

Religious Education

Secondary: Key Stage 3, Key Stage 4

Curriculum plan

1. Curriculum Principles

Coherence and flexibility

We strive to support schools by giving them an online learning offer that can be flexible to fit alongside their existing curriculum. We need to balance this together with coherence as complete flexibility would imply only standalone lessons where none can build upon any other. In striking this balance, we will lean towards giving the maximum flexibility possible (where this does not compromise coherence). With KS3, we want to provide schools with units that give clear knowledge on the beliefs and practices within religions, as well as non-religious worldviews, that can easily slot into, or work alongside a school's current curriculum. With KS4, we want to include 'units' that mirror the GCSE curriculum offers, alongside some standalone lessons which cover examination skills.

Knowledge organisation

RE is made up of a matrix of elements. These include:

- **History:** For example, being able to understand Christianity requires a knowledge of the historical context of Judaism and Israel.
- **Beliefs:** For example, the claim by Muslims that Muhammad is the last prophet.
- **Practices:** For example, the practice of Passover has grown out of the belief that God saved Jews from Egypt.
- **Themes:** For example, the beliefs and practices of Islam and Christianity and how this impacts contemporary views around Relationships and Families.

We have chosen to organise it by beliefs and practices initially and then lead into how these impact themes at KS4. Other elements will be woven into the curriculum.

Knowledge in Religious Education

In Religious Education, when a religious believer knows something they hold a claim of some sort. They regard their claim as true. Therefore, knowledge of those beliefs is a form of factual knowledge, or 'second-order claims'. It is best to encourage pupils to regard knowledge claims, made by teachers, in these online lessons, about what a religious person believes and practices, as second-order claims. Alongside this 'second-order' claims, the substantive knowledge, we also want students to consider the disciplinary knowledge within religious studies: the methods of learning about religious beliefs and practices, the status of revelation for different groups within a faith, the influence and impact of Jewish thinking on Christian beliefs and teachings etc.

Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures, there will be regular 'pause points' (opportunities to answer questions, to do short tasks) and to complete examination style questions (at both KS3 and KS4) that require them to use material studied during that lesson. This is done to emulate classroom teaching as much as possible. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction, just as we would with classroom teaching. Religious Education naturally lends itself towards narrative and debate, which are intrinsically motivating and help with engagement and memory.

Motivation through learning

Like all teachers, we recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate children through our subject. We believe that what we teach is inherently interesting, and that the joy of learning is our primary motivator. We strongly believe this approach to religious studies (intellectually stimulating, choice of the most powerful knowledge, structure of video lessons etc.) will build motivation in pupils. Lessons will be constructed in a way that builds self-efficacy throughout the lessons, and encourages them to respond positively to the build up of challenge. We want students to be within the 'struggle zone' (Allison and Tharby, 'Making every lesson count'), where there is high challenge, low stress. Where thinking is required, where effective learning takes place. Where we can avoid cognitive overload and therefore build motivation in the pupils.

2. Subject structure overview

Key stage	Unit title	Length of unit	Prior knowledge required
KS3 Year 7	Judaism: beliefs and teachings	13	
KS3 Year 7	Judaism: practices	13	Judaism: beliefs and teachings
KS3 Year 7	Christianity: beliefs and teachings	13	Judaism: beliefs and teachings and Judaism: practices (
KS3 Year 8	Christianity: practices	13	Christianity: beliefs and teachings
KS3 Year 8	Islam: beliefs and teachings	13	
KS3 Year 8	Islam: practices	13	Islam: beliefs and teachings
KS3 Year 9	Buddhism: beliefs and teachings	13	
KS3 Year 9	Buddhism: practices	13	Buddhism: beliefs and teachings
KS3 Year 9	Non-religious world views	13	

Key stage	Unit title	Length of unit	Prior knowledge required
KS4 Year 10	Matters of life and death	14	Beliefs and practices units
KS4 Year 10	Crime and punishment	14	Beliefs and practices units
KS4 Year 10	Relationship and families	14	Beliefs and practices units
KS4 Year 11	Peace and conflict	14	Beliefs and practices units
KS4 Year 11	Human rights	14	Beliefs and practices units

3. Suggested sequence

We do not want to prescribe a sequence for KS3, as schools will most likely want to fit Oak's curriculum alongside their own. However, there are a number of suggested sequences:

- 1) Schools may want to take the approach of studying the beliefs unit of a religion, and then the practices unit, so they are building on knowledge of that religion successively.
- 2) Schools may want to take the approach of interleaving, by studying the beliefs units of the religions first, and then returning to the practices units.

