group	Term	Religion	Key Themes (Intent)	Key questions/concepts	Assessments (Implementation)	KS3: Local Agreed Syllabus Link KS4:	Fundamental Skills	Misconceptions	SMSC/Fundamental British	Careers	Computing/Literacy/
Year Grou	ierm	Keilgion	key Inemes (Intent)	key questions/concepts	Assessments (implementation)	GCSE Specification Links My own beliefs	Fundamental Skills		Values Links Faith, worship	Context/Opportunities	Opportunities
7	HT1A- What are Ultimate Questions?	Christianity	Pupils will begin with exploring questions- questions that have no right or wrong answers. This is an opportunity for pupils when they first start Burnley High to start questioning what their beliefs are and why do they believe it.	1) What are Ultimate Questions? 2) Why do bad things happen to good people? 3) Where did we come from? 4) Where are we going? 5) What is the meaning of life?	ASSESSED PIECE: Where are we going?	Relate to ultimate questions Value of religion World issues Belonging to community Value of religion	DESCRIBE AND EXPLAIN	Ultimate questions have no correct answer as the answer is based on opinion or belief. Many students have claimed not to be religion and when asked about their views on life after death say they believe in heaven and hell.	Critical thinking Valuing opinions of others Emotions and feelings Reflection and self-reflection Beliefs Values Personal experiences Understanding of strengths and weaknesses	Nurse Scientists Teacher A-Levels- Sociology/Psychology/ Religious Education	Literacy- whole school literacy focus Computing- iPad research, YouTube video
	HT18-How is religion represented in literature?	Christianity	It is important to pupils understand the influence of neiligion in society. Working from our previous unit of morals and values we identify how religion has influenced the work of C.S. Lewis and the religious themes highlighted throughout his writing of The Lion, The Widch and The Wardrobe - Puglis will explore the story identifying Christian values from what they have learnt from primary school and compare the fluenced or Allondon to Jesus.	1) Why 'The Lion, The Witch and The Wardrobe?' 2) What is the story all about? 3) What are the morals of the story? 4) Can I see any religious values in the story? 5) How are Aslan and Jesus similar?	ASSESSED PIECE: How are Aslan and Jesus similar? DC1 DATA CAPTURE	Value of religion World issues Belonging to a community Ultimate Questions	EXPLAIN AND RELGIOUS VALUES	Pupils may question how a fictional book may be based on Christianity. Students may find it difficult to understand morals and values in a book to Christianity.	Faith, worship Critical thinking Valuing opinions of others Emotions and feelings Reflection and self-reflection Beliefs Values Personal experiences Faith, worship	Creative writer A-Levels- English Literature/Psychology/Sociolo gy/Religious Education	Literacy- whole school literacy focus Computing- QR codes, iPad research
	HT2A- What are the key beliefs in Judaism?	Judaism	We will then go on to explore the fundamental beliefs of the monotheistic religions. Looking at the fundamental beliefs in Judaism: the role of Abraham, Holy Books and Laws, worship and festivals.	1) Who was Abraham? 2) Why are rites of passage important? 3) What festivals do Jews celebrate? 4) Where do Jewish people worship? 5) What are the holy books and laws in Judaism? 1) Did Jesus exist?	ASSESSED PIECE: What are the holy books and laws in Judais.m?	Value of religion World issues Belonging to a community Ultimate Questions	APPLICATION AND VALUES	How do Jews, Christians and Muslims believe in the same God and have different beliefs? The Torah is the Old Testament.	Critical thinking Valuing opinions of others Beliefs Values Personal experiences Relationships with others Curiosity Courage Faith, worship	Community worker A-Levels History/Religious Studies	Literacy-whole school literacy focus Computing- iPad research, YouTube videos
	HT28- What are the key beliefs in Christianity?	Christianity	Pupils consider what it means to be a Christian, including following the teachings of Jesus. Pupils will investigate what Christians can learn from Parables such as 'The Parable of the Sheep and the Goat' and consider the importance of values of parables. Pupils visit a local Church, learning about the role and purpose of the Church.	2) How was Jesus portrayed? 3) What did Jesus do? 4) What are miracles? 5) Why parables important? 6) Where do Christians get their guidance? 7) What do Christians celebrate? 8) Why are rites of passage important?	ASSESSED PIECE: Where do Christians get their guidance?	Value of religion World issues Belonging to a community Ultimate Questions	APPLICATION AND VALUES	Jesus was born a Jew not a Christian. Is Jesus a Christian or a Jew? Jesus is the son of God and performed God's duty on earth. God is not a person but a supreme power.	Critical thinking Valuing opinions of others Beliefs Values Personal experiences Relationships with others Curiosity Critical thinking Critical thinking	Community worker A-Levels History/Religious Studies	Literacy-whole school literacy focus Computing- create a card
