OCL R.E. Curriculum: Long Term Plan

Formatting Notes: Core knowledge (substance). Knowledge referencing sources of wisdom and authority (tools). Knowledge referencing personal viewpoint (lenses).

Brief overview: Year 7

In Year 7, OCL pupils will build upon the knowledge of world religions (aka "the Big 6") acquired in primary school through the disciplinary study of three key questions – *How do we know what we know*? *What is it to be human*? *What do faith stories tell us about God*? These themes are sequenced in such a way as to allow learners to continue to build a developed mental schema of the **Abrahamic faiths** and a **Dharmic Faith** (**this can be contextualised by individual Academies but Sikhism has been selected for planning purposes here**) and to build foundational schema of the three different disciplines which make-up RE. Here pupils will be introduced to the concepts and ways of knowing which underpin RE, in addition to being challenged to locate and describe their own lenses. Additionally, learners will start to make the important connections between different worldviews and will start to appreciate how belief drives behaviour and choice.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	**How do we know what we know?** **Philosophy & Theology**	**How do we know what we know?** **Philosophy & Theology**	**What does it mean to be human?** **Social Sciences and Theology**	**What does it mean to be human?** **Social Sciences and Theology**	**What do faith stories tell us about God?** **Theology**	**What do faith stories tell us about God?** **Theology**
Relevant Core Concepts	**Wisdom and Authority**	**Wisdom and Authority**	**Sanctity of Human Life** **Duty**	**Sanctity of Human Life** **Duty**	**Nature of God** **Duty**	**Nature of God** **Duty**
Secondary Concepts	**Logic** **Sacred** **Revelation**	**Logic** **Sacred** **Revelation**	**Creation** **Stewardship** **Identity** **Interpretation**	**Creation** **Stewardship** **Identity** **Interpretation**	**Covenant** **Sacrifice** **Divine Law** **Worship** **Revelation**	**Covenant** **Sacrifice** **Divine Law** **Worship** **Revelation**
Relevant end points	Students will develop an understanding of the nature of philosophy as a tool / discipline. Pupils will be able to analyse differing viewpoints (religious and non-religious worldviews) about where wisdom comes from and the nature of wisdom and authority. They will be able to identify the nature of their own worldview regarding sources of wisdom and authority and consider if and how this learning has affected their personal viewpoint.	Students will develop an understanding of the nature of philosophy as a tool / discipline. Pupils will be able to analyse differing viewpoints (religious and non-religious worldviews) about where wisdom comes from and the nature of wisdom and authority. They will be able to identify the nature of their own worldview regarding sources of wisdom and authority and consider if and how this learning has affected their personal viewpoint.	Students will develop an understanding the nature of social science as a tool / discipline. Pupils will be able to able to analyse differing viewpoints (religious and non-religious worldviews) about the nature and purpose of human life and consider how these beliefs drive actions. They will be able to identify the nature of their own worldview regarding what it means to be human and consider if and how this learning has affected their personal viewpoint.	Students will develop an understanding the nature of social science as a tool / discipline. Pupils will be able to able to analyse differing viewpoints (religious and non-religious worldviews) about the nature and purpose of human life and consider how these beliefs drive actions. They will be able to identify the nature of their own worldview regarding what it means to be human and consider if and how this learning has affected their personal viewpoint.	Students will develop an understanding the nature of theology as a tool / discipline. Pupils will be able to analyse the interpretations of a number of different faith stories and consider what they tell us about the nature of God and consider how beliefs about God are reflected through worship. They will be able to identify the nature of their own worldview regarding the nature of God and consider if and how this learning has affected their personal viewpoint.	Students will develop an understanding the nature of theology as a tool / discipline. Pupils will be able to analyse the interpretations of a number of different faith stories and consider what they tell us about the nature of God and consider how beliefs about God are reflected through worship. They will be able to identify the nature of their own worldview regarding the nature of God and consider if and how this learning has affected their personal viewpoint.
Core substantive knowledge	The disciplines within RE as a subject	The nature of sacred texts as a source of wisdom and authority	The disciplines within RE as a subject What is meant by 'worldview' / What is meant by 'lens'	What is meant by 'khalifah' The Qur'an as a source of wisdom and authority on creation and humanity	Theology as a disciplinary tool What is meant by 'Abrahamic Faiths' / how Abrahamic faiths are connected	What is meant by 'atonement' and 'resurrection'

	What is meant by 'worldview' / What is meant by 'lens' What is meant by social science and the questions asked by social scientists The nature and origin of philosophy as a discipline The sequence of philosophical argument / disputation What is meant by 'Socratic questioning' Socrates' theory about knowledge and wisdom What is meant by 'allegory' Plato's Allegory of the Cave and what it suggests about knowledge and wisdom What is meant by 'existence' and 'perception' Berkeley's theory about existence and what this suggests about knowledge / wisdom Confucius' theory about experience, wisdom, and knowledge	What is meant by 'Bible' and 'testament' The nature of the Bible as a source of wisdom and authority To know what is meant by 'revelation' The nature of the Qur'an as a source of wisdom and authority The nature of Hindu texts as a source of wisdom and authority The questions posed by answered by philosophy The questions posed by / answers by sacred texts	What is meant by social science and the questions asked by social scientists Definitions of physicalism and dualism What is meant by 'origin story' and 'origin account' and why these are important for humans Genesis 1 as a source of wisdom and authority on creation and humanity – different interpretations How believers respond to Genesis teachings on stewardship and sustainability – Sadeh Farm; A Rocha	The Vedas as a source of wisdom and authority on creation and humanity What is meant by 'cosmology' The Big Bang theory as a source of wisdom and authority on creation and humanity Out of Africa theory as a source of wisdom and authority on creation and humanity The differing nature of science and religion as sources of wisdom and authority	The importance of Abraham What is meant by Covenant, the impact of Covenant The story of Isaac – differing interpretations What is meant by 'commandment' The story of Moses – differing interpretations What is meant by 'incarnation' The account of Jesus incarnation – differing interpretations	The account of Jesus' crucifixion and resurrection – differing interpretations What is meant by 'revelation' The revelations of the Prophet Muhammad How Islamic belief in Allah is reflected through worship / 5 pillars What is meant by 'caste' and 'Guru' The remembered texts about the Hindu gods specifically Kali What is meant by 'trimurti', 'avatar' and 'murti' How Hindu belief in God is reflected through worship
Core disciplinary knowledge	To construct philosophical arguments (disputation) To use Socratic method to investigate different statements of belief To describe Socrates' theories about wisdom and knowledge To describe Plato's' theories about wisdom and knowledge To describe Berkeley's theories about wisdom and knowledge	To d describe what a worldview view is and what lenses are To identify nature of own personal worldview and lens To describe the nature of sacred texts To evaluate whether sacred texts have relevance in the modern world To describe the nature of the Bible as a source of wisdom and authority	To describe different ideas about human identity To explain why origin stories are important To be able to examine Genesis 1 and identify the origin of key teachings / interpretations about creation and the nature of humans To describe what Genesis 1 tells us about the nature of human beings	To be able to examine relevant passages from the Quran and identify the origin of key teachings / interpretations about creation and the nature of humans To describe what the Qur'an teaches about the nature of human beings To describe what the theory of evolution tells us about the nature of human beings	To explain what Covenant is To be able to examine Genesis 12 and identify the origin of key teachings / interpretations about covenant To describe what Abrahams' Covenant suggests about the nature of God To be able to examine Genesis 22 and identify the origin of key teachings / interpretations about Isaac and God	To be able to examine Luke, Matthew and Peter and identify the origin of key teachings / interpretations about the incarnation of Jesus To describe what the death of Jesus suggests about the nature of God To be able to examine relevant passages from the Quran and identify the origin of key teachings / interpretations about the nature of Allah

