

This term in RELIGIOUS STUDIES we will be learning about

	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>

This term in RELIGIOUS STUDIES we will be learning about

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>What do Christians believe? Denominations 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), Incarnation</p> <p>Knowledge of key terminology: Son of God, Son of Man, Trinity, omnipotent, omnibenevolent, Creed, Commandments, Beatitudes, Church</p>	<p>What do Christians believe? Denominations 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), Incarnation Knowledge of key terminology: Son of God, Son of Man, Trinity, omnipotent, omnibenevolent, Creed, Commandments, Beatitudes, Church</p>	<p>What do Christians believe? Denominations 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), Incarnation Knowledge of key terminology: Son of God, Son of Man, Trinity, omnipotent, omnibenevolent, Creed, Commandments, Beatitudes, Church</p>	<p>What do Christians believe? Denominations 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), Incarnation Knowledge of key terminology: Son of God, Son of Man, Trinity, omnipotent, omnibenevolent, Creed, Commandments, Beatitudes, Church</p>
SKILLS & APPLICATION	<p>Skill AT1 skills – Learning about religion AT2 skills – Learning from religion</p> <p>Concepts Religious understanding – Historical origin and emergence of Christianity and 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 – Historical origin and emergence of Christianity and 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 – Historical origin and emergence of Christianity and 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 – Historical origin and emergence of Christianity and nature of God, Trinity and 10 Commandments; Use of some evidence generally linked to the topic. Communication: Extended writing: PEE paragraphs.</p>

This term in RELIGIOUS STUDIES we will be learning about

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>What is evil and how to overcome it? Belief-Moral/Natural Evil Laws, rules and Holy books- Beliefs about Heaven, Hell and Purgatory- From world faith perspectives. Prayer- Free Will- How do religious people decide on how to act? Conscience, Holy books, Situation, Authority Life of Key figures- Archbishop Desmond Tutu- Truth and Reconciliation Life of Key figures- Mahatma Gandhi</p> <p>Knowledge of key terminology: Moral/Natural Evil, Heaven, Hell, Purgatory, Sin,</p>	<p>What is evil and how to overcome it? Belief-Moral/Natural Evil Laws, rules and Holy books- Beliefs about Heaven, Hell and Purgatory- From world faith perspectives. Prayer- Free Will- How do religious people decide on how to act? Conscience, Holy books, Situation, Authority Life of Key figures- Archbishop Desmond Tutu- Truth and Reconciliation Life of Key figures- Mahatma Gandhi</p>	<p>What is evil and how to overcome it? Belief-Moral/Natural Evil Laws, rules and Holy books- Beliefs about Heaven, Hell and Purgatory- From world faith perspectives. Prayer- Free Will- How do religious people decide on how to act? Conscience, Holy books, Situation, Authority Life of Key figures- Archbishop Desmond Tutu- Truth and Reconciliation Life of Key figures- Mahatma Gandhi</p>	<p>What is evil and how to overcome it? Belief-Moral/Natural Evil Laws, rules and Holy books- Beliefs about Heaven, Hell and Purgatory- From world faith perspectives. Prayer- Free Will- How do religious people decide on how to act? Conscience, Holy books, Situation, Authority Life of Key figures- Archbishop Desmond Tutu- Truth and Reconciliation Life of Key figures- Mahatma Gandhi</p>
SKILLS & APPLICATION	<p>Skill AT1 skills – Learning about religion AT2 skills – Learning from religion</p> <p>Concepts Religious understanding – Development of understanding shown through 4 key themes- Beliefs, Law, Life, Worship 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 Development of understanding shown through 4 key themes- Beliefs, Law, Life, Worship 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 Development of understanding shown through 4 key themes- Beliefs, Law, Life, Worship 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 Development of understanding shown through 4 key themes- Beliefs, Law, Life, Worship Use of some evidence generally linked to the topic. Communication: Extended writing: PEE paragraphs.</p>