	HT3A-What are the key beliefs in Islam?	Islam	Pupils re-cap and consolidate their knowledge of the main Muslim beliefs that create a global Muslim Umanh (Community). Pupils also investigate the Five Pillars of Islam and consider how they impact on the lives of Muslims in the UK. We finish the year exploring the world-looking at	1) What are the five Pillars? 2) Why are the 99 names important? 3) How do Muslims talk to God? 4) What is Zahat? 5) What are Sawm, Halal and Haram? 6) What is Hajj?	ASSESSED PIECE: What is Zakat?	Value of religion World issues Belonging to a community Ultimate Questions	EXPLAIN AND HOW PEOPLE SHOW COMMITMENT	Jews, Christians and Muslims believe in the same God. Muslims refer to Allah (Arabic word for God), Jews refer to G-d and Christians refer to God.	Critical thinking Valuing opinions of others Beliefs Values Individual and group identity Community Diversity Tolerance Individual and group identity	Community worker A-Levels History/Religious Studies	Literacy-whole school literacy focus Computing- YouTube video research
	HT3B- What are we doing to our earth?	Christianity/non religious	what is wondrous and the impact of the ethical issue of climate change. Puglis will look at the impact and using their knowledge built over the year to apply beliefs and to start to compare the beliefs to non-religious people. This unit highlights the similarities and differences in values and guidance of those who are religious and non- religious. The first three topics in Year 8 focus on Eastern	1) What is wondrous? 2) What are we doing to our home? 3) What do Christians believe about creation? 4) Why Christians believe they should look after the earth? 5) Why should Humanists care for the planet?	ASSESSED PIECE: Why should humanities care for the planet? DC2 DATA CAPTURE	Value of religion and community. Relate to ultimate questions. Impact on world issues. My own beliefs .	HOW PEOPLE SHOW COMMITMENT ABD APPLICATION	How can Humanist and Christians have similar views on the treatment of the earth-morals and values.	Local, national and global belonging Community Compromise and consensus. Democracy Family Equality Rights in the society Series Exemines	Environmentalist, Teacher, Journalist, Politics	Literacy-whole school literacy focus Numeracy- Computing- create a newspaper article
s	HT1a- What are the key beliefs in Hinduism?	Hinduism	The first three topics in Year's focus on Eastern religions of the woold. We explore the fundamental beliefs in Hinduism-looking at Hindu Gods, worship and festivals: when exploring fundamental beliefs of Eastern religions we compare to that previously studied in year 7 where pupils investigated beliefs of monothesitic religions. Building from the previous topic we continue to explore Eastern religions by investigating Buddhisti.	1) What are the main Gods in Hinduism? 2) God or Gods? 3) How do Hindus worship? 4) What is puja? 5) Why is Diwali important? 1) Who was Siddhartha?	ASSESSED PIECE: Why is Diwali important?	Value of religion World issues Belonging to a community Ultimate Questions	EXPLAIN AND INVESTIGATE	There is no one main God in Hinduism. Hindu Gods manifest in different forms.	Faith, worship Critical thinking Valuing opinions of others Emotions and feelings Reflection and self-reflection Beliefs Faith, worship Critical thinking	Community worker A-Levels History/Religious Studies	Literacy-whole school literacy focus Computing-research Hindu Gods. Use of QR codes
	HT1b- What are the key beliefs in Buddhism?	Buddhism	beliefs. We look at the life of Siddhartha and how he was born a Hindu and how he became the founder of Buddhism. Pupils will explore what Buddhists believe to be true- and how Buddhists should live their life based on the truths. Pupils will identify how Buddhists worship- investigating The last of the Big Six world religions is the	2) What are the Four Noble Truths? 3) What is the Eightfold Path? 4) Why is the temple important? 5) What does Buddha represent?	ASSESSED PIECE: What does the Buddha represent? DC1 DATA CAPTURE	Value of religion World issues Belonging to a community Ultimate Questions	EXPLAIN AND INVESTIGATE	ideas which Buddhists believe will happen to all- Buddhists are to use the Eightfold Path to find the Middle Way.	Valuing opinions of others Emotions and feelings Reflection and self-reflection Beliefs Values Personal experiences Faith, worship Valuing others	Community worker A-Levels History/Religious Studies	Literacy-whole school literacy focus Computing-iPad research
