




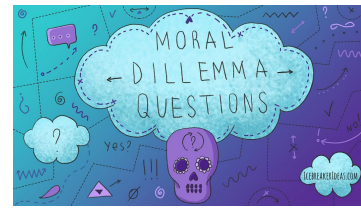
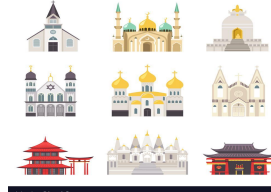



ASHLAWN SCHOOL

Key Stage 3 Religious Studies Curriculum Map

The main objective of Religious Studies at Ashlawn is to provide varied and enriching lessons that effectively prepare our students for life in a culturally diverse modern world. We aim to promote an awareness of the usefulness of Religious Studies to everyday living, to encourage enthusiasm and interest in the study of other people's beliefs and to promote mutual respect, tolerance and understanding across different cultures and communities

THE YEAR 7 CURRICULUM MAP

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	Foundations - religions of the world 	Foundations - religions of the world 	Beliefs & ethics 	Beliefs & ethics 	Community & identity 	Community & identity 
	What are the fundamental principles of the main religions in the world? Introduction to <ul style="list-style-type: none"> Christianity Islam Judaism 	What are the fundamental principles of the main religions in the world? Introduction to <ul style="list-style-type: none"> Hinduism Buddhism Sikhism 	Where did it all begin? <ul style="list-style-type: none"> Origins of the universe Existence of God Religious figures <ul style="list-style-type: none"> Jesus Buddha Muhammad 	Difficult choices <ul style="list-style-type: none"> What are Miracles? Looking At Christian Miracles Greek myths / legends Moral dilemmas Right & Wrong The Lesser of 2 Evils Choice 	How can you express your beliefs? <ul style="list-style-type: none"> Religious Buildings Religious Rituals Expression of religiosity Art/ music Spirituality Hindu pathways to God 	What does religion in the UK look like? <ul style="list-style-type: none"> Migration/ Immigration All religions in the UK Christianity in the UK - Church of England, Free Churches, Religion in Warwickshire / Rugby Roman Catholicism
Foundational Knowledge Prior learning needed	know the basics to the religion of Christianity, Islam and Judaism The Trinity The 5 Pillars of Islam The Torah in Judaism	Know the basics to the religions of Hinduism, Buddhism and Sikhism. Masha & Samsara in Hinduism Equality and Hospitality in Sikhism Nirvana & Karma in Buddhism	Know the basics to the story of the origins of the Universe versus Science Know the basics to the ideas behind the existence of God Know the basics to the 3 main religious figures of the World Facts about Jesus Facts about the Buddha Facts about Muhammad	Know the basics to the idea of Miracles that have occurred in Christianity. Miracles in the Gospels & later healing miracles in Lourdes Know the basic Greek Gods and myths Know what a moral dilemma is. Be able to discuss the concept of right and wrong and the idea of free will	Know how the faithful have expressed their beliefs in religious architecture. Know how the faithful can get closer to God by participating in Religious Rituals. Know how the faithful can express their spirituality in Prayer, meditation, study and worship	Know the basics to how religions developed in the UK Including Christianity, Islam, Judaism and Hinduism . Know where some of the Key sites are where the religious communities have their centres in the UK. Canterbury for the Anglican Church Leicester/London Hindu Temples



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Core Knowledge and skills	Understand the 7 Dimensions of religion that exist in Christianity, Islam & Judaism Stories, Beliefs, Teachings, Religious objects, Rituals and Experiences	Understand the 7 Dimensions of religion that exist in Hinduism, Buddhism and Sikhism Stories, Beliefs, Teachings Religious objects, Rituals and experiences	Understand how the faithful believe in the origins of the Universe. Understand what the faithful believe about Jesus, The Buddha and Muhammed	Understand how the faithful can understand miracles from the past and those that happen nowadays. Be able to look at the question. " A Miracle can only happen if you believe in the religion first."	Understand what lies behind the commitment to create religious art and music in the various religions Understand that each pathway to God is not more important than the other but that individuals can respond to the idea of God in different ways.	Understand the geography of Rugby with its religious communities. Can appreciate that in our community there is a rich diversity of faiths. Islam, Sikhs, Hindus and Christians.
Developmental Knowledge and Skills	Know how to explain the 7 dimensions in depth showing that they can explore comparisons between the various religious practices of Christianity, Islam & Judaism.	Know how to explain the 7 dimensions in depth showing that they can explore comparisons between the various religious practices of Hinduism, Buddhism and Sikhism.	Know how to explain their understanding of the origins of the Universe. Know how to explain the basic beliefs held by the faithful for Jesus in Christianity, The Buddha in Hinduism and Muhammed in Islam.	Know how to give alternative understandings to the interpretation of miracles. Know how to answer questions about religious miracles with use of religious terms	Know how to give examples of how religious people can express their spirituality in murtis (Hinduism) Icons and statues in Christianity. Know how to explain religious worship to compare and contrast in Christianity & Hinduism	Know how to give examples of the faiths and diverse beliefs in Rugby. Can make a profile to celebrate the religious diversity of the community in which we live
Complex Knowledge	Be able to demonstrate how to appreciate the differences And similarities between Christianity, Judaism and Islam	Be able to demonstrate how to appreciate the differences And similarities between Hinduism, Buddhism and Sikhism	Be able to demonstrate how to appreciate the differences in 2 origins of the universe. Be able to explain the basic beliefs the faithful hold in regard to Jesus the Buddha and Muhammed	Be able to demonstrate an appreciation of how religious people will believe in the acts of the Divine in their daily lives. Be able to demonstrate an understanding of miracles by making comparisons of some events from different religions and their miracles.	Be able to demonstrate an appreciation of how religious people have expressed their devotion in Churches in Christianity, Mosques in Islam, Mandir's in Hinduism	Be able to demonstrate how they understand the diversity and similarity of shared experiences among the faiths in Rugby. There is a common thread of values that binds religions called the Golden Rule that they all share treat others as you would like others to treat you (positive or directive form) Do <i>not</i> treat others in ways that you would <i>not</i> like to be treated (negative or prohibitive form) What you wish upon others, you wish upon yourself (empathetic or responsive form)
Literacy (including reading)	Emphasis on key religious terminology such as; The Trinity The Oneness of God	Emphasis on key religious terminology such as; Darshan Reincarnation and Equality in Sikhism	Emphasis on key religious terminology such as; The Son of God The Prophet and his Messenger The Enlightened One	Emphasis on key religious terminology such as; Divine, Omnipotent, Transcendent	Emphasis on key religious terminology such as; Cathedrals, Mosques and Mandirs	Emphasis on key religious terminology such as; Empathy, Diversity, Appreciation, Equality and Celebration
Cultural Capital	To understand and appreciate different religions.	To understand and appreciate different religions.	To understand the complexity of the universe and their place within it.	Students will understand the origins and impact of myths and legends. Students will appreciate the complexity of moral decisions and how there can be 'the lesser of two evils'	Students will understand the importance and variety of religious buildings and rituals across the world and more locally.	Students have the opportunity to visit different places of worship. To understand and appreciate the diversity of religions in the UK and local area.