We do suggest, however, that the Abrahamic religions are taught together, so students have an understanding of the difference between Abrahamic (**Christianity, Islam, and Judaism**) and Dharmic (Hinduism, Buddhism and Sikhism.) religions. There is an opportunity there for schools to draw out the differences, as well as the similarities.

The non-religious worldviews, philosophy and ethics unit is designed to work both as a whole unit but also as standalone lessons where needed. Some prior knowledge from other lessons may be useful, but not a necessity for this unit.

Unit number	Unit title
1	Judaism: beliefs and teachings
2	Judaism: practices
3	Christianity: beliefs and teachings

4	Christianity: practices
5	Islam: beliefs and teachings
6	Islam: practices
7	Buddhism: beliefs and teachings
8	Buddhism: practices
9	Non-religious world views

Suggested KS4 sequence

We suggest that schools begin with Islam at the start of the KS4 because it is usually more alien to most pupils than Christianity, or at least most pupils have some prior knowledge on Christianity. This gives us more time to work on misconceptions. We start with Islamic beliefs rather than practices because largely (though not always) beliefs inform practices not the other way around. It would therefore be more than possible to start with Christian beliefs and teachings and Christian practices then look at the units on Islam if the demographic of the school may suggest that students are less familiar than the concepts within the Christianity units. We suggest that the thematic units are better understood if the building blocks of the beliefs, teachings and practices are taught first, and therefore suggest these as the content covered after the beliefs and teachings and practices units. It would be difficult, for example, to teach Islamic views on the concept of a just war if the concept of jihad had not been taught in Islamic practices first. Nevertheless, the building blocks of units can be used and tailored to individual schools.

There are four standalone lessons which are teaching examination skills. The recommendation is that these are introduced to pupils midway through a unit, or before the examination question practise lesson. Effectively, these can be introduced when it seems most appropriate for that class. The idea is that pupils will gain an understanding

of structure and the best methods for answering questions, which can be useful across all examination boards where applicable.

Each unit finishes with a 'deliberate practice' lesson. This is to build schemas and commit learning to long term memory such as key words and key quotations. It will emulate to them some of the best ways for retrieval practice and building long term memory.

Unit number	Unit title
1	Islamic beliefs and teachings
2	Islamic practices
3	Christian beliefs and teachings
4	Christian practices
5	Matters of life and death
6	Relationships and families
7	Crime and punishment
8	Human rights
9	Peace and conflict

KS3- Unit 1 Year 7 Judaism: beliefs and teachings

Lesson	Core content	Lesson content
1	Understanding of God in history	<ul style="list-style-type: none"> ● Freewill ● God as all knowing
2	Concept of God	<ul style="list-style-type: none"> ● Names of God ● Qualities of God
3	Creation	<ul style="list-style-type: none"> ● Creation from nothing, days of creation ● Shabbat ● Humans created in God's image
4	Chosen people	<ul style="list-style-type: none"> ● Abraham and the promised land ● Status as chosen people ● Isaac and Jacob (12 tribes)
5	The Foremothers (Biblical women)	<ul style="list-style-type: none"> ● Foremothers: Sara, Rebecca, Rachel & Leah; Miriam (Moses' sister); Deborah (the prophetess)
6	Moses and the Exodus	<ul style="list-style-type: none"> ● The story of Passover ● Journey to Sinai
7	Moses and the Commandments	<ul style="list-style-type: none"> ● 10 commandments ● 613 Mitzvot ● Torah
8	Recap and practice	<ul style="list-style-type: none"> ● An opportunity to recap the learning in the first seven lessons. Inclusion of some examination style questions and a return to the key concepts.
9	Building of the Temple (Temple Period & Start of Rabbinic Judaism)	<ul style="list-style-type: none"> ● David and Solomon ● Destruction of the Temple ● Mishnah Talmud
10	13 principles of faith	<ul style="list-style-type: none"> ● Maimonides; Shulchan Aruch; tenants of faith and redaction of law. ● Sefardic & Ashkanazi differences
11	Afterlife	<ul style="list-style-type: none"> ● Beliefs about death and dying ● Links to mourning practices
12	Revision	<ul style="list-style-type: none"> ● Recap of key content explored in the unit