This term in RELIGIOUS STUDIES we will be learning about

	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>

This term in RELIGIOUS STUDIES we will be learning about

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Why is the Life of Jesus important? 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>Knowledge of key terminology: Gospel, Resurrection, Teachers of Incarnation, miracle worker, Nature and Healing miracles</p>	<p>Why is the Life of Jesus important? 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>Knowledge of key terminology: Gospel, Resurrection, Teachers of Incarnation, miracle worker, Nature and Healing miracles</p>	<p>Why is the Life of Jesus important? 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>Knowledge of key terminology: Gospel, Resurrection, Teachers of Incarnation, miracle worker, Nature and Healing miracles</p>	<p>Why is the he Life of Jesus important? Qualities of Jesus as divine and human, outline some of Jesus miracles Death and Resurrection of Jesus (Christianity)</p> <p>Knowledge of key terminology: Gospel, Resurrection, Teachers of Incarnation, miracle worker, Nature and Healing miracles</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, 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, 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, Paradise, Judgement, 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, Paradise, Judgement, Communication: Extended writing: PEE paragraphs.</p>

This term in RELIGIOUS STUDIES we will be learning about

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>How Good are you? Belief- Intro to Morality- Where does a person get their morals from? Laws, rules and Holy books- The Story of the Fall Justice in Christianity, Islam, Judaism Prayer- Free Will- Why do we care about others? Robert Nozick experience Life of Key figures- Nicky Winton, Teachings of Buddha, 8 Fold Path.</p> <p>Knowledge of key terminology: Morality, The Fall, Free Will, Justice, Peace, 8 Fold Path</p>	<p>How Good are you? Belief- Intro to Morality- Where does a person get their morals from? Laws, rules and Holy books- The Story of the Fall Justice in Christianity, Islam, Judaism Prayer- Free Will- Why do we care about others? Robert Nozick experience Life of Key figures- Nicky Winton, Teachings of Buddha, 8 Fold Path.</p> <p>Knowledge of key terminology: Morality, The Fall, Free Will, Justice, Peace, 8 Fold Path</p>	<p>How Good are you? Belief- Intro to Morality- Where does a person get their morals from? Laws, rules and Holy books- The Story of the Fall Justice in Christianity, Islam, Judaism Prayer- Free Will- Why do we care about others? Robert Nozick experience Life of Key figures- Nicky Winton, Teachings of Buddha, 8 Fold Path.</p> <p>Knowledge of key terminology: Morality, The Fall, Free Will, Justice, Peace, 8 Fold Path</p>	<p>How Good are you? Belief- Intro to Morality- Where does a person get their morals from? Laws, rules and Holy books- The Story of the Fall Justice in Christianity, Islam, Judaism Prayer- Free Will- Why do we care about others? Robert Nozick experience Life of Key figures- Nicky Winton, Teachings of Buddha, 8 Fold Path.</p> <p>Knowledge of key terminology: Morality, The Fall, Free Will, Justice, Peace, 8 Fold Path</p>
SKILLS & APPLICATION	<p>Skill AT1 skills – Learning about religion AT2 skills – Learning from religion</p> <p>Concepts Religious Understanding – Morality, Legalism, Law, The Fall, Justice, Following the ‘Right Way’ 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 – Morality, Legalism, Law, The Fall, Justice, Following the ‘Right Way’ 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 – Morality, Legalism, Law, The Fall, Justice, Following the ‘Right Way’ 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 – Morality, Legalism, Law, The Fall, Justice, Following the ‘Right Way’ Communication: Extended writing: PEE paragraphs.</p>

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	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>How Good are you? Belief- Intro to Morality- Where does a person get their morals from? Laws, rules and Holy books- The Story of the Fall Justice in Christianity, Islam, Judaism Prayer- Free Will- Why do we care about others? Robert Nozick experience Life of Key figures- Nicky Winton, Teachings of Buddha, 8 Fold Path. Knowledge of key terminology: stewardship, dominion, utilitarianism, deontology, humanism, jihad, prejudice and discrimination</p>	<p>How Good are you? Belief- Intro to Morality- Where does a person get their morals from? Laws, rules and Holy books- The Story of the Fall Justice in Christianity, Islam, Judaism Prayer- Free Will- Why do we care about others? Robert Nozick experience Life of Key figures- Nicky Winton, Teachings of Buddha, 8 Fold Path. Knowledge of key terminology: stewardship, dominion, utilitarianism, deontology, humanism, jihad, prejudice and discrimination</p>	<p>Religion and Current Affairs A Christian and humanist response to current issues surrounding environment, Terrorism, Politics and the Media, Treatment of Criminals, War and Racism Knowledge of key terminology: stewardship, dominion, humanism, jihad, 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, terrorism, 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:</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</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>