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Social, Moral, Spiritual and Cultural Development	Spiritual development; reflect on their own beliefs and gain knowledge and respect for the beliefs of others.	spiritual development; reflect on their own beliefs and gain knowledge and respect for the beliefs of others.	spiritual development; reflect on their own beliefs and gain knowledge and respect for the beliefs of others in regard to the origins of the universe.	Moral development; students will understand the process of right and wrong and the impact of their behaviour and actions on others	spiritual development; students will develop a fascination with religious beliefs and practices through the awe and wonder of religious buildings and rituals	cultural development; students will have an appreciation of the multicultural nature of Britain and their local community
Fundamental British Values	mutual respect and tolerance of different faiths around them.	mutual respect and tolerance of different faiths around them.	mutual respect and tolerance of different ideas about the origins of the universe	responsibility - students to learn how their actions can impact on others	mutual respect and tolerance of different ways of worshipping and celebrating their faith.	mutual respect and tolerance of different faiths around them. Students will understand the community they live in is made up of different faiths.
Assessment	Multiple choice quiz	Multiple choice quiz	Extended piece of writing debating differing arguments for the origins of the universe [6]	Extended piece of writing or debate on a moral dilemma - students assessed on justification and use of key language	Design your own religious building and describe and justify the features included can be made of a variety of materials	assessment on religion in the UK [6-10]






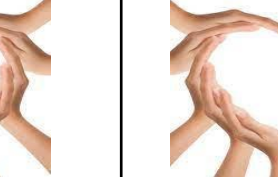


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Key Stage 3 Curriculum MAP

The main objective of Religious Studies at Ashlawn is to provide varied and enriching lessons that effectively prepare our students for life in a culturally diverse modern world. We aim to promote an awareness of the usefulness of Religious Studies to everyday living, to encourage enthusiasm and interest in the study of other people's beliefs and to promote mutual respect, tolerance and understanding across different cultures and communities

THE YEAR 8 CURRICULUM MAP

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	Community & Identity 	Rights & Responsibilities 	Rights & Responsibilities 	Rights & Responsibilities 	Love & Compassion 	Love & Compassion 
	How do we judge? <ul style="list-style-type: none"> Prejudice in Religion Judging others beliefs Discrimination Status of women In Religion 	What are our rights? <ul style="list-style-type: none"> Human rights Right to life Right to Care Right to Education Right to Die Social justice 	What is the role of judgement in society? <ul style="list-style-type: none"> Reasons for crime Aims of punishment Judgement Murder and the conscience 	Should we forgive? <ul style="list-style-type: none"> Treatment of offenders/ Justice Prevention/ Rehabilitation Death penalty - A moral Issue The Concept of Forgiveness 	Why is it important to care? <ul style="list-style-type: none"> Friendship Looking after others in the Community The Belief in Angels / Mystical Beings 	Why do we have families? <ul style="list-style-type: none"> Purpose of the family In Religions Judaism Christianity Relationships and the family
Foundational Knowledge Prior learning needed	know the basics to the idea of prejudice and discrimination in religion. Know that Anti Semitism exists. Know the varied status of women in religion and how prejudice and judging others becomes a powerful tool in discrimination	Know the basics to explain what human rights are. Know that all Human Rights are unchanging, fundamental and universal for all adults and children in the world	Know that many religions have lots of rules that govern behaviour. Know that with the rules acceptable to religion comes the punishments to those who do not follow them	Know that the various religions have a different way of dealing with those who commit crimes. For example murder. Know that some punishments are responsible for big moral discussions such as the death penalty.	Know that in most spiritual understandings getting on with your fellow human being is essential to a developed sense of the Universality of Religious understanding Know how groups help others in the community Know about the job of Street Pastors and the food bank.	Know about the importance of the family in at least 3 religions Know about the role of the mother in Judaism Know about the role of the family in Chsitianity and Islam
Core Knowledge and skills	Understand that prejudice in religion that exists. Understand that many consider their understanding & faith to be correct & dismiss others claims to their beliefs. Can give explanations of why the Holocaust happened	Understand that not everyone who signs up for human rights actually follows the rules. Understand that religions can play a major role in understanding and making human rights actually mean something.	Understand how this impacts individuals in religious communities if they are excluded from the faith because what they do is not permitted. Understand the impact of the punishment of exclusion from	Understand how the religious debate works on punishment. For Example Gandhi said "an eye for an eye and the whole world will be blind." Understand that forgiveness is a difficult religious concept to understand	Understand that most religious maintain a mystical understanding of the Universe including angels and Divine beings Understand how these beliefs brings comfort to the suffering of people The Angels in Christianity	Understand how the teachings about marriage are central to Christianity, lalam and Judaism in keeping the faith. Understand the challenges the lgbt rights and parenting challenge conventional religious understanding



