

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>8 lessons</p>	<p>How should we respond to crime? (Theme E – Religion, Crime and Punishment)</p>	<p><u>Understanding</u> = Christian ideas about the origin of evil; causes of crime; why laws are important; different types of crime; the aims of punishment and how these relate to ideas about justice; views on prison, community service, corporal punishment and the death penalty (advantages, disadvantages, Christian views); Christian and non-religious ideas about forgiveness of criminals and others; how victims of crime can be supported; how criminals should be treated in society <u>Practising</u> = reasons to and not to forgive others; the relationship between justice and forgiveness; the rule of law and its role in our lives; how to treat others; ideas about when, if and why we should forgive people who have wronged us <u>Contributing</u> = how forgiving and punishing people contributes to order in society; how society can be improve through the just treatment of criminals</p>	<p><u>Understanding</u> = explaining similar and contrasting ideas about issues relating to crime and punishment; evaluating Christian and non-religious ideas; applying scripture to contemporary issues <u>Practising</u> = developing sense of justice; applying theories about punishment to real life scenarios; forgiving others and allowing for second chances; treating others with respect <u>Contributing</u> = listening to the views of others; evaluating the current UK processes with regard to crime and punishment; reading/writing skills; listening and debating; exegesis of scripture</p>	<p>Engaging and socially relevant start to GCSE course</p> <p>Introducing key ethical, social and philosophical ideas that will be returned to in future topics</p> <p>Building on pupils’ prior understanding of issues to do with crime and punishment in society and school</p> <p>Concrete real life issues to help embed learning</p> <p>Applying understanding of values from year 9 curriculum</p>

<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>What is the point of sexual relationships?</p> <p>(Theme A – Relationships and Families)</p>	<p><u>Understanding</u> = how attitudes, expectations and the law have changed in the UK on the topics on sex, relationships, family and gender; Christian and non-religious views about pre-marital sex and cohabitation; Christian attitudes towards the purpose of sex and family; the importance and role of marriage for Christians; contrasting Christian views on divorce, remarriage, contraception and homosexual relationships; Christian and non-religious views on gender roles and gender equality</p> <p><u>Practising</u> = the nature and purpose of sexual relationships and families; treating people with respect and equality; appropriate and inappropriate relationships and the treatment of other people</p> <p><u>Contributing</u> = debating different ideas about relationships and families; the role of compromise and collaboration in society; promoting social harmony through tolerance, respect and understanding</p>	<p><u>Understanding</u> = explaining similar and contrasting ideas about issues relating to relationships; evaluating Christians and non-religious ideas; applying scripture to contemporary issues</p> <p><u>Practising</u> = respect for individual liberty; appreciating the meaning of an appropriate relationship; positive treatment of others including in relationships; developing ideas about equality; treating others with respect</p> <p><u>Contributing</u> = listening to and analysing contrasting views; applying theories to real life situations; reading/writing skills; listening and debating; exegesis of scripture</p>	<p>Chance to apply some of the concepts and teachings from the Christian decision making topic</p> <p>Drawing on knowledge from KS3 about family</p> <p>Continuing to examine real life issues and form own ideas/values</p> <p>Continuing to work on exam skills developed since the beginning of the year</p> <p>Applying understanding of values from year 9 curriculum</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>8 lessons</p>	<p>Does life always need to be preserved?</p> <p>(Theme B – Religion and Life)</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 <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 <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 <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 <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>Does God exist and can he interact with humans?</p> <p>(Theme C – Existence of God and Revelation)</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>What does God really want Christians to know about humanity? (Christianity: Beliefs)</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>