KS3- Year 7 Unit 2 Judaism: practices

Lesson	Core content	Lesson content
1	Loving God	<ul style="list-style-type: none"> • The Shema • When and how the Shema is said • What does it mean to be commanded to love God?
2	Brit Milah	<ul style="list-style-type: none"> • Brit Milah • Baby naming ceremony
3	Bar and bat Mitzvah	<ul style="list-style-type: none"> • Taking responsibility for following the law • Ceremonies and customs
4	Food laws	<ul style="list-style-type: none"> • Kashrut • What makes food Kosher?
5	Shabbat	<ul style="list-style-type: none"> • Origin in creation • Meaning of 'rest' - a day that is different to other days • Variety of practice in Judaism
6	Recap and practice	<ul style="list-style-type: none"> • An opportunity to recap the learning in the first five lessons. Inclusion of some examination style questions and a return to the key concepts.
7	The Synagogue	<ul style="list-style-type: none"> • Ways of worship in the synagogue • The Torah • Different denominations
8	Festivals	<ul style="list-style-type: none"> • Passover • Rosh Hashanah • Yom Kippur
9	Caring for the environment	<ul style="list-style-type: none"> • Environmental problems • Beliefs regarding stewardship
10	Loving your neighbour	<ul style="list-style-type: none"> • Visiting the sick • Loving kindness (actions of 'chesed')
11	Value of human life	<ul style="list-style-type: none"> • Application of Jewish teaching to abortion and euthanasia
12	Revision	<ul style="list-style-type: none"> • Recap of key content explored in the unit
13	Deliberate practice	<ul style="list-style-type: none"> • Deliberate practice of key words and quotations from the unit • Specific explanations of the meaning of key words and the meaning of quotations.

KS3 Year 7 Unit 3 Christianity: beliefs and teachings

Lesson	Core content	Lesson content
1	Nature of God	<ul style="list-style-type: none"> ● God as omnipotent, omnibenevolent, creator, eternal ● Where these qualities can be found in the creation narrative
2	Trinity	<ul style="list-style-type: none"> ● The mystery of the Trinity ● One God, three persons ● Roles of members of the Trinity
3	Incarnation	<ul style="list-style-type: none"> ● Nativity ● God become flesh
4	Life of Jesus	<ul style="list-style-type: none"> ● Jesus' teaching, miracles and actions
5	Crucifixion	<ul style="list-style-type: none"> ● The events of Holy Week
6	Resurrection	<ul style="list-style-type: none"> ● The empty tomb ● Jesus conquering death
7	Recap and practice	<ul style="list-style-type: none"> ● An opportunity to recap the learning in the first six lessons. Inclusion of some examination style questions and a return to the key concepts.
8	Ascension	<ul style="list-style-type: none"> ● Jesus' ascension to heaven ● Meaning for Christians today ● The Great Commission
9	Church and Pentecost	<ul style="list-style-type: none"> ● The giving of the Holy Spirit ● Nature of the Church ● Spread of the Church into all nations
10	Sin, judgement and forgiveness	<ul style="list-style-type: none"> ● Jesus' death as atonement for sin ● Judgement based on deeds, faith, deeds and faith
11	Afterlife	<ul style="list-style-type: none"> ● Different understandings of heaven, hell and purgatory
12	Revision	<ul style="list-style-type: none"> ● Recap of key content explored in the unit

KS3 Year 8 Unit 1 - Christianity: practices

Lesson	Core content	Lesson content
1	Nature of worship: types of worship	<ul style="list-style-type: none"> • Examples of worship • Liturgical and non-liturgical • Public and private
2	Nature of worship: building	<ul style="list-style-type: none"> • Features of a church • Use of church in the local community
3	Baptism	<ul style="list-style-type: none"> • Infant and adult baptism • R.C and Baptist understandings
4	Eucharist	<ul style="list-style-type: none"> • Roman Catholic belief in transubstantiation • Free Church beliefs in remembrance meal
5	Confession	<ul style="list-style-type: none"> • Practise in Roman Catholicism • Protestant / Free church understanding of accountability
6	Recap and practice	<ul style="list-style-type: none"> • An opportunity to recap the learning in the first five lessons. Inclusion of some examination style questions and a return to the key concepts
7	Pilgrimage	<ul style="list-style-type: none"> • Lourdes and Iona
8	Festivals (Christmas and Easter)	<ul style="list-style-type: none"> • Recap on birth narrative and how Christmas is celebrated • Recap on Holy Week and how Easter is celebrated
9	Service and evangelism	<ul style="list-style-type: none"> • Service in the local community - food banks, street pastors • Evangelism in local community, Alpha • Mission
10	Application to human issues: abortion and euthanasia	<ul style="list-style-type: none"> • Age appropriate explanation of abortion and euthanasia • Situation ethics • Sanctity of life
11	Application to non- human issues: stewardship	<ul style="list-style-type: none"> • Ideas of stewardship in the creation narrative • Use of animals for cosmetic and medical testing
12	Revision	<ul style="list-style-type: none"> • Recap of key content explored in the unit
13	Deliberate practice	<ul style="list-style-type: none"> • Deliberate practice of key words and quotations from the unit • Specific explanations of the meaning of key words and the meaning of quotations.