This term in RELIGIOUS STUDIES we will be learning about

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>What was Jesus' Mission? Intro to Mark's Gospel The Baptism of Jesus The Call of the Disciples Transfiguration Conflict Jesus in the Temple Pentecost</p> <p>Knowledge of key terminology: Gospel, Pharisees, Teachers of the Law, Tax Collector, Transfiguration Sanhedrin, Desecration, Discrimination, Dishonesty,</p>	<p>What was Jesus' Mission? Intro to Mark's Gospel The Baptism of Jesus The Call of the Disciples Transfiguration Conflict Jesus in the Temple Pentecost</p> <p>Knowledge of key terminology: Gospel, Pharisees, Teachers of the Law, Tax Collector, Transfiguration Sanhedrin, Desecration, Discrimination, Dishonesty,</p>	<p>What was Jesus' Mission? Intro to Mark's Gospel The Baptism of Jesus The Call of the Disciples Transfiguration Conflict Jesus in the Temple Pentecost</p> <p>Knowledge of key terminology: Gospel, Pharisees, Teachers of the Law, Tax Collector, Transfiguration Sanhedrin, Desecration, Discrimination, Dishonesty,</p>	<p>What was Jesus' Mission? Intro to Mark's Gospel The Baptism of Jesus The Call of the Disciples Transfiguration Conflict Jesus in the Temple Pentecost</p> <p>Knowledge of key terminology: Gospel, Pharisees, Teachers of the Law, Tax Collector, Transfiguration Sanhedrin, Desecration, Discrimination, Dishonesty,</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 the topics can link to religious and non-religious perspectives. To know the different responses to the issues raised through the mission of Jesus (between Christian, Jewish and non-religious links) 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 through the mission of Jesus (between Christian, Jewish and non-religious links)</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 with reference to Jesus' life events To examine a range of factors that make links to the Mission of Jesus. To know the different responses through the mission of Jesus (between Christian, Jewish and non-religious links)</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 with reference to Jesus' life events and different responses through the mission of Jesus (between Christian, Jewish and non-religious links)</p> <p>Use of some evidence generally linked to the topic.</p> <p>Communication: PEE paragraph.</p>



This term in RELIGIOUS STUDIES we will be learning about

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>What can we learn from the Philosophers? Belief in God/non-Belief- What is Philosophy? Laws, rules and Holy books- "The Great Greeks" Socrates, Plato, Aristotle. Belief (x2) Life of Key Figures- Link to Ex Nihilo Aquinas and Causation William Paley Celestial city (instead of Pachal) Eschatological verification. The Inconsistent Triad Home life- Can people really experience God?</p> <p>Knowledge of key terminology: Philosophy, Non-belief, Scholars, Ex Nihilo, Eschatology, Visions</p>	<p>What can we learn from the Philosophers? Belief in God/non-Belief- What is Philosophy? Laws, rules and Holy books- "The Great Greeks" Socrates, Plato, Aristotle. Belief (x2) Life of Key Figures- Link to Ex Nihilo Aquinas and Causation William Paley Celestial city (instead of Pachal) Eschatological verification. The Inconsistent Triad Home life- Can people really experience God?</p> <p>Knowledge of key terminology: Philosophy, Non-belief, Scholars, Ex Nihilo, Eschatology, Visions</p>	<p>What can we learn from the Philosophers? Belief in God/non-Belief- What is Philosophy? Laws, rules and Holy books- "The Great Greeks" Socrates, Plato, Aristotle. Belief (x2) Pentecost. Life of Key Figures- Link to Ex Nihilo Aquinas and Causation William Paley Celestial city (instead of Pachal) Eschatological verification. The Inconsistent Triad Home life- Can people really experience God?</p> <p>Knowledge of key terminology: Philosophy, Non-belief, Scholars, Ex Nihilo, Eschatology, Visions</p>	<p>What can we learn from the Philosophers? Belief in God/non-Belief- What is Philosophy? Laws, rules and Holy books- "The Great Greeks" Socrates, Plato, Aristotle. Belief (x2) Pentecost. Life of Key Figures- Link to Ex Nihilo Aquinas and Causation William Paley Celestial city (instead of Pachal) Eschatological verification. The Inconsistent Triad Home life- Can people really experience God?</p> <p>Knowledge of key terminology: Philosophy, Non-belief, Scholars, Ex Nihilo, Eschatology, Visions ,</p>
SKILLS & APPLICATION	<p>Skill AT1 skills – Learning about religion AT2 skills – Learning from religion</p> <p>Concepts Religious understanding : To explore the meaning of Philosophy, its relevance in wider culture, explore themes of Philosophy to creation, reality and life after death.</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 explore the meaning of Philosophy, its relevance in wider culture, explore themes of Philosophy to creation, reality and life after death.</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 explore the meaning of Philosophy, its relevance in wider culture, explore themes of Philosophy to creation, reality and life after death.</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 explore the meaning of Philosophy, its relevance in wider culture, explore themes of Philosophy to creation, reality and life after death.</p> <p>Use of some evidence generally linked to topic.</p> <p>Communication: PEE paragraph.</p>

