

Netherhall RE Curriculum

Year group: 10

	Term 1		Term 2		Term 3	
Key enquiries	Christian Beliefs	Islam Beliefs	Issues in Relationships	Christian Practices	Issues in life and death	Islam Practices
Content	<p>Understanding the big picture</p> <p>The overview of Christianity</p> <p>The story of Job and how Christians behave in life in relation to the story.</p> <p>The trinity- God the father, God the son, God the holy spirit. Why do Christians believe in the trinity?</p> <p>Apostles creed- what is this and why is it important to Christians?</p> <p>Creation stories- the Christian accounts for the origin of the world.</p> <p>Jesus Christ- the Christian belief about Jesus and his life.</p> <p>Salvation- the law. The Bible and why it is important to Christians.</p>	<p>What is Islam?</p> <p>The six articles of faith in Sunni</p> <p>The five roots of religion in Usul ad-</p> <p>The 99 names of God</p> <p>Risalah: prophethood</p> <p>Key figures in the Qur'an</p> <p>The prophet Muhammad: his early life in Makkah</p> <p>The prophet Muhammad: the Muslim Community in Madinah</p> <p>The hadith: the sayings of Muhammad</p>	<p>What is a family?</p> <p>The nature and purpose of marriage</p> <p>Sexual relationships</p> <p>Same sex relationships</p> <p>Issues of equality: gender prejudice and discrimination</p> <p>Gender equality</p> <p>Christian attitudes to the roles of men and women in worship and authority- The Catholic and Orthodox Churches, The Anglican Church</p> <p>Muslim attitudes to the roles of women and men in worship and authority</p>	<p>Forms of worship</p> <p>The nature and importance of prayer</p> <p>How Quakers worship</p> <p>Evangelical worship</p> <p>The sacraments</p> <p>The role, meaning and celebration of baptism - Why Christians believe baptism is important</p> <p>The eucharist & different views about the eucharist</p> <p>Celebrations</p> <p>Pilgrimages</p> <p>Christianity in Britain and the role of the Church in the local community</p> <p>The worldwide Church- the importance of mission, evangelism and growth</p>	<p>What is the sanctity of life? Religious teachings - Christian, Muslim, Humanist views</p> <p>The quality of life - How do we measure quality?</p> <p>When does life begin? The great abortion debates</p> <p>Euthanasia</p> <p>Beliefs about death and the afterlife</p> <p>Life: chance or God's plan? The world- the origin of the world: religious and scientific perspectives</p> <p>The illusion of design Science and religion- how they oppose and complement each other</p> <p>Stewardship and the relationship between humans and animals Christian, Muslim and Humanist attitudes to stewardship</p> <p>Are humans most sacred?</p>	<p>The five pillars of Sunni Islam</p> <p>Ibadah:worship</p> <p>The five pillars</p> <p>Niyah:intention</p> <p>Shahadah: the declaration of faithA statement of faith</p> <p>Monotheism</p> <p>Preparation for prayer</p> <p>Be generous and kind</p> <p>Fasting: self-control When to fast? Why do Muslims fast? Who should fast?</p> <p>The importance of Mecca</p> <p>The pilgrimage begins Jihad: striving for right</p> <p>Festivals in Islam</p> <p>The ten Obligatory Acts (Furu ad-Din) of Shi'a Islam</p> <p>The differences between Sunni and Shi'a beliefs and practices</p>
Assessment As well as more formal written pieces, assessment can include:	<p>10 question fact test</p> <p>Mini assessments on key terms</p> <p>Spelling test</p> <p>Part A-C practise questions completed and self/peer and teacher assessed.</p> <p>End of unit assessment consisting of parts A-D exam style questions completed in class in 30 minutes. The questions set will relate to previous exam questions or model exam questions set by the exam boards.</p>	<p>10 question fact test</p> <p>Mini assessment on key terms</p> <p>Spelling test</p> <p>End of unit assessment consisting of parts A-D exam style questions completed in class in 30 minutes. The questions set will relate to previous exam questions or model exam questions set by the exam boards.</p> <p>Mock exam- w/c 21st November- Christianity- beliefs. This will provide students with the opportunity and time to revisit last terms content.</p>	<p>10 question fact test</p> <p>Mini assessment on key terms</p> <p>Spelling test</p> <p>End of unit assessment consisting of parts A-D exam style questions completed in class in 30 minutes. The questions set will relate to previous exam questions or model exam questions set by the exam boards.</p> <p>Mock exam- w/c 13th February- Islam- beliefs. This will provide students with the opportunity and time to revisit last terms content.</p>	<p>Mini assessments on key terms</p> <p>Spelling test</p> <p>End of unit assessment consisting of parts A-D exam style questions completed in class in 30 minutes. The questions set will relate to previous exam questions or model exam questions set by the exam boards.</p>	<p>10 question fact test Mini assessments on key terms</p> <p>Spelling tests</p> <p>End of unit assessment consisting of parts A-D exam style questions completed in class in 30 minutes</p>	<p>10 question fact test Spelling test</p> <p>End of unit assessment consisting of parts A-D exam style questions completed in class in 30 minutes. The questions set will relate to previous exam questions or model exam questions set by the exam boards.</p> <p>Mock exam- w/c 19th June Ethics, Christianity and Islam. This will provide students with the opportunity and time to revisit content covered over the past year.</p>