KS3- Year 8 Unit 2 Islam: beliefs and teachings

Lesson	Core content	Lesson content
1	Abrahamic origins	<ul style="list-style-type: none"> • Life of Ibrahim • Ibrahim's tests of faith • Influence of Ibrahim on emergence of Islam
2	Muhammad	<ul style="list-style-type: none"> • The life of Muhammad • Revelation of the Qur'an • Emergence of Islam after revelation
3	Sunni/Shi'a split	<ul style="list-style-type: none"> • Islam after the death of Muhammad • How two denominations formed • Caliphs/Imams
4	What is Imamate?	<ul style="list-style-type: none"> • Specific focus on the role of the Imamate in Shi'a Islam
5	Recap and practice	<ul style="list-style-type: none"> • An opportunity to recap the learning in the first four lessons. Inclusion of some examination style questions and a return to the key concepts
6	Tawhid	<ul style="list-style-type: none"> • Tawhid as the most important belief in Islam • Concept of Tawhid • Influence on the life of a Muslim
7	Angels	<ul style="list-style-type: none"> • Names and roles of particular angels
8	Prophets	<ul style="list-style-type: none"> • Names and roles of particular prophets • Importance of Muhammad as final prophet
9	Holy books	<ul style="list-style-type: none"> • Importance of holy books in Islam other than the Qur'an • Why the Qur'an is different to other revelations
10	Day of judgement	<ul style="list-style-type: none"> • Beliefs about what happens when you die • Beliefs on the day of judgement • Beliefs about Jannah and Jahannam
11	Belief in predestination	<ul style="list-style-type: none"> • What is predestination and how does it influence a Muslim's life?
12	Revision	<ul style="list-style-type: none"> • Recap of key content explored in the unit
13	Deliberate practice	<ul style="list-style-type: none"> • Deliberate practice of key words and quotations from the unit • Specific explanations of the meaning of key words and the meaning of quotations.

KS3- Year 8 Unit 3 Islam: practices

Lesson	Core content	Lesson content
1	Shahadah	<ul style="list-style-type: none"> ● Introduction to the five pillars ● Shahadah as a belief ● How Shahadah is shown in practice
2	Salah	<ul style="list-style-type: none"> ● What is the purpose of prayer in Islam? ● How do Muslims prepare for prayer?
3	Zakah	<ul style="list-style-type: none"> ● The purpose of Zakah ● Who it is given to?
4	Sawm	<ul style="list-style-type: none"> ● The purpose of fasting within Islam ● How this looks in practice
5	Hajj	<ul style="list-style-type: none"> ● The origins of Hajj rituals ● What is done on Hajj ● Importance of Hajj
6	Recap and practice	<ul style="list-style-type: none"> ● An opportunity to recap the learning in the first five lessons. Inclusion of some examination style questions and a return to the key concepts
7	Id-ul-Fitr	<ul style="list-style-type: none"> ● Origins of the festival ● How it is celebrated around the world by Muslims
8	Id-ul-Adha	<ul style="list-style-type: none"> ● Origins of the festival ● How it is celebrated around the world by Muslims
9	Ashura	<ul style="list-style-type: none"> ● Origins of the festival ● How it is celebrated around the world by Muslims ● Difference in Sunni/Shi'a beliefs on Ashura
10	What is Halal?	<ul style="list-style-type: none"> ● The approach in Islam to the use of animals ● What is the halal slaughter? ● Muslim dietary needs
11	Khalifah	<ul style="list-style-type: none"> ● A response to the use and treatment of the environment within Islam
12	Revision	<ul style="list-style-type: none"> ● Recap of key content explored in the unit
13	Deliberate practice	<ul style="list-style-type: none"> ● Deliberate practice of key words and quotations from the unit ● Specific explanations of the meaning of key words and the meaning of quotations.

