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| **Autumn Term** | | |
| Overarching Topic: Religion, peace and conflict continued. Religion and life | | |
| What has come before and what comes later: | Students have studied religion and crime, religion and relationships and Buddhist beliefs. Students should 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:  • Violence.  • Weapons of mass destruction.  • Pacifism.  For the religion and life unit, 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:  • Abortion.  • Euthanasia.  • Animal experimentation.  Students will study Buddhist practices next. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | What does it mean to be a pacifist?  What are the contrasting views on weapons of mass destruction?  What are the reasons for war?  What is the criteria for the Just War theory?  What Why is it important to religious believers to help victims of war?  Why is peace important?  Why is it important to forgive?  How do religions respond to terrorism?  How do religions aim for peace?  What is stewardship?  What is sanctity of life?  What does sanctity of life mean and how does it link to euthanasia and abortion?  How did the universe begin?  Why do religious believers oppose the abuse of the environment?  How does sanctity of life link in with euthanasia?  How do religious believes respond to the use and abuse of animals?  What are the contrasting views on abortion?  What is the difference between stewardship and dominion?  Why is quality of life important?  What happens when we die? | What is the criteria to the Just War theory?  Why are Holy wars a contradiction to religious teachings?  What are the different beliefs regarding the origins of the universe?  Why is it important to religious believers to help victims of war?  How do religious believers respond to violence?  Why do Christians and Buddhists protect the environment?  What are Buddhists and Christians attitudes towards animals?  How do religious believers respond to abortion?  What are Christian and Buddhist attitudes towards euthanasia?  What do Christians and Buddhists believe happens when you die?  How to scientists explain the origins of the universe?  How did life begin?  Why is the world of value to Christians and Buddhists? |
|  | 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 Roman Catholics are against abortion, whilst other Christians would be more accepting. * In assessments and written classwork, students will demonstrate the application of Jesus’ teachings in the context of war. |

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| **Spring Term** | | |
| Overarching Topic: Buddhist practices | | |
| What has come before and what comes later: | Students have explored key units from the thematic studies syllabus and have studied the Buddhist beliefs unit. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.  Common and divergent views within Buddhism in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of Buddhist perspectives in their answers, for example, Theravada, Mahayana, Zen and Pure Land. Students will go on to study Christian beliefs. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | Why is meditation important to Buddhists?  Why are festivals important to Buddhists?  How do Buddhists worship?  What different ways do Buddhists worship?  How do Buddhists deal with death?  What are the five moral precepts?  What are the six perfections?  Why is karuna (compassion) important to Buddhists?  What is the difference between samatha and vipassana meditation?  How do the concept of metta and karuna influence Buddhists?  How do the five moral precepts influence Buddhists? | What is the difference between samatha and vipassana meditation?  What is the difference between karuna and metta.  How can merits be transferred onto others to enable a better rebirth?  What is the purpose of meditation?  Where can Buddhists worship?  How do Buddhists respond to death?  How does the concept of karma and rebirth influence Buddhists?  Why do Buddhists visualise the Buddha and Bodhisattvas?  What is the purpose of Wesak and Parinirvana Day? |
|  | 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 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 within Buddhism, different types of meditation is used. * In assessments and written classwork, students will demonstrate the application of the Buddhas’ teachings to concepts such as the afterlife. |

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| **Summer Term** | | |
| Overarching Topic: Christianity beliefs | | |
| What has come before and what comes later: | Students have explored the four units in the thematic studies and have completed the Buddhist beliefs and practices unit. Students will be aware that Christianity is one of the diverse religious traditions and beliefs in  Great Britain today and that the main religious tradition in Great Britain is Christianity.  Students should study the beliefs, teachings and practices of Christianity and their  basis in Christian sources of wisdom and authority. Students will refer to scripture and/or  sacred texts where appropriate, demonstrating excellent knowledge of key Christian teaching. Students will explore Christian practices in the next topic. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | What are the qualities of God?  What is the nature of God?  What the three aspects of the Holy Trinity?  How does Jesus’s crucifixion influence Christians?  What does salvation mean?  Why is Jesus’s resurrection and ascension important to Christians?  How does the parable of the sheep and goats link in with death and the after life?  What are the different Christian beliefs about God?  What does incarnation mean to Christians?  What are Christian beliefs on the afterlife? | How does the parable of the sheep and goats link in with death and the after life?  What is the link between original sin and salvation?  How does belief in heaven and hell influence Christians?  What is the role of Christ in salvation? |
|  | 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.  Correct SPaG applied in the correct context.  Application of specific religious teachings | * 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 judged on their written English in each of the 12 mark questions that they answer. Students are awarded up to five marks based on the quality of their spelling, punctuation and grammar. While awarded to each answer, the best of these answers will be allocated up to five marks. * To achieve a level 4+, students must learn and apply religious teachings to their examination questions. The wider the range of teachings that students can refer to, the higher the grade that could be awarded. |