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			the faith. Be able to give examples such as the impact of religious rules around divorce for example		The Angels in Islam And the Sprital beings in Tibetan Buddhism	
Developmental Knowledge and Skills	Know how to explain the reasons people have for their misunderstandings and prejudices towards others faith that they may not fully understand	Be able to link the Human rights to religious teachings from at least 4 major religions. "Do unto others what has been done to you"	Know how to explain the religious views towards those who break the rules. In Islam and Christianity. Discussion of the issue of homosexuality in religion	Know how to explain that different religions see punishment differently Know that in the Catholic Church individuals can atone for their sins	Know that to care for others in their needs is a fundamental teaching in Christianity , Buddhism. Sikhism and Islam. Know that charitable works are understood as vital to salvation & enlightenment	know that the role of the parent is crucial in the development of a child's wellbeing and faith. Know the role of Baptism and Conformation in developing the child's place in the religious community
Complex Knowledge	Be able to demonstrate how to appreciate the differences And similarities between religions and how to challenge prejudice and racism Be able to show how women are able to take part in developing Christianity, Islam & Judaism	Be able to demonstrate how human rights form the Core of religious teachings. Example the 10 Commandments & the Golden Rule. Be able to show a mind map of the similarities between religious beliefs and the Universal declaration of human rights	Be able to suggest ways forward. For example the owning of slaves was previously accepted in Christianity Today we are more enlightened and see this as outdated. Religions need to confront transgender issues, lgbt and what the purpose of punishments are in religious understanding	Know how rehabilitation works with possible examples that can be addressed in the correct way. Such as being able to explain forgiveness from the Text the Great Divorce from C. S. Lewis.	Be able to show examples of how charity can impact the lives of those who suffer giving examples. The Work of Mother Teresa is an example. Looking at the alternative explanations for charitable works. " Should we accept the status quo or do everything to challenge the way things are." Saint Paul said without charitable works your faith is useless	Know examples of the religious teachings about the family that can be used to discuss challenges modern society imposes. The Issue of Divorce and its impact on families. The issue of children in care and religious beliefs. The issue of taking in refugees into your family to support the War in the UKraine
Literacy (including reading)	Emphasis on key terminology such as; Prejudice, Discrimination Racism & Anti Semitism	Reading passages and texts on human rights. Emphasis on key terminology such as; Thou shall not Kill Honour thy father & mother Do not covet what other people have	Emphasis on key terminology such as; Revenge, Retribution and atonement and Forgiveness	Reading passages and texts on arguments for and against the death penalty. Emphasis on key terminology such as; The Last Judgement	Emphasis on key terminology such as; Charity Zakat alms good works Good karma	Emphasis on key terminology such as; extended family Church family The Brotherhood of Man
Cultural Capital	Students will understand the importance of treating people with dignity and respect. To understand and appreciate differences in society.	Students will understand the importance of human rights.	Students will understand the importance of laws and justice in society. To understand and appreciate different attitudes exist.	Students will understand the importance of forgiveness. To understand and appreciate different attitudes exist.	Students will understand the importance of friendship and relationships with others. To understand and appreciate different attitudes exist.	Students will understand the importance of families and the relationships with the community.
Social, Moral, Spiritual and Cultural Development	Moral development; students will understand the process of prejudice and discrimination and the impact it has on individuals and society.	Moral development; students will understand the need for rights and responsibilities. students will understand there are consequences for their behaviour.	Moral development; students will understand how decisions regarding crime can impact on the individual and those around them.	Moral development; students will understand different motives for punishment. students will understand there are consequences for their behaviour.	Social development; students will work with others and understand the need for empathy and compassion. cultural development; the ability to recognise different values.	cultural development; students will understand the things we share in common such as family relationships.