Common misconceptions <i>Will be added to after standardisation and moderation meetings</i>	The trinity The difference between salvation and atonement Salvation and the Law- grasping that questions on this relate to the Bible.	Sunni and Shi'a Muslims Sunni and Shi'a split Articles of Faith The 5 roots of religion Often, they confuse the quote- 'closer to us than the vein in our neck' they can relate this to angels and not Allah.	Same sex relationships- Christians today do not take the views literally. The roles of men and women in worship The difference between artificial and natural forms of contraception	They often fail to relate the religious aspects of Christmas to Christian beliefs. Persecution of Christians- many fail to recognise that this still occurs in life today.	Purgatory- often think all Christians believe in this not just Catholics. Students can often confuse resurrection with reincarnation (as a term) The difference between the sanctity and quality of life Many fails to recognise that Christians accept scientific theories for the creation of the universe.	The difference between lesser and greater jihad The difference between Eid-ul -adha and Eid-ul-fitr. Often, they can get these mixed up.	
Homework	Forms quiz- Christian beliefs Revision for the mid/end of unit assessments	Forms quiz- Islam Beliefs & Christian beliefs Revision for the mid/end of unit assessments	Forms quiz- Relationships, Christian beliefs and Islam beliefs. Revision for the mid/end of unit assessments	Forms quiz- relationships- Islam beliefs Revision for the mid/end of unit assessments	Forms quiz- life and death, relationships, Christian beliefs. Revision for the mid/end of unit assessments	Forms quiz- Islam practices, Islam beliefs, relationships and life and death. Revision for the mid/end of unit assessments	
Tier 2: Vocabulary	Belief Practice Attitude Pluralist Secular Describe Evaluate Term Creator Sin Parable Purgatory Heaven Hell	Belief Practice Attitude Permitted Forbidden Divine Authority Diversity Revelation	Belief Practice Attitude Describe Evaluate Term Marriage Divorce Cohabitation Contraception Commitment Gender equality Roles Responsibilities Patriarchal Matriarchal Vows Traditions Bigamy Promiscuity Fidelity Chasity Celibacy Equality Discrimination	Worship Extemporaneous Reformation Tradition Congregation Persecution Reconciliation	Afterlife Sustainability Evolution Euthanasia Soul Abortion Creation Origin Natural selection Liberal Literal Interpretation Intelligent design Responsibility Global citizenship Hospice Palliative care	Declaration Pilgrimage Congregational Fast Sacred Sacrifice Commemoration Obligatory Inspiration Sorrow	
	Omnibenevolent Omnipotent Trinity Incarnation Atonement Resurrection Sacraments Evangelism Monotheism Genesis Salvation Ascension Eschatological	Tawid Prophethood Risalah Haram Mosque Shariah Hadith Ummah Sunnah Sunni Creed Al-fatihah Fitrah Hanifs Ka'ba Malaikah	Imam Beget Halal Jihad Masjid Ummah Sunnah Hadith Qur'an Shi'a Surah Allah Taqwa Shirk Polytheism Akhirah	Inter-faith Annulment Procreation Precept	Sacrament Evangelism Liturgical Evangelical Rites Baptist Eucharist Pilgrimage Nativity Ecumenical Atheist Agnostic	Quality of life Sanctity of life Karma Creationism Free-will Kalifah Ensoulment Dualism Materialism Fitrah Akhirah Barzakh	Ibadah Niyah Shahadah Salat Zakat Sawm Hajj Sunnah Wudu Rak'ahs Du'a Jumu'ah Ramadan Sadaqah Ihram