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

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
<b>K N O W L E D G E</b>	<ol style="list-style-type: none"> <li><b>Trinity</b> - 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.</li> <li><b>The creation of the universe</b> - 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.</li> <li><b>The incarnation</b> - importance of the person of Jesus Christ as the incarnate Son of God; the biblical basis of this teaching and its significance for Christians</li> <li><b>The last days of Jesus' life</b> - 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</li> <li><b>Salvation</b> - 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</li> <li><b>Christian Eschatology</b> - 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</li> <li><b>Problem of Evil and Suffering</b> - 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.</li> <li><b>Divergent Solutions to the Problem of Evil</b> - biblical, theoretical and practical. Job, free will, vale of soul-making, prayer, and charity; the success of solutions to the problem.</li> </ol>			
<b>S K I L L S &amp; A P P L I C A T I O N</b>	<p><b>3 mark Question</b> <i>All keywords correctly identified and outlined including use of specialist language</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs with reference to a source of wisdom and authority</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>All keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>Two keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second belief.</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>One keyword correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Simple explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>12 Mark Question</b> <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>

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

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
<b>K N O W L E D G E</b>	<ol style="list-style-type: none"> <li><b>1. Marriage</b> - Christian teachings about the significance of marriage in Christian life; the purpose of marriage for Christians including Mark 10:6-9; divergent Christian and non-religious (including atheist and Humanist) attitudes to the importance of marriage in society; including the sanctity of marriage, a lack of importance, cohabitation and Christian responses to these attitudes.</li> <li><b>2. Sexual Relationships</b> - divergent Christian teachings about sexual relationships; Christian attitudes towards sexual relationships outside of marriage and homosexuality, including interpretations of 1 Corinthians 6:7-20; divergent Christian and non-religious (including atheist and Humanist) attitudes to sexual relationships, including the acceptance of sexual relationships outside marriage and homosexuality and Christian responses to them.</li> <li><b>3. The Family</b> - procreation, security and education of children, with reference to Ephesians 6:1-4; divergent Christian responses to different types of family within 21st-century society (nuclear, single parent, same-sex parents, extended and blended families).</li> <li><b>4. The role of the parish</b> - how and why the local church community tries to support families, including through family worship, including interpretations of Matthew 19:13-14, rites of passage, classes for parents, groups for children, including Sunday schools and counselling; the importance of the support of the local parish for Christians today.</li> <li><b>5. Family Planning</b> - divergent Christian attitudes about contraception and family planning, including teachings about the artificial methods of contraception by some Protestant Churches and the Catholic Church, with reference to Humanae Vitae; different non-religious (including atheist and Humanist) attitudes to family planning and the application of ethical theories such as situation ethics and Christian responses to them.</li> <li><b>6. Attitudes to Divorce</b> - Christian teachings about divorce and remarriage, including Matthew 19:1-12; divergent Christian, non-religious (including atheist and Humanist) attitudes to divorce and remarriage, including the application of ethical theories, such as situation ethics, and Christian responses to them.</li> <li><b>7. Equality of Men and Women</b> - Christian teachings and attitudes about the role of men and women in the family, including reference to Genesis 1-3 and Ephesians 5:21-30; divergent Christian attitudes about the equality and role of men and women in the family and Christian responses to them</li> <li><b>8. Gender Prejudice and Discrimination</b> - Christian opposition to gender prejudice and discrimination including Galatians 3:23-29; examples of Christian opposition to gender prejudice and discrimination; divergent Christian attitudes to gender differences, including the role of women in the Church, prejudice and discrimination and Christian responses to them.</li> </ol>			
<b>S K I L L S &amp; A P P L I C A T I O N</b>	<p><b>3 mark Question</b> <i>All keywords correctly identified and outlined including use of specialist language</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs with reference to a source of wisdom and authority</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>All keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>Two keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second belief.</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>One keyword correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Simple explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>12 Mark Question</b> <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 justified2</i></p>