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	social development; students will understand different attitudes have cultural origins.		students will understand there are consequences for their behaviour.	ability to recognise different values		
Fundamental British Values	Rule of law - understand the impact of laws on prejudice and discrimination	responsibility - students to learn how their actions can impact on others	Rule of law - understand the role of the judiciary and punishment in society	Rule of law - understand the impact different methods of punishment have on offenders. To understand mutual respect in terms of someone's right to life.	Responsibility - the need to support people in the community.	individual liberty - understand the rights of people to have families in whatever form.
Assessment	Plan a campaign for an issue covered - students will produce a leaflet / poster and any other campaign materials marks awarded for knowledge / facts and appeal	Should we still have the Declaration of Human Rights? Justify your answer [12]	multiple choice assessment on reasons for crime	scenario - how should they be punished?	Explain ways you can look after people in the community [5] Explain how this benefits the community [5]	assessment of different religious views on the family


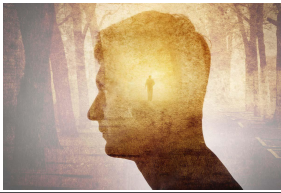
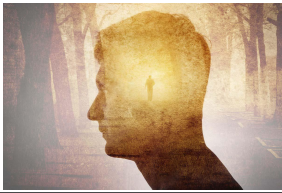
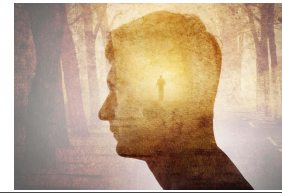




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Key Stage 3 Curriculum Map: Religious Studies

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THE YEAR 9 CURRICULUM MAP

	HALF TERM 1 Love & Compassion	HALF TERM 2 Meaning of life	HALF TERM 3 Meaning of life	HALF TERM 4 Meaning of life	HALF TERM 5 Reflection	HALF TERM 6 Reflection
Topic and learning focus						
	What decisions are made within the family? <ul style="list-style-type: none"> • Marriage • The Raising of Children in the faith • Family Rituals • The Problem of and divorce • Contraception 	How do we use the world around us? <ul style="list-style-type: none"> • Origins of human life • The Value of the World • The Use of the environment/ Conservation and Deforestation and extinction • How we use Animals 	Why is there suffering? <ul style="list-style-type: none"> • Suffering Natural Evil • Disease, Storms, Earthquakes • Explanation as to why these things exist & Religious answers • Moral Evil 	Who should have the power over life and death? <ul style="list-style-type: none"> • Abortion • Euthanasia • Death & the Afterlife 	Can you make a difference? <ul style="list-style-type: none"> • World Issues • Pollution • Extinction • Deforestation/Loss of habitat • Animal Rights • Conservation & Stewardship 	Can you make a difference? <ul style="list-style-type: none"> • War & conflict • Pacifism • Just War Theory • Nuclear War • Geneva Convention • Charity Work
Foundational Knowledge Prior learning needed	know the basics to the challenges that the families face nowadays Know & explain the problems families have in the community and how religion can help support the family unit	Know why the religious teaching about the origin of life matters to us in a practical way. Know the religious understanding of Conservation, Deforestation and Extinction	Know about the religious beliefs about the causes of natural evil and how they impact our lives. Know about the discussion of how evil can hurt us. The impact of the tsunami on communities when it was no one's fault	Know why it is important to understand our role over life and death? The Role of Abortion to terminate life and why this impacts on religious beliefs The Role of the debate on the quality of life in the termination of life in the euthanasia debate	Know that major world issues can impact our daily lives. Be able to give explanations for how the serious world problems affect us all in our daily lives	Know about how religious teachings influence our understanding of the idea of war & Conflict
Core Knowledge and skills	Understand the challenges of having a big family. Understand the teachings of religion in regard to having a family.	Understand why microplastics, deforestation, extinction and pollution, poverty, climate change, clean water and	Understand the impact of moral evil on people. Understand that free will defence leads us to individuals like Hitler and their	Know the religious teachings concerning the issue of abortion. Know the religious teaching about the sacredness of life and the moral dilemma of euthanasia.	know about the impact on communities for the key issues of pollution of the atmosphere, extinction of individual species .	Know how to use the religious arguments in answering questions related to: Pacifism. How religions use the concept of non violence.



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	The role of contraception in religion. The way a concept such as contraception links to abortion	starvation are important to our spiritual understanding "what you do to the earth you do to ourselves."	capacity to get others do morally evil acts such as the Holocaust.	know about the beliefs of various religions about life after death.	Know about the religious teachings concerning	Know the basics of the Just War theory.
Developmental Knowledge and Skills	know how to answer questions about the role of the family in religion	Know how to relate the religious understanding of the Kingdom of God to practical concerns as described	Know the religious explanations as to why moral and natural evil exist	Understand why abortion & the moral dilemma of euthanasia and the quality of life are important topics that show how we think about life impacts how we live	Understand that religious beliefs support our understanding of how to deal with pollution, Extinction. Understand that if the religious teachings were followed then it can affect change that is positive and could work towards saving the planet	Know quotes from the various religions and how this can help support a developed answer about war. For example " Most religions see war as a last resort. However it may be that the only way to fight evil is to oppose it, for example the Allied opposition to Hitler in the 2nd World war is seen as a world moral crusade.
Complex Knowledge	Appreciate how religious beliefs impact those in the Jewish community who take the understanding of the family to the next level of their spiritual life in community	Understand how religions have embraced ecology and how a spiritual understanding of our place in creation could change hearts and minds. Looking at Native American spiritualities view of life from Chief Seattle's letter to the President	Understand how to start to frame the argument why evil exists. How to argue both sides to justify the existence of moral evil and still maintain the belief in a loving God.	Understand that Abortion & Euthanasia are important topics that relate to the religious understanding of the hope for an afterlife.	Give examples of how Conservation of our planet is a visible and complete way for spirituality to be made manifest. "What ever you did to the least of these you did to me." " Show an understanding of ecological texts such as Chief Seattle's letter. " Continue to contaminate your bed and one day you will suffocate in your own waste."	Understand how charity work can impact the lives of individuals. Give examples of charity projects and how they have transformed lives for the better. Show an understanding of how one can write an evaluation of charity work that is transformational such as Live Aid.
Literacy (including reading)	Emphasis on key terminology such as;	Reading passages and texts on the origins of human life. Emphasis on key terminology such as;	Emphasis on key terminology such as; God is all loving Compassion Empathy	Reading passages and texts on debates regarding abortion and euthanasia . Emphasis on key terminology such as; Quality of life End of life care Suicide not allowed in religion	Creating passages and pamphlets on global issues . Emphasis on key terminology such as;	Reading passages and texts on different views on war and conflict . Emphasis on key terminology such as;
Cultural Capital	Students will understand the important decisions made in families; marriage, divorce and contraception.	To understand the importance of the world and the ecosystem which exists.	To have an understanding of the suffering that is caused by actions of others and actions beyond our control	To appreciate the different attitudes to personal life choices	Students become aware of their place on the earth and the impact their actions and those of others have.	Students become aware of their place on the earth and the impact their actions and those of others have. To consider how they can make a difference in the world, their country and local community.
Social, Moral, Spiritual and Cultural Development	moral development; understand there are different attitudes to marriage, divorce and contraception	social development; working with others looking at attitudes to how we use the environment	moral development; understand the impact of natural disasters, understanding why things happen which may be out of our control	moral development; understand there are different attitudes to abortion & euthanasia and the consequences thereof	social skills - working with others to create a campaign	social skills - participating in the community to make a difference



