

This term in RELIGIOUS STUDIES we will be learning about 'Creation'.

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>What makes us human? Creation of Humans (Hindu, Christian and Islam) Value of the individual (Hindu, Christian and Islam) Humans vs animals (Hindu, Christian and Islam) Idea of the soul</p> <p>What are the key features of Christianity? Authority (Nature of God including links to qualities of omnipotence, benevolence, omniscience etc.) Trinity (father, son and holy spirit making links to Nicene Creed) Laws (knowledge of all 10 Commandments and relevance to modern day).</p>	<p>What makes us human? Creation of Humans (Hindu, Christian and Islam) Value of the individual (Hindu, Christian and Islam) Humans vs animals (Hindu, Christian and Islam) Idea of the soul</p> <p>What are the key features of Christianity? Authority (Nature of God including links to key qualities of God) Trinity (father, son and holy spirit making links to Nicene Creed) Laws (knowledge of all 10 Commandments).</p>	<p>What makes us human? Creation of Humans (Christian and one other religion) Value of the individual (Christian and one other religion) Humans vs animals (Christian and one other religion)</p> <p>What are the key features of Christianity? Nature of God Trinity (father, son and holy spirit) Laws (knowledge of a most 10 Commandments).</p>	<p>What makes us human? Creation of Humans (Christian) Value of the individual (Christian) Humans vs animals (Christian)</p> <p>What are the key features of Christianity? Christian God Trinity (father, son and holy spirit) Laws (knowledge of some of the 10 Commandments).</p>
SKILLS & APPLICATION	<p>Skill AT1 skills – Learning about religion AT2 skills – Learning from religion</p> <p>Concepts Religious understanding – religious understanding of value of human life, existence of the soul, nature of God, Trinity and 10 Commandments; making link between them Use of evidence of support arguments throughout work making links between religious understanding and evidence. Communication: Extended writing: Introductions, main parts, communication of an argument and writing a justified conclusion. Evaluation of a statement.</p>	<p>Skill AT1 skills – Learning about religion AT2 skills – Learning from religion</p> <p>Concepts Religious understanding – religious understanding of value of human life, existence of the soul, nature of God, Trinity and 10 Commandments; making link between them Use of evidence of support arguments throughout work making links between religious understanding and evidence. Communication: Extended writing: Introductions, main parts, communication of an argument and writing conclusion. PEE paragraphs.</p>	<p>Skill AT1 skills – Learning about religion AT2 skills – Learning from religion</p> <p>Concepts Religious understanding – religious understanding of value of human life, existence of the soul, nature of God, Trinity and 10 Commandments Use of evidence of support arguments throughout work Communication: Extended writing: Introductions, main parts, communication of an argument and PEE paragraphs.</p>	<p>Skill AT1 skills – Learning about religion</p> <p>Concepts Religious understanding – religious understanding of value of human life, existence of the soul, nature of God, Trinity and 10 Commandments Use of some evidence generally linked to the topic. Communication: Extended writing: PEE paragraphs.</p>
	<p>Key Vocab Genesis, Creation, Brahman, Sanctity of Life, Evolution</p>		<p>Assessments Component assessed- 5 keyword link, 5 Quiz recaps and a GCSE C task. Composite assessed- End of Unit 1.</p>	

This term in RELIGIOUS STUDIES we will be learning about 'Religion and Popular Culture'.

