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Term/Focus	Autumn 1 Religion and Prejudice	Autumn 2 Problem of Evil and Suffering	Spring 1 Matters of Life and Medical Ethics	Spring 2 Science and Religion	Summer 1 Christianity and the Bible	Summer 2 Arguments for the Existence of God
<p><b>Key knowledge and skills – What core knowledge and key skills will be acquired and developed by students?</b></p>	<p>Foundation / Developing</p> <p>Students will learn what the following are and Christian and Muslim attitudes towards them: prejudice, discrimination, stereotyping, scapegoating and positive discrimination.</p> <p>Why people are prejudice (causes)</p> <p>Islamophobia</p> <p>Homophobia Examples of discrimination (Holocaust and Apartheid) Sexism.</p> <p>Students will also learn about BLM too.</p> <p>Skills will be the same as below but there will be more focus on:</p> <ul style="list-style-type: none"> <li>- Interpretation of religious beliefs</li> <li>- Application of religious beliefs to life</li> <li>- Reflection of own life compared to others we study.</li> </ul>	<p>Foundation / Developing</p> <p>Students will learn about different types of evil and suffering in the world and consider possible causes. Students will learn the basics of some of the arguments that try to show there can be a loving God and still evil within the world.</p> <p>Skills will be the same as below but there will be more focus on:</p> <ul style="list-style-type: none"> <li>- Interpretation of religious beliefs</li> <li>- Application of religious beliefs to life</li> <li>- Reflection of own life compared to others we study.</li> </ul> <p>Students will be taught to answer exam questions</p>	<p>Foundation / Developing</p> <p>Students will learn about different types of medical ethics and the need for them including genetic engineering, surrogacy, saviour siblings, IVF, cloning and human experimentation. They will learn Christian and Muslim thoughts on this and start to compare them.</p> <p>Skills will be the same as below but there will be more focus on:</p> <ul style="list-style-type: none"> <li>- Interpretation of religious beliefs</li> <li>- Application of religious beliefs to life</li> <li>- Reflection of own life compared to others we study.</li> </ul> <p>Students will be taught to answer exam questions and given structure and assistance to do so.</p>	<p>Foundation / Developing</p> <p>Students will learn about different beliefs about how the world began (fundamental Christian, liberal Christian, Muslim, scientific and religious scientific).</p> <p>Skills will be the same as below but there will be more focus on:</p> <ul style="list-style-type: none"> <li>- Interpretation of religious beliefs</li> <li>- Application of religious beliefs to creation.</li> <li>- Reflection of own life compared to others we study.</li> </ul> <p>Students will be taught to answer exam questions and given structure and assistance to do so.</p>	<p>Foundation / Developing</p> <p>Students will learn about the Bible and how it is split into the New and Old Testament and what that means, they will learn about the differences between the two testaments and they will understand how the Bible was written. They will learn about Jesus and the stories about him within the Bible.</p> <p>Skills will be the same as below but there will be more focus on:</p> <ul style="list-style-type: none"> <li>- Interpretation of religious beliefs</li> <li>- Application of religious beliefs to creation.</li> <li>- Reflection of own life compared to others we study.</li> </ul> <p>Students will be taught to answer exam questions and given</p>	<p>Foundation / Developing</p> <p>Students will learn the foundations of some of the famous arguments for the existence of God such as the Design Argument, the Cosmological Argument and the Ontological Argument.</p> <p>Skills will be the same as below but there will be more focus on:</p> <ul style="list-style-type: none"> <li>- Interpretation of religious beliefs</li> <li>- Application of religious beliefs to these arguments.</li> <li>- Reflection of own life compared to others we study.</li> </ul> <p>Students will be taught to answer exam questions and given structure and assistance to do so</p>

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	<p>Students will be taught to answer exam questions and given structure and assistance to do so.</p>	<p>and given structure and assistance to do so.</p>			<p>structure and assistance to do so.</p>	
	<p>Good / Exceptional Students will learn all of above but they will start to apply religious quotes to these life issues and they will also be able to stat analysing quotes. They will be learning about comparison and evaluation in more depth and also the reasons behind religious views.</p> <p>Skills: Students will be developing these skills that they started to use in KS3:</p> <ul style="list-style-type: none"> <li>- Interpretation (of religious text and quotes)</li> <li>- Empathy (of people from different ethnicities and religions)</li> <li>- Application (of quotes, teachings and beliefs to real life)</li> <li>- Evaluation of different religious and non religious</li> </ul>	<p>Good / Exceptional Students will learn the above but they will also be able to evaluate and the different arguments that try to defend God and compare these arguments. They will also consider more depth to why there is evil and suffering in the world.</p> <p>Skills: Students will be developing these skills that they started to use in KS3:</p> <ul style="list-style-type: none"> <li>- Interpretation (of religious text and quotes)</li> <li>- Empathy (of people from different ethnicities and religions)</li> <li>- Application (of quotes, teachings and beliefs to real life)</li> <li>- Evaluation of different religious and non religious</li> </ul>	<p>Good / Exceptional Students will learn all of above but they will start to apply religious quotes to these life issues and they will also be able to stat analysing quotes. They will be learning about comparison and evaluation in more depth and also the reasons behind religious views.</p> <p>Skills: Students will be developing these skills that they started to use in KS3:</p> <ul style="list-style-type: none"> <li>- Interpretation (of religious text and quotes)</li> <li>- Empathy (of people from different ethnicities and religions)</li> <li>- Application (of quotes, teachings and beliefs to real life)</li> <li>- Evaluation of different religious and non religious</li> </ul>	<p>Good / Exceptional Students will learn all of above but they will start to apply religious quotes to these life issues and they will also be able to stat analysing quotes. They will be learning about comparison and evaluation in more depth and also the reasons behind religious views.</p> <p>Skills: Students will be developing these skills that they started to use in KS3:</p> <ul style="list-style-type: none"> <li>- Interpretation (of religious text and quotes)</li> <li>- Empathy (of people from different ethnicities and religions)</li> <li>- Application (of quotes, teachings and beliefs to real life)</li> <li>- Evaluation of different religious and non religious</li> </ul>	<p>Good / Exceptional Students will learn the above as well as how to use the Bible in terms of finding quotes and versus. They will start to analyse biblical content and evaluate it as to its relevance today.</p> <p>Skills: Students will be developing these skills that they started to use in KS3:</p> <ul style="list-style-type: none"> <li>- Interpretation (of religious text and quotes)</li> <li>- Empathy (of people from different ethnicities and religions)</li> <li>- Application (of quotes, teachings and beliefs to real life)</li> <li>- Evaluation of different religious and</li> </ul>	<p>Good / Exceptional Students will learn the above as well as key criticisms and counterarguments to each of the arguments of the existence of God. They will evaluate each argument and reflect on whether they have any strength.</p> <p>Skills: Students will be developing these skills that they started to use in KS3:</p> <ul style="list-style-type: none"> <li>- Interpretation (of religious text and quotes)</li> <li>- Empathy (of people from different ethnicities and religions)</li> <li>- Application (of quotes, teachings and beliefs to real life)</li> <li>- Evaluation of different</li> </ul>