	To be able to examine Confucius' proverbs and identify arguments about wisdom and knowledge To describe Confucius' theories about wisdom and knowledge	To describe the different ways that the Bible is interpreted by Christians To describe attitudes towards the Qur'an as a source of wisdom and authority To describe attitudes towards the Hindu sacred texts as a source of wisdom and authority To compare philosophy and sacred texts as sources of wisdom and authority To evaluate whether philosophy is a more reliable source of wisdom than sacred texts To explain personal worldview about the source of human wisdom and authority	To describe different interpretations of Genesis 1 To be able to examine relevant passages from the Vedas and identify the origin of key teachings / interpretations about creation and the nature of humans To describe Hindu teachings about the nature of human beings	To describe what the Big Bang theory tells us about the nature of human beings To describe non-religious worldviews about creation and humanity To evaluate whether scientific theories and religious creation accounts are compatible To evaluate whether religion on its' own explains what it is to be human To explain personal worldview about what it means to be human	To describe what the story of Isaac suggests about the nature of God To describe what the story of Moses suggests about the nature of God To be able to examine Isaiah, Luke and Matthew and identify the origin of key teachings / interpretations about the incarnation of Jesus To describe what the incarnation of Jesus suggests about the nature of God	To describe what Muhammad's revelation reveals about God To describe how keeping the 5 pillars reflects belief in Allah To be able to examine the Mool Mantra and identify the origin of key teachings / interpretations about the nature of God To describe what the Puranas reveals about God To describe how belief in God is reflected by Hindu worship at the mandir To evaluate whether the God of faith stories is omnibenevolent To explain personal worldview about the nature of God

Brief overview: Year 8						
In Year 8, OCL pupils will be challenged to examine three more 'Big Questions' rooted within the different disciplines of RE: *Can we convincingly argue that God exists? Is there purpose to human suffering*? *Does religion really bring social justice*? These themes are sequenced in such a way as to allow learners to continue build a mental schema of the **Abrahamic faiths** and a **Dharmic Faith** (**this can be contextualised by individual Academies, but Sikhism has been selected for planning purposes here**) and to expand schema of the three different disciplines which make-up RE. Throughout Year 8 progressively more complex theology is examined, explored and applied, developing both religious and philosophical literacy.						
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Unit title	**Can we convincingly argue that God exists?** **Philosophy**	**Can we convincingly argue that God exists?** **Philosophy**	**Is there purpose in human suffering?** **Philosophy and Theology**	**Is there purpose in human suffering?** **Philosophy and Theology**	**Does religion really generate social justice?** **Theology, Social Sciences**	**Does religion really generate social justice?** **Theology, Social Sciences**
Relevant core concepts	**Nature of God** **Morality** **Wisdom and authority**	**Nature of God** **Morality** **Wisdom and authority**	**Nature of God** **Sanctity of Life** **Duty**	**Nature of God** **Sanctity of Life** **Duty**	**Nature of God** **Sanctity of Human Life** **Duty**	**Nature of God** **Sanctity of Human Life** **Duty**
Secondary Concepts	**Creation** **Miracles** **Logic**	**Creation** **Miracles** **Logic**	**Creation** **Sin / Free Will** **Suffering** **Sacrifice**	**Creation** **Sin / Free Will** **Suffering** **Sacrifice**	**Covenant** **Equality** **Justice**	**Covenant** **Equality** **Justice**
Relevant end points	Students will continue to develop an understanding the nature of philosophy as a tool / discipline. Pupils will be able to able to analyse differing arguments (religious and non-religious worldviews) about the existence of God. They will be able to identify the nature of their own worldview regarding the existence of God and consider if and how this learning has affected their personal viewpoint.	Students will continue to develop an understanding the nature of philosophy as a tool / discipline. Pupils will be able to able to analyse differing arguments (religious and non-religious worldviews) about the existence of God. They will be able to identify the nature of their own worldview regarding the existence of God and consider if and how this learning has affected their personal viewpoint.	Students will continue to develop an understanding the nature of theology as a tool / discipline. Pupils will be able to able to analyse differing viewpoints (religious and non-religious worldviews) about the origins and purpose of suffering and consider how these beliefs drive action. They will be able to identify the nature of their own worldview regarding the existence of suffering and consider if and how this learning has affected their personal viewpoint.	Students will continue to develop an understanding the nature of theology as a tool / discipline. Pupils will be able to able to analyse differing viewpoints (religious and non-religious worldviews) about the origins and purpose of suffering and consider how these beliefs drive action. They will be able to identify the nature of their own worldview regarding the existence of suffering and consider if and how this learning has affected their personal viewpoint.	Students will continue to develop an understanding the nature of social science as a tool / discipline. Pupils will be able to able to analyse differing viewpoints (religious and non-religious worldviews) about social justice and consider how these beliefs drive action. They will be able to identify the nature of their own worldview regarding the relationship between religion and social justice and consider if and how this learning has affected their personal viewpoint.	Students will continue to develop an understanding the nature of social science as a tool / discipline. Pupils will be able to able to analyse differing viewpoints (religious and non-religious worldviews) about social justice and consider how these beliefs drive action. They will be able to identify the nature of their own worldview regarding the relationship between religion and social justice and consider if and how this learning has affected their personal viewpoint.
Core substantive knowledge	The connection between philosophy and arguments about the existence of God The demography of belief in modern Britain / Europe, including what the 2011 and 2021 Census reveal	What is meant by 'rational' Counterarguments to Miracles as proof of God's existence – rationalism and David Hume What is meant by 'wager' and 'pragmatism'	What is meant by 'suffering' How theology can be used to explore the purpose of suffering How philosophy can be used to explore the purpose of suffering	What is meant by 'al-Qadr' and 'predestination' Key Islamic belief and teaching around suffering What is meant by 'dukkha' and 'nibana'	What is meant by 'social justice' and 'dignity of human life' Universal Declaration of Human Rights and its' connection to social justice	What is meant by 'religious extremism' Case study: Malala Case Study: Caste within historic Hindu society

