

Religious Education

Curriculum & Rubric Map Overview

2025-2026

Year 7

The table below details the skills and knowledge students will be covering each half term in Religious Education.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.



	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	Worldviews NYAS Link: 3.1; 3.11 Framework mapping: A1, A2, A3, B1, C1 Key Knowledge: <ul style="list-style-type: none">Understand the term “worldview” – how people understand life, the world, and their place in it.There are religious and non-religious worldviews (e.g. Christianity, Islam, Humanism, Buddhism).Every person has a worldview, even if they don’t follow a religion.Worldviews can be shaped by family, culture, experiences, and beliefs.Key concepts within worldviews such as beliefs, values, traditions, and ethics.How worldviews influence behaviour, choices, and celebrations.Examples of similarities and differences between worldviews (e.g. ideas about kindness, fairness, or life after death) Key Skills: <ul style="list-style-type: none">Identify and describe key beliefs and practices within different worldviews.Explain how a worldview can affect how people live their daily lives.Compare and contrast different worldviews respectfully.Reflect on their own worldview and how it shapes their thoughts or actions.Ask and respond to thoughtful questions about meaning, purpose, and values.Use evidence and examples to support their ideas when discussing or writing about worldviews.Show respect and empathy for people with different beliefs and perspectives.	Exploring Christianity NYAS Link: 3.2; 3.3 Framework mapping: A2, A3, B1, B3, C1, C3 Key Knowledge: <ul style="list-style-type: none">The life and teachings of Jesus, including key events such as his birth, miracles, death and resurrection.The Bible as the holy book of Christians – its structure (Old and New Testament) and how it guides believers.The main Christian beliefs about God, the Trinity, love, forgiveness and salvation.The importance of worship, prayer, and symbols (e.g. the cross, baptism, communion).How Christianity has influenced culture and society, including festivals like Christmas and Easter.The diversity within Christianity – different denominations (e.g. Catholic, Anglican, Baptist).How Christians live out their faith through charity, community, and moral choices. Key Skills: <ul style="list-style-type: none">Describe and explain Christian beliefs, teachings and practices.Interpret stories and symbols from the Bible and Christian traditions.Compare and contrast Christian beliefs with other worldviews.Explain how belief influences actions and community life.Reflect on ultimate questions (e.g. the nature of God, the purpose of life).Express personal responses respectfully, using evidence and examples.Evaluate different viewpoints, showing understanding and empathy.		Exploring Buddhism NYAS Link: 3.8; 3.13 Framework mapping: A2, A3, B2, C1, C3 Key Knowledge: <ul style="list-style-type: none">Who the Buddha was – the story of Siddhartha Gautama and how he became enlightened.The Four Noble Truths – understanding that suffering exists and how Buddhists believe it can be overcome.The Eightfold Path – the Buddhist “way of life” that guides good actions, thoughts, and mindfulness.The concept of karma and rebirth – how actions have consequences and influence future lives.The Three Jewels (or Three Refuges) – the Buddha, the Dharma (teachings), and the Sangha (community).Places of worship – what happens in a temple and how Buddhists use meditation and chanting.Symbols and festivals – including the Dharma wheel, lotus flower, and celebrations like Wesak (Buddha Day).Different forms of Buddhism – an awareness of Theravada and Mahayana traditions. Key Skills: <ul style="list-style-type: none">Describe and explain Buddhist beliefs, teachings, and practices.Interpret stories (like the life of the Buddha) and identify their meaning or moral.Compare Buddhist beliefs and values with those of other religions or their own experiences.Express personal responses to key questions such as “What makes us happy?” or “What is suffering?”.Use key vocabulary accurately (e.g. enlightenment, meditation, nirvana, karma).Reflect on how Buddhist teachings might influence behaviour and choices.Analyse how symbols and rituals express Buddhist beliefs.		Creative Expressions of Spiritual Belief NYAS Link: 3.7 Framework mapping: A3, B2, C2 Key Knowledge: <ul style="list-style-type: none">Art and Religion: Understand that art, music, dance, and drama can express spiritual ideas and beliefs.Symbolism: Recognise how symbols, colours, sounds, and movements can represent beliefs about God, the soul, or the meaning of life.Sacred Art and Places: Know that many religions use creative expression in worship (e.g. Christian stained-glass windows, Islamic calligraphy, Hindu temple carvings, Buddhist mandalas).Inspiration: Understand that creative works can be inspired by sacred texts, personal experiences, or feelings of awe and wonder.Respect for Beliefs: Know that people express their spirituality in different ways and that creative expression can be deeply personal and meaningful. Key Skills: <ul style="list-style-type: none">Identify and explain how creative works express spiritual or religious ideas.Compare how different faiths use art, music, or symbolism to express similar themes (e.g. love, peace, creation).Use creativity (e.g. art, poetry, drama, or music) to communicate your own ideas about spirituality or belief.Reflect on how creative expression can help people connect with something bigger than themselves.Give thoughtful opinions about how effective different creative expressions are in showing spiritual meaning.
	Assessments		Interim assessment W/C 1 st December		Interim assessment W/C 9 th March	

