impact: highly detailed	texts	opinion that is justified	detailed knowledge	detailed explanation	detailed explanation
	explanation of how		and is based on	and understanding of	of how individuals and	of how individuals and
	individuals and	- Extensive, accurate	reasoning.	key religious ideas,	communities put their	communities put their
	communities put their faith	and appropriate use of	Acknowledging that	belief, practice, and	faith into action.	faith into action.
	into action.	sources of wisdom	people hold different	teaching.		
		and authority to	perspectives.		- A good	- A good
	- Debating: the ability to	support belief		- Analysis and	understanding that	understanding that
	formulate an opinion that		- Evaluation:	interpretation of key	varied interpretations	varied interpretations
	is justified and is based on	- Impact: highly	Explaining and	texts	of sources and/or	of sources and/or
1	reasoning.	detailed explanation	applying more than		teachings may give	teachings may give
		of how individuals and	one point of view.	- Extensive, accurate	rise to diversity within	rise to diversity within
	<ul> <li>Make use of key words,</li> </ul>	communities put their	Weighing up different	and appropriate use of	traditions.	traditions.
	a wide range of religious	faith into action.	arguments, evaluating	sources of wisdom		
	vocabulary and ambitious		their strength or	and authority to	- Make use of key	- Make use of key
	language in written	- A good understanding	weakness and coming	support belief	words, a wide range	words, a wide range of
	responses (tier 2 and 3	that varied	to an evidenced,		of religious vocabulary	religious vocabulary
\ \	words).	interpretations of	reasoned conclusion.	- Impact: highly	and ambitious	and ambitious
		sources and/or	Key Concepts:	detailed explanation	language in written	language in written
	<ul> <li>A good understanding</li> </ul>	teachings may give rise	Conscience, Evil,	of how individuals and	responses (tier 2 and 3	responses (tier 2 and 3
	that <b>varied</b>	to diversity within	Free-will, Goodness,	communities put their	words).	words).
	interpretations of	traditions.	Privation, Suffering,	faith into action.		
	sources and/or teachings		theodicy, omnipotence,		- Debating: the ability	- Debating: the ability
	may give <b>rise to diversity</b>	- Make use of key	omnibenevolent,	- A good understanding	to formulate an	to formulate an
\ \	within traditions.	words, a wide range of	ambivalence.	that varied	opinion that is justified	opinion that is justified
		religious vocabulary	(The key words from	interpretations of	and is based on	and is based on
	<ul> <li>Students will focus on</li> </ul>	and ambitious language	the GCSE specification	sources and/or	reasoning.	reasoning.
	answering GCSE B and C	in written responses	are highlighted in bold)	teachings may give	Acknowledging that	Acknowledging that
	questions using the GCSE	(tier 2 and 3 words).	0	rise to diversity within	people hold different	people hold different
	markschemes.			traditions.	perspectives.	perspectives.
		- Debating: the ability				
	Keyword Concepts:	to formulate an		- Make use of key	- Evaluation:	- Evaluation:
	creation ex nihilo,	opinion that is justified		words, a wide range of	Explaining and	Explaining and
	evolution, Big Bang,	and is based on		religious vocabulary	applying more than	applying more than
	Fundamentalist, humanist,	reasoning.		and ambitious	one point of view.	one point of view.
	Imago Dei, Inspiration,	Acknowledging that		language in written	Weighing up different	Weighing up different
	revelation, Natural	people hold different		responses (tier 2 and 3	arguments, evaluating	arguments, evaluating
	Selection, atheism,	perspectives.		words).	their strength or	their strength or

omnipotent, omnipotent, omniscient.       Exmonstrate         (The key words from the GCSE specification are highlighted in bold)       difference         or       co         or       co         ev       co         or       co         ev       co	Evaluation: Explaining and applying nore than one point of view. Weighing up different arguments, evaluating their strength or weakness and coming to an evidenced, reasoned conclusion. Students will be ntroduced to the skills equired when answering D questions. <b>Key Concepts:</b> <b>mago Dei,</b> Sanctity of Life, dignity, abortion, double effect, traditions, <b>stewardship</b> , Laudato Si, Catholic Social Feaching.	<ul> <li>Debating: the ability to formulate an opinion that is justified and is based on reasoning. Acknowledging that people hold different perspectives.</li> <li>Evaluation: Explaining and applying more than one point of view. Weighing up different arguments, evaluating their strength or weakness and coming to an evidenced, reasoned conclusion.</li> <li>Key Concepts: Conscience, Evil, Free-will, Goodness, Suffering, Trinity,</li> </ul>	to an evidenced, reasoned conclusion. Key Concepts: Death, heaven, hell, judgement, resurrection, soul, eternal life, purgatory, reincarnation, parable, near death experiences, paranormal, bodily resurrection, euthanasia, palliative care, hospice, quality of life, liberal protestant. (The key words from the GCSE specification are highlighted in bold)	to an evidenced, reasoned conclusion. Key Concepts: Death, heaven, hell, judgement, resurrection, soul, eternal life, Magisterium, mosaic, funeral, pall, paschal candle, alpha, omega, ChiRho, victory, salvation, sarcophagus, requiem, Vatican II, pontifical magisterium, ordinary magisterium, infallibility, extra- ordinary magisterium, apse, extempore prayer, formulaic prayer, liturgical worship, non – liturgical worship.