KS3 Year 9 Unit 1 Buddhism: beliefs and teachings

Lesson	Core content	Lesson content
1	A brief history of India (Indian Cosmology) Dharma and Karma	<ul style="list-style-type: none"> Basic precepts of Brahmic philosophy and its relation to the central ideas surrounding the nature of the universe (taught through Hindu philosophy)
2	The life of Siddhartha Gautama	<ul style="list-style-type: none"> The life of the historical Buddha. How we came to the four noble truths. The journey that led to his revelation
3	Three marks of existence	<ul style="list-style-type: none"> The big questions surrounding the idea of self, permanence and suffering
4	The mind, desire and attachment- the Skandhas	<ul style="list-style-type: none"> What is desire and how does it manifest? Are the objects of desire innate or fleeting? Desire from a Buddhist standpoint
5	Dukkha and the four noble truths	<ul style="list-style-type: none"> Is suffering universal? Why do we suffer? What is the relationship between desire and suffering?
6	Recap and practice	<ul style="list-style-type: none"> An opportunity to recap the learning in the first five lessons. Inclusion of some examination style questions and a return to the key concepts.
7	The Four noble truths	<ul style="list-style-type: none"> What are the four noble truths and why was it a significant revelation in Buddhism?
8	Dharma, Karma and rebirth	<ul style="list-style-type: none"> How does action impact on the universal system? Buddhist understanding of dharma, karma and the rebirth
9	The eightfold path	<ul style="list-style-type: none"> How can you ensure that the consequences of your actions create good karmic fruits? Buddhist ethics Eightfold path as help towards people being mindful of their actions
10	Enlightenment and Lotus flower	<ul style="list-style-type: none"> The final attainment What is this mystical state known as being Enlightened?
11	The wisdom of the Buddha and Buddhist writings - the Tripitaka	<ul style="list-style-type: none"> Parables and teachings of the Buddha such as Kisa and the mustard seed Extracts from the Dhammapada The meaning of these texts and links to Buddhist philosophy
12	Revision	<ul style="list-style-type: none"> Recap of key content explored in the unit
13	Deliberate practice	<ul style="list-style-type: none"> Deliberate practice of key words and quotations from the unit Specific explanations of the meaning of key words and the meaning of quotations.

KS3- Year 9 Unit 2 Buddhism: practices

Lesson	Core content	Lesson content
1	Meditation	<ul style="list-style-type: none"> • What is meditation? What is the goal of meditation? • Meditation within Buddhist practice and why it is seen as a central tool to live a good life.
2	Temples and practice	<ul style="list-style-type: none"> • A Vihara and how the building and practices within are symbolic of Buddhist teachings and the journey of enlightenment.
3	The Sangha - monks and nuns (renunciation)	<ul style="list-style-type: none"> • The journey towards enlightenment • Why some renounce the world and seek deep discovery • How the Sanha provides support and protection for this journey • Controversy in how monks and nuns have dedicated their lives.
4	Loving kindness and the eightfold path	<ul style="list-style-type: none"> • The Buddhist commitment to living through the eightfold path has led to acts of loving kindness.
5	Anniversaries of the Buddha's life	<ul style="list-style-type: none"> • The festival of Vesak and how different aspects of the Buddha's life is celebrated across South East Asia.
6	Recap and practice	<ul style="list-style-type: none"> • An opportunity to recap the learning in the first five lessons. Inclusion of some examination style questions and a return to the key concepts
7	Denominations	<ul style="list-style-type: none"> • How Buddhism travelled from Indian to Sri Lanka etc. • How the vehicles were created and the differences between denominations.
8	Theravada - practices and festivals	<ul style="list-style-type: none"> • Practices and festivals in South East Asia such as Songkran and Vesak
9	Mahayana - practices and festivals	<ul style="list-style-type: none"> • Practices and festivals in China such as Parinirvana Day
10	Vajrayana - practices and festivals	<ul style="list-style-type: none"> • Practices and festivals in Tibet. • The purpose of Bardo Thodal
11	Transmission of Buddhism to the west and modern practices	<ul style="list-style-type: none"> • Students own personal experiences of Buddhism • Elements of studies so far within modern England • How eastern ideas came to the west from the Theosophical society of Madame Blavatsky in the 19th Century • Buddhist traditions in the west (such as mindfulness)
12	Revision	<ul style="list-style-type: none"> • Recap of key content explored in the unit
13	Deliberate practice	<ul style="list-style-type: none"> • Deliberate practice of key words and quotations from the unit.