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Year 8



The table below details the skills and knowledge students will be covering each half term in Religious Education.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	Origins, Identity & Purpose NYAS Link: 3.4 Framework mapping: A1, A2, C1, C3 Key Knowledge: <ul style="list-style-type: none"> Understand different religious and non-religious beliefs about how the world and life began (e.g. creation stories, Big Bang, evolution). Explore Christian, Hindu and Humanist views on the value and purpose of life. Learn about different beliefs about what happens after death (e.g. heaven, reincarnation, legacy, or nothing). Understand how beliefs about creation, life and death influence people's moral choices, respect for the environment, and treatment of others. Explore how science and religion offer different but sometimes complementary explanations for existence. Key Skills: <ul style="list-style-type: none"> Explain and compare different beliefs about creation and life after death. Interpret religious stories, texts and symbols linked to creation and death. Evaluate how beliefs shape attitudes towards life, death and the environment. Reflect on personal views about life's purpose and meaning. Express well-reasoned opinions using evidence from religion, philosophy and ethics. 	Exploring Sikhism NYAS Link: 3.8; 3.15 Framework mapping: A2, A3, B2, C2 Key Knowledge: <ul style="list-style-type: none"> Origins & founders: Guru Nanak (1469–1539); the 10 Gurus; Guru Granth Sahib as the living Guru. Core beliefs: One God (Ik Onkar), equality of all, remembrance of God (Naam Japna), honest work (Kirat Karni), sharing (Vand Chhakna). Key practices: Daily prayers (Nitnem), meditation on Waheguru, Seva (selfless service), Langar (free kitchen), Amrit ceremony (Khalsa initiation). Symbols & identity: Khalsa; the Five Ks (Kesh, Kara, Kanga, Kachera, Kirpan) and what each signifies. Scripture & language: Guru Granth Sahib, treated with utmost respect; Gurmukhi script; key hymns (shabads). Places & community: Gurdwara features (Darbar Sahib, Langar hall); role of Sangat (community). History & values in action: Stories of the Gurus; standing up to injustice; examples of modern Seva and humanitarian work. Diversity within Sikhism: Amritdhari and non-Amritdhari Sikhs; cultural vs religious practices; global Sikh diaspora. Key Skills: <ul style="list-style-type: none"> Describe how beliefs (e.g., equality) shape practices like Langar; interpret a shabad's message about God and ethics. Refer to Guru Granth Sahib passages or Guru stories to support points; recognise symbolism of the 5 Ks. Weigh up differing views (e.g., on wearing the Kirpan in public); assess how Seva tackles injustice today. Link Sikh ideas of service and equality to other worldviews and to contemporary issues (poverty, discrimination). Form reasoned personal responses to questions like "What makes a community fair?" using Sikh examples. Vocabulary in use: Ik Onkar, Waheguru, Seva, Langar, Khalsa, Amrit, Five Ks, Gurdwara, Sangat, Shabad, Hukam. 		Exploring Humanism NYAS Link: 3.12 Framework mapping: A1, A2, B1, C3 Key Knowledge: <ul style="list-style-type: none"> Definition: Non-religious life stance based on reason, empathy, and human welfare. Core principles: Evidence, autonomy, rights/responsibilities, flourishing, tolerance. Big ideas: Meaning is created in life, not afterlife. Morality from empathy, consequences, and fairness. Science informs beliefs; knowledge is revisable. Legacy lives through actions and memories. Community & practice: Humanist ceremonies (naming, weddings, funerals), Happy Human symbol, campaigning for human rights/secularism. Context: Roots in classical thought & Enlightenment; modern Humanist organisations. Key Skills: <ul style="list-style-type: none"> Explaining how Humanist beliefs shape choices and ceremonies. Compare Humanist and religious answers to meaning, morality, death. Enquire: Ask big questions; use sources; spot assumptions. Use precise vocabulary; argue respectfully with evidence. 	Exploring Islam NYAS Link: 3.8; 3.14 Framework mapping: A2, A3, B2, C2, C3 Key Knowledge: <ul style="list-style-type: none"> Core beliefs ('Aqidah): Tawhid (oneness of God), prophethood (Muhammad as final prophet), angels, holy books (especially Qur'an), Day of Judgement, divine decree (al-Qadr). Muhammad & early Islam: Key events (revelation, Hijrah to Madinah), why he is a role model (Hadith/Sunnah). Sacred texts & authority: Qur'an (revelation, recitation, interpretation/tafsir), Sunnah/Hadith, role of scholars; diversity of interpretation. The Five Pillars: Shahadah; Salah (daily prayer, wudu, mosque); Zakah (charity); Sawm (Ramadan, Eid al-Fitr); Hajj (pilgrimage, Ihram, rites, Eid al-Adha). Worship & living ('Ibādah): Halal/haram, modesty, dress, dietary practice, Friday prayer (Jumu'ah), Ramadan experience. Branches & diversity: Sunni/Shi'a (very basic distinctions), schools of law (madhhabs) in outline; cultural expressions across the Muslim world and UK. Ethics & society: Justice ('adl), compassion (rahmah), ummah (community), stewardship (khalifah), attitudes to wealth/poverty, peace, and rights/responsibilities. Mosque & community life: Features of a mosque, imam's role, community services. Contemporary issues: Islam in Britain; misconceptions and Islamophobia; interfaith relations. Key Skills: <ul style="list-style-type: none"> Explain meanings and purposes (e.g., why fasting matters). Identify similarities/differences within Islam (e.g., Sunni/Shi'a practices) and with other worldviews. Read features of a mosque and link to belief/practice. Connect Islamic teachings to ethical questions (charity, environment, justice) with real-life examples. Consider how beliefs shape identity and daily life; recognise diversity of Muslim experience. Deploy key Arabic/RE terms correctly in speech and writing. Ask focused questions; spot stereotypes/misconceptions and challenge them with evidence. 	
Assessments		Interim assessment W/C 1st December		Interim assessment W/C 2 nd March		Masters assessment W/C 22 nd June