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		moral development; understand the consequences of how the human race use and live in the environment spiritual development; develop awe and fascination of the diversity of the ecosystem.	spiritual development; fascination with the power of the planet		moral development; understand the consequences of how the human race use and live in the environment	moral development; understand the consequences of how the human race use and live in the environment
Fundamental British Values	Appreciate the different rules of law regarding marriage, divorce and contraception tolerance	Understand the rule of law regarding environmental protection To respect all creatures on earth Show tolerance of differing ideas of the origin of human life	To develop respect and tolerance for those that are suffering	To develop respect and tolerance for those that have difficult life decisions to make.	To examine democracy and the rights of people to use the earth's resources. To understand the rule of law regarding animal rights and conservation. To learn to respect the environment and those that live in it.	To examine democracy and the rights of people to use the earth's resources. To understand the rule of law regarding animal rights and conservation. To learn to respect the community and how individuals can impact positively on it.
Assessment	assessment of different religious views on marriage, divorce and contraception [12]	How far do you agree that it is justified to use animals for testing, food and clothing [12]	How can we benefit from suffering [12]	How far do you agree that a person should have the right to end their life [12]	Explain three ways humans have damaged the world [12]	How far do you agree that war can be justified [12]









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Key Stage 4 Curriculum Map

The purpose of Religious Studies at Ashlawn School is to provide students with the tools to critically participate and reflect on the dynamics and the essence of society. It aims to educate young people in the development of religions and religious practices, as well as allowing them to explore and question philosophical and ethical viewpoints. It provides students with fundamental transferable skills of evaluation, analysis, communication, critical thinking and critical judgement. It encourages students to think beyond themselves and understand the world from a variety of views, building their character in the process. Through the exploration of ethical topics and questions concerning the ultimate nature of reality, the focus is on both Christianity and Islam.

THE YEAR 10 CURRICULUM MAP

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	Christianity 	Christianity 	Islam 	Islam 	Theme 1 Relationships & Family 	Theme 1 Relationships & Family 
	1. Nature of God 2. God as omnipotent 3. The Oneness of God in 4. Trinity, Nicene Creed and exam question 5. Different Christian Beliefs of the Creation 6. Jesus and The Incarnation The Son of God 7. Crucifixion	<ul style="list-style-type: none"> The Resurrection & the Ascension Heaven and Hell Afterlife & judgement Sin & The Role of Christ in Salvation Exam Technique Model Answers Assessment Feedback 	<ul style="list-style-type: none"> Key beliefs 1. The Oneness of God - and the supremacy of God's will <ul style="list-style-type: none"> The Sunni & Shi'a The Nature of God Angels Predestination Life after death 	1. Prophethood & Adam 2. Ibrahim 3. Mohammed & The Imamate 4. The Holy books In Islam 5. Exam Technique 6. Model Answers 7. Assessment 8. Feedback	Comparing Christianity & Islamic attitudes to... <ol style="list-style-type: none"> Sexuality Sex before and outside marriage Contraception Marriage Divorce & Remarriage The Nature of Families 	Comparing Christianity & Islamic attitudes to... <ol style="list-style-type: none"> The Purpose of families Exam Technique Model Answers Assessment Feedback
Foundational Knowledge Prior learning needed	Know what Christians believe about the nature of God with regard to his Omnipotence, benevolence his Justice and role in Salvation	Know about the Christian beliefs in the resurrection and the ascension. Know about Christian teaching with regard to Sin.	Know about the Core Beliefs in Islam. To know about the Oneness of God, The Sunni and Shi'a groups, the nature of God & the belief in angels, the idea of Predestination & life after death	Can Know & explain about The role of Prophethood Rislah Can explain what the main purpose of the prophets is . Can explain the importance of the prophet Adam for Muslims	Know about religious teachings that can be used to answer questions about sexual morality, "Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have relieved from God." Saint Paul.	Know the different reasons for Divoce in the UK today Understand Christian teachings about divorce and remarriage Consider the ethical arguments related to divorce, including