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Religion and Popular Culture Beliefs about the afterlife comparing Hindu, Christian and Muslim. Role of Angels (Malaikah) and role of Jibril, Mika'il, Izra'il comparing to Christianity</p> <p>The Life of Jesus Incarnation of Jesus Depictions of Jesus in the modern day making links across cultures and thinking abstractly about Jesus in the modern day. Life, Death and Resurrection of Jesus including an evaluation of the possible solutions on what happened to the body</p>	<p>Religion and Popular Culture Beliefs about the afterlife comparing Hindu, Christian and Muslim. Role of Angels (Malaikah) and role of Jibril, Mika'il, Izra'il</p> <p>The Life of Jesus Incarnation of Jesus Depictions of Jesus in the modern day making links across cultures Life, Death and Resurrection of Jesus including an assessment of the possible solutions on what happened to the body</p>	<p>Religion and Popular Culture Beliefs about the afterlife comparing Christian with one other. Role of Angels with reference to angel of Death, Judgement and Guardian)</p> <p>The Life of Jesus Incarnation of Jesus Depictions of Jesus in the modern day Life, Death and Resurrection of Jesus including an explanation of the possible solutions on what happened to the body</p>	<p>Religion and Popular Culture Heaven and hell in Christianity Role of Angels for Muslims</p> <p>The Life of Jesus Qualities of Jesus as divine and human, outline some of Jesus miracles Death and Resurrection of Jesus (Christianity)</p>
SKILLS & APPLICATION	<p>Skill AT1 skills – Learning about religion AT2 skills – Learning from religion</p> <p>Concepts Religious Understanding – incarnation, trinity, resurrection, crucifixion, miracles Heaven, Hell, Paradise, Judgement, Malaikah, Jibril, Mika'il, Izra'il Can compare Christian and Muslim/Hindu beliefs Use of evidence of support arguments throughout work making links between religious understanding and evidence. Communication: Extended writing: Introductions, main parts, communication of an argument and writing a justified conclusion. Evaluation of a statement.</p>	<p>Skill AT1 skills – Learning about religion AT2 skills – Learning from religion</p> <p>Concepts Religious Understanding – incarnation, trinity, resurrection, crucifixion, miracles Heaven, Hell, Paradise, Judgement, Malaikah, Jibril, Mika'il, Izra'il Use of evidence of support arguments throughout work making links between religious understanding and evidence. Communication: Extended writing: Introductions, main parts, communication of an argument and writing conclusion. PEE paragraphs.</p>	<p>Skill AT1 skills – Learning about religion AT2 skills – Learning from religion</p> <p>Concepts Religious Understanding – incarnation, trinity, resurrection, crucifixion, miracles Heaven, Hell and Paradise, Role of Angels (Death, Judgement and Guardian) Use of evidence of support arguments throughout work Communication: Extended writing: Introductions, main parts, communication of an argument and PEE paragraphs.</p>	<p>Skill AT1 skills – Learning about religion</p> <p>Concepts Religious Understanding – incarnation, trinity, resurrection, crucifixion, miracles Heaven, Hell and Angels Use of some evidence generally linked to the topic Communication: Extended writing: PEE paragraphs.</p>
	<p>Key vocab Reincarnation, Karma, Resurrection, Purgatory, Revelation</p>		<p>Assessments Component assessed- 5 keyword link, 5 Quiz recaps and a GCSE C task. Composite assessed- End of Year 7 and Year 8 unit 1.</p>	

This term in RELIGIOUS STUDIES we will be learning about 'Religion and Current Affairs'.

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Religion and Current Affairs The western and eastern religious responses, at least two ethical responses and humanist responses to current issues surrounding environment, Politics and the Media, Treatment of Criminals, War and Racism Knowledge of key terminology: stewardship, dominion, utilitarianism, deontology, humanism, prejudice and discrimination.</p>	<p>Religion and Current Affairs The religious, ethical and humanist responses to current issues surrounding environment, Politics and the Media, Treatment of Criminals, War and Racism Knowledge of key terminology: stewardship, dominion, utilitarianism, humanism, prejudice and discrimination.</p>	<p>Religion and Current Affairs A Christian and humanist response to current issues surrounding environment, Politics and the Media, Treatment of Criminals, War and Racism Knowledge of key terminology: stewardship, dominion, humanism,, prejudice and discrimination.</p>	<p>Religion and Current Affairs A Christian response to current issues surrounding environment, Terrorism, Politics and the Media, Treatment of Criminals, War and Racism Knowledge of key terminology: stewardship, dominion, environment, racism, politics.</p>
SKILLS & APPLICATION	<p>Skill AT1 skills – Learning about religion AT2 skills – Learning from religion</p> <p>Concepts Religious understanding : To examine a range of factors that make the issue 'current' To explore how views on each current affair can link to religious and non-religious perspectives. To know the different responses to the issues raised in current affairs (Christianity, Islam, Ethical and Humanist) To recognise the contribution of religion to the debate</p> <p>Use of evidence of support arguments throughout work making links between religious understanding and evidence.</p> <p>Communication: Extended writing: Introductions, main parts, communication of an argument and writing a justified conclusion. Evaluation of a statement.</p>	<p>Skill AT1 skills – Learning about religion AT2 skills – Learning from religion</p> <p>Concepts Religious understanding: To examine a range of factors that make the issue 'current' To explore how views on each current affair can link to religious and non-religious perspectives. To know the different responses to the issues raised in current affairs (Christianity, Islam, Ethical and Humanist)</p> <p>Use of evidence of support arguments throughout work making links between religious understanding and evidence.</p> <p>Communication: Extended writing: Introductions, main parts, communication of an argument and writing conclusion. PEE paragraphs.</p>	<p>Skill AT1 skills – Learning about religion AT2 skills – Learning from religion</p> <p>Concepts Religious understanding To know the key issues within current affairs. To examine a range of factors that make the issue 'current' To know the different responses to the issues raised in current affairs (Christianity, Islam and Humanist)</p> <p>Use of evidence of support arguments throughout work</p> <p>Communication: Extended writing: Introductions, main parts, communication of an argument and PEE paragraphs.</p>	<p>Skill AT1 skills – Learning about religion</p> <p>Concepts Religious understanding: To know the key issues within current affairs and different responses to the issues raised in current affairs (Christianity and Humanist)</p> <p>Use of some evidence generally linked to the topic.</p> <p>Communication: PEE paragraph.</p>
	<p>Key vocab Racism, Stewardship, Multi-ethnic, Discrimination, Prejudice</p>		<p>Assessments Component assessed- 5 keyword link, 5</p>	