Religious Education

Curriculum & Rubric Map Overview

2025-2026

Year 9



The table below details the skills and knowledge students will be covering each half term in Religious Education.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	Introduction to Philosophy NYAS Link: 3.1; 3.6; 3.11 Framework mapping: A2, B3, C1, C3 Key Knowledge: <ul style="list-style-type: none"> Core concepts: argument, premise/conclusion, validity/soundness, inference, bias, scepticism, utilitarianism, deontology, virtue, free will, determinism, personhood, evidence, burden of proof. Methods: thought experiments, counterexamples, Socratic questioning, analogy, necessary vs. sufficient conditions. Ethics: utilitarian “greatest happiness,” Kant’s categorical imperative, virtue ethics “golden mean.” Mind/AI: Turing Test, Chinese Room. Religion: design argument, problem of evil, faith vs. reason. Self & freedom: Ship of Theseus (identity), free will vs. determinism. Key Skills: <ul style="list-style-type: none"> Identify premises and conclusions in short texts. Spot common logical fallacies and cognitive biases. Build a clear, one-paragraph argument (claim → reasons → evidence → counterargument → conclusion). Use examples, analogies, and counterexamples effectively. Distinguish between agreeing with a person and evaluating an argument. Form justified personal judgements 	Beliefs About Evil and Suffering NYAS Link: 3.5; 3.12 Framework mapping: A2, A3, B1, B2, C1, C3 Key Knowledge: <ul style="list-style-type: none"> Definitions: evil, suffering, moral evil, natural evil The Problem of Evil: If God is omnipotent, omniscient, benevolent, why does evil exist? (logical vs. evidential versions). Christian responses (theodicies): Free will defence (Augustine): evil from human misuse of freedom; God values freedom; Soul-making (Irenaeus/Hick): challenges help people grow in virtue; Privation theory: evil as the absence of good, not a created thing; Role of sin, the Fall, and salvation/hope. Islamic perspectives: life as a test; sabr (patience), taqwa (God-consciousness), qadr (divine decree), reward/justice in the akhirah (afterlife), duty of charity. Buddhist view: all life involves dukkha (suffering); causes are craving/ignorance; the Four Noble Truths and Eightfold Path reduce suffering; karma and compassion. Humanist/secular views: no God needed to explain suffering; focus on human responsibility, ethics, science, and justice. Practical responses: forgiveness, activism, charity, laws, disaster relief, pastoral care; case studies (e.g., natural disasters, war, the Holocaust). Key Skills: <ul style="list-style-type: none"> Explain key terms and beliefs clearly, using examples. Compare religious and non-religious responses to the same problem. Use evidence from texts and case studies to support points. Weigh strengths/weaknesses of theodicies; reach justified conclusions. Apply beliefs to real scenarios and moral dilemmas. Use key vocabulary accurately in extended writing and discussion. Reasoned writing & speaking: structure arguments, consider counterarguments, and conclude persuasively. 		Religion and Ethics NYAS Link: 3.10; 3.12 Framework mapping: A2, B1, B3, C3 Key Knowledge: <ul style="list-style-type: none"> What “ethics” means: right/wrong, duty, consequences, virtue; difference between personal preference, moral rule, and law. Christianity and ethics: Jesus’ teachings (Sermon on the Mount/Golden Rule), sanctity of life, agape. Islam and ethics: Qur’an, Hadith, Shari’ah aims (Maqasid), compassion/justice. Humanism and ethics: reason, empathy, human rights, wellbeing. Applying ethics to issues (choose a few, depth over breadth): Life & death: abortion, euthanasia, capital punishment. Justice: crime & punishment, restorative justice, equality/discrimination. Environment/animals: stewardship/khalifah, sustainability, testing. Modern dilemmas: AI, social media, privacy, bioethics. How ethical decisions are made: reasoning steps, weighing principles, handling disagreement, role of conscience. Key Skills: <ul style="list-style-type: none"> Identify & explaining the issue, state viewpoints, use accurate vocabulary and sources. Applying understanding to use an ethical approach to a concrete case; show steps. Weigh strengths/weaknesses of different responses; judge which is most justified and why. Use evidence by quoting or paraphrasing texts/teachings accurately; reference real-world examples/data where appropriate. Show empathy & respect: represent positions fairly; distinguish criticizing ideas from attacking people. Make a well-reasoned personal response, acknowledging uncertainty and trade-offs. 		Faith in Action NYAS Link: Synoptic Framework mapping: A1, A3, B2, C2 Key Knowledge: <ul style="list-style-type: none"> Motivations from belief: e.g., imago Dei, agape, zakat, seva, compassion (karuṇā), tikkun olam, humanist altruism. Types of action: charity vs. justice; direct service, activism, community organising, non-violent protest, conscientious objection. Christianity: Parable of the Good Samaritan; Matthew 25; Catholic Social Teaching (dignity, common good, subsidiarity, solidarity); Liberation Theology. Islam: Five Pillars (zakat, sadaqah); ummah; Qur’an/Hadith on justice. Sikhism: seva, langar, equality (Ik Onkar). Contemporary examples: faith-based charities (local foodbanks, Christian Aid, Islamic Relief, Khalsa Aid, Tzedek), interfaith projects, climate activism, sanctuary/ refugee support. Key Skills: <ul style="list-style-type: none"> Explain & apply religious/non-religious teachings to real cases of social action. Distinguish charity vs. justice responses; short-term aid vs. long-term change. Evaluate the effectiveness and ethics of actions, using criteria (impact, sustainability, alignment with beliefs, unintended consequences). Reflect on personal values and feasible action (responsible citizenship)
	Assessments	Interim assessment W/C 1st December		Interim assessment W/C 2nd March		Masters assessment W/C 22nd June

Religious Education

Curriculum & Rubric Map Overview

2025-2026

Year 10

The table below details the skills and knowledge students will be covering each half term in Religious Education.

All students follow the AQA GCSE Religious Studies Short Course (8061).



