



Religious Education Curriculum Map 2025-2026

Subject Intent								
<ul style="list-style-type: none"> Religious Education at The Elton High School will provide students with powerful knowledge and awareness of the different religions and cultures of the world today, and the importance of this in understanding the past, present and future. It will empower young people to enter their adult lives as accepting, respectful, open-minded individuals, who know why people act in certain ways for particular occasions. Religious Education will influence students to appreciate diversity and differences, as well as help them better understand themselves. 								
Key Stage 2	Year	HT1	HT2	HT3	HT4	HT5	HT6	Beyond Elton
<p>The Bury locally agreed syllabus for RE states that during KS1 and KS2, pupils should study Christianity as their predominant religion, whilst also exploring as many of the other major world religions as possible. This includes a study of God, holy books, festivals, Jesus and other religious leaders. Humanist beliefs should also be incorporated. Provision across the borough can vary significantly due to the volume of content that can be covered. Students arrive at Elton with different knowledge and experiences from primary school.</p>	7	Beginnings		Sikhism		Judaism		<p>Key Stage 5 Holy Cross College offers A-Level Religious Studies, which is a two-year course (AS and A2) covering Philosophy of Religion, Developments in Christian Thought, and Religion and Ethics. It's a challenging subject that develops critical thinking, essay writing, and debating skills.</p> <p>Careers</p> <ul style="list-style-type: none"> Social Work Education Journalism Law and enforcement Charity worker Counselling International aid/development worker Youth work
	8	Islam		Creation and the Environment	Religion and Animals		Project - Inspirational Person of Faith	
	9	Religion, Crime and Punishment		Alternative Religions and Cultures		Buddhism		
	GCSE RE 10	Relationships and Families	Christian Beliefs and Teachings		Religion and Life Issues	Islam Beliefs and Teachings	Religion, Peace and Conflict	
	GCSE RE 11	Islam Practices	Religion, Crime and Punishment	Christian Practices		Revision		

Year 7 - overview of the year		
Autumn 1	Autumn 2	Spring 1
<p>Content: Beginnings</p> <p>(1) Introduction to RE at Elton; (2 and 3) Adam and Eve; (4) Noah's Ark; (5) Abraham and Isaac; (6 and 7) Moses; (8) The 10 Commandments</p>	<p>Content: Beginnings</p> <p>(8) The 10 Commandments; (9 and 10) History and Importance of Israel; (11) Who was Jesus; (12/13) Revision; (14) Christmas lesson</p>	<p>Content: Sikhism</p> <p>(1) End of unit assessment; (2) Results, review and green pen; (3) Introduction and key facts; (4) Guru Nanak; (5) The Khalsa; (6) The 5 Ks;</p>
<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> ● Importance and value of studying RE ● Adam and Eve brought sin into the world ● Some stories are allegories – stories to explain a meaning/teach a lesson ● The morals of the story of Adam and Eve ● Why God sent the great flood and why Noah and his family were saved. ● What is a covenant – God's promise to Noah ● Symbolism of the dove and the rainbow ● Abraham is the 'father' of 3 religions, the Abrahamic religions, Judaism, Christianity and Islam. ● The ways that God tested Abraham's faith – willingness to sacrifice Isaac. ● Why Moses was born Hebrew but brought up as an Egyptian and why he fled Egypt ● God's calling to Moses to lead the Hebrew people out of slavery in Egypt and how this happened. 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> ● God gave the 10 Commandments to Moses, so the Hebrew people knew how to live a life pleasing to Him. ● Why Israel is important to believers of Judaism, Christianity and Islam – the religious significance for each religion. ● That Israel is a place of significant unrest and dispute between the Israelis and the Palestinians, and the historical context of this. ● Jewish, Christian and Muslim beliefs about who Jesus was, understanding their shared beliefs and those that are not agreed upon. ● Judaism, Christianity and Islam have strong ties to one another based on some shared history. ● Introduction of revision skills – blurting; Q & A cards; mind-mapping; colour coding; repetition. 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> ● How Guru Nanak became the founder of Sikhism. ● Nanak's key teachings about equality between all humans / sharing food. ● Who started the Khalsa, how and why. Significance of belonging to the Khalsa, including wearing the 5 K's and what they represent.
<p>Assessment</p> <ul style="list-style-type: none"> ● Adam and Eve newspaper article ● Whole class feedback sheet from marking books after teaching about Moses. ● Ongoing low stakes testing in every lesson 	<p>Assessment</p> <ul style="list-style-type: none"> ● Formal assessment at the end of the unit – to be reported home on Grade Card. ● Ongoing low stakes testing in every lesson ● Marking of Importance of Israel task 	<p>Assessment</p> <ul style="list-style-type: none"> ● Ongoing low stakes testing in every lesson. ● Targeted marking of Khalsa work
<p>Revisit/Review</p> <ul style="list-style-type: none"> ● Students write a paragraph to explain what they remember learning in primary school about RE. ● Crossword quiz to review and revisit learning from the earlier weeks of teaching 	<p>Revisit/Review</p> <ul style="list-style-type: none"> ● Informal testing of whole topic as part of revision prior to the end of unit assessment 	<p>Revisit/Review</p> <ul style="list-style-type: none"> ● Weekly do now tasks will review learning from previous week