	The Teleological / Design argument and William Paley's Watch Analogy What is meant by 'counter-argument' Counter-arguments for Design including evolution and David Hume's response The First Cause / Cosmological Argument and Thomas Aquinas' response What is mean by 'miracle' The 3 different types of miracles, including reference to Biblical miracles and real-world examples What is meant by 'realism' and 'anti-realism'	Argument for God's existence from pragmaticism / Pascal's Wager What is meant by 'morality' and 'moral law' Argument from Morality – Immanuel Kant Argument from Morality - CS Lewis What is meant by 'atheism' Humanist non-religious worldview response to the existence of God Atheist arguments against God: logical, meta-physical, dispute of sacred texts	What is meant by the inconsistent triad (Antony Flew and Stephen Fry interpretations) What is meant by 'moral evil' and 'natural evil' (the nature of suffering) Interpretations of Genesis 3 – teachings about the origin, nature and purpose of suffering What is meant by 'theodicy' Interpretations of what the Book of Job teaches about the nature and purpose of suffering What is meant by 'free will'; The Free Will defence – C.S.Lewis and Alvin Plantinga What is meant by 'soul'; Irenaean theodicy / the soul-making theory	Buddhist belief and teaching around suffering and attachment Buddhist responses to suffering through alms Humanist attitudes towards suffering and alleviating suffering What is meant by 'service' How faith communities serve those experiencing suffering: Islamic Relief, the Salvation Army and Bodhicharya	What is meant by 'egalitarian' and 'capitalism' Karl Marx's views on religion / the function of religion within society Religious teachings on justice and injustice Amos' Old Testament teaching on social justice; Isaiah's Old Testament teaching on social justice; Jeremiah's Old Testament teaching on social justice Jesus' teachings on dignity of human life – specifically Parable of Good Samaritan and The Workers in the Vineyard What is meant by 'ummah' and 'zakah' Prophet Muhammed's teaching on social justice, specifically the Last Sermon How Muhammad's example can be lived-out in daily life	What is meant by 'caste' Teaching of Guru Nanak around caste What is meant by 'personal conviction' Faith in Action – Rev. Martin Luther King Jr - How beliefs in dignity of human life drove action Faith in Action – Muhammad Ali - How beliefs in dignity of human life drove action What is meant by 'langar' Faith in Action – Langar – how beliefs in equality drive action Faith in Action – Steve Chalke – how beliefs in dignity of human life and equality drive action
Core disciplinary knowledge	To be able to examine Census Data and identify what it reveals about faith belief in modern Britain To describe the demography of belief in modern Britain To describe the links between the discipline of philosophy and God To describe Aquinas' argument from design To describe William Paley's watch analogy To evaluate whether the design argument successfully proves the existence of God To describe Aquinas' first cause argument	To explain the weaknesses of using miracles to prove the existence of God To examine Pascal's statement on belief in God and identify his argument for pragmatism To describe Pascal's Wager To describe / simplify Kant's' 5 Steps To examine C S Lewis' statement on Moral Law and identify his argument for human morality To describe how morality can be used to prove the existence of God To describe how atheists argue against the existence of God	To describe the nature of suffering To be able to examine Genesis 3 and identify the origin of key teachings / interpretations about evil and suffering To explain differing interpretations of Genesis 3 To be able to examine the Book of Job and identify key teachings / interpretations about evil and suffering To describe what the Book of Job teaches about suffering To be able to examine an excerpt from Mere Christianity [C.S.Lewis] and identify belief about evil, suffering and free will	To be able to examine relevant passages from the Quran and identify key teachings on suffering To explain Islamic belief and teaching on suffering To be able to examine relevant passages from the Tipitaka and the story of Kisagotami and identify key teachings on suffering To explain Buddhist belief and teaching on suffering To describe a non-religious worldview towards suffering To examine Matthew 25 and identify what it teaches about suffering and service to others	To describe the importance of Human Rights in maintaining social justice To examine an excerpt from Marx's 'Critique of Hegel's Philosophy of Right' and identify his attitude towards religion To examine passages from 1 Timothy and Matthew 5 and identify teachings relating to religion and social justice To examine excerpts from Genesis 9, Hebrews 12, Malachi 2 and Proverbs 22, Timothy 12, GGS 473, Quran 3:195 and Hadith and identify teachings about social justice and social injustice	To examine passages from the Qur'an regarding justice and consider how these have misinterpreted by extremist groups (e.g.: the Taliban) To describe an example of when a group has used interpretations of religion to challenge social justice To describe Guru Nanak's teaching on caste To explore the teaching in Galatians and consider how it links to social justice To analyse Martin Luther King's 'I've been to the mountaintop' speech and consider what it teaches us about his personal conviction