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	Know by giving examples of how Christianity has impacted the world	Know how to answer questions about the central Christian beliefs. For example “ Explain two ways in which a belief in Jesus’ crucifixion influences Christians today	Know how to answer questions about the oneness of God and the six articles of faith in Sunni Islam	Know about the importance of the Quran is in Islam. Know why it was necessary to have an official version of the Quran. know how many surah’s the Quran contains.	Know reasons why Christians think sex before marriage is wrong. Know reasons why someone might commit adultery Know why Christians and non Christians think the way they do about sex before and outside marriage.	those based on the sanctity of marriage vows and compassion
Core Knowledge and skills	Know the Core Christian Beliefs about God monotheism, Divine & Holy.	Know how to answer the questions as per the syllabus with regard to the content related to the number of marks awarded	Know how to answer the questions as per the syllabus with regard to the content related to the number of marks awarded	Know how to answer the questions as per the syllabus with regard to the content related to the number of marks awarded	Know how to answer the questions as per the syllabus with regard to the content related to the number of marks awarded	Know how to answer the questions as per the syllabus with regard to the content related to the number of marks awarded
Developmental Knowledge and Skills	Be able to understand how Christian beliefs relate to the way Christians should live their lives, including during the times of suffering	Be able to know where to go to find how to improve your result as to the feedback you received for the questions answered	Be able to know where to go to find how to improve your result as to the feedback you received for the questions answered	Be able to know where to go to find how to improve your result as to the feedback you received for the questions answered	Be able to know where to go to find how to improve your result as to the feedback you received for the questions answered	Be able to know where to go to find how to improve your result as to the feedback you received for the questions answered
Complex Knowledge	Be able to self assess your own answers knowing what you need to do to go to a higher level be able to know what to do next to improve your grade the next time you answer a question Have access to the Knowledge organisers & Google classroom for the necessary resources	Be able to self assess your own answers knowing what you need to do to go to a higher level be able to know what to do next to improve your grade the next time you answer a question Have access to the Knowledge organisers & Google classroom for the necessary resources	Be able to self assess your own answers knowing what you need to do to go to a higher level be able to know what to do next to improve your grade the next time you answer a question Have access to the Knowledge organisers & Google classroom for the necessary resources	Be able to self assess your own answers knowing what you need to do to go to a higher level be able to know what to do next to improve your grade the next time you answer a question Have access to the Knowledge organisers & Google classroom for the necessary resources	Be able to self assess your own answers knowing what you need to do to go to a higher level be able to know what to do next to improve your grade the next time you answer a question Have access to the Knowledge organisers & Google classroom for the necessary resources	Be able to self assess your own answers knowing what you need to do to go to a higher level be able to know what to do next to improve your grade the next time you answer a question Have access to the Knowledge organisers & Google classroom for the necessary resources
Literacy (including reading)	reading passages of text on Christianity extended writing on Christianity	reading passages of text on Christianity extended writing on Christianity	reading passages of text on Islam extended writing on Islam Emphasis on key terminology such as;	reading passages of text on Islam extended writing on Islam Emphasis on key terminology such as; Prophethood Risalah	applying knowledge from passages of text on Christianity and Islam developing comparative writing on two belief systems	applying knowledge from passages of text on Christianity and Islam developing comparative writing on two belief systems



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	Emphasis on key terminology such as; Omnipotent benevolent Incarnation	Emphasis on key terminology such as; Redemption Resurrection Ascension	Tawhid supremacy Sunni Shia Predestination	Ibrahim The Kaaba id ul Adha The Imamate	Emphasis on key terminology such as;heterosexual Homosexual age of consent adultery	Emphasis on key terminology such as; Divorce remarriage annulment
Cultural Capital	Students will understand the importance of Christian teachings of the key principles of God and reflect on the importance of the crucifixion	Students will understand the importance of Christian teachings of the key principles the afterlife, heaven and hell	Students will understand the importance of Islamic teachings of the key principles of God and reflect on the importance of predestination	Students will understand the importance of Islamic teachings of the key principles of prophets and reflect on the importance of the holy book	students will understand and reflect on the similarities and differences between Chritianity in terms of sexuality and attitudes to contraception	students will understand and reflect on the similarities and differences between Chritianity in terms of the nature of the family and attitudes to gender.
Social, Moral, Spiritual and Cultural Development	spiritual development; students will reflect on their own beliefs and compare them to others Moral development; students will understand Christian attitudes to right and wrong	spiritual development; students will reflect on their own beliefs and compare them to others Moral development; students will understand Christian attitudes to right and wrong and consequences of actions	spiritual development; students will reflect on their own beliefs and compare them to others Moral development; students will understand Islamic attitudes to right and wrong	spiritual development; students will reflect on their own beliefs and compare them to others Moral development; students will understand Islamic attitudes to right and wrong and consequences of actions	social skills; working with others looking at comparisons between Christianity and Islam. Moral development' students to understand there are similarities and differences between the two faiths	social skills; working with others looking at comparisons between Christianity and Islam. Moral development' students to understand there are similarities and differences between the two faiths
Fundamental British Values	students may come across values they don't agree with and will develop a tolerance of different religious attitudes Understand how the rule of law is influenced by religious teachings	students may come across values they don't agree with and will develop a tolerance of different religious attitudes Understand how the rule of law is influenced by religious teachings	students may come across values they don't agree with and will develop a tolerance of different religious attitudes Understand how the rule of law is influenced by religious teachings	students may come across values they don't agree with and will develop a tolerance of different religious attitudes Understand how the rule of law is influenced by religious teachings	Develop mutual respect to different belief systems so they are able to see the similarities and differences between ideologies.	Develop mutual respect to different belief systems so they are able to see the similarities and differences between ideologies.
Assessment	A range of AQA exam questions will form assessments selected from; multiple choice questions from exam papers examples of 4/5/12 mark questions Explain two ways in which believing that God is loving	A range of AQA exam questions will form assessments selected from; multiple choice questions from exam papers examples of 4/5/12 mark questions	A range of AQA exam questions will form assessments selected from; multiple choice questions from exam papers examples of 4/5/12 mark questions Explain two ways in which belief in the five roots of Usul	A range of AQA exam questions will form assessments selected from; multiple choice questions from exam papers examples of 4/5/12 mark questions Explain two ways in which the Qur'an influences Muslims [4] Explain two Muslim beliefs about the Prophet Ibrahim. [5]	A range of AQA exam questions will form assessments selected from; multiple choice questions from exam papers examples of 4/5/12 mark questions Explain two contrasting religious beliefs in contemporary British society about sexual relationships before marriage.[4]	A range of AQA exam questions will form assessments selected from; multiple choice questions from exam papers examples of 4/5/12 mark questions Explain two contrasting religious beliefs about the roles of men and women. [4]