KS3- Year 9 Unit 3 Non-religious worldviews, philosophy and ethics

Lesson	Core content	Lesson content
1	Scientific views on origins of the universe	<ul style="list-style-type: none"> ● Big bang theory as the majority view ● God particle ● First cause argument and criticism
2	Scientific views on origins of humanity	<ul style="list-style-type: none"> ● Evolution ● The selfish gene ● The design argument and criticisms
3	History of Atheism	<ul style="list-style-type: none"> ● Enlightenment and epistemology ● 20th century development of atheism ● Scepticism
4	Humanism	<ul style="list-style-type: none"> ● How humanism has developed ● References to origins of the universe
5	Understanding of religion in sociology	<ul style="list-style-type: none"> ● Marx and God as a social construct
6	Understanding of religion in psychology	<ul style="list-style-type: none"> ● Freud - religion as wish fulfillment ● Jung - religion as collective unconscious
7	What is ethics?	<ul style="list-style-type: none"> ● Relativism and absolutism ● Introduce thought experiments
8	Utilitarianism	<ul style="list-style-type: none"> ● What is utilitarianism ● Application of utilitarianism to Jim and the indians ● Strengths and weaknesses
9	Kantian ethics	<ul style="list-style-type: none"> ● Recognition that Kant's religious beliefs are unclear ● Rule based approach to ethics ● Application to 'Nazi at the door' ● Strengths and weaknesses
10	Modern virtue ethics	<ul style="list-style-type: none"> ● Elizabeth Anscombe / Phillipa foot Modern virtue ethics ● Application to the trolley problem
11	Non-religious approaches to equality	<ul style="list-style-type: none"> ● Feminist perspectives on society ● Issues of race in society
12	Revision	<ul style="list-style-type: none"> ● Recap of key content explored in the unit
13	Deliberate practice	<ul style="list-style-type: none"> ● Deliberate practice of key words and quotations from the unit ● Specific explanations of the meaning of key words and the meaning of quotations.

KS4 Year 10 Unit 3 Relationship and families

Lesson	Core content	Lesson content
1	Nature and purpose of families	<ul style="list-style-type: none"> • Christian and Islamic views on the purpose of family • The family as the basis of society • The family as protection for vulnerable members of society • Types of family including nuclear, extended, reconstituted, single parent
2	Nature and purpose of marriage	<ul style="list-style-type: none"> • Islamic and Christian views of marriage • Marriage vows • Marriage as a context for sexual relationships • Traditional views on heterosexual marriage, monogamy and polygamy
3	Divorce	<ul style="list-style-type: none"> • Reasons for divorce • Christian views on divorce and remarriage including Roman Catholic, Anglican • Situation Ethics • Islamic views on divorce and remarriage • non-religious views in reference to utilitarianism
4	Sex outside of marriage	<ul style="list-style-type: none"> • Sex before marriage • Adultery • Islamic and Christian views • Non-religious views in reference to utilitarianism
5	Attitudes towards sexuality	<ul style="list-style-type: none"> • Historical development of views on same sex attraction in the UK to modern day • Christian teachings on same sex attraction and relationships • Islamic teachings on same sex attraction and relationships • Non-religious views (utilitarianism)
6	Recap and practice	<ul style="list-style-type: none"> • An opportunity to recap the learning in the first five lessons. Inclusion of some examination style questions and a return to the key concepts.
7	Same-sex marriage	<ul style="list-style-type: none"> • The development of the law in the UK regarding civil partnerships and same sex marriage • Christian and Islamic views on same sex marriage with reference to the purpose of marriage
8	Cohabitation	<ul style="list-style-type: none"> • Recap of purpose of marriage and sex outside of marriage • Current trends in the UK towards cohabitation • Islamic, Christian and non-religious views
9	Contraception	<ul style="list-style-type: none"> • Types of contraception • Roman Catholic views on artificial contraception • Other Christian views on contraception • Islamic views • Non-religious (utilitarianism)
10	Contemporary family issues	<ul style="list-style-type: none"> • Views on same-sex parenting • Care for the elderly and vulnerable in society • Views on trans issues

11	Gender equality	<ul style="list-style-type: none">● Examples of gender discrimination● Traditional Islamic and Christian views on roles of men and women● Modern Islamic and Christian views on the roles of men and women
12	Revision	<ul style="list-style-type: none">● Revision of key concepts
13	Exam practice	<ul style="list-style-type: none">● Applying knowledge to examination style questions
14	Deliberate practice	<ul style="list-style-type: none">● Deliberate practice of key quotations and key terms● Understanding the meaning of key quotations