	To be able to examine Hume's statement on miracles and identify his argument for the criteria for miracles To explain how miracles can be used as proof for the existence of God	To evaluate whether we can convincingly argue that God exists To explain personal worldview about whether we can prove the existence of God	To be able to examine Alvin Plantinga's statements regarding free will defence To explain different beliefs regarding why humans were created with free will To explain different beliefs on how evil, suffering and God can exist together	To describe how religious organisations respond to suffering To examine relevant passages from the Guru Granth Sahib and identify key teachings on suffering and service to others To evaluate whether there is purpose in human suffering To explain personal worldview about whether suffering has purpose	To analyse what Luke 6 teaches about social justice To explain Jesus' teachings on social justice To examine excerpt from Prophet Muhammad's Last Sermon and identify what it teaches about social justice To explain why Muslims believe it is important to work for social justice	To explain Martin Luther King's attitudes towards social justice To describe how Muhammad Ali fought for social justice To explain Steve Chalke's attitudes towards social justice To explain personal worldview about whether religion generates social justice

Brief overview: Year 9						
Year 9 builds upon substantive knowledge acquired in Years 7 and 8 through the study of three final 'Big Questions': *How do we make moral decisions? Is religion a cause of conflict or a force for peace? Is all life equally special*? Here they can make links with previous learning on suffering and social justice, whilst posing ever more challenging questions about human belief and behaviour, considering for example, whether religion causes, complicates or heals conflict. Learners will be guided towards increasingly more sophisticated moral debate through the study of medical ethics. This is a foundational skill for further study at KS4, whether through the Core or the GCSE route.						
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Unit title	**How do we make moral decisions?** **Philosophy and Theology**	**How do we make moral decisions?** **Philosophy and Theology**	**Is religion a cause of conflict or a force for peace?** **Theology, Social Science**	**Is religion a cause of conflict or a force for peace?** **Theology, Social Science**	**Is all life equally special?** **Philosophy, Theology and Social Science**	**Is all life equally special?** **Philosophy, Theology and Social Science**
Relevant core concepts	**Morality** **Wisdom and Authority**	**Morality** **Wisdom and Authority**	**Duty** **Sanctity of Life**	**Duty** **Sanctity of Life**	**Morality** **Sanctity of Human Life** **Duty**	**Morality** **Sanctity of Human Life** **Duty**
Secondary Concepts	**Absolutism / Relativism** **Covenant** **Divine Law** **Free Will**	**Absolutism / Relativism** **Covenant** **Divine Law** **Free Will**	**Absolutism / Relativism** **Divine Law** **Just War** **Pacifism**	**Absolutism / Relativism** **Divine Law** **Just War** **Pacifism**	**Absolutism / Relativism** **Free Will** **Suffering** **Stewardship**	**Absolutism / Relativism** **Free Will** **Suffering** **Stewardship**
Relevant end points	Students will solidify their understanding of the nature of philosophy and theology as disciplinary tools of enquiry. Pupils will be able to able to analyse differing principles (religious and non-religious worldviews) for making moral decisions. They will be able to identify the nature of their own worldview regarding morality and how best to make moral decisions and consider if and how this learning has affected their personal viewpoint.	Students will solidify their understanding of the nature of philosophy and theology as disciplinary tools of enquiry. Pupils will be able to able to analyse differing principles (religious and non-religious worldviews) for making moral decisions. They will be able to identify the nature of their own worldview regarding morality and how best to make moral decisions and consider if and how this learning has affected their personal viewpoint.	Students will solidify their understanding of the nature of social science and theology as disciplinary tools of enquiry. Pupils will be able to analyse differing viewpoints (religious and non-religious worldviews) about war and pacifism and consider both the different ways in which these beliefs drive action and the ways in which they have played out historically. They will be able to identify the nature of their own worldview regarding war and pacifism and how this learning has affected their personal viewpoint.	Students will solidify their understanding of the nature of social science and theology as disciplinary tools of enquiry. Pupils will be able to analyse differing viewpoints (religious and non-religious worldviews) about war and pacifism and consider both the different ways in which these beliefs drive action and the ways in which they have played out historically. They will be able to identify the nature of their own worldview regarding war and pacifism and how this learning has affected their personal viewpoint.	Students will solidify their understanding of the nature of social science, philosophy and theology as disciplinary tools of enquiry. Pupils will be able to analyse differing viewpoints (religious and non-religious worldviews) about the sanctity of human and animal life and consider the different ways in which these beliefs impact views about medical ethics. They will be able to identify the nature of their own worldview regarding the sanctity of life in general and medical ethics more specifically and how this learning has affected their personal viewpoint.	Students will solidify their understanding of the nature of social science, philosophy and theology as disciplinary tools of enquiry. Pupils will be able to analyse differing viewpoints (religious and non-religious worldviews) about the sanctity of human and animal life and consider the different ways in which these beliefs impact views about medical ethics. They will be able to identify the nature of their own worldview regarding the sanctity of life in general and medical ethics more specifically and how this learning has affected their personal viewpoint.
Core substantive knowledge	What is meant by 'morality' and 'moral dilemma' What counts a source of moral authority	What is meant by 'divine law' What is meant by 'divine command theory'	What is meant by 'conflict' Social science explanation of the causes of conflict	What pacifism is and overview of key ethical and religious viewpoints on pacifism Muhammad Ali – personal conviction with relation to war and conflict	What is meant by 'sanctity of human life' and 'imago dei' Genesis teaching on the sanctity of human life	What is meant by 'abortion' Social science data on abortion Key arguments within the Right to Choose/ Right to Life debate