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Year 11	Term 1A– Sin and Salvation Part 1 Knowledge, skills and key concepts	Term 1B - Sin and Salvation Part 2 Knowledge, skills and key concepts	Terms 2A– Jewish Beliefs Knowledge, skills and key concepts	Term 2B – Jewish Practices Knowledge, skills and key concepts	Term 3A – Revision Knowledge, skills and key concepts	
At the end	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Final preparations	
of this scheme of learning, students will know / understand	- Why do we need laws? Similarities and differences between crimes and sins.	- Christian beliefs about salvation and redemption. Christian beliefs about grace as a free gift.	-Intro to Judaism: Reform & Orthodox Judaism. Overview of Hebrew Bible.	- Services in the synagogue: how Reform and Orthodox services differ.	for examinations	
/ be able to	- What absolute and relative morality is.	Salvation through the Paschal mystery.	-Nature of God and Shekinah; God one,	- Different types of prayer: the Shema and the Amidah.		
	- Aims of punishment ie. deterrent, retribution, rehabilitation and reform. Christian	- The nature of the Church: four marks of the Church- one, holy, catholic, apostolic.	creator, law-giver, judge. How Jews show these beliefs in their daily lives.	- Worship in the home: items used in prayer- kippah, tallit, tefillin, Mezuzah.		
	attitudes to the aims of punishment. Sources linked include 'eye for an eye' and passages	- Mary and how she a model for the Church.	-Messiah: different Jewish expectations of a Messiah. Nature of	- How Shabbat is observed in the home with the lighting of the Shabbat		
	about forgiveness. - Christian beliefs about	- The Church as the Body of Christ linked to St. Paul' letter to the Corinthians.	the Messianic age. -Importance of	candles, the closing of the Shabbat ceremony and the Shabbat Friday night meal.		
	forgiveness based of on Jesus' teaching.	- Consider if there is	Covenant; Abrahamic and Mosaic	- Shabbat in the		
	Sources include, 'turn the other cheek',	salvation outside of the Catholic Church.	covenants. The signs of the Covenant and significance today.	Synagogue and how Shabbat is observed. Knowledge about the eruv		
	'forgive 70x7', Parable of the unforgiving servant, story of Zacchaeus, Woman caught in Adultery, Jesus in the cross to the	- How the architecture and features of a church reflect Christian beliefs in salvation. Features of a Catholic church.	-Moses, the mitzvot and the Ten Commandments.	and its significance for Shabbat. Reform and Orthodox differences while observing Shabbat.		
	soldiers, Parable of the Prodigal Son.	- Sacraments; seven sacraments, their signs	-Mitzvot and mitzvah day. Different interpretations of the	- Women's role in synagogue & the home.		
	- Is it always right to forgive? Case studies such as Jimmy Mizen,	and symbols. Sacramental nature of reality.	Mitzvot in Orthodox and Reform communities.	- Synagogue: place of prayer, community and learning.		
	Anthony Walker.	- Mass as 'the source and summit' of a Catholic's life -	- Beliefs about	- Features of a synagogue		

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- Capital Punishment:	CCC. Four ways to meet	pikuach nefesh and	and their significance.	
Catholic teaching on	God: in priest, people,	the Sanctity of Life.	Welfare groups run from	
capital punishment.	word and Eucharist.		synagogue.	
Sources include Pope		-Freewill in Judaism		
Francis 'contrary to the	- Structure of the Mass.	Links to mitzvot, the	<ul> <li>Challenges facing</li> </ul>	
Gospel, St. Augustine		story of creations and	synagogues today.	
and the Catechism.	- Mission and	problem of evil.		
	evangelisation: what might		- Rituals: Naming and	
- Other religious and	the tensions be in a multi-	-Jewish beliefs about	adulthood: brit milah, bar	
non-religious reasons	faith society? What are the	the afterlife:	and bat mitvah. Meaning	
for and against capital	positives about having a	importance of life,	and significance of these	
punishment.	multi-faith society?	different beliefs about	ceremonies.	
P		resurrection and		
Skills:	- The role of the Catholic	heaven.	- Rituals: weddings and	
- Recall and explain	Church in Interfaith		mourning: significance and	
detailed knowledge and	Dialogue.		meaning of the kiddushin,	
understanding of key		Skills:	chuppah, chevra kadisha,	
religious ideas, belief,	- Evangelisation and the	- Recall and explain	shiva.	
practice, and teaching.	Christian call to spread the	detailed knowledge	Siliva.	
practice, and teaching.	Gospel. Catholic view	and understanding of	- The Tenakh: Torah,	
- Analysis and	about evangelisation and	key religious ideas,	Neviim, Ketuvim. Oral	
interpretation of key	Gaudium et Spes. Linked	belief, practice, and	Torah: Mishnah and	
texts	source is the Great	teaching.	Gemara	
IEXIS	Commission.	teaching.	Gemara	
- Extensive, accurate and	Commission.	- Analysis and	- Keeping Kosher: dietary	
appropriate use of	Skills:	interpretation of key	laws in Judaism. Benefits	
sources of wisdom and	- Recall and explain	texts	and challenges today.	