Year 7		
Spring 2	Summer 1	Summer 2
<p>Content: Sikhism (7) The Gurdwara; (8) Naam Karan ; (9) Marriage; (10) Death and the afterlife; (11) ‘Finish Off’ lesson; (12) Easter</p>	<p>Content: Judaism (1) Introduction to Judaism; (2) Shabbat; (3 and 4) Revision; (5) End of year 7 assessment; (6) Feedback and green pen</p>	<p>Content: Judaism (7 and 8) Kosher Food Laws; (9) Torah; (10) The Synagogue; (11 and 12) Passover; (13) Enrichment activities</p>
<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> To know the key features of a Gurdwara and how many features of and actions within the Gurdwara demonstrate the Sikh belief in equality. How Sikh babies are given their name, and the significance of this. Surnames for males and females and their meanings. Traditional beliefs and practices of a Sikh marriage, including the significance of the different parts of the wedding. Sikh practices and customs when a person dies, as well as their beliefs about the afterlife and attaining Mukti. 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> The origins of Judaism, linked to Abraham and Moses. What is Shabbat? Why is it important? How is it celebrated? <ul style="list-style-type: none"> Revision lessons will allow to re-address any misconceptions, re-cap forgotten learning and practice revision skills 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> Kashrut – Jewish food laws; Kosher and Treif; Rules for meat, fish, birds, as well as mixing dairy and meat. What is in the Torah? How it is made, treated and kept. Why it is important. Key features of an Orthodox synagogue and their meaning; Uses of a synagogue. What is Passover? Why is it celebrated and how is it celebrated? Links to Moses and Hebrew slavery. What is a Bar Mitzvah? Why is it important? How is it celebrated?
<p>Assessment</p> <ul style="list-style-type: none"> Formal mid-unit assessment Ongoing low stakes testing Targeted marking of Gurdwara work 	<p>Assessment</p> <ul style="list-style-type: none"> Marking of Shabbat story board Ongoing low stakes testing End of year 7 assessment 	<p>Assessment</p> <ul style="list-style-type: none"> Ongoing low stakes testing
<p>Revisit/Review</p> <ul style="list-style-type: none"> Repeated weekly revisit of the 5 K’s, their names, what they are and their significance 	<p>Revisit/Review</p> <ul style="list-style-type: none"> Who was Abraham? Who was Moses? The 10 Commandments Sikhism unit Beginnings unit 	<p>Revisit/Review</p> <ul style="list-style-type: none"> Sikh place of worship - similarities and differences with a Synagogue