This term in Religious Studies we will be learning about 1.1: Christian Beliefs.

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	<ol style="list-style-type: none"> Trinity - the nature and significance of the Trinity as expressed in the Nicene Creed; the nature and significance of the oneness of God; the nature and significance of each of the Persons individually; how this is reflected in Christian worship and belief today. The creation of the universe - the biblical account of creation and divergent ways in which it may be understood by Christians, including as literal and metaphorical; the role of the Word and Spirit in creation; the importance of creation for Christians today. The incarnation - importance of the person of Jesus Christ as the incarnate Son of God; the biblical basis of this teaching and its significance for Christians The last days of Jesus' life - betrayal, arrest, trial, crucifixion, resurrection and ascension of Jesus; the accounts of these within the Bible and the significance of these events to understanding the person of Jesus Christ Salvation - role of Christ within salvation: law, sin, grace and Spirit, the role of Christ in salvation; the nature and significance of atonement within Christianity and link to salvation Christian Eschatology - divergent Christian teachings about life after death, including the nature and significance of resurrection, judgement, heaven, and hell and purgatory, with reference to the 39 Articles of Religion and Catholic teachings; how beliefs about life after death are shown in the Bible Problem of Evil and Suffering - the problems it raises for Christians about the nature of God, including reference to omnipotence and benevolence, how the problem may cause believers to question their faith or the existence of God; the nature and examples of natural suffering, moral suffering. Divergent Solutions to the Problem of Evil - biblical, theoretical and practical. Job, free will, vale of soul-making, prayer, and charity; the success of solutions to the problem. 			
SKILLS & APPLICATION	<p>3 mark Question <i>All keywords correctly identified and outlined including use of specialist language</i></p> <p>4 Mark Question <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p>5 Mark Question <i>Detailed explanation of two relevant and accurate beliefs with reference to a source of wisdom and authority</i></p> <p>12 Mark Question <i>demonstrated the skill of evaluation and the knowledge surrounding the issue to give a reasoned and logical response. Appraising the strengths and weaknesses of the arguments discussed Ending with a summative explanation to why one side has the stronger argument</i></p>	<p>3 mark Question <i>All keywords correctly identified and outlined</i></p> <p>4 Mark Question <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second relevant and accurate belief</i></p> <p>5 Mark Question <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p>12 Mark Question <i>understands the demands of the question; and answers covering most but not all the elements. The candidate, on both sides of the argument, demonstrates, (to some extent) knowledge, develops this in relation to the question and starts to justify it with references to sources of wisdom or key teachings.. The conclusion is reasoned and supported by some evidence, but lacks some strength in the justification for the conclusion</i></p>	<p>3 mark Question <i>Two keywords correctly identified and outlined</i></p> <p>4 Mark Question <i>Detailed explanation of a relevant and accurate belief</i></p> <p>5 Mark Question <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second belief.</i></p> <p>12 Mark Question <i>starting to piece the arguments together some superficial reasons. Some of the elements of the question are missing. Understanding of issue is limited – a lack of knowledge. The conclusion is beginning to show elements of evaluating the strength of the arguments but is not justified.</i></p>	<p>3 mark Question <i>One keyword correctly identified and outlined</i></p> <p>4 Mark Question <i>Simple explanation of a relevant and accurate belief</i></p> <p>5 Mark Question <i>Detailed explanation of a relevant and accurate belief</i></p> <p>12 Mark Question <i>begun to address the statement and connect some knowledge to the question asked addressing some of the elements of the question... the bullet points! Their knowledge is limited to one or two pieces that they struggle to connect together The conclusion is vague and not justified.</i></p>
	Key Vocab		Assessments	

This term in RELIGIOUS STUDIES we will be learning about 2.2: Muslim Attitudes to Crime and Punishment.