		lexis	and challenges loday.	
authority to support belief	detailed knowledge and		Fastivala, Origin and	
	understanding of <b>key</b>	- Extensive, accurate	- Festivals; Origin and	
- Impact: highly detailed	religious ideas, belief,	and appropriate use of	meaning of Rosh	
explanation of how	practice, and teaching.	sources of wisdom	Hashanah, Yom Kippur,	
individuals and		and authority to	Sukkot, Pesach.	
communities put their	- Analysis and	support belief	o	
faith into action.	interpretation of key texts		Skills:	
		- Impact: highly	- Recall and explain	
- Debating: the ability to	- Extensive, accurate and	detailed explanation of	detailed knowledge and	
formulate an opinion	appropriate use of <b>sources</b>	how individuals and	understanding of <b>key</b>	
that is justified and is	of wisdom and authority to	communities put their	religious ideas, belief,	
based on reasoning.	support belief	faith into action.	practice, and teaching.	
Make use of key			Analysis and	
- Make use of key	- Impact: highly detailed	- A good understanding	- Analysis and	
words, a wide range of	explanation of how	that varied	interpretation of key texts	

religious vocabulary and	individuals and communities	interpretations of		
ambitious language in	put their faith into action.	sources and/or	<ul> <li>Extensive, accurate and</li> </ul>	
written responses (tier 2		teachings may give <b>rise</b>	appropriate use of <b>sources</b>	
and 3 words).	- A good understanding that	to diversity within	of wisdom and authority to	
	varied interpretations of	traditions.	support belief	
-A good understanding	sources and/or teachings			
that <b>varied</b>	may give rise to diversity	- Make use of key	- Impact: highly detailed	
interpretations of	within traditions.	words, a wide range of	explanation of how	
sources and/or teachings		religious vocabulary and	individuals and communities	
may give rise to diversity	- Make use of key words, a	ambitious language in	put their <b>faith into action.</b>	
within traditions.	wide range of religious	written responses (tier 2		
	vocabulary and ambitious	and 3 words).	- A good understanding that	
- Students will focus on	language in written		varied interpretations of	
answering GCSE B and C	responses (tier 2 and 3	- Debating: the ability to	sources and/or teachings	
		formulate an opinion	may give rise to diversity	
questions using the GCSE markschemes.	worus).	that is justified and is	within traditions.	
markschemes.	- Debating: the ability to	based on reasoning.		
	formulate an opinion that is	Acknowledging that		
Keyword Concepts:	justified and is based on	people hold different	<ul> <li>Make use of key words, a wide range of religious</li> </ul>	
Absolutism,				
evangelisation, forgives,	reasoning. Acknowledging	perspectives.	vocabulary and ambitious	
punishment, relativism,	that people hold different	Fredrictions Fredriction	language in written	
salvation, deterrent,	perspectives.	- Evaluation: Explaining	responses (tier 2 and 3	
retribution, rehabilitation		and applying more than	words).	
and reform, capital	- Evaluation: Explaining and	one point of view.		
punishment,	applying more than one point	Weighing up different	- Debating: the ability to	
(The key words from the	of view. Weighing up	arguments, evaluating	formulate an opinion that is	
GCSE specification are	different arguments,	their strength or	justified and is based on	
highlighted in bold)	evaluating their strength or	weakness and coming	reasoning. Acknowledging	
	weakness and coming to an	to an evidenced,	that people hold different	
	evidenced, reasoned	reasoned conclusion.	perspectives.	
	conclusion.			
		Key Concepts:	- Evaluation: Explaining and	
	- Students will be introduced	Conscience , Evil, Free-	applying more than one point	
	to the skills required when	will, Suffering,	of view. Weighing up	
	answering D questions.	Imago Dei, Sanctity of	different arguments,	
		Life, freewill, judge, law-	evaluating their strength or	
		giver, mezuzah, Shema,	weakness and coming to an	
	Key Concepts:	pikuach nefesh,	evidenced, reasoned	
	Life, evangelisation, multi-	messianic age,	conclusion.	
	faith society, eucharist,	messiah, orthodox,		
	sacrament, paschal mystery,	reform, <b>mitzvot,</b>	Key Concepts: Synagogue,	
	grace, atonement, salvation,		Kosher, mezuzah, minyan,	
	grace, atonement, salvation,		<b>NUSHER,</b> mezuzan, minyan,	

Holy Week, or resurrection, apostolic, dis transubstant dialogue.	, catholic, scipleship, tiation, interfaith ords from the fication are	ner tamid, bimah, ark, <b>Torah</b> , Bar Mitvah, <b>covenant</b> , Brit Milah, Bat Mitvah, trefah, Shabbat, chuppah, shiva, mourning, Tenakh, kiddushin, chevra Kadisha, Amidah, Passover, Pesach, Seder, sukkot, Yom Kippur, Rosh Hashanah, atonement. (The key words from the GCSE specification are highlighted in bold)		
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