	HT2a-What are the key beliefs in Sikhism?	Sikhism	youngest of the Eastern religions. This half term, pupils investigate what it means to be a 5kh. Pupils study the 5 K's so that they can recognise a 5kh in the community. They will also study the life and teachings of the main 5kh Guru and evaluate which is the most important Guru.	1) Who was Guru Nanak? 2) Who was Guru Gobind Singh? 3) What do symbols mean in Sikhism? 4) What happens in the Gurdwara? 5) What is the Guru Granth Sahib?	What do symbols in Sikhism mean?	Belonging to a religion or community Value of religion and community. Impact on world issues.	APPLICATION AND HOW PEOPLE SHOW COMMITMENT	When studying the Sks students may question if Sikhs carry knifes for defence. Sikhs carry a replica of the knife to represent the symbol.	Emotions and feelings Reflection and self-reflection Beliefs Values Personal experiences Courage Individualism Parth, worship	Community worker A-Levels History/Religious Studies	Literacy-whole school literacy focus Computing- research symbols
	HT2b- Have our beliefs changed to ultimate questions?	World Religions- The Big Six	In this unit we revisit the ultimate questions unit studied in year? The purpose of this unit is to investigate if the pupils' values have changed after having explore the big six world religions and non- religious views. We address misconceptions that arose previously and apply religious knowledge learnt to a variety of ultimate questions.	What is an Ultimate Question? Why is life unfair? What is meaning and purpose? 4) What is a soul?	What is meaning and purpose?	Belonging to a religion or community Value of religion and community. Impact on world issues.	APPLICATION AND ANALYSIS	Recap: Ultimate questions- no right or wrong answer.	Critical thinking Valuing opinions of others Emotions and feelings Reflection and self-reflection Beliefs Values Personal experiences Understanding of strengths Information and group itseltiny	Nurse Scientists Teacher A-Levels- Sociology/Psychology/ Religious Education	Literacy-whole school literacy focus Computing- create a questionnaire
	HT3s-What are people worth?	Christian Ethics	Puplis will explore the positives and negatives of the UK being a multi-ethnical multi-li-falth society. Puplis are given the opportunity to express their opinions will sterning about the opinions will semigate positive multi-enginess of the exploring what makes humans similar and different and there opinor the following: Sophie Lancaster, the work of the Sophie Lancaster Foundation, Human Rights and how people have unequal rights in society.	What are prejudice and discrimination? What happened to Sophie? What does the Sophie Lancaster Foundation do? 40 What are unequal rights? What's wrong with our world?	ASSESSED PIECE: What happened to Sophie?	Belonging to a religion or community (NON RELIGIOUS BELIEFS). Value of religion and community. Relate to ultimate questions. Impact on world issues. My own beliefs .	INVESTIGATION AND HOW PEOPLE SHOW COMMITMENT	Prejudice is thought. Discrimination is action. Different types of discrimination- racism/sexism/ageism	Local, national and global belonging Community Compromise and consensus. Democracy Family Equality Rights in the society Responsibilities in the society	Police, Law- Barrister/Solicitor, Youth Worker, Journalist	Literacy-whole school literacy focus Computing-YouTube, PowerPoint presentation