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	<p>influences Christians today. [4] 'All Christians should believe in the account of the creation in Genesis.' Evaluate this statement. [12]</p>	<p>Explain two Christian beliefs about original sin. [5] Explain two ways in which believing in the incarnation influences Christians today. [4] 'Without Jesus' death and resurrection, there would be no salvation.' Evaluate this statement. [12]</p>	<p>ad-Din influences Shi'a Muslims today. [4] Explain two Muslim beliefs about the role of Muhammad.[5] 'The Oneness of God (Tawhid) is not the only important Muslim belief.' [12]</p>	<p>'Holy books are not important for Muslims in the modern world.' Evaluate this statement. [12]</p>	<p>Explain two religious views about same-sex parents.[5]</p>	<p>Explain two religious beliefs about the purpose of families [5] 'Gender discrimination is always wrong.' Evaluate this statement. [12]</p>
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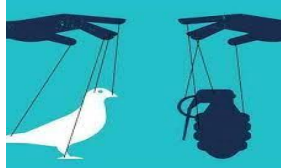





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Key Stage 4 Curriculum Map

The purpose of Religious Studies at Ashlawn School is to provide students with the tools to critically participate and reflect on the dynamics and the essence of society. It aims to educate young people in the development of religions and religious practices, as well as allowing them to explore and question philosophical and ethical viewpoints. It provides students with fundamental transferable skills of evaluation, analysis, communication, critical thinking and critical judgement. It encourages students to think beyond themselves and understand the world from a variety of views, building their character in the process. Through the exploration of ethical topics and questions concerning the ultimate nature of reality, the focus is on both Christianity and Islam.

THE YEAR 11 CURRICULUM MAP

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	<p>Theme Religion. Peace and Conflict</p> 	<p>Theme Religion Peace & Conflict</p> 	<p>Exam Preparation</p> 	<p>Exam Preparation</p> 	<p>Exam Preparation</p> 	<p>Exam</p>
	<p>Comparing Christianity & Islamic attitudes to...</p> <ol style="list-style-type: none"> 1. Introduction to peace & conflict 2. Violent protest and Terrorism 3. Reasons for war 4. Nuclear War 5. Just War Theory 6. Holy War 	<ol style="list-style-type: none"> 1. Pacifism & Peacemaking 2. Religious Responses to Victims of War 3. Exam Technique 4. Model Answers 5. Assessment 6. Feedback 	<p>Comparing Christianity & Islamic attitudes to...</p> <p>Christian beliefs review lesson Exam technique as a group using model answers Blind Exam Feedback Islam Beliefs review lesson Exam technique as a group using model answers</p>	<p>Comparing Christianity & Islamic attitudes to...</p> <p>Blind Exam Feedback Family & Relationships review lesson Exam technique as a group using model answers Blind Exam Feedback</p>	<p>Revision of Christian and Islamic attitudes to Family and Relationships Revision of Christian and Islamic attitudes to Peace and Conflict</p>	
Foundational Knowledge Prior learning needed	<p>Know what the arguments are that are needed to answer the questions on Terrorism, reasons for war nuclear weapons and WMDs the</p>	<p>Know and can quote the Islamic attitudes to Peace & conflict. " The Servants of the Lord of Mercy are those who walk humbly on the earth, and who when aggressive</p>	<p>Know the criteria for a level 6 and 7 answer Have understood how to construct a good answer using the exam techniques taught. Know the essential vocabulary required</p>	<p>Know about the Christian & Islamic attitudes to: Pacifism in Islam and the role of promoting peace Looking at the Muslim responses to Victims of War through charity work. "Whoever saved a life, it would be</p>	<p>Know about the exam questions that relate to: Christian and Islamic teachings about: human sexuality, Sexual relationships before & after marriage, role of contraception and family</p>	