Career links (Unifrog)	Charitable qualities in job roles. Entrepreneurs - charities	Charitable qualities in job roles	Consider the role of counsellors and support workers in terms of ensuring families and marriages can progress and receive help where necessary	Missionary work Church growth work Charity organisers Exploring the roles of activists Community work	Discussions about ethics faced by doctors, pharmacists, environmental activists, funeral directors, stewards and their roles outside of religious settings	Missionary work Exploring the roles of activists Charity organisers Community work
Employability skills	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive

Year group: 11

	Term 1			Term 2		Term 3
Key enquiries	Issues of life and death- ethics content.	Topic revisit and mock examination preparation.	Islam beliefs and practices mock examination preparation	Human Rights- ethics content.	Ethics exam preparation.	Christianity revision Islam revision
Content	<p>What is the sanctity of life?</p> <p>Religious teachings- Christian, Muslim, Humanist views</p> <ul style="list-style-type: none"> • The quality of life • How do we measure quality? • When does life begin? • The great abortion debate • The rights of an unborn child • Christian attitudes towards abortion • Muslim attitudes towards abortion • Humanist attitudes towards abortion • Case studies on abortion <p>Euthanasia</p> <p>Beliefs about death and the afterlife Life: chance or God's plan? The world- the origin of the world: religious and scientific perspectives The illusion of design Science and religion- how they oppose and complement each other Stewardship and the relationship between humans and animals Christian, Muslim and Humanist attitudes to stewardship Are humans most sacred?</p>	<p>Students will explore and revisit the Christianity beliefs and practices unit of work. Covered firstly in year 9. They will also consider two previously taught ethics units- relationships and good and evil.</p> <p>Time will be spent covering misconceptions and further embedding knowledge in preparation for their final examination.</p> <p>Modelling of exam style responses, revision techniques will take place.</p> <p>Students will put the modelled responses into practice and independently prepare revision materials and responses to exam style questions in preparation for their mock examination.</p>	<p>Students will explore and revisit the Islam beliefs and practices unit of work. Covered firstly in year 9/10.</p> <p>Time will be spent covering misconceptions and further embedding knowledge in preparation for their final examination.</p> <p>Modelling of exam style responses, revision techniques will take place.</p> <p>Students will put the modelled responses into practice and independently prepare revision materials and responses to exam style questions in preparation for their mock examination.</p>	<p>Human rights and social justice</p> <p>Individuals who campaign for human rights</p> <p>Religious believers' views on personal conviction</p> <p>Muslim practices to promote human rights- the ummah in action</p> <p>Human rights-questions and conflicts</p> <p>Censorship</p> <ul style="list-style-type: none"> • Anti-semitic • Islamophobia • Freedom of religious expression • Understand evangelise, mission and conversion • Religious expression • Extremism • Anti-abortion extremism • Prejudice and discrimination • Laws in Britain linked to prejudice • Religious discrimination • Visit my Mosque Day • Religious attitudes towards prejudice and discrimination • Christian, Muslim and humanist attitudes • Racism • Christian attitudes towards racial prejudice • Muslim attitudes towards • racial prejudice <p>Issues of wealth and poverty</p> <ul style="list-style-type: none"> • Christian attitudes to wealth and poverty • Case study-Christian Aid • Muslim attitudes to wealth and poverty • Humanist attitudes to wealth and poverty 	<p>Students will explore and revisit the ethics unit of work. Covered throughout KS4.</p> <p>Time will be spent covering misconceptions and further embedding knowledge in preparation for their final examination.</p> <p>Modelling of exam style responses, revision techniques will take place.</p> <p>Students will put the modelled responses into practice and independently prepare revision materials and responses to exam style questions in preparation for their mock examination.</p>	<p>Students will explore and revisit the Christianity and Islam beliefs and practices unit of work. Covered firstly in year 9.</p> <p>Time will be spent covering misconceptions and further embedding knowledge in preparation for their final examination.</p> <p>Modelling of exam style responses, revision techniques will take place.</p> <p>Students will put the modelled responses into practice and independently prepare revision materials and responses to exam style questions in preparation for their mock examination.</p>

