



### Learning Aims and Curriculum Intent:

**Content** - A comparison of the Abrahamic religions and how they developed. Putting different religious beliefs and practices into context and analysing the connections, similarities, and differences both between and within religions. An exploration of key questions such as what is faith, what is truth, are God's commands always right, what are the challenges of practising religion in our society; how should religious stories and rules be interpreted in the twenty-first century; what historical evidence is there for events in the life of Jesus.

**Skills** - Students will develop their ability to write a detailed and persuasive evaluative argument, using PEEL paragraph structures and weighing up the different sides of an argument to reach a clearly reasoned and justified conclusion. They will hypothesise how beliefs influence a person's life. They will be able to communicate their ideas verbally and listen to and reflect on other voices in discussion, sometimes being willing to suspend their own commitments in order to understand other perspectives.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p><b>Judaism – What does it mean to have a relationship with God?</b></p> <ul style="list-style-type: none"> <li>What is monotheism? What does it mean for humans to have a relationship with God? The Jewish creation story, covenants with Noah, Abraham and Moses.</li> <li>Should God test faith? The story of Abraham and Isaac.</li> <li>How does God interact with his creation? Moses' religious experience and the story of the Exodus.</li> <li>How does God want his people to live? How do Jewish beliefs influence the lives Jewish people today? The practice of Passover, the 10 commandments, the mitzvot, Shabbat.</li> <li>How should religious texts be interpreted and applied in the twenty-first century? Orthodox and Liberal Judaism.</li> <li>How will God's relationship with his people develop? Jewish beliefs about the coming of the messiah and conflicting beliefs about the messiah in first century Judea.</li> </ul>	<p>Analysing stories and texts to identify different possible interpretations and meanings</p> <p>Critically deconstructing concepts and the evidence supporting them</p> <p>Hypothesising about how someone's beliefs might influence their life</p> <p>Evaluating the different sides of an argument to reach a justified conclusion</p>	<p>Retrieval quizzes to build knowledge acquisition and understanding</p> <p>An evaluative essay on whether God was wrong to test Abraham</p> <p>An assessment on Jewish beliefs, their influence on Jewish people today and different interpretations of Jewish beliefs</p>
Lent	<p><b>Christianity – Who is Jesus? The Christ of Faith and the historical Jesus.</b></p> <ul style="list-style-type: none"> <li>What is the Trinity? The concept of one God as 3 persons. The roles of the Father, the Son and the Holy Spirit. Symbolic representations of the Trinity.</li> <li>Why has Jesus been represented in different ways? Images of Jesus from different cultures and with different symbolic meanings. Beliefs about Jesus in Judaism, Christianity and Islam.</li> <li>Did Jesus exist? What constitutes evidence of existence. Evaluation of historical sources, Biblical texts and artefacts as evidence for Jesus.</li> <li>How did Jesus teach about God? Miracles, including different types of miracles and differing interpretations of them. Parables and different understandings of 'truth'.</li> <li>Why did Jesus have to die? Tensions leading to Jesus' arrest and trial. The charges against Jesus and who was responsible for his death. Events of the crucifixion and resurrection and their significance to Christians. Concepts of salvation and atonement. Differing interpretations of the resurrection accounts.</li> </ul>	<p>Critically deconstructing concepts and the evidence supporting them</p> <p>Analysing stories, texts and evidence to identify and evaluate different possible interpretations and meanings</p> <p>Evaluating the different sides of an argument to reach a justified conclusion</p>	<p>Retrieval quizzes to build knowledge acquisition and understanding</p> <p>Evaluative essay / PEEL paragraph to justify judgements on who was responsible for Jesus' death / whether the Romans were right to crucify Jesus</p> <p>An assessment on beliefs about Jesus, their influence on Christians today and different interpretations of Christian beliefs</p>