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	<ol style="list-style-type: none"> Justice: the nature of justice and why justice is important, responses to why justice is important and non-religious attitudes to justice Crime: teachings and responses to the nature, causes and problem of crime, what action is taken by Muslim groups to end crime. Good Evil and Suffering: teachings about the nature of good actions and how they are rewarded and nature of evil actions; non-religious attitudes about why people suffer, including believing in religion and Muslim responses to this. Punishment: Muslim attitudes towards punishment: divergent Muslim teachings and attitudes towards the nature and use of punishment including links to situation ethics; Muslim teachings on why punishment can be regarded as justice and why punishment might be needed in society. Aims of Punishment: Muslim attitudes towards the aims of punishment: divergent Muslim attitudes towards each of the aims of punishment (protection, retribution, deterrence and reformation); Qur'anic teachings about punishment Forgiveness: Muslim teachings about forgiveness: Muslim teachings and responses about the nature and importance of forgiveness, how offenders are forgiven by the community and why this is needed; Muslim responses to the nature and use of restorative justice, and why it is important for criminals. Treatment of Criminals: Muslim teachings about the treatment of criminals: Muslim teachings about the treatment of criminals; divergent Muslim attitudes towards the use of torture, human rights, fair trial, trial by jury, including the application of ethical theories, such as situation ethics, which may accept the use of torture if it is for the greater good. The death penalty: Muslim attitudes towards the death penalty: the nature and purpose of capital punishment; divergent Muslim teachings about the nature, purpose and arguments surrounding the use of capital punishment, including Sahih Muslim Hadith; non-religious (including atheist and Humanist) attitudes towards the use of capital punishment, including the application of ethical theories, such as situation ethics, and Muslim responses to them. 			
SKILLS & APPLICATION	<p>3 mark Question <i>All keywords correctly identified and outlined including use of specialist language</i></p> <p>4 Mark Question <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p>5 Mark Question <i>Detailed explanation of two relevant and accurate beliefs with reference to a source of wisdom and authority</i></p> <p>12 Mark Question <i>demonstrated the skill of evaluation and the knowledge surrounding the issue to give a reasoned and logical response. Appraising the strengths and weaknesses of the arguments discussed Ending with a summative explanation to why one side has the stronger argument</i></p>	<p>3 mark Question <i>All keywords correctly identified and outlined</i></p> <p>4 Mark Question <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second relevant and accurate belief</i></p> <p>5 Mark Question <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p>12 Mark Question <i>understands the demands of the question; and answers covering most but not all the elements. The candidate, on both sides of the argument, demonstrates, (to some extent) knowledge, develops this in relation to the question and starts to justify it with references to sources of wisdom or key teachings.. The conclusion is reasoned and supported by some evidence, but lacks some strength in the justification for the conclusion</i></p>	<p>3 mark Question <i>Two keywords correctly identified and outlined</i></p> <p>4 Mark Question <i>Detailed explanation of a relevant and accurate belief</i></p> <p>5 Mark Question <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second belief.</i></p> <p>12 Mark Question <i>starting to piece the arguments together some superficial reasons. Some of the elements of the question are missing. Understanding of issue is limited – a lack of knowledge. The conclusion is beginning to show elements of evaluating the strength of the arguments but is not justified.</i></p>	<p>3 mark Question <i>One keyword correctly identified and outlined</i></p> <p>4 Mark Question <i>Simple explanation of a relevant and accurate belief</i></p> <p>5 Mark Question <i>Detailed explanation of a relevant and accurate belief</i></p> <p>12 Mark Question <i>begun to address the statement and connect some knowledge to the question asked addressing some of the elements of the question... the bullet points! Their knowledge is limited to one or two pieces that they struggle to connect together The conclusion is vague and not justified.</i></p>
	<p>Key Vocab Justice, Punishment, Forgiveness, Zakah Sharia.</p>		<p>Assessments Component assessed- 5 keyword link, 5 Quiz recaps and a GCSE C task.</p>	