	HT3b-Why do people become terrorists?	Islam	in the final unit of year 8 we investigate the societal issues of terrorism. The purpose of the unit is to dispel myths of where and how terrorism has derived from and what terrorism is in today's society. We learn about the one of the major terrorist attacks: 9/11 and the impact this event had on the world. We also investigate the Manchester terrorist attack that impacted on our local and school community and the response that local and school community and the response that	1) What does a terrorist look like? 2) Why do people become terrorist? 3) What happened on 51.4 4) What are the conspiracy theories of 9.11? 5) What's happened in the UK?	ASSESSED PIECE: What's happened in the UK? DC2 DATA CAPTURE	Belonging to a religion or community (NON RELIGIOUS BELIETS). Value of religion and community. Relate to ultimate questions. Impact on world issues. My own beliefs .	INVESTIGATION AND EVALUATION	Terrorism is a new idea in society-founded during 18th Century-French Revolution. Terrorists have individual ideology through radicalisation or indoctrination and some will use religion as a justification of their actions.	Individual and group identity Local, national and global belonging Community Compromise and consensus. Democracy Family Equality Rights in the society	Police, Law- Barrister/Solicitor, Youth Worker, Journalist	Literacy-whole school literacy focus, keyword focus Computing: iPad research
9	HT1a- What can we learn from the Holocaust in modern Britain?	Judaism	Pupils will explore the impact of the Holocaust on Jewish people during the time of WWIII and how this has impacted weakh people today. The unit will focus on the fill of Anne Frank and how her religion focus on the fill of Anne Frank and how her religion concertation reagns and how people univined. The end of unit we will explore why people devised the Holocaust and the impact of anti-Semitism in today's society.	Holozaust Anne Frank Concentration camps Survival Holozaust denial Anti-Semitism in 2020	ASSESSED PIECE: Why Anne Frank?	Belonging to a religion or community (NON RELIGIOUS BELIEFS). Value of religion and community. Relate to ultimate questions. Impact on world issues. My own beliefs .	EXPLAIN AND APPLICATION	Holocaust only took place at Auschwitz- pupils need to understand that there were a number of concentration camps across Europe. The impact of the Holocaust is still apparent today-anti- Semitism.	Reconocibilities in the Individual and group identity Local, national and global belonging Community Compromise and consensus. Democracy Family Equality Rights in the society Recognibilities in the Fatth, worship	Journalism, Historian. Curator.	Literacy-whole school literacy focus Numeracy- number of victims Computing- iPad research, YouTube
	HT1b-What justice is there in our world?	Christianity	Pugils are given the apportunity to build on their invendedge or medicional societies by looking at cases of oscial justice through MIX and Nebon Mandela. We slook at current naive up of the north-west of England and how the community shapes what our local community look like. Pugils will consider the change in noel of women- linking to History-role of women in society pre and post war.	What is social injustice Martin Luther King Netson Mandeta Rights Of women Multi-ethnic UK Multi-faith UK	ASSESSED PIECE- Who was Martin Luther King DC1 DATA CAPTURE	Belonging to a religion or community (NON RELIGIOUS BELIEFS). Value of religion and community. Relate to ultimate questions. Impact on world issues. My own beliefs .	EXPLAIN AND EVALUATION	Multi-faith society is a society of different religions and non-religions. Multi- cultural is society is based on different cultures in society.	Critical thinking Valuing opinions of others Beliefs Values Personal experiences Relationships with others Curiosity Courage Individualism Personal behaviour Responding to views of	Newspaper journalist, Police, Youth Worker	Create a newspaper report on the events of a recent case of discrimination or Hate Crime.
	HT2a-When does life begin and end?	Christianity and Islam	Pupils will examine topics of the start of life and the end of life. Thinking about why do they consider life to begin and end. Examining Christian and Muslim views on these topics. The pupils consider their own view on when life begins and ends and how that impacts their view on a bortion and euthanasis. This topic has a particular focus on evaluating the	When does life begin? Law on abortion Religious views on abortion Euthanazia Law on euthanazia Religious views on euthanazia	ASSESSED PIECE: How have views on homosexuality changed?	Belonging to a religion or community (NON RELIGIOUS BELIEFS). Value of religion and community. Relate to ultimate guestions.	APPLICATION AND EVALUATION	Christians and Muslims do not agree with abortion and euthanasia- in some circumstances it would be seen as acceptable. Some Christians and Muslims would allow passive	Faith, worship Critical thinking Valuing opinions of others Emotions and feelings Beliefs Values Relationships with others Self-esteem Faith, worship	Nuning, Medical Researcher, Doctor, Care Profession, Counsellor	Research case studies- eurhanasia in countries where it is legal.
