



## Curriculum Map: Year 11 Religious Studies

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Topic</b>	<b>Christian Practices</b>	<b>Religion and Relationships</b>	<b>Islam Practices</b>	<b>Revision</b>	<b>Revision</b>	
<b>Intent</b>	<p>Help students learn about and experience cultural and spiritual diversity around the world and in Britain, promoting a sense of belonging.</p> <p>Understand and display British values of respect, tolerance, law, and democracy which underpin our school value of kindness.</p> <p>Appreciate and experience the religious heritage and ethnic diversity of their school, local area and on a national and global level.</p>	<p>Help students learn about and experience cultural and spiritual diversity around the world and in Britain, promoting a sense of belonging. Ensure students gain an appreciation of how religion, philosophy and ethics form the basis of our culture so students can care and respect one another.</p> <p>Understand and display British values of respect, tolerance, law and democracy which underpin our school value of kindness.</p>	<p>Help students learn about and experience cultural and spiritual diversity around the world and in Britain, promoting a sense of belonging.</p> <p>Understand and display British values of respect, tolerance, law, and democracy which underpin our school value of kindness.</p> <p>Appreciate and experience the religious heritage and ethnic diversity of their school, local area and on a national and global level.</p>	<p>Help students learn about and experience cultural and spiritual diversity around the world and in Britain, promoting a sense of belonging.</p> <p>Understand and display British values of respect, tolerance, law and democracy which underpin our school value of kindness.</p> <p>Appreciate and experience the religious heritage and ethnic diversity of their school, local area and on a national and global level.</p>	<p>Help students learn about and experience cultural and spiritual diversity around the world and in Britain, promoting a sense of belonging.</p> <p>Understand and display British values of respect, tolerance, law and democracy which underpin our school value of kindness.</p> <p>Appreciate and experience the religious heritage and ethnic diversity of their school, local area and on a national and global level.</p>	
<b>Key Knowledge</b>	<p>Worship and festivals: different forms of worship and their significance including, liturgical, non-liturgical and informal, including the use of the Bible and private worship.</p> <p>Understand prayer and</p>	<p>Explain contrasting beliefs on the following three issues with reference (Christianity) and one or more other religious traditions: contraception, sexual relationships before marriage, homosexual</p>	<p>Understand key practices in Worship including, the Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam) including:</p>	<p>Understand key beliefs and practices and how these influence believers today.</p>	<p>Understand key beliefs and practices and how these influence believers today.</p>	

	<p>its significance, including the Lord's Prayer, set prayers and informal prayer. Explain the role and meaning of the sacraments including, Baptism, Holy Communion/Eucharist. Explain the role and importance of pilgrimage and celebrations including, two contrasting examples of Christian pilgrimage, Lourdes and Iona and the celebrations of Christmas and Easter. Assess the role of the church in the local and worldwide community. Evaluate the place of mission, evangelism and Church growth and the importance of the worldwide Church including, working for reconciliation and the Christian response to poverty.</p>	<p>relationships. Explain religious beliefs on: sex, marriage, and divorce. Explain religious views on human sexuality including, heterosexual and homosexual relationships, sexual relationships before and outside of marriage, contraception, and family planning. Explain the nature and purpose of marriage, Same-sex marriage and cohabitation. Explain what a divorce is, including reasons for divorce, and remarrying and ethical arguments related to divorce. Explain 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. Explain religious views on the roles of men and women, gender equality, gender prejudice and discrimination.</p>	<p>Shahadah - declaration of faith and its place in Muslim practice; Salah and its significance; Friday prayer - Jummah and key differences in the practice of salh in Sunni and Shi'a Islam. Explain Sawm and the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions, and their reasons. Explain Zakah: the role and significance of giving alms and how and why it is given. Understand the role and significance of Hajj, pilgrimage to Makkah. Explain different understandings of jihad: the meaning and significance of greater and lesser Jihad. Understand the importance of festivals and commemorations for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.</p>			
<b>Key Skills</b>	Develop analytical and critical thinking skills, the ability to work with abstract ideas and research skills.					
<b>Key Vocabulary</b>	Worship, Liturgical, Non-liturgical, Sacraments, Baptism, Eucharist,	Sexuality, Chastity, Contraception, Homosexuality,	Shahada, Salat, Zakah, Sawm, Hajj, Lesser and	See term 1-3 See Year 10 Curriculum map	See term 1-3 See Year 10 Curriculum map	