Year 8

Overview of the Year

Autumn 1	Autumn 2	Spring 1
<p>Content: A study of Islam (1) Introduction to Islam – Islam in the UK; (2 and 3) The life and importance of Muhammad; (4 and 5) The Shahadah and beliefs about God; (6) Salah; (7) Features of a Mosque;</p>	<p>Content: A study of Islam (8) Zakat and Sadaqah; (9) Sawm; (10) Hajj – Revision material to be supplied; (11) Hajj; (12) Revision in lesson; (13) End of unit assessment; (14) Feedback and Green pen (15) Christmas lesson</p>	<p>Content: Religion, Creation and the Environment (1) Genesis creation story; (2) Views on Creation; (3 and 4) Harming the Environment; (5) David Attenborough – Climate Change; (6) Christians and the Environment</p>
<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> ● Quiz about Muslims in the UK to dispel any potential misconceptions. ● Who is Muhammad? Why is he so important to Muslims? The key events in Muhammad’s life. ● What is the Shahadah? When is it recited? Why is it so important to Muslims? Rule of Shirk and Islamic art. ● What is Salah? What is wudu? Why do Muslims pray? ● Key features of Mosque design and their significance. The benefits of group prayer. 	<p>Co Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> ● What is Zakat? Why do Muslims give Zakat? What is Sadaqah? How are the two different? ● What is Sawm and why is it important? Beliefs about fasting during Ramadan. ● What is Hajj – the origins, places visited and the reasons why. ● Significance of the Hajj for Muslims 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> ● Knowledge of the creation story as it is written in the book of Genesis, the first book of the Bible. What was created on each day. ● Summary of the Big Bang Theory ● Fundamental and Liberal Christian views of the Genesis creation story and the compatibility, or not, with the Big Bang theory. ● What is climate change? Causes, effects and solutions. ● What is deforestation? Causes, effects and solutions. ● Christian beliefs about stewardship and responsibility to care for the environment.
<p>Assessment</p> <ul style="list-style-type: none"> ● Timeline of Muhammad to be formally marked with written feedback ● Ongoing low stakes testing ● Shahadah acrostic – written feedback 	<p>Assessment</p> <ul style="list-style-type: none"> ● Formal assessment of Islam scheme of work. ● Ongoing low stakes testing 	<p>Assessment</p> <ul style="list-style-type: none"> ● Poem/song/letter about the environment to be formally marked with written feedback. ● Ongoing low stakes testing.
<p>Revisit/Review</p> <ul style="list-style-type: none"> ● Crossword revision activities of learning from the first few weeks 	<p>Revisit/Review</p> <ul style="list-style-type: none"> ● Jerusalem as a place of pilgrimage for Jews, Christians and Muslims - link to Hajj 	<p>Revisit/Review</p> <ul style="list-style-type: none"> ● Adam and Eve - year 7 - important links to fundamental Christian views of origins of human life,

<ul style="list-style-type: none"> The importance of Jerusalem from year 7 - links to Muhammad and the Night Journey, as well as Salah 	<ul style="list-style-type: none"> Revision quizzes and crosswords to revisit previous weeks' learning 	as well as stewardship and responsibility to care for the world/environment that God created.
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Year 8		
Spring 2	Summer 1	Summer 2
<p>Content: Religion, Creation and the Environment / Religion and Animals (7) Christians and the Environment; (8) Revision; (9) End of unit assessment; (10) Feedback and green pen; (11 and 12) Treatment of animals</p>	<p>Content: Religion and Animals (1) Christianity and Meat; (2) Islam and Meat; (3) Judaism and Meat; (4) Animals in Entertainment;; (5) Revision part 1</p>	<p>Content: Assessment / End of year project (6) Revision part 2; (7) End of year assessment; (8) Feedback and green pen; (9 – 12) End of year project – Inspirational person of faith</p>
<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> Christian beliefs about caring for the environment, including dominion. What do humans use animals for? Are they acceptable or unacceptable? Why? Debating / analysing / evaluating 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> Christian views that are against eating meat. Christian views that support eating meat. Muslim views about using animals for food – halal and haram Jewish Kashrut – Kosher and treif What is factory farming and free-range farming? Religious and ethical views about both. How animals have been used in entertainment, including the law and Christian beliefs. 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> Research an inspirational person of faith – produce a poster/leaflet/booklet – what is their faith and why is it important to them? How has their faith influenced their life? What have they done that is inspiring?
<p>Assessment</p> <ul style="list-style-type: none"> End of unit assessment Ongoing low stakes testing 	<p>Assessment</p> <ul style="list-style-type: none"> Religious views about factory and free-range farming leaflet – formal marking with written feedback Ongoing low stakes testing 	<p>Assessment</p> <ul style="list-style-type: none"> End of year assessment
<p>Revisit/Review</p> <ul style="list-style-type: none"> Adam and Eve - year 7 	<p>Revisit/Review</p> <ul style="list-style-type: none"> Creation story from previous term Noah's Ark - year 7 - permission to eat animals Kosher food laws - year 7 	<p>Revisit/Review</p> <ul style="list-style-type: none"> Quizzes, crosswords and revision activities to revisit learning from the start of year 8, in preparation for the final end of year assessment.