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

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
<b>K N O W L E D G E</b>	<p>1. Christian worship: liturgical and non-liturgical forms of worship, including activities which are informal and individual, including reference to the Book of Common Prayer; when each form might be used and why; divergent Christian attitudes towards the practices, meaning and significance of liturgical and non-liturgical forms of worship in Christian life today, with reference to denominations which worship with less structure, such as some Pentecostal churches.</p> <p>2. The role of the sacraments in Christian life and their practice in two denominations: the role of the sacraments/ordinance as a whole; the nature and importance of the meaning and celebration of baptism and the Eucharist in at least two denominations, including reference to the 39 Articles XXV-XXXVI; divergent Christian attitudes towards the use and number of sacraments in Orthodox, Catholic and Protestant traditions.</p> <p>3. The nature and purpose of prayer: the nature of and examples of the different types of prayer; set prayers; informal prayer and the Lord's Prayer including Matthew 6:5-14; when each type might be used and why; divergent Christian attitudes towards the importance of each type of prayer for Christians today.</p> <p>4. Pilgrimage: the nature, history and purpose of pilgrimage, including interpretations of Luke 2:41-43; the significance of the places people go on pilgrimage; divergent Christian teachings about whether pilgrimage is important for Christians today, with specific reference to Catholic and Protestant understandings; the activities associated with, and significance of, Jerusalem, Iona, Taizé and Walsingham.</p> <p>5. Christian religious celebrations: the nature and history of Christian festivals in the church year, including Christmas and Easter; the significance of celebrating Advent and Christmas; the significance of celebrating Holy Week and Easter, with reference to interpretations of 1 Corinthians 15:12-34.</p> <p>6. The future of the Christian Church: Church growth, the history and purpose of missionary and evangelical work including reference to Mark 16:9-20; divergent ways this is put into practice by the Church locally, nationally and globally; Christian attitudes to why evangelical work is important for the Church and for individual Christians.</p> <p>7. The role and importance of the local church in the local community: how and why it helps the individual believer and the local area; local parish activities, including interpretations of 1 Peter 5:1-4, ecumenism, outreach work, the centre of Christian identity and worship through living practices.</p> <p>8. 3.8 The role and importance of the Church in the worldwide community: how and why it works for reconciliation and the problems faced by the persecuted Church; divergent Christian responses to teachings about charity, including 1 Corinthians 13 and Matthew 25:31-46; the work of Christian Aid, what it does and why.</p>			
<b>S K I L L S &amp; A P P L I C A T I O N</b>	<p><b>3 mark Question</b> <i>All keywords correctly identified and outlined including use of specialist language</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs with reference to a source of wisdom and authority</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>All keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>Two keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second belief.</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>One keyword correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Simple explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>12 Mark Question</b> <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<sup>2</sup></i></p>