	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	3.1.1 Christianity: Beliefs and Teachings Key knowledge: 3.1.1.1 Key Beliefs The nature of God: <ul style="list-style-type: none"> God as omnipotent (all-powerful); loving / benevolent; just (fair judge) How these link to the problem of evil and suffering That Christians believe in one God (monotheism) The Trinity: one God, three persons. Christian beliefs about creation: <ul style="list-style-type: none"> The Genesis 1:1–3 creation account and key ideas (God creates from nothing, in an ordered way, humans in God's image). John 1:1–3 and “the Word” – often understood as Jesus – present at creation. Different Christian views on creation Christian beliefs about the afterlife: <ul style="list-style-type: none"> Beliefs in resurrection and life after death: Judgement – God (or Jesus) judges each person; Heaven – being with God; reward; Hell – separation from God; punishment (some see it as a state of mind); Differences in Christian belief about heaven/hell and judgement. 3.1.1.2 Jesus Christ and Salvation Incarnation and Jesus as the Son of God <ul style="list-style-type: none"> Incarnation = God becoming human in the person of Jesus. Jesus is both fully God and fully human. The crucifixion, resurrection and ascension <ul style="list-style-type: none"> Basic narrative: arrest, trial, crucifixion under Pontius Pilate. Why Christians think the crucifixion matters: Shows God's love and willingness to suffer; Provides atonement (paying for sin, restoring relationship with God); Gives an example of forgiveness (“Father forgive them...”). Resurrection: belief that Jesus physically rose from the dead. Ascension: forty days later, Jesus returns to the Father in heaven. Sin, salvation and atonement <ul style="list-style-type: none"> Sin: actions and attitudes against God's will. Original sin: idea that human nature has been damaged since the Fall (Adam & Eve), leading all humans to sin. Humanity needs salvation (being saved from sin and its consequences). Means of salvation: Law – following God's commands; Grace – free, undeserved gift of God's love and forgiveness; Spirit – the Holy Spirit helping Christians to live good lives. The role of Christ in salvation: His death and resurrection bring reconciliation with God (atonement); Different Christian emphases (faith alone, faith + works, sacraments, etc.). Key skills: AO1 – Knowledge & Understanding: Use key terms accurately (Trinity, salvation, atonement...); Providing a chain of reasoning and use of connectives to ‘explain’; use of stimulus material to provide explanations; use of quotes/references. AO2 – Analysis & Evaluation: Understand the statement – what is it really saying? Give reasons for and reasons against, both developed; Show different Christian views; Support points with Christian teachings; Draw clear justified conclusions: “Overall, I believe... because...”			