Term 1

			September	October	November	December	January	February	February	March	April	May
Month			Half Term 1		Half Term 2		Half Term 3		Half Term 4		Half Term 5	
	AQA		**Theme A : Relationships & Family Lessons 1-4 They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:Contraception, Sexual relationships before marriage,Homosexual**	**Theme B: Religion & Life Lessons 1-4 They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:Abortion, Euthanasia, Animal experimentation.**	**Mocks Revision, Mocks, Going over Mocks**	**Theme C: the existence of God & Revelation Lessons 1-4 They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and non-religious beliefs such as atheism and humanism:Visions,Miracles, Nature as general revelation.**	**Theme D: Religion , Peace & Conflict Lessons 1-4 They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Violence, Weapons of mass destruction,Pacifism.**	**Theme E: Religion, Crime & Punishment Lesson 1-2 They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:**	**Theme E: Religion, Crime & Punishment Lesson 3-4 They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:**	**Religion, Human Rights an Social Justice Lessons 1-4 They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:**	**Revision**	**Revision**
	Substantive Knowledge	***The What!***	Christian and Muslim Beliefs associated with: **Lesson 1 retrieval from Year 10:**The nature of families, including: the role of parents and children,extended families and the nuclear family. The purpose of families, including:procreation, stability and the protection of children, educating children in a faith. Contemporary family issues including:same-sex parents,polygamy.The roles of men and women.Gender equality. Gender prejudice and discrimination, including examples. Christian and Muslim Practices associated with: **Lesson 2:**The nature and purpose of the sacrament of marriage. **Lesson 3**: Sex and sexual relationships before and outside of marriage, cohabitation. Contraception and family planning. Human sexuality including: heterosexual and homosexual relationships -same-sex marriage and cohabitation. **Lesson 4**: Divorce and reasons for divorce.Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.	Christian and Muslim Beliefs associated with: **Lesson 1 retrieval from Year 10:** The origins of the universe, including:religious teachings about the origins of the universe, and different interpretations of these - **Lesson 2:** The origins of life, including:religious teachings about the origins of human life, and different interpretations of these, the relationship between scientific views, such as evolution, and religious views. **Lesson 3** The concepts of sanctity of life and the quality of life.Abortion, including situations when the mother's life is at risk.Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.Euthanasia. **Lesson 4:** Beliefs about death and an afterlife, and their impact on beliefs about the value of human life		Christian and Muslim Beliefs associated with: **Lesson 1 retrival from Year 10**: Philosophical arguments for and against the existence of God: The Design argument, including its strengths and weaknesses;the First Cause argument, including its strengths and weaknesses; the argument from miracles, including its strengths and weaknesses, and one example of a miracle. **Lesson 2:** The nature of the divine and revelation - Special revelation as a source of knowledge about the divine **Lesson 3** Enlightenment as a source of knowledge about the divine. The value of general and special revelation and enlightenment as sources of knowledge about the divine, including:the problems of different ideas about the divine arising from these experiences alternative explanations for the experiences, and the possibility that the people who claimed to have them were lying or mistaken. Link to Sawm ; the role and significance of fasting during Ramadan including the origins, duties, benefits of fasting, the exceptions and reasons and the night of Power, Qu'ran. **Lesson 4:** General revelation: nature and scripture as a way of understanding the divine. Different ideas about the divine that come from these sources:omnipotent and	Christian and Muslim Beliefs associated with: **Lesson 1 retrieval from Year 10**: Religion, violence, terrorism and war.The meaning and significance of peace, justice, forgiveness, reconciliation. Link to Jihad one of ten Shi'a obligations – the struggle to keep belief in Allah and follow his rules, to follow the Five Pillars of Islam successfully and to defend Islam. Different understandings of Jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. Violence, including violent protest. Reasons for war, including greed, self-defence and retaliation.The Just War Theory, including the criteria for a just war.Holy war.Pacifism. Christian and Muslim Practices associated with: **Lesson 2:** Religion and belief in 21st century conflict. Religion and belief as a cause of war and violence in the contemporary world. **Lesson 3:** Nuclear weapons, including nuclear deterrence.The use of weapons of mass destruction.Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. **Lesson 4:** Religious responses to the victims of war including the work of one present	Christian and Muslim Beliefs associated with: **Lesson 1 retrieval from Year 10**: Religion, crime and the causes of crime. Good and evil intentions and actions, including whether it can ever be good to cause suffering. Reasons for crime, including:poverty and upbringing,mental illness and addiction,greed and hate,opposition to an unjust law.Views about people who break the law for these reasons. Views about different types of crime, including hate crimes, theft and murder. **Lesson 2**: Religion and punishment -The aims of punishment ,including: retribution, deterrence,reformation.	