	What is meant by 'absolutist' and 'relativist' approaches to ethics What is meant by 'virtue' Aristotle and the principal and function of Virtue Ethics What is meant by 'agape' Joseph Fletcher and the principal and function of Situation Ethics What is meant by 'utility' Jeremy Bentham and the principal and function of Utilitarianism What is meant by 'conscience' Ideas surrounding a moral conscience: Joseph Butler, Cardinal Newman, Freud	The 10 Commandments and making moral decisions What is meant by 'parable' and 'Golden Rule' Jesus' teaching: How the parable of the Sheep and the Goats and the Unforgiving Servant, and the Golden Rule give moral guidance What is meant by 'sharia' Moral guidance provided by Sharia and the example of the Prophet Muhammad [regarding character] Sikh principles for moral action including oneness of humanity, universal brotherhood, sewa,	Overview of the historical link between religion and conflict, including the Crusades, the Russian Pogroms and the Gujarat Riots Islamic beliefs and teachings around conflict including Lesser Jihad / Harb al-Maqadis Christian beliefs and teachings around conflict including Aquinas' Just War Theory Sikh beliefs and teachings around conflict including **Dharam Yudh** What is meant by 'religious extremism' Causes of religious extremism Examples of how religious extremism can lead to conflict – Taliban and Malala Yousufzai	What is meant by 'fact', 'perspective', 'narrative' and 'personal view' History of conflict in Israel and Palestine, including Balfour Treaty, UN 1947 Partition Plan and the Nakba and the Oslo Accords Religious significance of Israel and Palestine, including demography of faith, the religious significance of Jerusalem, the Biblical Promised Land of Canaan and religious extremism in Israel and Palestine Current state of affairs in Israel and Palestine, including poverty of resources and the West Bank Wall The work of faith groups to support communities including EAPPI, Jewish Voices for Peace and Neve Shalom/Oasis of Peace/What al-Salam.	Jesus' teaching and example around the sanctity of all human life – specifically the Parable of the Good Samaritan, The Adulterous Woman Islamic teaching around the sanctity of all human life What is meant by 'quality of life' How quality of life is measured Peter Singer's views on the sanctity of human life What is meant by 'terminal illness' and 'euthanasia' and 'right to die' Humanist Assisted Dying Coalition	What is meant by 'embryo / stem cell research' Social science data on stem cell research What is meant by 'ensoulment' Key arguments around stem cell / embryo research What is meant by 'speciesism' Reasons why some consider animal lives as sacred – Peter Singer, Jeremy Bentham What is meant by 'dominion' Genesis 1, Proverbs and Isaiah 12 with relation to animal rights Christian attitudes towards animal rights / animal testing What is meant by 'reincarnation' and 'karma' Buddhist attitudes towards animal rights / animal testing
Core disciplinary knowledge	To describe different sources of moral authority To describe the difference between absolutist and relativist ethical theories To analyse excerpts of Aristotle's writings to identify his beliefs about morality and virtue To explain the strengths and weaknesses of virtue ethics To analyse Matthew 22 and identify Jesus' teaching on agape	To analyse selected passages from Exodus and Leviticus and consider what direction they offer for making moral decisions To describe the moral guidance provided by Old Testament laws To analyse the Parable of the Unforgiving Servant [Matthew 18] and describe the moral guidance it provides To analyse the Lord's Prayer and consider different interpretations regarding the moral guidance it provides	To describe the causes of conflict To analyse relevant excerpts from Genesis 19, Matthew 5 and Qur'an and consider what they suggest about engaging in conflict To describe historical examples of 'religious conflict' To analyse selected passages from the Qur'an and Hadith consider what guidance they provide for engaging in conflict To explain Islamic attitudes towards physically fighting in conflict	To describe different ethical viewpoints on pacifism To describe Muhammad Ali's personal conviction with relation to war To describe the main events in the more recent history of Israel and Palestine To analyse social science data on the demographics of faith in Israel To explain the significance of religion in the conflict in Israel and Palestine To describe examples of daily life for those living in Israel and Palestine	To analyse relevant excerpts from Genesis and identify what they teach about the sanctity of human life To explain diverse religious teachings on the sanctity of human life To analyse the parables of the Good Samaritan and the Adulterous Woman and identify the teaching about the sanctity of human life To explain Jesus' teaching on the sanctity of human life To analyse relevant passages from the Qur'an and identify their	To describe the principles of the Right to Life movement To describe the principles of the Right to Choose movement To evaluate whether abortion should be permitted To evaluate whether stem cell research is utilitarian To analyse text "**Embryonic Stem Cell Research According to Islamic Texts and Beliefs**" – Yara Contijoch and identify attitudes towards stem cell research To explain why some consider animals lives to be sacred

	To explain the strengths and weaknesses of situation ethics To analyse an excerpt of Jeremy Bentham's writings on utility To explain the strengths and weaknesses of utilitarianism To examine Isaiah 30 as evidence of humans' conscience To describe the principal of humans as morally good To evaluate which ethical principal is most useful in making moral decisions	To explain how Jesus' example provides moral guidance for Christians To explain the moral guidance provided by Sharia and the example of the Prophet Muhammad To analyse selected passages from the Guru Granth Sahib and consider what moral guidance they provide To explain Sikh principles for moral action To evaluate whether religion provides the best guidance for making moral decisions To explain personal worldview about the best source of moral guidance	To analyse Aquinas' Just War theory an consider what guidance it provides for engaging in conflict To explain Christian attitudes towards physically fighting in conflict To analyse selected passages from the Guru Granth Sahib and consider what guidance they provide for engaging in conflict To explain Sikh attitudes towards physically fighting in conflict To explain how radical interpretations of religion can lead to conflict	To explain the work of faith charities in Israel and Palestine To evaluate whether religion is the main cause of conflict in Israel and Palestine To evaluate whether religion is a cause of conflict or a force for peace To explain personal worldview about whether religion is a force for peace	teaching on the sanctity of human life To explain Islamic teaching on the sanctity of human life To analyse the text "A Modern Gadfly – Peter Singer" in *A Little History of Philosophy,* Nigel Warburton (2011), 239-242 and identify Peter Singer's viewpoint on the sanctity of human life To compare religious and non-religious worldviews on the sanctity of human life To evaluate whether humans have the inherent right to die	To analyse relevant excerpts from Genesis 1, Proverbs and Isaiah 12 and consider what they teach about animal rights To explain Christian attitudes towards animal rights To explain Sikh attitudes towards animal rights To evaluate whether all life is equally special To explain personal worldview about whether all life is equally special