<p>Assessment As well as more formal written pieces, assessment can include:</p> <ul style="list-style-type: none"> • Starters recapping knowledge • Questioning • Low stakes testing/ quizzes • Knowledge-based homework tasks • Written responses 	<p>10 question fact test</p> <p>Mini assessments on key terms</p> <p>Spelling test</p> <p>Part A-C practise questions completed and self/peer and teacher assessed.</p> <p>End of unit assessment consisting of parts A-D exam style questions completed in class in 30 minutes. The questions set will relate to previous exam questions or model exam questions set by the exam boards.</p>		<p>10 question fact test</p> <p>Mini assessment on key terms</p> <p>Spelling test</p> <p>Mock examination- Christian beliefs and practices- W/C 31st October- 7th November</p> <p>Mock examination- Ethics- relationships and good and evil units. W/C 31st October- 7th November</p>	<p>10 question fact test</p> <p>Mini assessment on key terms</p> <p>Spelling test</p> <p>Individual exam style questions ranging from 55-mark responses.</p>	<p>10 question fact test</p> <p>Mini assessment on key terms</p> <p>Spelling test</p> <p>End of unit assessment consisting of parts A-D exam style questions completed in class in 30 minutes</p>	<p>10 question fact test</p> <p>Mini assessments on key terms</p> <p>Spelling test</p> <p>Mock examination- Ethics- W/C- 6th/13th March (Life and death and Human rights)</p>
<p>Common misconceptions <i>Will be added to after standardisation and moderation meetings</i></p>	<p>The differences in the types of euthanasia.</p> <p>The difference between the quality and the sanctity of life.</p> <p>How to carry out a part D exam style question response. This differs from the Christianity and Islam responses.</p> <p>Part C responses- do not include Humanist views.</p>		<p>Students will need reminded that the part D exam style question response differs from the ethics part D expectations.</p>	<p>Censorship is a difficult concept for students to grasp. Clear explanations and examples will be required.</p> <p>Personal conviction- broken down and fully explained.</p> <p>That relative poverty exists locally.</p> <p>The difference between prejudice and discrimination.</p>	<p>Part C responses- do not include Humanist views.</p> <p>Part D responses can include religious and non-religious viewpoints to secure the higher marks.</p>	
<p>Homework</p>	<p>Forms quiz</p> <p>Revision</p> <p>Exam style question-practices</p>		<p>Forms quiz</p> <p>Revision</p> <p>Exam style question-practices</p>	<p>Forms quiz</p> <p>Revision</p> <p>Exam style question-practices</p>	<p>Forms quiz</p> <p>Revision</p> <p>Exam style question- practices</p>	<p>Forms quiz</p> <p>Revision preparation tools- flash cards, PP for revision etc made</p> <p>A range of exam style questions from A-D – relating to the content of the lesson to consolidate their knowledge and understanding and to allow for formative assessment of their knowledge to take place</p>
<p>Tier 2: Vocabulary</p>	<p>Heaven</p> <p>Hell</p> <p>Purgatory</p> <p>Origin</p> <p>Perspectives</p> <p>Theory</p> <p>Scripture</p> <p>Interpretation</p> <p>Responsibility</p> <p>Global citizenship</p> <p>Hospice</p> <p>Palliative care</p>	<p>Belief</p> <p>Practice</p> <p>Attitude</p> <p>Pluralist</p> <p>Secular</p> <p>Describe</p> <p>Evaluate</p> <p>Term</p>	<p>Belief</p> <p>Practice</p> <p>Attitude</p> <p>Permitted</p> <p>Forbidden</p> <p>Divine</p> <p>Authority</p> <p>Diversity</p> <p>Revelation</p>	<p>Prejudice</p> <p>Discrimination</p> <p>Stereotype</p> <p>Scapegoat</p> <p>Justice</p> <p>Society</p> <p>Poverty</p> <p>Stewardship</p> <p>Accountability</p> <p>Dignity</p> <p>Solidarity</p> <p>Fair trade</p> <p>Acquisition</p> <p>Apartheid</p> <p>Extremism</p> <p>Expression</p>		

Tier 3 Vocabulary	Afterlife Environmental sustainability Euthanasia Evolution Abortion Quality of life Sanctity of life Soul Literal Evangelical Liberal Khalifah Intelligent design Free will Rites Dualism Materialism Enslavement	Omnibenevolent Omnipotent Trinity Incarnation Atonement Resurrection Sacraments Evangelism	Tawhid Prophethood, Risalah Halal, Haram, Jihad, Mosque Masjid Shari'ah Ummah	Censorship Discrimination Extremism Human rights Personal conviction Prejudice Discrimination Stereotype Scapegoat Relative poverty Absolute poverty Social justice Ecumenical Anti-Semitic Islamophobic Liberation theology		
Career links (Unifrog)	Discussions about the ethics faced by doctors, pharmacists, environmental activists, funeral directors, stewards and their roles outside of religious settings.			Gambling- morals around the roles Role of Amnesty International Human rights activists Role of United Nations.		
Employability skills	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive		Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Cross curricular links	Geography- environmental sustainability			Geography- absolute and relative poverty fair trade. History- Antisemitism		