

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
<p><u>Understanding</u> = Understanding humanity (including subject content, subject specific skills, cultural capital)  <u>Practising</u> = Practising humanity (including personal skills, British Values, mental health, moral education, spiritual education)  <u>Contributing</u> = Contributing to humanity (including forming views on current issues, transferable skills, aspiration, careers and employability, social education)</p>				
8 lessons	<p><b>Does life always need to be preserved?</b></p> <p><b>(Theme B – Religion and Life)</b></p>	<p><u>Understanding</u> = key principles surrounding the treatment of life in all forms; scientific and religious views on the origin of the universe, world, human and animal life; current environmental problems, including causes, effects and solutions; Christian and non-religious views and why/how to look after the environment; Christian and non-religious views about how to treat animals; arguments for and against vegetarianism and animal testing; Christian views on the value of human life; Christian and non-religious arguments for and against abortion and euthanasia; views about life after death</p> <p><u>Practising</u> = tolerance and understanding of different points of view; empathy and appreciation of different points of view relating to contentious and emotive issues; understanding the UK law on issues relating to human and animal life and the environment</p> <p><u>Contributing</u> = reconciling religious and scientific views about the origin of the universe and life; debate and discussion about contentious issues</p>	<p><u>Understanding</u> = explaining, comparing and contrasting religious and non-religious views about the universe and life; evaluating different perspectives on philosophical, social and ethical issues in the contemporary world; applying scripture and other evidence to current issues</p> <p><u>Practising</u> = developing tolerance and empathy towards people with different views and in different circumstances; applying teachings and ideas to real life scenarios; treating others with respect; appreciating diverse range of views and experiences in British society today; refining and articulating own views on sensitive issues</p> <p><u>Contributing</u> = increasing environmental awareness; listening to the views of others; debating and discussing real-life issues with sensitivity; applying 'ideas' to 'reality'; reading/writing skills</p>	<p>Continuing to apply teachings and values from Christianity (learnt in KS3) to specific real-life issues</p> <p>Socially relevant in modern Britain, giving pupils chance to explore different views about current issues</p> <p>Opportunities to improve evaluation skills as pupils refine skills to help them articulate their own ideas and those of other people</p> <p>Topics will be useful in further units of study, especially ideas about the value of life and how to treat it in the modern world</p>

Timeline	Topic	Key concepts and knowledge	Skills development	Rationale
<p><u>Understanding</u> = Understanding humanity (including subject content, subject specific skills, cultural capital)  <u>Practising</u> = Practising humanity (including personal skills, British Values, mental health, moral education, spiritual education)  <u>Contributing</u> = Contributing to humanity (including forming views on current issues, transferable skills, aspiration, careers and employability, social education)</p>				
<p>11 lessons</p>	<p><b>Does God exist and can he interact with humans?</b></p> <p><b>(Theme C – Existence of God and Revelation)</b></p>	<p><u>Understanding</u> = basic world-views of Christianity and humanism; basic concepts from philosophy and science surrounding the existence of nature of God; Christian beliefs about what God is like; first cause argument for God’s existence; design argument for God’s existence; the argument from miracles; the concept of revelation; visions as special revelation; enlightenment as special revelation; nature and scripture as general revelation; the problem of evil; scientific and philosophical arguments against God’s existence  <u>Practising</u> = tolerance and respect of different world-views; personal reflection on own views/beliefs; the nature of knowledge and how it is acquired; empathy;  <u>Contributing</u> = evaluating and justifying points of view; the use of evidence to support points of view; philosophical arguments</p>	<p><u>Understanding</u> = explaining, contrasting and comparing religious and humanist beliefs; evaluating religious and humanist perspectives; justifying points of view with evidence including scripture  <u>Practising</u> = developing tolerance and respect of diverse points of view; developing empathy for those who suffer; considering how knowledge can be acquired  <u>Contributing</u> = debate and discussion; using evidence to support claims; considering social responsibility; constructing logical arguments; reading/writing skills; listening and debating; interpretation of scripture</p>	<p>Building on some knowledge of Christian beliefs and key principles of humanism from KS3</p> <p>Exploring arguments for and against God’s existence is good grounding for future in-depth study of religion and builds on prior-learning of beliefs about God and how he interacts with the world</p> <p>Developing important philosophical and evaluation skills for GCSE topics throughout – refine evaluation skills looking at complex issues</p> <p>Preparation for complex philosophical topics in Christianity and Buddhism</p> <p>Links to some values and principles studied in previous topics in year 9</p>