Year 9**Overview of the Year**

Autumn 1	Autumn 2	Spring 1
<p>Content: Religion and Crime (1) Introduction to year 9 RE; (2) Reasons for Crime; (3) Effects of Crime; (4) Forms of Punishment; (5) Aims of Punishment; (6) Christianity and Crime; (7) Islam and Crime - Shariah Law</p>	<p>Content: Religion and Crime (8) 'Finish Off' Lesson; (9) Revision; (10) End of unit assessment; (11) Feedback and green pen; (12) Introduction to Alternative Religious Movements; (13) Scientology (14) Christmas lesson in last week of term</p>	<p>Content: Alternative Religious Movements (1) The Bruderhof Community; (2 and 3) Rastafarianism; (4) Mormonism; (5) Humanism; (6) Shinto</p>
<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> To understand that there are many reasons why some people commit crime, including greed, poverty, and mental health. To understand who/what can be affected by crime and how To know some of the punishments that can be given in the UK and their effectiveness To explain the key aims of punishment; Protection; Retribution; Deterrence; Reformation To know the different Christian beliefs about crime, criminals and punishment, including awareness of the parable of the sheep and goats and the Rich man and Lazarus. 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> To know what Shariah law is and how it influences Muslim beliefs about crime and punishment, including specific punishments for certain crimes. To understand what alternative religious movements as well as knowledge of what is meant by a 'Cult'. To know the basic principles of Scientology – who started it, when and why; beliefs about Xenu and thetans, auditing and reasoning. 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> Who the Bruderhof community are, their Christian beliefs and why they take a vow of poverty. Origins of Rastafarianism and their key beliefs about worship, dreadlocks, ital diet, use of marijuana. History and origins of Mormonism. Basic principles of Humanist belief and why they reject the idea of God. History and origins of Shintoism. Shinto worship and festivals.
<p>Assessment</p> <ul style="list-style-type: none"> Marking of GCSE style questions with feedback and green pen Ongoing low stakes testing 	<p>Assessment</p> <ul style="list-style-type: none"> Formal end of unit assessment Scientology story board Ongoing low stakes testing 	<p>Assessment</p> <ul style="list-style-type: none"> Marking of GCSE style questions Ongoing low stakes testing
<p>Revisit/Review</p> <ul style="list-style-type: none"> Year 7 - Adam and Eve - original sin Year 8 - creation story - humans created in the image of God 	<p>Revisit/Review</p> <ul style="list-style-type: none"> Revision quizzes and crosswords to review learning from first half term in preparation for assessment 	<p>Revisit/Review</p> <ul style="list-style-type: none"> Year 8 - fundamental Christian views about the Bible Weekly do now activities to revisit learning from previous week