3.1.2 Islam: Beliefs and Teachings Key knowledge: 3.1.2.1 Key Beliefs The six articles of faith in Sunni Islam Tawhid (oneness of Allah) and five roots of ‘Usul ad-Din in Shi’a Islam: <ul style="list-style-type: none"> Angels (Malaikah), Holy books (Kutub), Prophets (Risalah), Day of Judgement (Akhirah), Predestination (Al-Qadr) Tawhid, Divine Justice (Adalat)’ Prophethood (Nubuwwah), Imamate, Resurrection (Al-Ma’ad) Compare and contrast Sunni and Shi’a beliefs (similarities and differences) Tawhid (the Oneness of God), Qur'an Surah 112: <ul style="list-style-type: none"> Absolute oneness of Allah; no partners; nothing is equal to Allah. Know Surah 112 as a key text. Attributes of Allah: <ul style="list-style-type: none"> Omnipotent (all-powerful); Beneficent (loving / doing good); Merciful; Fair and just – including Adalat (justice) in Shi’a Islam; Immanent (close, involved in the world); Transcendent (beyond and above the world) How these beliefs influence Muslim attitudes and behaviour, e.g. worship, humility, trust in Allah. Angels, their nature and role, including Jibril and Mika'il: <ul style="list-style-type: none"> What angels are like in Islam: created from light, obey Allah completely, no free will. Key angels and their roles: Jibril – messenger of revelation (Qur'an to Muhammad); Mika'il – provides sustenance, looks after weather and nature. Other roles of angels: recording deeds, blowing the trumpet on the Last Day, taking souls at death. Predestination and human freedom and its relationship to the Day of Judgement. <ul style="list-style-type: none"> Different Muslim views on how much is fixed by Allah and how much freedom humans have. Key idea: Allah is all-knowing and all-powerful, but humans are still responsible for their choices. Link between Al-Qadr and the Day of Judgement – everyone is judged fairly by Allah. Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell: <ul style="list-style-type: none"> Life after death: belief in the soul, resurrection of the body, the Day of Judgement; arzakh (waiting state after death); Paradise (Jannah) and Hell (Jahannam) – what they are like and why they matter Human responsibility and accountability – how belief in Akhirah affects behaviour now 3.1.2.2 Authority Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad: <ul style="list-style-type: none"> Meaning of Risalah and key prophets (Adam, Ibrahim and Muhammad) and why they are important. The Holy Books <ul style="list-style-type: none"> Qur'an and other scriptures mentioned in the Qur'an and their authority: Tawrat (Torah), Zabur (Psalms), Injil (Gospel), Scrolls of Ibrahim The imamate in Shi'a Islam: its role and significance. Key skills: AO1 – Knowledge & Understanding: Use key terms accurately (e.g. Tawhid, Akhirah, Risalah, Al-Qadr, Adalat, Imamate, Articles of Faith, Roots of ‘Usul ad-Din); Providing a chain of reasoning and use of connectives to ‘explain’; use of stimulus material to provide explanations; use of quotes/references. AO2 – Analysis & Evaluation: Explain different Muslim viewpoints on an issue: e.g. Sunni vs Shi’a and different levels of emphasis (e.g. God's mercy vs God's justice); Build developed arguments, not just opinions; Use religious language accurately in an evaluation; consider non-religious or other religious views when the question asks about “religious and non-religious” perspectives or “other views”; Reach a justified conclusion.		
Assessments		Interim assessment W/C 15 th December		Interim assessment W/C 27 th April		Masters assessment W/C 6 th July