<b>Trinity</b>	<p><b>Islam – What does it mean to do the will of Allah?</b></p> <ul style="list-style-type: none"> <li>• What is the role and significance of Muhammad in Islam? The life of Muhammad. The revelation of the Qur’an. Muhammad as the ‘seal of the prophets’.</li> <li>• Why is the Qur’an so important to Muslims? Nature and significance of the Qur’an as the unchanging word of Allah. Treatment of and respect towards the Qur’an.</li> <li>• What is the significance of the 5 pillars? Concept of duty. Shahadah, Salah, Sawm, Zakah, Hajj. What is the meaning and importance of each pillar? How does upholding each pillar impact the lives of Muslims today? Benefits and possible challenges.</li> <li>• Why is dress important in Islam? Concept of modesty and interpretations of this. Different traditions for female dress and reasons for these. Arguments for and against face coverings for women.</li> </ul> <p><b>Religion and the media</b></p> <ul style="list-style-type: none"> <li>• What is ‘the media’? What is its role in our society?</li> <li>• How is religion represented in the news? What is media bias?</li> <li>• Case study of the representation of Islam in the media. Does the media spread Islamophobia?</li> </ul>	<p>Analysing stories to identify different possible interpretations and meanings</p> <p>Hypothesising about how someone’s beliefs might influence a person’s life</p> <p>Reflecting on the challenges and significance of putting religious beliefs into practice</p> <p>Debating arguments for and against religious practices</p> <p>Analysing sources to identify bias</p>	<p>Retrieval quizzes to build knowledge acquisition and understanding</p> <p>An assessment on Muslim beliefs and their influence on Muslim people today</p>

<b>What does consolidation look like in this subject?</b>	Summarising theories and concepts in your own words. Dual coding of theories and concepts by adding images. Regular retrieval practice of key terms. Deepening understanding of concepts and theories by watching relevant videos.				
<b>Examples of Homework</b>	Writing a PEEL based evaluative argument about whether God should have tested Abraham; Reading extracts for scripture (e.g. miracle stories, parables) and analysing possible meanings and interpretations; Researching the ways in which the Qur’an is shown respect in Islam				
<b>Key terminology</b>	Monotheism; Covenant; Exodus; Passover; Commandment; Mitzvot; Shabbat; Orthodox; Liberal; Messiah; Trinity; God the Father; God the Son; Holy Spirit; Miracle; Parable; Blasphemy; Crucifixion; Resurrection; Salvation; Atonement; Prophet; Seal of the Prophets; Qur’an; 5 Pillars; Shahadah; Salah; Sawm; Zakah; Hajj; Hijab; Niqab; Burka; Media; Islamophobia				
<b>Super-curricular enrichment and scholarly extension</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> ‘50 Religious Ideas You Really Need to Know’ – Peter Stanford</li> <li>• <b>Watch:</b> BBC - My Life, My Religion; The Miracle Maker; A Very British Ramadan; Prince of Egypt</li> <li>• <b>Listen:</b> Historical Jesus: Stanford Continuing Studies Program Podcast</li> <li>• <b>Visit:</b> The Jewish Museum London; The British Museum – Islamic World</li> </ul>				
<b>Useful websites</b>	<p>Judaism <a href="https://www.bbc.co.uk/bitesize/topics/z9prkqt/articles/zfn792p">https://www.bbc.co.uk/bitesize/topics/z9prkqt/articles/zfn792p</a></p> <p>Christianity <a href="https://www.bbc.co.uk/bitesize/topics/z4tb4wx/articles/zk4fxyc">https://www.bbc.co.uk/bitesize/topics/z4tb4wx/articles/zk4fxyc</a></p> <p>Islam <a href="https://www.bbc.co.uk/bitesize/topics/zfwhfg8/articles/znhjcqt">https://www.bbc.co.uk/bitesize/topics/zfwhfg8/articles/znhjcqt</a></p>				
<b>Who can I contact?</b>	<table border="1"> <tr> <td><b>Head of Department</b></td> <td>Ms Mackie <a href="mailto:RM@forest.org.uk">RM@forest.org.uk</a></td> </tr> <tr> <td><b>Teachers</b></td> <td>Mr Adoki, Miss Bettridge, Mrs Bellieu, Miss Green, Ms Mackie, Dr Thomas</td> </tr> </table>	<b>Head of Department</b>	Ms Mackie <a href="mailto:RM@forest.org.uk">RM@forest.org.uk</a>	<b>Teachers</b>	Mr Adoki, Miss Bettridge, Mrs Bellieu, Miss Green, Ms Mackie, Dr Thomas
	<b>Head of Department</b>	Ms Mackie <a href="mailto:RM@forest.org.uk">RM@forest.org.uk</a>			
<b>Teachers</b>	Mr Adoki, Miss Bettridge, Mrs Bellieu, Miss Green, Ms Mackie, Dr Thomas				