Year 9		
Spring 2	Summer 1	Summer 2
<p>Content: Alternative Religious Movements (7) The Amish; (8) Satanism; (9) Revision;</p> <p>Content: Buddhism (10) Life of Siddhartha; (11) Enlightenment; (12) The 4 Noble Truths</p>	<p>Content: Buddhism (1)The Eightfold Path; (2) Karma and Samsara; (3) Revision; (4) End of year 9 Assessment; (5) Feedback and green pen;</p>	<p>Content: Buddhism (6) The 5 Moral Precepts; (7) The Buddhist Wheel of Life; (8 - 12) Project – Students create their own wheel of life, based on the premises of the Buddhist Wheel of Life.</p>
<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> ● History of the Amish, key beliefs and lifestyle ● Christian beliefs about Satan / What is Satanism? Who are the Satanic Temple? The symbolism of Satan for members of the Satanic Temple ● Blasphemy in contemporary music ● Origins of Buddhism including the early life of Siddhartha ● How Siddhartha achieved enlightenment and what Enlightenment is to Buddhists ● The 3 marks of existence 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> ● The Buddhist Eightfold Path and what each path means ● What is Karma and Samsara? How are these concepts linked for Buddhists? ● Revision and recapping of content from whole year 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> ● What the 5 moral precepts are and how they are relevant to present day Buddhists. Ahimsa / Karuna/ Metta. ● The symbolism of the Buddhist Wheel of Life ● Students are to adapt the Buddhist wheel of life to their own life, as closely as possible. Students will represent their 3 personal causes of dissatisfaction and suffering, ways in which they have progressed and ways in which they have regressed in their life so far, as well as a representation of the law of Karma – actions that they have intentionally done for good, and those they have intentionally done for bad. What were the outcomes of these actions?
<p>Assessment</p> <ul style="list-style-type: none"> ● Marking of GCSE style questions ● Enlightenment acrostic ● Ongoing low stakes testing 	<p>Assessment</p> <ul style="list-style-type: none"> ● Formal end of year assessment with feedback and green pen ● Ongoing low stakes testing 	<p>Assessment</p> <ul style="list-style-type: none"> ● Feedback on completed Wheels of Life
<p>Revisit/Review</p> <ul style="list-style-type: none"> ● Year 7 Adam and Eve - original sin - serpent was the devil in disguise ● Revision quizzes and crosswords to revisit learning from previous half term 	<p>Revisit/Review</p> <ul style="list-style-type: none"> ● Review of all learning from the start of year 9 in preparation for the end of year assessment 	<p>Revisit/Review</p> <ul style="list-style-type: none"> ● Weekly do now activities to review the learning from the previous lesson

Year 10 Overview of the year		
Autumn 1	Autumn 2	Spring 1
<p>Content: Relationships and Families Human Sexuality; Sex before marriage and cohabitation; Homosexuality; Nature of Marriage; Purpose of Marriage; Contraception; Nature of Families; Purpose of Families; Gender equality; Sex outside of marriage; Divorce and Remarriage;</p>	<p>Content: Christian Beliefs and Teachings Introduction to Christianity; The Nature of God; The problem of Evil and Suffering; The Trinity; The Trinity in Creation; The Incarnation; Baptism, Miracles and Arrest; Trial and Crucifixion; Resurrection and Ascension; The Messiah; Sin and Atonement; Judgement and Salvation; Heaven and Hell</p>	<p>Content: Religion and Life Issues Sheep and Goat analysis; Introduction to Religion and Life Issues; The Origins of the Universe; The Origins of Human Life; The Value of Planet Earth; Awe and Wonder; The Use and Abuse of the Environment; Pollution; Caring for Planet Earth; The Uses of Animals; Animals for Food in Christianity; Animals for food in Islam; Animals for Experimentation</p>
<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> • What is human sexuality? History of the law and contemporary British attitudes towards sexuality. • Christian and Muslim beliefs about homosexuality • Contemporary British views about sex before marriage and cohabitation, including Christian and Muslim views. • Christian, Muslim and non-religious views about the Nature and Purpose of Marriage • Christian, Muslim and non-religious views about Contraception • Christian, Muslim and non-religious views about the Nature and Purpose of Families • Christian, Muslim and non-religious views about Gender Equality, Adultery, Polygamy, • Divorce and Remarriage. 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> • Christian beliefs about the nature of God, The problem of Evil and Suffering and the Christian responses. • Christian beliefs about the unity and trinity of God and the incarnation of God as Jesus • The events of Jesus' baptism and examples of some of the miracles Jesus performed. • Beliefs about the Last Supper and Judas' betrayal • Beliefs about the crucifixion, resurrection and ascension of Jesus • Beliefs about Jesus as the Messiah (saviour), linked to sin and original sin. • The importance of atonement, belief in the day of Judgement and the ways in which salvation can be achieved. • Christian beliefs about Heaven and Hell, what they are like and how they are described. 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> • Understand the parable of the sheep and the goats. • Fundamental and Liberal Christian beliefs about the origins of the universe, including the Big Bang theory, the story of God making Adam and Eve, the theory of Evolution, and the level of compatibility between Christian and scientific views. • The importance of planet earth as essential for our survival, different ways that humans use the earth's natural resources and the impact that humans are having on the environment • Teachings of Stewardship, Dominion and Khalifah. • Assissi and Ohito declarations. • How humans use animals – views on the morality and ethics of these uses and contrasting Christian and Muslim views on using animals for food – eating meat – and experimenting on animals.
<p>Assessment</p> <ul style="list-style-type: none"> • End of Unit assessment • Practice GCSE questions • Ongoing low stakes testing 	<p>Assessment</p> <ul style="list-style-type: none"> • Mid Unit assessment • Practice GCSE questions • Ongoing low stakes testing 	<p>Assessment</p> <ul style="list-style-type: none"> • End of Unit assessment • Practice GCSE questions • Ongoing low stakes testing

