

# Curriculum Assessment Map: Year 10 RE

	Autumn Term	Spring Term	Summer Term
<b>Topic</b>	Christianity	Religion and families	Religion, Peace and conflict
<b>Key Learning &amp; Skills</b>	<p>Students are to be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Students study the beliefs, teachings and practices of Christianity and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts. Students need to understand the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Students need to be aware of common and divergent views within Christianity in the way beliefs and teachings are understood and expressed.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• To evaluate different sides of an argument</li> <li>• To form a justified conclusion</li> <li>• To justify their own opinions with evidence to support</li> <li>• To recall keywords and apply them appropriately</li> <li>• To construct a justified debate</li> <li>• To be critical of information that is provided</li> </ul> <p>To recall and apply key pieces of scripture</p>	<p>Students should be aware of different religious perspectives on families with reference to religious and non-religious beliefs such as atheism and humanism. Students must also understand religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world. Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. Students need to make specific references to sources of wisdom and authority including scripture and/or sacred texts.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• To evaluate different sides of an argument</li> <li>• To form a justified conclusion</li> <li>• To justify their own opinions with evidence to support</li> <li>• To recall keywords and apply them appropriately</li> <li>• To construct a justified debate</li> <li>• To be critical of information that is provided</li> <li>• To recall and apply key pieces of scripture</li> </ul>	<p>Students should be aware of different religious perspectives on the issues related to peace and conflict, within and / or between religious and non-religious beliefs such as atheism and humanism. Students must also have knowledge of religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world. Students need to be able to show their understanding of religion through the application of teachings from religion and beliefs.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• To evaluate different sides of an argument</li> <li>• To form a justified conclusion</li> <li>• To justify their own opinions with evidence to support</li> <li>• To recall keywords and apply them appropriately</li> <li>• To construct a justified debate</li> <li>• To be critical of information that is provided</li> <li>• To recall and apply key pieces of scripture</li> </ul>
<b>End points</b>	<p>Beliefs and teachings</p> <p>Key beliefs</p> <ul style="list-style-type: none"> <li>• The nature of God: <ul style="list-style-type: none"> <li>o God as omnipotent, loving and just, and the problem of evil and suffering</li> <li>o the oneness of God and the Trinity: Father, Son and Holy Spirit.</li> </ul> </li> <li>• Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).</li> </ul>	<p>Sex, marriage and divorce</p> <ul style="list-style-type: none"> <li>• Human sexuality including: heterosexual and homosexual relationships.</li> <li>• Sexual relationships before and outside of marriage.</li> <li>• Contraception and family planning.</li> <li>• The nature and purpose of marriage.</li> <li>• Same-sex marriage and cohabitation.</li> <li>• Divorce, including reasons for divorce, and remarrying.</li> </ul>	<p>Religion, violence, terrorism and war</p> <ul style="list-style-type: none"> <li>• The meaning and significance of: <ul style="list-style-type: none"> <li>o peace</li> <li>o justice</li> <li>o forgiveness</li> <li>o reconciliation.</li> </ul> </li> <li>• Violence, including violent protest.</li> <li>• Terrorism.</li> <li>• Reasons for war, including greed, self-defence and retaliation.</li> </ul>

## Curriculum Assessment Map: Year 10 RE

- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.

Jesus Christ and salvation

- Beliefs and teachings about:
  - o the incarnation and Jesus as the Son of God
  - o the crucifixion, resurrection and ascension
  - o sin, including original sin
  - o the means of salvation, including law, grace and Spirit
  - o the role of Christ in salvation including the idea of atonement.

Practices

Worship and festivals

- Different forms of worship and their significance:
  - o liturgical, non-liturgical and informal, including the use of the Bible
  - o private worship.
- Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.
- The role and meaning of the sacraments:
  - o the meaning of sacrament
  - o the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism
  - o the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.
- The role and importance of pilgrimage and celebrations including:
  - o two contrasting examples of Christian pilgrimage: Lourdes and Iona
  - o the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.

- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.

Families and gender equality

- The nature of families, including:
  - o the role of parents and children
  - o extended families and the nuclear family.
- The purpose of families, including:
  - o procreation
  - o stability and the protection of children
  - o educating children in a faith.
- Contemporary family issues including:
  - o same-sex parents
  - o polygamy.
- The roles of men and women.
- Gender equality.
- Gender prejudice and discrimination, including examples.

- The just war theory, including the criteria for a just war.
- Holy war.
- Pacifism.

Religion and belief in 21 st century conflict

- Religion and belief as a cause of war and violence in the contemporary world.
- Nuclear weapons, including nuclear deterrence.
- The use of weapons of mass destruction.
- Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.

Religious responses to the victims of war including the work of one present day religious organisation



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	<p>The role of the church in the local and worldwide community</p> <ul style="list-style-type: none"> <li>• The role of the Church in the local community, including food banks and street pastors.</li> <li>• The place of mission, evangelism and Church growth.</li> <li>• The importance of the worldwide Church including:             <ul style="list-style-type: none"> <li>o working for reconciliation</li> <li>o how Christian churches respond to persecution</li> <li>o the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</li> </ul> </li> </ul>		
<p><b>Informal (formative) Assessment</b></p>	<ul style="list-style-type: none"> <li>• Do Now tasks</li> <li>• Teacher questioning</li> <li>• Class discussions</li> <li>• Quizzes</li> <li>• GRIT tasks</li> <li>• Plenaries</li> <li>• Whole class feedback.</li> <li>• Peer and self assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Do Now tasks</li> <li>• Teacher questioning</li> <li>• Class discussions</li> <li>• Quizzes</li> <li>• GRIT tasks</li> <li>• Plenaries</li> <li>• Whole class feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Do Now tasks</li> <li>• Teacher questioning</li> <li>• Class discussions</li> <li>• Quizzes</li> <li>• GRIT tasks</li> <li>• Plenaries</li> <li>• Whole class feedback.</li> </ul>
<p><b>Formal (summative) Assessment</b></p>	<p>Exam questions covering a range of recall and evaluation questions.</p> <p>Students need to be able to refer to scripture where appropriate in their responses.</p> <p>Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant.</p>	<p>Exam questions covering a range of recall and evaluation questions.</p> <p>Students need to be able to refer to scripture where appropriate in their responses.</p>	<p>End of unit assessment covering a range of recall and evaluation questions.</p> <p>Y10 Mock Exams</p>

*Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects*

# Curriculum Assessment Map: Year 11 RE

	Autumn Term	Spring Term 1	Spring Term 2
<b>Topic</b>	Islam	Religion and life	Crime and punishment
<b>Key Learning &amp; Skills</b>	<p>Students should be aware that Islam is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content. Students should study the beliefs, teachings and practices of Islam and their basis in Islamic sources of wisdom and authority. Students need to be able to refer to scripture and other writings where appropriate</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>To evaluate different sides of an argument</li> <li>To form a justified conclusion</li> <li>To justify their own opinions with evidence to support</li> <li>To recall keywords and apply them appropriately</li> <li>To construct a justified debate</li> <li>To be critical of information that is provided</li> <li>To recall and apply key pieces of scripture</li> </ul>	<p>Students should be aware of different religious perspectives towards life within and / or between religious and non-religious beliefs such as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>To evaluate different sides of an argument</li> <li>To form a justified conclusion</li> <li>To justify their own opinions with evidence to support</li> <li>To recall keywords and apply them appropriately</li> <li>To construct a justified debate</li> <li>To be critical of information that is provided</li> <li>To recall and apply key pieces of scripture</li> </ul>	<p>Students should be aware of different religious perspectives towards crime and punishment within and / or between religious and non-religious beliefs such as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>To evaluate different sides of an argument</li> <li>To form a justified conclusion</li> <li>To justify their own opinions with evidence to support</li> <li>To recall keywords and apply them appropriately</li> <li>To construct a justified debate</li> <li>To be critical of information that is provided</li> <li>To recall and apply key pieces of scripture</li> </ul>
<b>End points</b>	<p>Beliefs and teachings</p> <p>Key Beliefs</p> <ul style="list-style-type: none"> <li>The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.</li> <li>Tawhid (the Oneness of God), Qur'an Surah 112.</li> <li>The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship</li> </ul>	<p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions (Islam):</p> <ul style="list-style-type: none"> <li>Abortion.</li> <li>Euthanasia.</li> <li>Animal experimentation.</li> </ul> <p>The origins and value of the universe</p> <ul style="list-style-type: none"> <li>The origins of the universe, including: <ul style="list-style-type: none"> <li>religious teachings about the origins of the universe, and different interpretations of these</li> </ul> </li> </ul>	<p>Religion, crime and the causes of crime</p> <ul style="list-style-type: none"> <li>Good and evil intentions and actions, including whether it can ever be good to cause suffering.</li> <li>Reasons for crime, including: <ul style="list-style-type: none"> <li>poverty and upbringing</li> <li>mental illness and addiction</li> <li>greed and hate</li> <li>opposition to an unjust law.</li> </ul> </li> <li>Views about people who break the law for these reasons.</li> <li>Views about different types of crime, including hate crimes, theft and murder.</li> </ul>