Timeline	Topic	Key concepts and knowledge	Skills development	Rationale
<p><u>Understanding</u> = Understanding humanity (including subject content, subject specific skills, cultural capital)  <u>Practising</u> = Practising humanity (including personal skills, British Values, mental health, moral education, spiritual education)  <u>Contributing</u> = Contributing to humanity (including forming views on current issues, transferable skills, aspiration, careers and employability, social education)</p>				
<p>12 lessons</p>	<p><b>What does God really want Christians to know about humanity?</b>   <b>(Christianity: Beliefs)</b></p>	<p><u>Understanding</u> = Christians beliefs about what God is like; creation and role of the Trinity; original sin; Jesus’ incarnation and life; Holy Week as preparation for Jesus’ crucifixion; the crucifixion; ideas about salvation, atonement and grace; Jesus’ resurrection and ascension; beliefs about Judgement Day and the afterlife; why these beliefs are important to Christians; how these beliefs are connected; how these beliefs influence Christians today  <u>Practising</u> = the nature of humanity as sinful, having free will, in need of salvation, destined to be rewarded or punished; individual responsibility and duty; Jesus as a role model; interpreting the symbolism of scripture  <u>Contributing</u> = evaluation of points of view and judging the importance of different beliefs; evaluation of evidence for beliefs and importance</p>	<p><u>Understanding</u> = explaining, contrasting and comparing Christian beliefs; explaining the influences of Christian beliefs; evaluating Christian beliefs from a Christian perspective; justifying points of view with evidence including scripture  <u>Practising</u> = considering what a human being is and how to live as a ‘good’ person; synthesising Christian and non-religious views about humanity  <u>Contributing</u> = debate and discussion of beliefs; using evidence to support beliefs; explaining how beliefs influence life; evaluating beliefs from a different perspective to your own; reading/writing skills; listening and debating; interpretation of scripture</p>	<p>Building on learning about Jesus and Christianity in KS3</p> <p>Revisiting some ideas from the existence of God topic</p> <p>Gives greater depth to key Christian beliefs and brings in analysis of how beliefs influence Christians in the ‘real world’</p> <p>Beginning study of religions with the more familiar of the two we study</p> <p>Introducing analysis and evaluation of abstract ideas and understanding how these beliefs influence practice</p> <p>Provides context to practices unit studied next</p>

Timeline	Topic	Key concepts and knowledge	Skills development	Rationale
<p><u>Understanding</u> = Understanding humanity (including subject content, subject specific skills, cultural capital)  <u>Practising</u> = Practising humanity (including personal skills, British Values, mental health, moral education, spiritual education)  <u>Contributing</u> = Contributing to humanity (including forming views on current issues, transferable skills, aspiration, careers and employability, social education)</p>				
<p>14 lessons</p>	<p><b>Which is more important – connecting with God or helping others?</b></p> <p><b>(Christianity: Practices)</b></p>	<p><u>Understanding</u> = contrasting methods of private and public worship; the importance and practice of prayer including set prayers; the seven sacraments; infant and believers baptism; contrasting ways of celebrating the Eucharist; contrasting ways of celebrating Christmas, Holy Week and Easter; the importance of pilgrimage and examples of pilgrimage sites; how Christians support the local community through Street Pastors and food banks; how Christians fight world poverty, aid reconciliation and supported the persecuted church; how and why Christians are involved in church growth, mission and evangelism; why these beliefs about important to Christians  <u>Practising</u> = duties and responsibilities towards others; expressing personal beliefs  <u>Contributing</u> = social action inspired by beliefs; evaluation of actions motivated by beliefs</p>	<p><u>Understanding</u> = explaining, contrasting and comparing Christian practices; supporting and justifying practices through the application of scripture; evaluation of different practices; making connections between beliefs and practices  <u>Practising</u> = applying broad concepts into practical moral support for others; exploring how to express own personal beliefs and ideas; tolerating different practices  <u>Contributing</u> = being part of society; discussion and evaluation of religious practices; working as a community; reading/writing skills; listening and debating; interpretation of scripture</p>	<p>Applying the beliefs studied in the previous topic and building knowledge of Christian practices from KS3</p> <p>Looking in depth at topics around ethics and worship in KS3</p> <p>Some familiar concepts to pupils as we are looking at the practices of the main religious tradition of Great Britain</p> <p>Provides contrasting practices to year 11 study of Buddhism</p> <p>Provides complete picture of one religion before moving on to the second we study at KS4</p>