<p>Revisit/Review</p> <ul style="list-style-type: none"> Year 7 Adam and Eve - link to Christian and Muslim beliefs about sex before marriage, the nature and purpose of marriage Year 8 Islam - the prophet Muhammad, links to marriage, polygamy, role of parents. 	<p>Revisit/Review</p> <ul style="list-style-type: none"> Year 7 - Adam and Eve - original sin Year 9 - Parable of the sheep and the goats - salvation Year 7 - Christian beliefs about Jesus 	<p>Revisit/Review</p> <ul style="list-style-type: none"> Year 8 - Creation and the environment Year 8 - treatment of animals Year 8 and 1st unit of year 10 - fundamental and liberal Christians Year 9 - Parable of the sheep and goats
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Year 10		
Spring 2	Summer 1	Summer 2
<p>Content: Religion and Life Issues (13 and 14) Revision and practice questions; (15) Mid Unit Assessment; (16) Feedback and Green pen; (17 and 18) Abortion, the law, pro-life/pro-choice, religious views; (19 and 20) Euthanasia; (21) Death and the Afterlife; (22) Non-Religious views about Life after Death; (23) Revision; (24) End of Unit Test; (25) Feedback and Green Pen</p>	<p>Content: Muslim Beliefs and Teachings (1) Introduction to Islam; (2) Tawhid; (3) Supremacy of God's Will and impact; (4) The Nature of God; (5) Risalah and Adam; (6) Ibrahim; (7) Muhammad; (8) Revision; (9) Mid Unit Assessment; (10) Feedback and Green pen; (11) The Imamate; (12) Sunni and Shi'a Islam; (13) Angels; (14) Holy Books; (15) Predestination; (16) Life after death; (17) Revision</p>	<p>Content: Muslim Practices (18) Revision; (19) End of Unit Assessment; (20) Feedback and green pen. (1) The 5 Pillars and 10 Obligatory Acts; (2) Shahadah; (3 and 4) Salah; (5) Zakah, Khums and Sadaqah; (6) Sawm; (7 and 8) Hajj; (9) Jihad; (10) Eid-ul-Fitr and Eid-ul-Adha; (11) Ashura;</p>
<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> The UK law on abortion Pro-life and pro-choice arguments about abortion Contrasting Christian and Muslim beliefs about abortion. Euthanasia and its different types, as well as the law. Contrasting Christian and Muslim beliefs about Euthanasia. Christian and Muslim beliefs about what happens after death and their views on the afterlife. 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> The meaning and importance of belief in Tawhid and the supremacy of God's will and how these influence Muslims in their daily lives. The Nature of God – Omnipotent; Omniscient; Just; Merciful; Transcendent; Immanent; Beneficent. Prophethood (Risalah) and beliefs about the importance of prophet Adam, Ibrahim and Muhammad. Who/what is the Imamate and the importance for Shi'a Muslims. Similarities and differences between Sunni and Shi'a Muslims Muslim beliefs about angels (Malaikah) and the specific roles and importance of Jibril and Mikail. How the Qur'an was revealed, why it has authority and ways respect is shown for it. Beliefs about the Torah; Psalms; Gospel; Scrolls of Abraham. Sunni and Shi'a beliefs about predestination and how this links to the Day of Judgement. Beliefs about life after death and its importance. 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> Knowledge of the 10 Obligatory Acts. Beliefs about Shahadah and its importance. Beliefs about Salah, including wudu, the importance of facing Makkah, how prayer happens in a Mosque, Rak'ah, Jummah prayer, and the significance of prayer. The origins of Zakah, how and why it is given and who benefits from it. Sadaqah and how it differs from Zakah. Shi'a practice of Khums. The origins, duties, benefits and expectations of Sawm (fasting during the holy month of Ramadan). Beliefs about the Night of Power and its significance. The origins of Hajj, what happens on Hajj and the significance of each part. The origins, influence and significance of Jihad. The differences between the greater and the lesser Jihad. The origins and meanings of Eid-ul-Fitr and Eid-ul-Adha, as well as how the festivals are celebrated.