KS4 Year 10 Unit 1 - Matters of life and death

Lesson	Core content	Lesson content
1	Origins of the universe (Christianity)	<ul style="list-style-type: none"> • The Biblical creation narrative • Interpretations of the creation narrative, liberal, conservative, fundamentalist • The Big Bang theory • Intro to non-religious views (utilitarianism) which will be referenced throughout
2	Origins of the universe (Islam)	<ul style="list-style-type: none"> • The origins of the universe according to the Qur'an • Traditional and modern interpretations
3	Environmental issues	<ul style="list-style-type: none"> • Issues such as pollution, climate breakdown, deforestation etc • Christian and Islamic views on stewardship and responses.
4	Origins of humanity (Christianity)	<ul style="list-style-type: none"> • Origins of humanity in the Bible • Interpretations of the origins of humanity, liberal, conservative, fundamentalist • Evolution
5	Origins of humanity (Islam)	<ul style="list-style-type: none"> • Origins of humanity in the Qur'an • Traditional and modern interpretations
6	Recap and practice	<ul style="list-style-type: none"> • An opportunity to recap the learning in the first five lessons. Inclusion of some examination style questions and a return to the key concepts.
7	Treatment of animals (animal testing)	<ul style="list-style-type: none"> • Cosmetic and medical testing on animals • Christian and Islamic views on stewardship of animals • Non-religious views (utilitarianism)
8	Treatment of animals (food)	<ul style="list-style-type: none"> • Issues around intensive and free range farming • Halal food laws • Christian views on using animals for food • Non religious views (application of utilitarianism)
9	Abortion	<ul style="list-style-type: none"> • Reasons for abortion • Law on abortion • Christian views (situation ethics, sanctity of life) • Islamic views (lesser of two evils, command not to kill) • Non-religious views (utilitarianism)
10	Euthanasia	<ul style="list-style-type: none"> • Reasons for Euthanasia • Law on Euthanasia • Christian views (situation ethics, sanctity of life) • Islamic views (Command not to kill, predestination) • Non-religious views (utilitarianism)

11	Death and afterlife	<ul style="list-style-type: none">• The impact of beliefs regarding death and the afterlife on Islamic and Christian responses to ethical issues.• Non-religious views
12	Revision	<ul style="list-style-type: none">• Revision of key concepts
13	Exam practice	<ul style="list-style-type: none">• Applying knowledge to examination style questions

KS4- Year 10 Unit 2 Peace and conflict

Lesson	Core content	Lesson content
1	Peace, justice, forgiveness, reconciliation	<ul style="list-style-type: none"> • Christian and Muslim views on these four concepts and the relationship between them
2	Violent and nonviolent protest	<ul style="list-style-type: none"> • Protest laws in the UK • Case study: London riots 2011 • Christian views about violent and nonviolent protest • Islamic views about violent and nonviolent protest
3	Terrorism	<ul style="list-style-type: none"> • Terrorism as a form of violent protest • Christian and Islamic views on terrorism • How scripture can be misinterpreted to fit with terrorist ideology
4	Reasons for war	<ul style="list-style-type: none"> • Greed, self-defence and retaliation as reasons for war • Christian and Islamic responses to reasons for war
5	Just war theory (Christianity)	<ul style="list-style-type: none"> • Aquinas' just war theory • Case study: can wars be just? Falklands/WWII
6	Just war theory (Islam)	<ul style="list-style-type: none"> • Jihad and just war theory • Muslim attitudes to conduct in war
7	Recap and practice	<ul style="list-style-type: none"> • An opportunity to recap the learning in the first six lessons. Inclusion of some examination style questions and a return to the key concepts.
8	Holy war	<ul style="list-style-type: none"> • History of Holy War in Christianity (Crusades, warfare in the Old Testament) • Holy War in Islam with links to lesser jihad (example of the Battle of Badr)
9	Nuclear weapons and WMD's	<ul style="list-style-type: none"> • Examples of WMDs and the use of nuclear weapons at Hiroshima and Nagasaki • WMDs in reference to Just War theory and lesser jihad
10	Pacifism	<ul style="list-style-type: none"> • Pacifism in Christianity • Pacifism in Islam with a focus on peace and self defence

11	Responses to victims of war	<ul style="list-style-type: none">● The effects of war (environmental, physical, emotional)● Islamic and Christian teachings directed at helping victims of war● Charities (Islamic Relief, Christian Aid)
12	Revision	<ul style="list-style-type: none">● Recap of key content explored in the unit
13	Exam practice	<ul style="list-style-type: none">● Specific focus on answering examination questions from the unit.● Will be inclusive of different examination boards as much as possible