	Pilgrimage, Festivals, Evangelism, Missionary, Persecution, Reconciliation, Poverty, Stewardship.	Heterosexuality, Marriage, Cohabitation, Civil Partnership, Divorce, Gender discrimination.	Greater Jihad, Festivals, Id-ul-Adha, Id-ul-Fitr, Ashura.			
<b>Key Reading</b>	AQA GCSE Religious Studies Specification A: Jan Hayes, Lesley Parry, Sheila Butler AQA A: Christianity: Marianne Fleming, Peter Smith, David Worden.	AQA GCSE Religious Studies Specification A: Jan Hayes, Lesley Parry, Sheila Butler Case study on sexual relationships adapted from BBC bitesize.	AQA GCSE Religious Studies Specification A: Jan Hayes, Lesley Parry, Sheila Butler AQA A: Islam: Marianne Fleming, Peter Smith, David Worden.	AQA GCSE Religious Studies Specification A: Jan Hayes, Lesley Parry, Sheila Butler AQA A: Christianity: Marianne Fleming, Peter Smith, David Worden. AQA A: Islam: Marianne Fleming, Peter Smith, David Worden. GCSE AQA A RS The Revision Guide: CGP	AQA GCSE Religious Studies Specification A: Jan Hayes, Lesley Parry, Sheila Butler AQA A: Christianity: Marianne Fleming, Peter Smith, David Worden. AQA A: Islam: Marianne Fleming, Peter Smith, David Worden. GCSE AQA A RS The Revision Guide: CGP	
<b>End Point</b>	Students can explain the teachings and practices of Christianity specified above and their basis in Christian sources of wisdom and authority. They can refer to scripture and/or sacred texts where appropriate. Students can evaluate the influence of the teachings and practices studied on individuals, communities, and societies.	Students can explain different types of relationships and how people show their commitment through marriage and cohabitation. Students can critically evaluate issues around sex before marriage and outside of marriage, divorce, same sex relationships and the use of contraception applying religious teachings and knowledge.	Students can explain the teachings and practices of Islam specified above and their basis in Islam sources of wisdom and authority. They can refer to scripture and/or sacred texts where appropriate. Students can evaluate the influence of the teachings and practices studied on individuals, communities, and societies.	Students can understand key beliefs and practices and how these influence believers today.	Students can understand key beliefs and practices and how these influence believers today.	

<b>Form of Assessment</b>	Weekly past paper section with multiple choice, 2, 4, 5 and 12 mark questions.	November Mocks, students assessed on 6 out of 8 units.	Weekly past paper section with multiple choice, 2, 4, 5 and 12 mark questions.	February Mocks, students assessed on all units.	Summer exams	
<b>Bradford Agreed Syllabus</b>	<p>A. <b>Investigate the beliefs and practices of religions and other world views</b>, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p> <p>B. <b>Investigate how religions and other world views address questions of meaning, purpose and value</b>, including: 1. The nature of religion and belief and its key concepts; 2. Ultimate Questions of belonging, meaning, purpose and truth.</p> <p>C. <b>Investigate how religions and other world views influence morality, identity and diversity</b>, including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>					
<b>Enrichment opportunities</b>	Period 7 (additional support and tutoring).					
<b>Leadership opportunities</b>	Involvement in group work.					



**AMBITION**



**RESILIENCE**



**COURTESY**



**KINDNESS**