Christian and Muslim Beliefs and Practices associated with: **Lesson 3**: The treatment of criminals, including: prison,corporal punishment,community service. Forgiveness. **Lesson 4:** The death penalty.Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.	Christian and Muslim Beliefs associated with: Human rights **Lesson 1 retrieval from Year 10:** Human Rights Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. Issues of equality, freedom of religion and belief including freedom of religious expression. Racial prejudice and discrimination.Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice. **Lesson 2**: Wealth and poverty -Wealth, including: the right attitude to wealth, the uses of wealth. The responsibilities of wealth, including the duty to tackle poverty and its causes. **Lesson 3:** Exploitation of the poor including issues relating to:fair pay,excessive interest on loans, people-trafficking.The responsibilities of those living in poverty to help themselves overcome the difficulties they face. **Lesson 4:** Charity, including issues related to giving money to the poor		
	Disciplinary knowledge	***The How!***	• **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious	• **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious		• **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious	• **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious	• **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious	• **apply knowledge and understanding** of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • **understand significant common and divergent views** between and/or within religions and beliefs • **apply knowledge and understanding in order to analyse** questions related to religious beliefs and values • **construct well-informed and balanced arguments** on matters concerned with religious	apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • understand significant common and divergent views between and/or within religions and beliefs • apply knowledge and understanding in order to analyse questions related to religious beliefs and values • construct well-informed and balanced arguments on matters concerned with religious		
	Sequencing (Flow)	***Retrieval & Extension***	**Builds upon** this topic being taught in Year 10. Use retrieval exercises to ensure knowledeg is recalled and take lessons further by incorporating 12 mark style questions every lesson as part of independent practice. **Is further developed in**: Students must able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:Abortion, Euthanasia, Animal experimentation. This is achieved through the use of nearpod quizzes of AP3 assessments and previous weeks' learning	**Builds upon**: Knowledge of contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:Contraception.Sexual relationships before marriage,Homosexual relationships. **Further developed in:** Use of green pen to support mock assessments - all question types - modelled answers and student-friendly mark schemes.		**Builds upon**: Y10 knowledge examined in the November mock and material covered in Y11 so far. **Further developed in:** Use of green pen responses to improve answers. Students are able to showcase contrasting beliefs on visions, miracles and nature as revelation.	**Builds upon:** Retrieval of the existence of God, divine revelation and scripture connected to the nature of God from Year 10. **Further developed in** :Use of nearpod activities and green pen activities to improve exam questions answers on violence, weapons and pacifism.	**Builds upon:** Year knowledge of peace and justice, equality February and March Y10 Religion, Peace & Conflict **Further Developed in:** Lessons 1-6. Use of nearpod 'Do now' tasks and green pen improvement tasks . Further developed in: Students continue to develop their understanding of Christian teachings towards punishment and reflect on contrasting teachings regarding crime and punishment.	**Builds upon:** Y10 Peace and conflict in March and February and April and May Religion, Crime & Punishment. Retrieval of knowledge of the nature of God and differneces betwen Islamic teachingsd established in KS3. **Further Developed in**: Lessons 1-6. Use of nearpod activities and green pen improvement tasks Further developed in: Human rights and prejudice, differences betwerrn Islamic and Christian teachings on wealth and poverty	**Builds upon:** Year 10 knowledge of Religion, Human Rights an Social Justice Lessons 1-6. March and February and April and May Religion, Crime & Punishment **Further developed in**: Lessons 1-6. Use of nearpod activities and green pen improvement tasks		
	Summative Assessment		Deep mark of a 12 mark question	24 mark paper on sanctity of life to include 1,2,4,5, and 12 mark question	Mock paper	Deep mark of a 12 mark question	24 mark paper on peace and conflcit to include 1,2,4,5, and 12 mark question	24 mark paper on peace and conflcit to include 1,2,4,5, and 12 mark question	24 mark paper on crime and punishment to include 1,2,4,5, and 12 mark question	24 mark paper on Human Rights and Social Justice to include 1,2,4,5, and 12 mark question		
Personal Empowerment	Virtue		Friendliness & Civilty	Justice& Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery
	Link to Virtue	*The opportunity to reflect, think deeply and critically about an issue.*	This unit demonstrates the virtues of friendliness and civility as all learners have to be open and respectful of each others views/beliefs about both Christianity and Islam.	This unit about relationships is underpinned by the truthfulness needed for relationships to flourish.	This unit demonstrates the virtue of courage as it enables learners to have the confidence to share their views about Christianity and Islam. Throughout this unit, learners will also practice generosity, by assisting their classmates if needed.	In this unit, we consider the generosity interwoven into the teachings of Islam and Christianity. In lessons we shall be generous to one another as we share new ideas and converse to reach new understanding of these faiths.	This unit demonstrates the virtue of gratitude and good speech, as learners will be thankful and considerate of key beliefs in both Christianity and Islam.	This unit demonstrates the virtue of gratitude and good speech, as learners will be thankful and considerate of key beliefs in both Christianity and Islam.	This unit demonstrates the virtue of good temper and humour as the learners will have to respond appropriately to key practices in both Christianity and Islam. Additionally, this unit embeds good-speech, as everyone will respect the thoughts and opinions of their peers, and verbalise their responses in a fair and respectful way.	This unit demonstrates the virtue of good temper and humour as the learners will have to respond appropriately to key practices in both Christianity and Islam. Additionally, this unit embeds good-speech, as everyone will respect the thoughts and opinions of their peers, and verbalise their responses in a fair and respectful way.	Perfecting knowledge and essay writing skills.	Perfecting knowledge and essay writing skills.
Preparation for Work	Skill		Listening	Leadership	Problem-solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Aiming High
	Link to Skill	*Transferable skills*	This unit embeds listening skills as learners have to listen to varying beliefs and opinions. We will also be practising the skill of listening, as learners will have to be aware of their peer's views about these 2 key religions. Learners will also be able to practice the skill of leadership, by working in groups and having particular tasks to complete and ensure the members of their group	Learners will discuss the attributes needed for religious leadership.	Learners will exercise the skill of problem-solving and creativity, by firstly considering both strengths and weaknesses of these two religions and then learning how to formulate their own views based on these advantages and disadvantages.	Using creativity to come up with different possible theories on the creation.Wonder and awe of the creation story.	Learners will have to remain positive throughout this unit, by continuing to work hard, no matter how challenging the content may be. This will be achieved by listening to what is being taught and the views of their peers.	Learners will have to remain positive throughout this unit, by continuing to work hard, no matter how challenging the content may be. This will be achieved by listening to what is being taught and the views of their peers.	Learners will have to remain positive throughout this unit, by continuing to work hard, no matter how challenging the content may be. This will be achieved by listening to what is being taught and the views of their peers.	Learners will have to remain positive throughout this unit, by continuing to work hard, no matter how challenging the content may be. This will be achieved by listening to what is being taught and the views of their peers.	This unit shows out students how to aim-high, so as to overcome any weaknesses and be confident enough to verbalise areas that need extra work/support.	This unit shows out students how to aim-high, so as to overcome any weaknesses and be confident enough to verbalise areas that need extra work/support.
Preparation for Citizenship	SMSC & British Values		Spiritual, Moral & Cultural	Spiritual, Moral & Cultural	Spiritual, Moral & Cultural	Spiritual	Spiritual and Moral	Spiritual, Moral, Social & Cultural	Spiritual, Moral, Social & Cultural	Moral and Social		
	Link to SMSC & British Values	*Developing opinions on current issues*	Spiritual aspects of the study of creation and God / Allah in both Christianity and Islam. Moral aspects of the sanctity of marriage. Cultural simialrities and differences.	Spiritual aspects of the study of creation and God / Allah in both Christianity and Islam. Moral aspects of the sanctity of life. Cultural simialrities and differences.	Spiritual aspects of the study of creation and God / Allah in both Christianity and Islam. Moral aspects of the sanctity of life. Cultural simialrities and differences.	Spiritual understanding of revelation and the general revelation in nature	Respect and tolerance for people to have the freedom in a democratic society to carry out the types of worship of their choice. Moral issues associated with weapons of mass destruction and a Just War.	The spirituality behind forgiveness of others. The moral understanding of what is right and wrong and what should be punished. The social effects of imprisonment and reformation. The cultural simialrities and differences.	The spirituality behind forgiveness of others. The moral understanding of what is right and wrong and what should be punished. The social effects of imprisonment and reformation. The cultural simialrities and differences.	The moral underpinning of human rights and the social effects of social justice.		