Brief overview: Year 10
The Religious Education Core Curriculum is built around the EDUQAS Route A Short Course. This curriculum is designed to be taught on 1 hour per week, ideally as a discrete lesson. Two religions are studied as part of this course: Christianity and one other world faith. The second religion can be adapted to suit individual contexts. For planning purposes Islam has been selected as the second religion. In Year 10 pupils will explore a number of religious, ethical and philosophical issues and the moral questions that surround them. For each issue, pupils will examine both religious and non-religious viewpoints and seek to understand the diversity of interpretation, belief and practice that exists within individual faiths. Relevant sources of wisdom and authority will be analysed throughout with differing interpretations explored to ensure diversity both within and between faith is honoured.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Issues of Relationships Part I	Issues of Relationships Part II	Issues of Relationships Part III	Issues of Life and Death Part I	Issues of Life and Death Part II	Issues of Life and Death Part III
Relevant core concepts	**Roles** **Responsibilities** **Gender Equality** **Cohabitation**	**Commitment** **Adultery**	**Divorce** **Contraception**	**Evolution**	**Environmental sustainability** **Sanctity of life** **Abortion**	**Quality of life** **Euthanasia** **Soul** **Afterlife**
Relevant end points	To explain diverse Christian and Islamic beliefs, teachings and attitudes towards family, the roles of men and women in worship and cohabitation. To analyse and evaluate diverse religious and non-religious viewpoints on moral questions linked with family and the role of women in worship.	To explain diverse Christian and Islamic beliefs, teachings and attitudes towards marriage, marriage outside of the faith tradition and adultery. To analyse and evaluate diverse religious and non-religious viewpoints on moral questions linked with marriage, interfaith marriage and adultery.	To explain diverse Christian and Islamic beliefs, teachings and attitudes towards divorce, remarriage, sex, contraception and same sex relationships. To analyse and evaluate diverse religious and non-religious viewpoints on moral questions linked with divorce, sex outside of marriage, the use of contraception and same sex relationships.	To explain diverse Christian and Islamic beliefs, teachings and attitudes towards creation and the theories of evolution and the Big Bang. To analyse and evaluate diverse religious and non-religious viewpoints on moral questions linked with creation.	To explain diverse Christian and Islamic beliefs, teachings and attitudes towards stewardship, sustainability, the sanctity of human life and abortion. To analyse and evaluate diverse religious and non-religious viewpoints on moral questions linked with caring for the earth, the sanctity of life and abortion.	To explain diverse Christian and Islamic beliefs, teachings and attitudes towards euthanasia and life after death. To analyse and evaluate diverse religious and non-religious viewpoints on moral questions linked with euthanasia, the afterlife and funeral rites.
Core substantive knowledge	Different types of families which exist in modern Britain ONS / social science data about the nature of family in modern Britain Diverse Christian beliefs, attitudes and teachings about the nature and purpose of family Diverse Islamic beliefs, attitudes and teachings about the nature and purpose of family What is meant by ‘roles’ and ‘responsibilities’ Diverse Christian beliefs, attitudes and teachings about the roles of men and women in family	What is meant by ‘commitment’ Diverse Islamic beliefs, attitudes and teachings about the nature and purpose of marriage What Hadith Sahih Bukhari 9:89:252 teaches about marriage How beliefs about the nature and purpose of marriage are reflected in the Christian marriage ceremony How beliefs about the nature and purpose of marriage are reflected in the Nikah ceremony What is meant by ‘interfaith marriage’ and ‘pluralist’	What is meant by ‘divorce’ Social science data on divorce in modern Britain What Matthew 19:8-9 and Mark 10:9 teach about divorce Diverse Islamic beliefs, attitudes and teachings about separation, divorce and remarriage Diverse Christian beliefs, attitudes and teachings about separation, divorce and remarriage Diverse Islamic beliefs, attitudes and teachings about the nature and purpose of sex	What is meant by ‘creation’ Non-religious worldviews on creation including Evolution and the Big Bang Views of Stephen Hawking, Richard Dawkins and Charles Darwin What is meant by ‘evolution’ Different Christian responses to the Big Bang and Evolution Different Islamic responses to the Big Bang and Evolution Diverse Christian beliefs, attitudes and teachings about creation	What is meant by ‘stewardship’ and ‘dominion’ What is meant by ‘environmental sustainability’ The ways in which environmental sustainability can be practiced Non-religious worldviews on environmental sustainability including Humanists for Climate Action Diverse Christian beliefs, attitudes and teachings about stewardship	What is meant by ‘quality of life’ What is meant by ‘euthanasia’ Non-religious views on the importance of human and animal life: Peter Singer’s views on speciesism Humanist ‘Dignity in Dying’ movement Diverse Christian beliefs, attitudes and teachings about euthanasia Diverse Islamic beliefs, attitudes and teachings about euthanasia What is meant by ‘soul’ and ‘afterlife’ John 11:24-27, 1 Corinthians 15: 42-44 with relation to life after death

