|  |  |  |
| --- | --- | --- |
| **Autumn Term** | | |
| Overarching Topic: Religion and crime | | |
| What has come before and what comes later: | Students have studied key religious beliefs from various faiths and have started to apply such religious beliefs to secular issues that are evident in the world. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.  Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.  Students must be able to explain contrasting beliefs on the following three issues with reference to the  main religious tradition in Britain (Christianity) and one or more other religious traditions:  • Corporal punishment.  • Death penalty.  • Forgiveness.  Students will move onto religion and relationships. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | Why do people commit crime?  Does evil exist?  What are the three types of crime?  What are the three main aims of punishment?  How do religious believers suggest that criminals should be treated?  What are the arguments to support capital punishment?  What are the contrasting religious beliefs on capital punishment?  What are Christian attitudes to suffering and causing suffering to others?  What are Christian attitudes to the treatment of criminals? (prison, corporal punishment and community service) | Why is reformation important for religious believers?  Which aim of punishment is the most effective?  What concerns do people have with the use of prisons as a punishment?  What is meant by corporal punishment?  How do Christians respond to lawbreakers?  What are religious views on forgiveness?  What are Christian attitudes to the treatment of criminals? (prison, corporal punishment and community service) |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | To understand the command phrases in an exam question, identifying what they are and what they mean.  Understand the key terminology of the unit. | * The wording of the exam questions is fixed therefore students must have an understanding of the prescribed wording. For example, explain two contrasting… This will be reflected via a students response to the examination question. * Students will be required to discuss the subject areas in the topic using the correct terminology for example whilst discussing the aims of punishment, an understanding and correct application would be required for deterrence, reformation and retribution. |

|  |  |  |
| --- | --- | --- |
| **Spring Term** | | |
| Overarching Topic: Religion and relationships | | |
| What has come before and what comes later: | Students have studied the first unit of the thematic studies, crime. Throughout this unit, students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:  • Contraception.  • Sexual relationships before marriage.  • Homosexual relationships.  Students will study Buddhist beliefs in their next unit. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | What are religious beliefs regarding sex outside of marriage?  Why is marriage important to religious believers?  What are the various religious beliefs regarding gender equality?  What is the purpose of cohabitation?  What are the religious views on divorce and remarriage?  What is sexuality?  What are the religious views on contraception?  What are religious beliefs on gender equality?  What are religious believers views on sexual relationships before and outside of marriage?  What is the purpose of the family?  What is the preferred family structure?  Why is polygamy frowned upon? | Why do some religious believers accept sex before marriage?  What are the contrasting religious beliefs about divorce and re-marriage?  What are the religious teachings about the purpose of familes?  What is the preferred family structure?  What is the purpose of marriage?  How do religious believers respond to heterosexual and homosexual relationships?  What is the nature of families? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Using religious teachings to explain the actions of religious believers.  Analyse contrasting religious views.  Understand the key religious teachings that can be applied to the thematic studies. | * In assessments and written classwork, students will demonstrate the application of Jesus’ teachings in the context of war.   Students will be required to reflect on the differing religious views regarding secular concerns that are occurring in society. Students will explore their own beliefs, applying religious views to support their own beliefs.   * Students will be able to apply Christian and Buddhist teachings to their four, five and twelve marked questions. |

|  |  |  |
| --- | --- | --- |
| **Summer Term** | | |
| Overarching Topic: Buddhist beliefs, Religion, peace and conflict | | |
| What has come before and what comes later: | Students have studied two of the thematic themes, religion and crime and religion and relationships. In their Buddhist beliefs unit, students should be aware that Buddhism is one of the diverse religious traditions and beliefs in Great Britain today. Students will study the beliefs, teachings and practices of Buddhism and their  basis in Buddhist sources of wisdom and authority. They should be able to refer to scripture and/or  sacred texts where appropriate. Students will study the third unit of the thematic studies, religion, peace and conflict.  Students must be able to explain contrasting beliefs on the following three issues with reference to the  main religious tradition in Britain (Christianity) and one or more other religious traditions:  • Violence.  • Weapons of mass destruction.  • Pacifism. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | What are the four sights that Siddhartha saw and what influence did this have?  Why was Siddhartha’s birth miraculous?  Why was living a life of luxury an issue for Siddhartha?  How did the four sights influence Siddhartha Guatama?  Why is the dhamma important and how does it influence Buddhists?  What does it mean to become enlightened?  What are the three marks of existence?  How do the three marks of existence explain the concept of suffering?  How does Pure Land Buddhism enable an easier enlightenment?  What different types of Buddhism exist?  What is the difference between Bodhisattvas and Arhats?  What was the issue of living an ascetic life?  What are the four noble truths and how can Buddhists learn from the four noble truths?  Explain the concept of dependant arising.  How do religious believers respond to violence, violent protests and terrorism?  Why are holy wars a contradiction to religious teachings?  What does it mean to be a pacifist?  What is the criteria to the Just War theory?  Why is it important to religious believers to help victims of war?  How do religious believers respond to violence?  Why is peace important?  Why is it important to forgive?  How do religions respond to terrorism?  How do religions aim for peace?  What are the contrasting views on weapons of mass destruction?  What are the reasons for war? | What can Buddhists learn from the four noble truths?  What does it mean to become enlightened?  How does the concept of enlightenment influence Buddhists?  How do the three marks of existence explain the concept of suffering?  Why are Holy wars a contradiction to religious teachings?  What are the contrasting views on weapons of mass destruction? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Understand the key religious teachings that can be applied to the thematic studies.  Understand contrasting beliefs for selected sub topics.  Using religious teachings to explain the actions of religious believers. | * Students will be able to apply Christian and Buddhist teachings to their four, five and twelve marked questions. * Students will be able to identify, compare and contrast the differing religious beliefs regarding the contrasting elements of the course. For example, they will be able to explain why some religious believers accept war, whilst others do not. * In assessments and written classwork, students will demonstrate the application of Jesus’ teachings in the context of war. |