	HT2b-3a How and why have family and relationships changed?	Christianity and Islam	This unit focus on what it like to live in Britain in the 21st century, comparing to previous generations. Exploring aspects of changing nature of the family, changing attitudes towards homosexuality, changing attitudes towards homosexuality, application of one teachings and emphasising the different attitudes within religion.	Changing nature of the family Contraception Religious views on contraception Momosexuality Religious views on homosexuality Divorce Religious views on divorce	ASSESSED PIECE- How do religious people view divorce?	Belonging to a religion or community (NON RELIGIOUS BELIEFS). Value of religion and community. Relate to ultimate questions. Impact on world issues. My own beliefs .	INVESTIGATION AND ANALYSIS	All Christians are against sex outside of marriage. Some Christians would believe acceptable if in loving, committed relationship, Homosexuality for some Christians is acceptable- some Christians disagree with homosexual sex as it does not produce children.	Critical thinking Valuing opinions of others Emotions and feelings Reflection and self-reflection Beliefs Values Personal experiences Relationships with others Understanding of strengths and weaknesses Creativity, art, music, Making informed choices Making informed choices	Advice worker, Counsellor, Law	Create a timeline on changing views on homosexuality.
	HT3b-What constitutes a crime?	Christianity and Islam	Building on this knowledge of application. Pupils will examine the principles of the law in relation to capital punishment, drugs and alcohol and exploring the attitudes of sin within Christianity and Islam.	Capital Punishment Theories of punishment Drugs and Akoholo Religious views on drugs and alcohol Sin, crime, law and justice Case study: Hillsborough: Justice for the 96 Nature or God	ASSESSED PIECE- Why Is justice important? DC2 DATA CAPTURE	community (NON RELIGIOUS BELIEFS). Value of religion and community. Relate to ultimate questions. Impact on world issues. My own beliefs .	ANALYSIS AND EVALUATION	Sin is an act of against God. Law is based is a criminal offence. UK laws based on 10 Commandments.	Making independent decisions Responsibility for own actions, consequences Moral code Empathy Respect Promoting good behaviour Dicorumation bullivine Faith, worship	Police, Law-Barrister/Solicitor, Youth Worker, Journalist	YouTube-cases in America of Death Penalty-extract key information to judge if death penalty is justifiable sentence.
Y10	HT1- Christian Beliefs	Christianity	Pupils will explore a range of Christian concepts and importantly how they apply to Christian's lives today, Building on knowledge from KS3 and application to real-file situations. Pupils will examine text situal into rut he Bile and how they can be used for Christians to respond to evil and siffering to explain will write the evil and suffering when God is all-knowing, powerful and towing.	restatire of upon Trinsty Crestion-leteralist Crestion non-Steralist Jesus' life Crucifision Salvation-sin Salvation-sin Salvation-Atonement Life Trees of oil Crestian view on origins	Current Summative Assessment - Edexcel Style 1 hour paper based on Edexcel Spec B Current and Retention Summative Assessment - Edexcel Style 1 hour paper based on Edexcel Spec 8	Edencel Specification B: Christianity and Ethics Edencel Specification B: Islam, Peace and Conflict	Outline Explain Explain with evidence Evaluate	Non-literalist Christians still believe that what is in the Bible, however the Creation story happened over thousands of years. Christians do not believe in reincarnation.	Critical thinking Reflection and self-reflection Beliefs Values Relationships with others Understanding of strengths and weaknesses Individualism Personal behaviour Beliefs	Primary Teacher, Religious Education Teacher, Sociology Teacher	YouTube-key concepts- extracting information of the last days of Jesus' life. Annolighting Evaluation
	HT2A- Matters of life and death	Christianity	Pupils will examine topics of the start of life and the end of life. Thinking about why do they consider life to begin and end. Pupils will explore origins of life, non-religious views and issues of the natural world. This unit build on knowledge from provious unit Christian Beliefs as we examine Christian beliefs in action.	Origins - Big Bang Christian responses to Big Bang Evolution Christian Responses to evolution Sancitly of life Abortion- Pro life/choice Abortion-non religious Abortion-Christian responses Types of Euthanasia Erthanasia	Current and Retention Summative Assessment - Edexcel Style 1 hour paper based on Edexcel Spec B		Outline Explain Explain with evidence Evaluate Appraisal	suffering- God created the Big Bang. Non-religious attitudes to abortion- some believe that abortion is wrong without justification of religion. Definition of abortion- not referred to as killing- termination. People who are non-religious can helieve in	Values Relationships with others Understanding of strengths and weaknesses Individualism Personal behaviour Responding to views of others Helping others Fairness and instire	Nursing, Medical Researcher, Doctor, Care Profession, Counsellor	Research of changed in law in Northern Ireland- researching information on loop hole which allowed laws to be passed.