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	<p>approaches to life.</p> <ul style="list-style-type: none"> <li>- Comparison and analysis of different ways of living from different religions and non religions.</li> <li>- Reflection of own life compared to others'.</li> </ul> <p>Students will be taught how to gain full marks for all exam board answers.</p>	<p>approaches to life.</p> <ul style="list-style-type: none"> <li>- Comparison and analysis of different ways of living from different religions and non religions.</li> <li>- Reflection of own life compared to others'.</li> </ul> <p>Students will be taught how to gain full marks for all exam board answers.</p>	<p>approaches to life.</p> <ul style="list-style-type: none"> <li>- Comparison and analysis of different ways of living from different religions and non religions.</li> <li>- Reflection of own life compared to others'.</li> </ul> <p>Students will be taught how to gain full marks for all exam board answers.</p>	<p>approaches to life.</p> <ul style="list-style-type: none"> <li>- Comparison and analysis of different ways of living from different religions and non religions.</li> <li>- Reflection of own life compared to others'.</li> </ul> <p>Students will be taught how to gain full marks for all exam board answers.</p>	<p>non religious approaches to life.</p> <ul style="list-style-type: none"> <li>- Comparison and analysis of different ways of living from different religions and non religions.</li> <li>- Reflection of own life compared to others'.</li> </ul> <p>Students will be taught how to gain full marks for all exam board answers.</p>	<p>religious and non religious approaches to life.</p> <ul style="list-style-type: none"> <li>- Comparison and analysis of different ways of living from different religions and non religions.</li> <li>- Reflection of own life compared to others'.</li> </ul> <p>Students will be taught how to gain full marks for all exam board answers.</p>
<b>Links to GCSE</b>	Each of these unit, the students are learning about areas that are not specifically covered in the GCSE RS but the religions that are applied to each topic are the same so students will be learning about applying religious beliefs which is an essential skill in the GCSE. These units are all GCSE standard but are not in the GCSE specification.	Each of these unit, the students are learning about areas that are not specifically covered in the GCSE RS but the religions that are applied to each topic are the same so students will be learning about applying religious beliefs which is an essential skill in the GCSE. These units are all GCSE standard but are not in the GCSE specification.	Each of these unit, the students are learning about areas that are not specifically covered in the GCSE RS but the religions that are applied to each topic are the same so students will be learning about applying religious beliefs which is an essential skill in the GCSE. These units are all GCSE standard but are not in the GCSE specification.	Each of these unit, the students are learning about areas that are not specifically covered in the GCSE RS but the religions that are applied to each topic are the same so students will be learning about applying religious beliefs which is an essential skill in the GCSE. These units are all GCSE standard but are not in the GCSE specification.	Each of these unit, the students are learning about areas that are not specifically covered in the GCSE RS but the religions that are applied to each topic are the same so students will be learning about applying religious beliefs which is an essential skill in the GCSE. These units are all GCSE standard but are not in the GCSE specification.	Each of these unit, the students are learning about areas that are not specifically covered in the GCSE RS but the religions that are applied to each topic are the same so students will be learning about applying religious beliefs which is an essential skill in the GCSE. These units are all GCSE standard but are not in the GCSE specification.
<b>Homework – Knowledge organiser created and on website?</b>	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
<b>Responsive Teaching – how do</b>	Students will have fortnightly assessments that include: Glossary tests (peer marked and teacher confirmed) 4 mark questions (peer marked)					

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we assess and feed back to students in this subject (formative and summative)	5 and 12 mark questions teacher marked using highlighters and codes.		
<b>Termly assessment content</b> – what content will be covered in your termly assessments (the two-week assessment window)?	Religion and Prejudice Evil and Suffering	Religion and Prejudice Evil and Suffering Medical Ethics Science and Religion	Religion and Prejudice Evil and Suffering Medical Ethics Science and Religion Christianity and the Bible Arguments for the Existence of God