Religious Education

Curriculum & Rubric Map Overview

2025-2026

Year 11

The table below details the skills and knowledge students will be covering each half term in Religious Education.

All students follow the AQA GCSE Religious Studies Short Course (8061).



	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	3.2.1 Relationships and families Key knowledge: 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 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 a contrasting belief: <ul style="list-style-type: none"> • Contraception. • Sexual relationships before marriage. • Same sex relationships. 3.2.1.1 Sex, marriage and divorce <ul style="list-style-type: none"> • Human sexuality including heterosexual and same sex relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. 3.2.1.2 Families and gender equality <ul style="list-style-type: none"> • The nature of families, including: • the role of parents and children • extended families and the nuclear family. • The purpose of families, including: • procreation • stability and the protection of children • educating children in a faith. • Contemporary family issues including: • same-sex parents • polygamy. • The roles of men and women. • Gender equality. • Gender prejudice and discrimination, including examples. Key skills: AO1 – Knowledge & Understanding: Describe different types of family and key issues; Explain Christian (and one other religion's) teachings on these issues using specific scriptures/authorities; Use key terms accurately (e.g. adultery, cohabitation, nuclear/extended family, same-sex marriage, gender equality, commitment). AO2 – Analysis & Evaluation: Explain arguments for and against statements about family, marriage, sex and gender, linking to religious and non-religious views; Use PEE/PEEL: clear point → evidence/teaching → explanation → link to question; Give balanced viewpoints (contrasting traditions / secular views) and end with a clear, justified conclusion.		3.2.2 Religion, peace and conflict Key knowledge: 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 these issues. On the following three issues they must be able to explain a belief from the main religious tradition in Britain (Christianity) and a contrasting belief: <ul style="list-style-type: none"> • Violence. • Weapons of mass destruction. • Pacifism. 3.2.2.1 Religion, violence, terrorism and war <ul style="list-style-type: none"> • The meaning and significance of: • peace • justice • forgiveness • reconciliation. • Violence, including violent protest. • Terrorism. • Reasons for war, including greed, self-defence and retaliation. • The just war theory, including the criteria for a just war. • Holy war. • Pacifism. 3.2.2.2 Religion and belief in 21st century conflict <ul style="list-style-type: none"> • Religion and belief as a cause of war and violence in the contemporary world. • Nuclear weapons, including nuclear deterrence. • The use of weapons of mass destruction. • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. • Religious responses to the victims of war including the work of one present day religious organisation. Key skills: AO1 – Knowledge & Understanding: Describe key ideas: peace, justice, forgiveness, reconciliation, violence, terrorism, war, holy war, just war, pacifism, nuclear weapons, weapons of mass destruction; Explain Christian (and one other religion's) teachings on the causes of war and conflict, whether war can ever be justified (just war, holy war, pacifism), the use of weapons (especially nuclear / WMD) and responses to terrorism and. responses to victims of war (charities, reconciliation, peace-making). Use key religious sources to support explanations. AO2 – Analysis & Evaluation: Explain arguments for and against statements about whether war can ever be right; Use PEE/PEEL: clear point → religious/non-religious evidence or teaching → explanation → link back to the question; Give balanced viewpoints (contrasting religious and secular views) and end with a clear, justified conclusion on which view is strongest and why.			
	Assessments Interim assessment W/C 1 st December		Interim assessment W/C 16 th March			