	HT2B- Marriage and the Family	Christianity	Pupils will explore human relationships in modern- day living, Looking at topics on contraception, the changing make-up of families, divorce and gender prejudice and discrimination. Pupils will examine Christian attituce, building on concepts from term 1 and application to real-life situations. Pupils will examine the changing role of women within the	Purpose of marriage Sex outside marriage Types of families Church-family Christian views on contraception Christian views on contraception Divorce Christian views on divorce Celebrations Christian workship	Current and Retention Summative Assessment - Edexcel Style 1 hour paper based on Edexcel Spec B		Outline Explain Explain with evidence Evaluate Appraisal	Some Christians allow the use of artificial contraception under some circumstances. Purpose of family has no relation to sex as family has already been made. Christians are expected to go	Understanding of strengths and weaknesses Creativity, art, music, literature Imagination Curiosity Courage Faith, worship Critical thinking	Advice worker, Counsellor, Law	Extracting/interpretati on extracts from Bible- how interpreted by different denominations of Christianity
	HT3A- Living the Christian Life	Christianity	Puplis will investigate life as a Christian in the 21st century, Puplis will examine the local church to the worldwide church and examine issues such as charity and missionary work. Puplis will also explore the impact of the church in the local community and how the future church could look.	The role of sacraments Nature of prayer Purpose of prayer Pilgrimage Future of the Church Church in the local community The worldwide Church The 'sp Reliefs in Islam	Current and Retention Summative Assessment - Edexcel Style 1 hour paper based on Edexcel Spec 8		Outline Explain Explain with evidence Evaluate Appraisal	on pilgrimage. Reconciliation is about bringing people together and promoting peace through missionary work. Sacraments is a rite of passage for Christians.	Reflection and self-reflection Beliefs Values Relationships with others Understanding of strengths and weaknesses Individualism Bearman behaviour Faith, worship	Primary Teacher, Religious Education Teacher, Sociology Teacher	Extracting/interpretati on extracts from Bible- how interpreted by different denominations of Christianity
	HT38- Muslim Beliefs	Islam	Pupils will explore a range of Muslim concepts and importantly how they apply to Muslims' leves today. Pupils will broaden their knowledge of Muslim beliefs and companing to that of Christian beliefs specifically focusing on the six beliefs and belief in pre-destination and the afterifie.	The Six Beliefs in Islam The 5 roots of Youl-ad-Op in Ish's Islam The nature of Allah Risalah Muslim holy books Malaikah Al-Qadr Akhirah	*** SUMMER MOCK EXAMS*** Paper 1: Christianity and Ethics: 1hr 45 min Paper 2: Islam, Peace and Conflict- 1hr 45mins		Outline Explain Explain with evidence Evaluate Appraisal	What constitutes the six beliefs and the Five Pillars. Akirah- Last day of judgement. Al-Qadr- believe in pre-destination, does not mean that Allah controls Muslims but has been life has predetermined.	Critical thinking Reflection and self-reflection Beliefs Values Relationships with others Understanding of strengths and weaknesses Individualism Personal behaviour Faith, worship	Primary Teacher, Religious Education Teacher, Sociology Teacher	Comparison of Christian beliefs and Muslim beliefs- iPad research