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	<p>Just War theory and Holy War. Know the Key terms that are used: nuclear weapons, weapons of mass destruction, chemical weapons, biological weapon</p>	<p>people address them, reply with words of Peace.”</p>	<p>Have learnt the necessary vocabulary for the units studied Have practised exam style questions</p>	<p>as if they saved the life of all mankind.”</p>	<p>planning, Religious teachings about Marriage, Divorce and remarriage, the nature of marriage and purpose of families</p> <p>Know about the exam questions that relate to: Christian & Islamic teachings about: Violence, protest and terrorism, reasons for war, nuclear war and weapons of mass destruction, the Just war, Holy war and Pacifism</p>	
Core Knowledge and skills	<p>Be able to Understand the criteria being used for your assessment draw on knowledge and understanding and relevant evidence Know how to argue from two points of view</p>	<p>Be able to Understand the criteria being used for your assessment on Pacifism Justice, Forgiveness and Reconciliation draw on knowledge and understanding and relevant evidence Know how to argue from two points of view</p>	<p>Be able to Understand the criteria being used for your assessment draw on knowledge and understanding and relevant evidence for example the Quran does provide some justification for war in self defence. Know how to argue from two points of view</p>	<p>Be able to Understand the criteria being used for your assessment on Pacifism and Victims of War. draw on knowledge and understanding and relevant evidence Know how to argue from two points of view</p>	<p>Be able to Understand the criteria being used for your assessment draw on knowledge and understanding and relevant evidence Know how to argue from two points of view</p>	
Developmental Knowledge and Skills	<p>Understand the Criteria for the 6 mark question; should give reasoned arguments to support the statement should give reasoned arguments to support a different point of view</p>	<p>Understand the Criteria for the 6 mark question; should give reasoned arguments to support the statement should give reasoned arguments to support a different point of view</p>	<p>Understand the Criteria for the 6 mark question; should give reasoned arguments to support the statement should give reasoned arguments to support a different point of view</p>	<p>Understand the Criteria for the 6 mark question; should give reasoned arguments to support the statement should give reasoned arguments to support a different point of view</p>	<p>Understand the Criteria for the 6 mark question; should give reasoned arguments to support the statement should give reasoned arguments to support a different point of view</p>	



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Complex Knowledge	In answering the 12 mark question Should refer to religious arguments may refer to non religious arguments in your answer	In answering the 12 mark question Should refer to religious arguments may refer to non religious arguments in your answer	In answering the 12 mark question Should refer to religious arguments may refer to non religious arguments in your answer	In answering the 12 mark question Should refer to religious arguments may refer to non religious arguments in your answer	In answering the 12 mark question Should refer to religious arguments may refer to non religious arguments in your answer	
Literacy (including reading)	applying knowledge from passages of text on Christianity and Islam developing comparative writing on two belief systems Emphasis on key terminology such as;	applying knowledge from passages of text on Christianity and Islam developing comparative writing on two belief systems Emphasis on key terminology such as;	applying knowledge from passages of text on Christianity and Islam developing comparative writing on two belief systems Emphasis on key terminology such as;	applying knowledge from passages of text on Christianity and Islam developing comparative writing on two belief systems Emphasis on key terminology such as;	read and understand the marking criteria read model answers	
Cultural Capital	students will be understand and reflect on the similarities and differences between Christianity in terms of punishment and human rights	students will be understand and reflect on the similarities and differences between Christianity in terms of peace and conflict and reasons for war	students will be understand and reflect on the similarities and differences between Christianity in terms of justification for war and the impact of weapons	students will be understand and reflect on the similarities and differences between Christianity in terms of pacifism and victims of war		
Social, Moral, Spiritual and Cultural Development	Moral development; students will understand how decisions regarding crime can impact on the individual and those around them. students will understand there are consequences for their behaviour.	moral development; understand the consequences of actions which could lead to war	moral development; understand the consequences of actions which could lead to war	moral development; understand the consequences of actions which could lead to war and how people can resist conflict and search for resolution		
Fundamental British Values	Rule of law - understand the role of the judiciary and punishment in society	understanding the role of democracy and warfare develop and understanding how mutual respect and tolerance can prevent war and conflict	understanding the role of democracy and warfare develop and understanding how mutual respect and tolerance can prevent war and conflict	understanding the role of democracy and warfare develop and understanding how mutual respect and tolerance can prevent war and conflict		



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Assessment	A range of AQA exam questions will form assessments selected from; multiple choice and 2 mark questions for retrieval of knowledge	A range of AQA exam questions will form assessments selected from; multiple choice questions from exam papers examples of 4/5/12 mark questions 'War is the best way to solve problems between countries.' [12] 'Religious believers should never fight in a war.' Evaluate this statement [12]	A range of AQA exam questions will form assessments selected from; multiple choice questions from exam papers examples of 4/5/12 mark questions Explain two contrasting religious beliefs about nuclear weapons.[4] Explain two religious beliefs which show that all acts of terrorism are wrong.[5] 'It is wrong for any country to have weapons of mass destruction.' Evaluate this statement. [12]	A range of AQA exam questions will form assessments selected from; multiple choice questions from exam papers examples of 4/5/12 mark questions Explain two similar religious beliefs about reconciliation.[4] Explain two contrasting religious beliefs in contemporary British society about pacifism.[4] Explain two reasons why religious people help victims of war [5]	A range of AQA exam questions will form assessments selected from <ul style="list-style-type: none">● Paper 1 Section A The Study of Religions (Christianity & Islam)● Paper 1 Section B Thematic studies	
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