	Diverse Islamic beliefs, attitudes and teachings about the roles of men and women in family What is meant by 'gender equality' Interpretations of 1 Timothy 2:11-12, Galatians 3:27 in relation to women and worship Diverse Christian beliefs, attitudes and teachings about gender equality in worship Diverse Islamic beliefs, attitudes and teachings about gender equality in worship What is meant by 'cohabitation' Reasons why a couple may choose to cohabit Teachings derived from Mark 10:6-8 and the Church of England Synod regarding the purpose of marriage Diverse Christian beliefs, attitudes and teachings about the purpose of marriage	Diverse Islamic and Christian attitudes towards marriage outside of the faith tradition What is meant by 'adultery' Diverse Christian beliefs, attitudes and teachings about adultery Diverse Islamic beliefs, attitudes and teachings about adultery	Diverse Christian beliefs, attitudes and teachings about the nature and purpose of sex What is meant by 'contraception' Diverse Islamic beliefs, attitudes and teachings about the use of contraception Interpretations of Natural Law / Absolutist approach of Thomas Aquinas' 5 Primary Precepts with relation to contraception Diverse Christian beliefs, attitudes and teachings about the use of contraception Interpretations of Leviticus 18:22, 20:13 and 1 Timothy 1: 8-10 in relation to same sex relationships Diverse Islamic beliefs, attitudes and teachings about same sex relationships	Diverse Islamic beliefs, attitudes and teachings about creation Teachings about the origin of the universe found Genesis 1 and 2; Qur'an 36:81 The teleological argument and Hume's counter-argument The nature of science as an entity The nature of religion as an entity	Diverse Islamic beliefs, attitudes and teachings about stewardship Genesis 1:31; Jeremiah 1:5; Qur'an 5:32; Qur'an 6:151 in relation to origin and sanctity of human life Diverse Christian beliefs, attitudes and teachings about the sanctity of human life Diverse Islamic beliefs, attitudes and teachings about the sanctity of human life What is meant by 'abortion' Diverse Christian beliefs, attitudes and teachings about abortion Qur'an 30:40 on abortion Diverse Islamic beliefs, attitudes and teachings about abortion	Diverse Christian beliefs, attitudes and teachings about life after death, judgement, heaven and hell Qur'an 46:33, 3:16 in relation to life after death Diverse Islamic beliefs, attitudes and teachings about life after death, judgement, akhirah, heaven and hell How Christian funerals reflect beliefs in the afterlife How Humanist funerals reflect beliefs in the afterlife How Islamic funerals reflect beliefs in the afterlife Diversity of belief regarding worship at graves
Core disciplinary knowledge	To describe the role of men and women in families and in worship To describe the role of men and women in worship To explain from both religions studied beliefs and teachings about the nature and purpose of families To analyse Mark 10:6-8 and identify what it teaches about the purpose of marriage To explain from both religions studied beliefs and teachings about the nature and purpose of marriage To explain from both religions studied attitudes towards cohabitation	To analyse Hadith Sahih Bukhari 9:89:252 and identify what it teaches about marriage To explain from both religions studied beliefs and teachings about the nature and purpose of marriage To describe the importance of marriage ceremonies for religious believers To explain how religious marriage ceremonies reflect beliefs about the nature and purpose of marriage To evaluate whether it is difficult to be married to someone from a different faith tradition	To analyse Matthew 19:8-9 and Mark 10:9 and identify what they teach about divorce To describe reasons why some religious believers do not accept sex outside of marriage To explain from both religions studied beliefs and teachings about the nature and purpose of sex To analyse interpretations of Natural Law / Absolutist approach of Thomas Aquinas' 5 Primary Precepts with relation to contraception To describe reasons why some religious believers do not accept the use of contraception To explain from both religions studied beliefs and teachings about the use of contraception	To analyse Genesis 1 and identify what it teaches about creation To describe the theory of the Big Bang To describe the theory of evolution To explain from both religions studied beliefs and teachings about creation To explain from both religions studied attitudes towards non-religious views of creation To evaluate whether the argument from design is	To describe how religious believers care for the environment / practice stewardship / environmental sustainability To explain from both religions studied beliefs and teachings about stewardship To analyse Genesis 1:31; Jeremiah 1:5; Qur'an 5:32; Qur'an 6:151 and identify teachings about the origin and sanctity of human life To explain from both religions studied attitudes towards the sanctity of human life To analyse Qur'an 30:40 and identify what it teaches about abortion	To describe Peter Singer's views on the sanctity of human life To describe Humanist Dignity in Dying movement To explain from both religions studied beliefs, teachings and attitudes towards euthanasia To analyse John 11:24-27, 1 Corinthians 15: 42-44 and identify teachings about the afterlife To analyse Qur'an 46:33, 3:16 and identify teachings about the afterlife To explain from both religions studied beliefs and teachings about the afterlife

	To analyse, argue and evaluate diverse viewpoints on whether the traditional family still important in the 21st Century To analyse, argue and evaluate diverse viewpoints on whether marriage is an outdated tradition To analyse, argue and evaluate diverse viewpoints on whether women should be allowed to lead worship	To explain from both religions studied beliefs and teachings about adultery To analyse, argue and evaluate diverse viewpoints on whether marriage is an outdated tradition	To describe the purpose of sex within relationships To explain from both religions studied beliefs and teachings about the nature and purpose of sex To analyse Leviticus 18:22, 20:13 and 1 Timothy 1: 8-10 in relation to same sex relationships To explain from both religions studied beliefs, teachings and attitudes towards same sex relationships To analyse, argue and evaluate diverse viewpoints on whether divorce should be permitted To analyse, argue and evaluate diverse viewpoints on sex outside of marriage To analyse, argue and evaluate diverse viewpoints on the use of contraception To analyse, argue and evaluate diverse viewpoints on same sex relationships	successful in proving God's role in creation To argue, analyse and evaluate different viewpoints on whether religious creation accounts adequately explain the origin of the universe	To describe reasons why some religious believers do not agree with abortion To explain from both religions studied beliefs, teachings and attitudes towards abortion To analyse, argue and evaluate diverse viewpoints on caring for the environment To analyse, argue and evaluate diverse viewpoints on the sanctity of human life To analyse, argue and evaluate diverse viewpoints on abortion	To explain from both religions studied how funeral rites reflect beliefs in the afterlife To analyse, argue and evaluate diverse viewpoints on euthanasia and the right to die To analyse, argue and evaluate diverse viewpoints on the importance of belief in the afterlife

Brief overview: Year 11						
Year 11 builds upon substantive knowledge acquired in Year 10 through the discrete study of Christianity and a second faith (Islam). Pupils will explore key Christian beliefs and teachings about the nature of God, the incarnation, crucifixion and resurrection of Jesus, salvation and the afterlife. They will move on to examine core Islamic beliefs and teachings about the roots of faith, the nature of Allah, angels, prophets, and the afterlife (akhirah). Relevant sources of wisdom and authority will be analysed throughout with differing interpretations explored to ensure diversity both within and between faith is honoured.						
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Unit title	**Study of Christianity**	**Study of Christianity / Study of Islam**	**Study of Islam**		[redacted]	
Relevant core concepts	**Omnipotent** **Omnibenevolent** **Trinity** **Incarnation** **Atonement** **Resurrection**	**Salvation** **Judgement** **Tawhid** **Prophethood** **Allah** **Immanence** **Transcendence**	**Angels** **Al-Qadr** **Akhirah**			
Relevant end points	To explain diverse Christian beliefs, teachings and attitudes towards the nature of God, suffering, Creation, Jesus' incarnation, crucifixion, resurrection and ascension. To analyse and evaluate diverse Christian viewpoints on theological questions linked with the nature of God, suffering, creation and Jesus.	To explain diverse Christian beliefs, teachings and attitudes towards salvation and judgement. To analyse and evaluate diverse Christian viewpoints on theological questions linked with salvation, the Bible and the afterlife. To explain diverse Islamic beliefs, teachings and attitudes towards the nature of Allah, holy books, and nature and importance of prophethood.	To explain diverse Islamic beliefs, teachings and attitudes towards Prophet Muhammad, angels, al-Qadr, free will and akhirah. To analyse and evaluate diverse Islamic viewpoints on theological questions linked with belief in Allah, prophethood, angels, human freedom, judgement and the afterlife.			
Core substantive knowledge	What is meant by 'pluralist society' Demographics of Christianity in modern Britain: Census results for 2001, 2011 and 2021 Demographics of other world faiths as represented in modern Britain Representations of Christianity in British society: festivals, traditions, the law, education What is meant by 'omnipotent' The nature of God as seen in Exodus 7-11, Exodus 14:21 What is meant by 'omnibenevolent'	What is meant by 'salvation' Diverse attitudes towards the Bible as a tool for salvation Divine Law as a tool for salvation The role of sin in preventing salvation The role of the Holy Spirit (Grace) in salvation (Acts 2:1-6.) The role of the Holy Spirit in Evangelical worship Beliefs about the afterlife as seen in John 11:25-26, John 14:2-7	Muhammad as the seal of the Prophets The significance of angels in Islam: Qur'an 2:97-98, Qur'an 2:285 Diversity in belief between Shi'a and Sunni Muslims regarding angels and free will The significance of Jibril's revelation of the Qur'an to Muhammad: Qur'an 2:97-98 The significance of Mika'il placed in charge of plants and rain The significance of Israfil to announce the Day of Resurrection			