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

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
<b>K N O W L E D G E</b>	<p>1. Christian teachings about the origins and value of the universe: scientific explanations for the origins of the universe and Christian responses to them, including the work of Georges Lemaître; the value of the universe in Christian teaching; Christian responses to the possible view that the universe can be used as a commodity, including interpretations of Genesis 1-2. #</p> <p>2. Christian teachings about the sanctity of life: why human life is holy; how the Bible can be interpreted to show life as special, including reference to being created in the image of God as shown in Genesis 1-3; the importance of sanctity of life for Christians today.</p> <p>3. Christian responses to scientific and non-religious explanations about the origins and value of human life, such as evolution and survival of the fittest, including Special Agenda IV Diocesan Synod motions compatibility of science and Christian belief (Diocese of Manchester); the significance of the responses to scientific and non-religious explanations, such as evolution and survival of the fittest, for Christians today.</p> <p>4. Implications of the value and sanctity of life for the issue of abortion: the nature of abortion; divergent Christian pro-life and pro-choice teachings about abortion, including reference to Humanae Vitae; non-religious (including atheist and Humanist) arguments surrounding its use, including the application of ethical theories, such as situation ethics, and Christian responses to them.</p> <p>5. Christian teachings and beliefs about life after death: Christian teachings and beliefs that support the existence of a life after death, including the resurrection of Jesus and Ephesians 2:1-10; divergent Christian arguments for life after death (including remembered lives, paranormal, logic, reward, comfort and meeting loved ones who have passed on); the significance of belief in life after death for Christians.</p> <p>6. Christian responses to non-religious arguments against life after death: why Christians reject arguments against belief in life after death (including as a source of comfort, lack of evidence, fraudulent accounts and social control), including 1 Peter 3:18-22.</p> <p>7. Implications of Christian teachings about the value and sanctity of life for the issue of euthanasia: the nature of euthanasia; Christian teachings and divergent responses to euthanasia, including support for hospice care and interpretations of Job 2:1-10; non-religious (including atheist and Humanist) arguments surrounding its use, including the application of ethical theories, such as situation ethics, and Christian responses to them.</p> <p>8. Christian responses to issues in the natural world: Christian responses to threats to the world, including pollution, global warming and the use of natural resources; stewardship and humanity's role as stewards, including The Christian Declaration on Nature, Assisi 1986; differing Christian responses to animal rights, including animal experimentation and the use of animals for food, including the application of ethical theories such as utilitarianism.</p>			
<b>S K I L L S &amp; A P P L I C A T I O N</b>	<p><b>3 mark Question</b> <i>All keywords correctly identified and outlined including use of specialist language</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs with reference to a source of wisdom and authority</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>All keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>Two keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second belief.</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>One keyword correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Simple explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>12 Mark Question</b> <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 justified2</i></p>

This term in RELIGIOUS STUDIES we will be learning about

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	<ol style="list-style-type: none"> <li><b>The six Beliefs of Islam:</b> their nature, history and purpose including Kitab al-iman 1: 4; how they are understood and expressed in Sunni and Shi'a Muslim communities today; the importance of these principles for Muslims.</li> <li><b>The five roots of 'Usul ad-Din in Shi'a Islam</b> (Tawhid (oneness of Allah); 'Adl (Divine Justice); Nubuwwah (Prophethood); Imamah (Successors to Muhammad) and Mi'ad (The Day of Judgment and the Resurrection): the nature, history and purpose of the five roots with reference to their Qur'anic basis, including Surah 112 (the oneness of Allah); the importance of these principles for different Shi'a communities today, including Sevener and Twelver.</li> <li><b>The nature of Allah:</b> how the characteristics of Allah are shown in the Qur'an and why they are important: Tawhid (oneness), including Surah 16: 35-36, immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice, Adalat in Shi'a Islam.</li> <li><b>RiSalah:</b> the nature and importance of prophethood for Muslims, including Surah 2: 136; what the roles of prophets teach Muslims, exemplified in the lives Adam, Ibrahim, Isma'il, Musa, Dawud, Isa, Muhammad.</li> <li><b>Muslim holy books (kutub):</b> the nature, history, significance and purpose of Muslim holy books with reference to the Qur'an including Surah 53:4-18, Tawrat (Torah) including Surah 5: 43-48; Surah, Zabur (Psalms), including Surah 4: 163-171; Injil (Gospel), including Surah 53: 36, Sahifah (Scrolls); divergent Muslim views about the importance of the holy books in their lives today.</li> <li><b>Malaikah:</b> the nature and importance of angels for Muslims; how angels Jibril, Izra'il and Mika'il are shown in the Quran, including Surah 19, 32: 11 and 2: 97- 98, and their significance for Muslims today.</li> <li><b>Al-Qadr:</b> the nature and importance of Predestination for Muslims; how al-Qadr and human freedom relates to the Day of Judgement, including reference to Sahih Al-Bukhari 78: 685; divergent understandings of predestination in Sunni and Shi'a Islam; the implications of belief in al-Qadr for Muslims today.</li> <li><b>AKhirah*:</b> Muslim teachings about life after death; the nature of judgement, paradise and hell; how they are shown in the Qur'an, including Surah 17: 49-72; divergent ways in which Muslims teachings about life after death affect the life of a Muslim today.</li> </ol>			
SKILLS & APPLICATION	<p><b>3 mark Question</b> <i>All keywords correctly identified and outlined including use of specialist language</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs with reference to a source of wisdom and authority</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>All keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>Two keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second belief.</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>One keyword correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Simple explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>12 Mark Question</b> <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>