		<ul style="list-style-type: none"> • The origins and meaning of Ashura, including the contrasting ways Ashura is commemorated by Sunni and Shi'a Muslims.
Assessment <ul style="list-style-type: none"> • Mid and End of unit assessment • Practice GCSE questions • Ongoing low stakes testing 	Assessment <ul style="list-style-type: none"> • Mid unit assessment • Practice GCSE questions • Ongoing low stakes testing 	Assessment <ul style="list-style-type: none"> • Mock exam on content covered so far • Practice GCSE questions • Ongoing low stakes testing
Revisit/Review <ul style="list-style-type: none"> • Muslim beliefs and teachings - predestination and life after death • Year 9 - Parable of the sheep and goats - heaven 	Revisit/Review <ul style="list-style-type: none"> • Beliefs about the nature of God - links to Christianity • Year 8 Muhammad and 5 pillars of Islam 	Revisit/Review <ul style="list-style-type: none"> • Muslim beliefs and teachings • Relationships and Families • Christian beliefs and teachings • Religion and Life Issues

Year 11 - Overview of the year		
Autumn 1	Autumn 2	Spring 1
<p>Content: Religion, Peace and Conflict (1) Peace, Justice, Forgiveness and Reconciliation; (2) Violence, Protest and Terrorism; (3) Reasons for War; (4) Nuclear Weapons and WMD's; (5) Just War Theory; (6) Lesser Jihad; (7) Holy War in Christianity and Islam; (8 and 9) Pacifism and Peacemaking; (10) Religious Responses to Victims of War; (11) GCSE exam practice; (12 and 13) Revision; (14) End of unit assessment; (15) Results/ Review</p>	<p>Content: Christian Practices part 1 (1 and 2) Christian Worship; (3) Christian Prayer; (4) The Lord's Prayer; (5) Sacraments; (6) Infant and Believer's Baptism; (7 - 15) Mock GCSE exams and revision; (16 and 17) Holy Communion; (18) Christian Pilgrimage; (19) Christmas; (20) Easter; (21) Revision; (22) Mid Unit Test; (23) Results and Review</p>	<p>Content: Religion, Crime and Punishment (1) Good vs Evil; (2) Parable Analysis; (3 and 4) Reasons for Crime; (5) Hate, Theft and Murder; (6) Aims of Punishment; (7) Forms of Punishment; (8) Treatment of Prisoners; (9 and 10) Death Penalty; (11) Role of Forgiveness; (12) Causing Suffering; (13) GCSE Exam practice; (14 and 15) Revision; (16) End of Unit Assessment; (17) Results and Review</p>
<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> ● Comprehension of the key Christian and Muslim concepts of peace, justice, forgiveness and reconciliation. ● UK law on protesting, including rioting, and the Christian and Muslim attitudes to these. ● Greed, self defence and retaliation as causes of war, and the Christian and Muslim teachings about these. ● Facts and attitudes about having/using Nuclear Weapons, Biological and/or Chemical Weapons. ● Background to the creation of the Just War Theory, criteria for a Just War and the Christian support of it. ● Muslim beliefs about the Lesser Jihad - meaning, criteria and rules. ● Christian and Muslim beliefs about Holy War, including the Crusades. ● Beliefs about Pacifism, with specific focus on Quaker Christians, as well as peacemaking and the work of Desmond Doss and the ICPP. ● How and why Christians and Muslims support those who are victims of war, with focus on religious charities. 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> ● Liturgical and Non Liturgical worship - similarities and differences and the benefits of each style of worship. ● Formal and informal prayer - differences between the two styles and the advantages and disadvantages of each style. ● Knowledge of the Lord's Prayer and its meaning/significance for Christians. ● What a sacrament is, and knowledge of the 7 sacraments accepted by the Catholic Church. ● Baptism - one of 2 sacraments accepted by the Protestant Churches. How and why infant baptism is performed, contrasted with believers' baptism. ● How and why Christians celebrate Holy Communion, the different names used for the celebration, and the contrast between Orthodox Christian beliefs and practices and Church of England beliefs and practices ● Christian pilgrimage to Lourdes, Iona and the Holy Land - what happens on pilgrimage and the significance of these sites and experiences. ● Why Christians celebrate Christmas and how they celebrate. The significance of Christmas as a Christian festival. ● Why Christians celebrate Easter and how it is celebrated. The significance of Easter as a Christian festival. 	<p>Concepts/Generalisations/Skills</p> <ul style="list-style-type: none"> ● Causes of sin and Christian and Muslim responses to evil actions and intentions. ● Knowledge and understanding of the Parable of the Sheep and the Goats, the Rich Man and Lazarus, and the Good Samaritan. ● How poverty, upbringing, mental illness, greed, addiction and opposition to unjust laws are reasons why some people commit crime. ● The key aims of punishment; retribution, reform, deterrence ● Types of punishment that can be imposed in the UK, including community service and prison, the nature and effectiveness of these punishments. ● What the death penalty is, history and where it is currently a legal punishment. Arguments for and against the morality of the death penalty. ● Christian and Muslim beliefs about forgiveness and the extent to which this applies to crime and criminals. ● Christian and Muslim beliefs about those who cause suffering and how best to respond to suffering. ● Application of Christian and Muslim teachings to all aspects.
<p>Assessment</p> <ul style="list-style-type: none"> ● End of Unit assessment ● Practice GCSE questions ● Ongoing low stakes testing 	<p>Assessment</p> <ul style="list-style-type: none"> ● Practice GCSE questions ● Ongoing low stakes testing ● MOCK exams 	<p>Assessment</p> <ul style="list-style-type: none"> ● End of Unit assessment ● Practice GCSE questions ● Ongoing low stakes testing