KS4- Year 11 Unit 1 Crime and punishment

Lesson	Core content	Lesson content
1	Crime and punishment in the UK	<ul style="list-style-type: none"> • Law in the UK • Treatment of criminals in the UK • Good and evil and intentions and actions
2	Reasons for crime	<ul style="list-style-type: none"> • Christian, Muslim and non-religious views on reasons for crime (hatred, greed, addiction, upbringing, mental illness, opposition to unjust laws, poverty).
3	Shari'ah	<ul style="list-style-type: none"> • What is Shari'ah? • Categories of Islamic law • Categories of crime
4	Lawbreakers and types of crime (Christianity)	<ul style="list-style-type: none"> • Christian attitude to those who break the law • Specific Christian teachings on murder, theft and hate crimes
5	Lawbreakers and types of crime (Islam)	<ul style="list-style-type: none"> • Islamic attitude to those who break the law • Specific Islamic teachings on murder, theft and hate crimes
6	Crimes as a cause of suffering	<ul style="list-style-type: none"> • Attitude to suffering in Christianity and Islam • Case study: Charleston Church shooting
7	Recap and practice	<ul style="list-style-type: none"> • An opportunity to recap the learning in the first six lessons. Inclusion of some examination style questions and a return to the key concepts.
8	Aims of punishment	<ul style="list-style-type: none"> • Retribution, deterrence, reformation • Christian, Muslim and non-religious responses to these aims of punishment
9	Attitudes to treatment of criminals	<ul style="list-style-type: none"> • How criminals should be punished with reference to prison, community service and corporal punishment. • Christian, Muslim and non-religious views on these punishments

10	Forgiveness	<ul style="list-style-type: none"> ● Christian attitudes towards forgiveness ● Case study: Maureen Greaves ● Islamic attitudes towards forgiveness ● Case study: forgiving a violent criminal
11	Death penalty	<ul style="list-style-type: none"> ● Methods of execution ● Christian, Muslim and non-religious responses to the death penalty
12	Revision	<ul style="list-style-type: none"> ● Recap of key content explored in the unit
13	Examination practice	<ul style="list-style-type: none"> ● Specific focus on answering examination questions from the unit. ● Will be inclusive of different examination boards as much as possible
14	Deliberate practice	<ul style="list-style-type: none"> ● Deliberate practice of key words and quotations from the unit ● Specific explanations of the meaning of key words and the meaning of quotations.

KS4- Year 11 Unit 2 Human rights

Lesson	Core content	Lesson content
1	Social justice and human rights	<ul style="list-style-type: none"> ● Concept of social justice ● Human rights ● Responsibility
2	Prejudice and discrimination	<ul style="list-style-type: none"> ● Concepts of prejudice and discrimination ● Prejudice and discrimination in the UK ● Gender ● Sexuality
3	Prejudice and discrimination based on disability	<ul style="list-style-type: none"> ● Christian views on prejudice and discrimination based on disability ● Islamic views on prejudice and discrimination based on disability ● Case study: Sally Phillips (has a son with Down's syndrome) ● The role of positive discrimination
4	Prejudice and discrimination based on race	<ul style="list-style-type: none"> ● Christian and Muslim views on prejudice and discrimination based on race (Martin Luther King, Jesus' teachings, Muhammad's teachings) ● Case study: the murder of Anthony Walker ● The role of positive discrimination
5	Religious freedom and Censorship	<ul style="list-style-type: none"> ● Religious freedom in the UK: including British background to freedom of religion ● Christian teachings on freedom of religion ● Islamic teachings on freedom of religion ● Censorship
6	Recap and practice	<ul style="list-style-type: none"> ● An opportunity to recap the learning in the first five lessons. Inclusion of some examination style questions and a return to the key concepts.
7	Status of women in Christianity	<ul style="list-style-type: none"> ● Christian views on the roles of women ● Issues surrounding female ordination ● Case study: Libby Lane

8	Status of women in Islam	<ul style="list-style-type: none"> ● Islamic views on the roles of women ● Women and worship ● Treatment of women ● Use of hijab (impact of culture)
9	Poverty and its causes (Exploitation of the poor)	<ul style="list-style-type: none"> ● Problem of poverty ● Responsibility of those living in poverty ● Exploitation: situation in Britain ● Fair pay ● people trafficking
10	Giving money to the poor	<ul style="list-style-type: none"> ● Giving aid (long and short term) ● Charity (tithe in Christianity, Zakah and Khums in Islam) ● Charities that help the poor (Muslim Hands, Christian Aid)
11	Attitudes to wealth (e.g gambling)	<ul style="list-style-type: none"> ● Christian teachings on wealth (Old and New Testament) ● Islamic teachings on wealthy ● The use of wealth ● Interest on loans in Islam ● Attitudes to gambling
12	Revision	<ul style="list-style-type: none"> ● Recap of key content explored in the unit
13	Examination practice	<ul style="list-style-type: none"> ● Specific focus on answering examination questions from the unit. ● Will be inclusive of different examination boards as much as possible
14	Deliberate practice	<ul style="list-style-type: none"> ● Deliberate practice of key words and quotations from the unit ● Specific explanations of the meaning of key words and the meaning of quotations.