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KNOWLEDGE	<ol style="list-style-type: none"> <li><b>Justice:</b> the nature of justice and why justice is important, responses to why justice is important and non-religious attitudes to justice</li> <li><b>Crime:</b> teachings and responses to the nature, causes and problem of crime, what action is taken by Muslim groups to end crime.</li> <li><b>Good Evil and Suffering:</b> 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.</li> <li><b>Punishment:</b> 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.</li> <li><b>Aims of Punishment:</b> 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</li> <li><b>Forgiveness:</b> 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.</li> <li><b>Treatment of Criminals:</b> 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.</li> <li><b>The death penalty:</b> 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.</li> </ol>			
SKILLS & APPLICATION	<p><b>3 mark Question</b> <i>All keywords correctly identified and outlined including use of specialist language</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs with reference to a source of wisdom and authority</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>All keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>Two keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second belief.</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>One keyword correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Simple explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>12 Mark Question</b> <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>

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	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	<ol style="list-style-type: none"> <li><b>10 Obligatory Acts:</b> Ten Obligatory Acts of Shi'a Islam: their nature, history and purpose of the Ten Obligatory Acts; the diversity of practice and importance of Ten Obligatory Acts for Shi'a Muslims today; their basis in the Qur'an, including reference to Surah 9: 71-73; divergent understandings of these principles within Sunni Islam including links with the Five Pillars.</li> <li><b>Shahadah:</b> Shahadah as one of the Five Pillars: the nature, role and significance of Shahadah for Sunni and Shi'a Muslims, including reference to Surah 3: 17-21; why reciting Shahadah is important for Muslims, and its place in Muslim practice today</li> <li><b>Salah*:</b> Salah as one of the Five Pillars, including reference to Surah 15: 98-99 and 29: 45: the nature, history, significance and purpose of Salah for Sunni and Shi'a Muslims, including different ways of understanding them; how Salah is performed, including ablution, times, directions, movements and recitations, in the home and mosque and Jummah prayer.</li> <li><b>Sawm:</b> Sawm as one of the Five Pillars: the nature, role, significance and purpose of fasting during Ramadan, including Surah 2: 183-185; those who are excused from fasting and why; the significance of the Night of Power: the nature, history and purpose of the Night of Power; why Laylat al-Qadr is important for Muslims today.</li> <li><b>Zakah:</b> Zakah as one of the Five Pillars and Khums: the nature, role, significance and purpose of Zakah and Khums including Surah 9: 58-60 and 8: 36-42; why Zakah is important for Sunni Muslims; why Khums is important for Shi'a Muslims; the benefits of receiving Zakah or Khums.</li> <li><b>Hajj:</b> Hajj as one of the Five Pillars: the nature, role, origins and significance of Hajj, including Surah 2: 124-130; 22: 25-30; how Hajj is performed and why Hajj is important for Muslims; benefits and challenges from attending Hajj for Muslims.</li> <li><b>Jihad:</b> Jihad: the origins, meaning and significance of jihad in Islam; divergent understandings of jihad within Islam, including the difference between lesser and greater jihad; the conditions for declaration of lesser jihad, including reference to Surah 2: 190-194 and 22: 39; the importance of jihad in the life of Muslims.</li> <li><b>Celebration/Commemoration:</b> The nature, origins, activities, meaning and significance of the celebration/ commemoration of Id-ul-Adha, with reference to Surah 37: 77-111, and Id-ulFitr in Sunni Islam, with reference to their place within Shi'a Islam; and Id-ulGhadeer, with reference to Hadith and the interpretation of Surah 5: 3, and Ashura in Shi'a Islam, with reference to their place within Sunni Islam.</li> </ol>			
SKILLS & APPLICATION	<p><b>3 mark Question</b> <i>All keywords correctly identified and outlined including use of specialist language</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs with reference to a source of wisdom and authority</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>All keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>Two keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second belief.</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>One keyword correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Simple explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>12 Mark Question</b> <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>