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with the world: immanence and transcendence.

- Angels, their nature and role, including Jibril and Mika'il.
- Predestination and human freedom and its relationship to the Day of Judgement.
- Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.

### Authority

- Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.
- The holy books:
  - Qur'an: revelation and authority
  - the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.
- The imamate in Shi'a Islam: its role and significance.

### Practices

#### Worship

- Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam).
- Shahadah: declaration of faith and its place in Muslim practice.
- Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in

- the relationship between scientific views, such as the Big Bang theory, and religious views.

- The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.
- The use and abuse of the environment, including the use of natural resources, pollution.
- The use and abuse of animals, including:
  - animal experimentation
  - the use of animals for food.

### The origins and value of human life

- The origins of life, including:
  - religious teachings about the origins of human life, and different interpretations of these
  - the relationship between scientific views, such as evolution, and religious views.
- The concepts of sanctity of life and the quality of life.
- Abortion, including situations when the mother's life is at risk.
- Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.
- Euthanasia.
- Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

### Religion and punishment

- The aims of punishment, including:
  - retribution
  - deterrence
  - reformation.
- The treatment of criminals, including:
  - prison
  - corporal punishment
  - community service.
- Forgiveness.
- The death penalty.
- Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.



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	<p>Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.</p> <p>Duties and festivals</p> <ul style="list-style-type: none"> <li>• Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5.</li> <li>• Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.</li> <li>• Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance.</li> <li>• Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.</li> <li>• Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.</li> </ul>		
<p><b>Informal (formative) Assessment</b></p>	<ul style="list-style-type: none"> <li>• Do Now tasks</li> <li>• Teacher questioning</li> <li>• Class discussions</li> <li>• Quizzes</li> <li>• GRIT tasks</li> <li>• Plenaries</li> <li>• Whole class feedback.</li> <li>• Peer and self assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Do Now tasks</li> <li>• Teacher questioning</li> <li>• Class discussions</li> <li>• Quizzes</li> <li>• GRIT tasks</li> <li>• Plenaries</li> <li>• Whole class feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Do Now tasks</li> <li>• Teacher questioning</li> <li>• Class discussions</li> <li>• Quizzes</li> <li>• GRIT tasks</li> <li>• Plenaries</li> <li>• Whole class feedback.</li> </ul>



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<b>Formal (summative) Assessment</b>	Exam questions covering a range of recall and evaluation questions.  Students need to be able to refer to scripture where appropriate in their responses. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant.	Exam questions covering a range of recall and evaluation questions.  Students need to be able to refer to scripture where appropriate in their responses.	Exam questions covering a range of recall and evaluation questions.  Students need to be able to refer to scripture where appropriate in their responses.  GCSE Exams
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