All	HTIA- Crime and Punishment	Islam	From the Muslim perspective of crime and purishment, pupils will investigate Muslim statutiset towards the law, aims of purishment and different nethods of reformation. The focus of this unit is that that his a religion and person curries that the time is religion and person Punishment is looked as a a form of justice and determore. Pupils will also consider if certain crimes do result in use of death penalty.	Justice Crime Good, eval and suffering Punishment Ains of punishment Forgiveness Teatiment of crimals Death penalty	Current and Retention Summative Assessment - Edexcel Style 1 hour paper based on Edexcel Spec 8		Outline Explain Explain with evidence Evaluate Appratsal	How Muslims work for justice. Purpose and aims of punishment. What crimes would constitute the use of the death penalty.	Critical thinking Valuing opinions of others Emotions and feelings Reflection and self-reflection Beliefs Values Personal experiences Understanding of strengths and weaknesses Individualism Personal behaviour Responding to views of Faith, Working	Police, Law- Barrister/Solicitor, Youth Worker, Journalist	Evaluation skills- focus on use of evidence- appraisal of evidence. Key concepts and definitions
	HT18- Peace and Conflict	Islam	Building on from the previous unit, pupls will Muslim attitudes towards peace, attitudes towards conflict and issues surrounding conflict. Puplis will look at modern-day examples of war and investigation into if war is ever justified from a Muslim perspective. Conflict is of a last reors and pupils will explore and examine evidence taken from Holy Books in support of the key concepts.	Peace-making Conflict Pacifism The Just War Theory Holy War Weapons of mass destruction issues surrounding modern conflict The 10 Obligatory Acts of Shi'a Islam	*** CHRISTMAS MOCK EXAMS*** Paper 1: Christianity act Ethics: 1hr 45 mins Paper 2: Islam, Peace and Conflict- 1hr 45mins		Outline Explain Explain with evidence Evaluate Appraisal	Islam is a religion of peace. At all costs will promote peace. War is allowed under the constitution of the lesser jihad and Holy War- if aim is to bring about peace.	Valuing opinions of others Emotions and feelings Reflection and self-reflection Beliefs Values Relationships with others Understanding of strengths and weaknesses Institutions	Advice worker, Charity fundraiser, Peace activist	Research of modern conflict and application of Muslim beliefs to conflict
	HT2A-Living the Muslim Life	Islam	Pupils will inquire into life as a Muslim in the 21st. Century, Epioping issues of rites of passage, pilgrimage and application of the 5 Pillars. Pupils will learn about the pupuse of the 10 Obligatory Acts and how they put into practice. Relating to the previous unit puglis will examine the nature of the greater and lesser jihad which links back to a previous unit in the belief of pre-destination.	The Shahadah Salah Salah Swemman Zalat and khums Hajj Jihad Celebrations and Commemorations	Current and Retention Summative Assessment - Edexcel Style 1 hour paper based on Edexcel Spec B		Outline Explain Explain with evidence Evaluate Appraisal	Difference between the lesser jihad (holy war) and greater jihad (personal struggle). Key concepts of celebrations and use of quotes to support skills.	Critical thinking Reflection and self-reflection Beliefs Values Relationships with others Understanding of strengths and weaknesses Individualism Personal hebasiour	Primary Teacher, Religious Education Teacher, Sociology Teacher	Evaluation skills- focus on use of evidence- appraisal of evidence. Key concepts and definitions
	HT28-Retrieval	Christianity and Islam Christianity and	Pupils will focus their individual areas highlighted from their Question Level Analysis from previous assessments. Address misconceptions and refine exam technique prior to exam in early May. Pupils will focus their individual areas highlighted from their Question Level Analysis from previous	Based on feedback from QLA. Based on feedback from QLA.	Current and Retention Summative Assessment - Edexcel Style 1 hour paper based on Edexcel Spec 8 Current and Retention Summative Assessment - Edexcel Style 1 hour paper		Outline Explain Explain with evidence Evaluate Appraisal				Key concepts focus
	нтза нтзв	Islam	assessments. Address misconceptions and refine exam technique prior to exam in early May.	UA.	Assessment - Edexcel Style 1 hour paper based on Edexcel Spec B						