This term in RELIGIOUS STUDIES we will be learning about

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
<b>K N O W L E D G E</b>	<ol style="list-style-type: none"> <li><b>Peace:</b> Muslim attitudes towards peace: Muslim teachings about the nature and importance of peace, including Surah 25: 63; Muslim understandings about Islam as a religion of peace and how this may be understood in the life of a Muslim.</li> <li><b>Peacemaking:</b> The role of Muslims in peacemaking: Muslim teachings about peacemaking; the importance for Muslims of justice, forgiveness and reconciliation in peacemaking, including Surah 41: 31–38; the work of Muslims working for peace today</li> <li><b>Conflict:</b> Attitudes to conflict: Muslim teachings and responses to the nature and causes of conflict; Muslim responses to the problems conflict causes within society, including Surah 2: 190–195 and links to situation ethics; non-religious (including atheist and Humanist) attitudes about the role of religion in the causes of conflict and Muslim responses to them.</li> <li><b>Pacifism:</b> divergent Muslim teachings and responses to the nature and history of pacifism, including interpretations of Surah 5: 27–30; Muslim teachings about passive resistance and examples of its use within Islam, including elements of the Arab Spring.</li> <li><b>Just War theory:</b> divergent Muslim teachings and responses to the nature and importance of the Just War theory, including reference to Sunni and Shi'a Islam; the conditions of a just war within Islam, with specific reference to the lesser jihad, including reference to Surah 4: 69–110; divergent opinions on whether a just war is possible for Muslims today, including the application of ethical theories such as situation ethics.</li> <li><b>Holy War:</b> the nature of a holy war (Harb al-Maqadis) within Islam; Muslim teachings about war and peace as shown in the Qur'an; divergent Muslim teachings about war, with specific reference to the lesser jihad, including interpretations of Surah 8: 61 and 9: 1–14.</li> <li><b>Weapons of mass destruction (WMD):</b> Muslim teaching and responses to the problems and benefits of WMD; Muslim attitudes towards the use of such weapons, including Surah 5: 32; non-religious attitudes (including atheist and Humanist) and the application of ethical theories, such as utilitarianism which supports the acquisition of weapons of mass destruction, and Muslim responses to them.</li> <li><b>Issues surrounding conflict:</b> divergent Muslim teachings and responses to the nature of problems involved in conflict – violence, war, and terrorism;</li> </ol>			
<b>S K I L L S &amp; A P P L I C A T I O N</b>	<p><b>3 mark Question</b> <i>All keywords correctly identified and outlined including use of specialist language</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs with reference to a source of wisdom and authority</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>All keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of two relevant and accurate beliefs</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>Two keywords correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief and a simple explanation of a second belief.</i></p> <p><b>12 Mark Question</b> <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><b>3 mark Question</b> <i>One keyword correctly identified and outlined</i></p> <p><b>4 Mark Question</b> <i>Simple explanation of a relevant and accurate belief</i></p> <p><b>5 Mark Question</b> <i>Detailed explanation of a relevant and accurate belief</i></p> <p><b>12 Mark Question</b> <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>