Revisit/Review <ul style="list-style-type: none"> ● Zakah ● Jesus' teachings of peace ● Beliefs about the nature of God 	Revisit/Review <ul style="list-style-type: none"> ● Life of Jesus ● Relationships and Families ● Religion and Life Issues ● Muslim beliefs, teachings and practices 	Revisit/Review <ul style="list-style-type: none"> ● Year 9 crime and punishment ● Beliefs about the after life and judgement
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Year 11		
Spring 2	Summer 1	
Content: Christian Practices part 2 (1) Food Banks; (2) Street Pastors; (3) The Place of Mission and Evangelism; (4) Church Growth; (5) The Importance of the Worldwide Church; (6) Christian Persecution; (7 and 8) Church Response to World Poverty; (9) GCSE Exam Practice; (10 and 11) Revision; (12) End of Unit Assessment; (13) Results and Review	Content: REVISION FOR GCSE EXAM Every lesson will be devoted to exam preparation, with the first RE GCSE exam early to mid May.	
Concepts/Generalisations/Skills <ul style="list-style-type: none"> ● The role of the Church in the local community - the origins of food banks as a Christian response to poverty, the origins of street pastors as a response to antisocial behaviour and a lack of community support in towns and cities. ● The Great Commission given by Jesus to his disciples and the ongoing mission of Christians to evangelise. ● Where and how the Christian faith is spreading worldwide and the strategies used to do this, including missionaries. ● The role of the Church in working for reconciliation, including the work of the Corrymeela Community. ● Persecution of Christians around the world - where this is happening, how and why. Christian responses to the problem of persecution. ● How the Church responds to world poverty and the work and motivation of 3 Christian charities. 	Concepts/Generalisations/Skills <ul style="list-style-type: none"> ● 	
Assessment <ul style="list-style-type: none"> ● End of Unit assessment ● Practice GCSE questions ● Ongoing low stakes testing 	Assessment <ul style="list-style-type: none"> ● Practice GCSE questions ● Ongoing low stakes testing ● Formal GCSE exams 	

Revisit/Review

- The life and teachings of Jesus
- Stewardship; sanctity of life; forgiveness and reconciliation

Revisit/Review

- Everything