	The nature of God as seen in Psalm 86:15, John 3:16, Romans 8: 37-39 The problem of evil and suffering and Epicurus / inconsistent triad The nature of God in relation to suffering as seen in Book of Job 1: 8 - 12, 42:1-6 What is mean by 'Trinity' The nature of God as the Trinity as seen in John 10:30, John 14: 6-11 Diverse Christian interpretations of Genesis 1 with relation to Creation and the nature and purpose of humans The role of the spirit in creation as seen in John 1:1-5 What is meant by 'incarnation' Beliefs and teachings on the incarnation of Jesus as seen in John 1:14, Luke1:28-33 What is meant by 'atonement' Beliefs and teachings on the crucifixion of Jesus as seen in Matthew 27:28-50; Salvation and Atonement: Matthew 26:26-29, Leviticus 16:20-22, Isaiah 53:3-9 What is meant by 'resurrection' Beliefs and teachings on the resurrection as seen in Luke 24:1-9,1 Corinthians 15:3-8, 12-14 Beliefs and teachings on the ascension as seen in Luke 24:50-53	Beliefs about judgement as seen in Matthew 25:31-46, Luke 16:19-31 Beliefs about resurrection as seen in 1 Corinthians 15:42-55 Traditional and contemporary beliefs about heaven and hell The six articles of faith in Sunni Islam The five roots in Usul ad-Din in Shi'a Islam Islamic attitudes towards Kutub (books), Sahifah (Scrolls), Injil (Gospel), Tawrat (Torah), Zabur (Psalms) The teaching about the nature of Allah: the belief in the oneness of Allah (Tawhid): Qur'an 3:18 Nature of Allah: immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice: Qur'an 46:33 Adalat in Shi'a Islam The nature of prophethood; why are prophets important? Qur'an 2:136 The importance of Adam as the first prophet Ibrahim as father of Isaac and Ishma'il and his significance for the Muslim religion Isa as a prophet for Muslims: Qur'an 2:87	Al-Qadr (Predestination): Implications for human freedom Akhirah: Human responsibility and accountability; Muslim beliefs and teachings about the afterlife Human Freedom and its relationship to Day of Judgement Heaven; Muslim beliefs about the nature, stages and purpose of heaven Hell; Muslim beliefs about the nature and purpose of Hell		[redacted]

Core disciplinary knowledge	To analyse census data from 2001, 2011 and 2021 regarding religious belief and practice To describe what Census data tells us about Christianity in modern Britain To analyse, argue and evaluate diverse viewpoints on whether Britain is a Christian nation To analyse Psalm 86:15, John 3:16, Romans 8: 37-39, Exodus 7-11, Exodus 14:21 and identify teaching on the nature of God To explain Christian teaching on the nature of God To analyse the Book of Job 1: 8 -12, 42:1-6 and identify teaching on God and suffering To explain Christian teaching on suffering To analyse John 1:14, Luke1:28-33 and identify teaching on the incarnation To describe Christian teaching about the incarnation of Jesus To explain Christian beliefs and teaching about the importance of the incarnation To analyse Matthew 27:28-50; Salvation and Atonement: Matthew 26:26-29, Leviticus 16:20-22, Isaiah 53:3-9 and identify teaching on the crucifixion To describe Christian teaching about the crucifixion of Jesus To explain Christian beliefs and teaching about the importance of the crucifixion	To explain the importance of the Bible as a source of authority To explain Christian beliefs about salvation To describe the role of the holy spirit in evangelical worship To analyse John 11:25-26, John 14:2-7 and identify teaching about the afterlife To analyse Matthew 25:31-46, Luke 16:19-31and 1 Corinthians 15:42-55 and identify teachings abut judgement and resurrection To explain Christian teaching and beliefs about heaven and hell To describe the 6 articles of faith in Sunni Islam To describe the 5 roots of Shi'a Islam To describe Islamic attitudes towards sources of authority To analyse Qur'an 3:18 and identify teaching about the nature of Allah To explain Islamic teaching and belief about the nature of Allah To describe Shi'a belief in Adalat To analyse Qur'an 2:87 and identify teaching about Isa To describe beliefs about the nature of prophets To explain Islamic belief and teaching about the significance of prophethood	To explain the importance of Muhammad as seal of the prophets To analyse Qur'an 2:97-98, Qur'an 2:285 and identify teaching about the nature and significance of angels To describe different beliefs regarding angels To describe different beliefs regarding free will To describe the significance of Angel Jibril To describe the significance of Angel Jibril To describe the significance of Angel Mika'il To describe the significance of Angel Israfil To explain the significance of angels within Islam To explain beliefs and teaching on al-Qadr / predestination To describe the nature of heaven To describe the stages of heaven To describe the purpose of heaven To explain Islamic beliefs and teachings in the afterlife To analyse, argue and evaluate diverse Islamic viewpoints on the importance of individual prophets, belief in Allah and belief in the afterlife		[redacted]

	To analyse Luke 24:1-9,1 Corinthians 15:3-8, 12-14 and identify teaching about the resurrection To analyse, argue and evaluate diverse Christian viewpoints on whether Jesus was just an ordinary man				[redacted]

If you have any concerns regarding the religious education elements of the curriculum, please contact your Principal to discuss further.