

HT	Fertile question	Concept(s)	Description of unit	Formative assessments	Summative assessment	Links to GCSE & A Level requirements	Links to PixL
Autumn 1	Can evil be good? Can good be evil? (Christianity, Islam, Atheism)	Belief Values Commitment Diversity	<i>The unit is about ethical and moral aspects of religion and belief: the theme of goodness and evil, and the lessons examine issues about right and wrong, religious and other kinds of authority and the values and commitments by which each person chooses to live.</i>	Room 101 list of things they hold to be evil.  <b>Or</b>  A moral code by which to live by; 10 rules for our school.	<i>What is meant by the term 'absolute morality'?</i>  <i>Give two examples of personified evil.</i>  <i>Describe how Christians and Muslims use holy texts to make moral choices.</i>  <i>"Evil is always the fault of the individual"</i>	<b>GCSE</b> Style of assessment question similar to OCR board.  <b>GCSE</b> Links to key themes about good and evil and responsibility e.g. moral or natural evil  Sources and reasons for moral behaviour  <b>A Level</b> Absolute and relative morality.	<b>I3: I can describe two different interpretive traditions in a religion.</b>  <b>I4: I can explain the meaning of a religious practice in one interpretive tradition.</b>  <b>A5: I can reflect on issues of right and wrong in light of religious considerations of right and wrong.</b>  <b>A6: I can reflect on how beliefs, practices and forms of expression influence individuals and communities.</b>  <b>A10: I can evaluate, with reference to sources, religious conclusions concerning the nature of reality.</b>  <b>A13: I can articulate a response, justified by sources to a critical question.</b>
Autumn 2	World poverty; is it my problem? (Sikhism, Christianity)	Poverty Charity Aid Responsibility Duty	<i>This unit explores what poverty is, how poverty is caused and what Christians and Sikhs do to help or combat against poverty. It considers the secular reaction to poverty and explores whether poverty is a worldwide problem and whether we can stop poverty.</i>	Write a letter to the prime minister explaining what (if anything) Britain should do about world poverty and why.	<i>What is meant by the term 'duty'?</i>  <i>Give two examples of charities that support those in poverty.</i>  <i>Describe why religious believers try to eradicate world poverty.</i>	<b>GCSE</b> Links to key themes about poverty and causes of it.  <b>GCSE</b> Style of assessment similar to OCR board.	<b>(K2,K4,K6,K7,K9,K10,K11,I6,I7,A1,A3,A7,A8,A11)</b>  <b>I3: I can explain the ideological reasons for differences within a religion.</b>  <b>I4: I can explain the meaning of a religious text in one interpretive tradition.</b> <b>I5: I can explain the meaning of a religious practice in one interpretive tradition.</b>  <b>A5: I can reflect on issues of right and wrong in light of religious considerations of right and wrong.</b>  <b>A6: I can reflect on how beliefs, practices and forms of expression influence individuals and communities.</b>

					<p>“Give a man a fish, and you feed him for a day; show him how to catch fish, and you feed him for a lifetime.”</p>		<p><b>A10: I can evaluate, with reference to sources, religious responses to social issues.</b></p> <p><b>A13: I can articulate a response, justified by sources to a critical question.</b></p>
Spring 1	Who are you? (Judaism, secularism)	Identity Exploitation Omnipotence Omniscience Omnipotence	<p><i>The unit begins by enquiring into the concept of identity, what is identity? How is portrayed? Is it important? It then considers how identity was used to discriminate against the Jews during WW2. Students will also engage with a variety of sources, including eye-witness accounts.</i></p>	<p>“Is identity important?”</p> <p>A small written piece supported with differentiated writing frames.</p>	<p><i>What is meant by the term ‘identity?’</i></p> <p><i>Give two examples of why Jews believe that G-d is omnipresent.</i></p> <p><i>Describe how Jews express their religious identity.</i></p> <p><i>“Religious identity is more important than other forms of identity.”</i></p>	<p><b>GCSE</b> Style of assessment question similar to OCR board.</p> <p><b>GCSE</b> Roles of men and women and their identity. Exploitation of people; wealth and poverty.</p> <p><b>A Level</b> Links to Sociology; subcultures, identity in a global society.</p> <p>Feminist theology?</p> <p>Karl Marx? Parsons?</p>	<p><b>(K2,K4,K6,K7,K9,K10,K11,I6,I7,A1,A3,A7,A8,A11)</b></p> <p><b>I1: I can explain historical reasons for differences within a religion.</b></p> <p><b>I2: I can explain ideological reasons for differences within a religion.</b></p> <p><b>A5: I can reflect on issues of right and wrong in light of religious considerations.</b></p> <p><b>A6: I can reflect on how beliefs, practices and forms of expression influence individuals and communities.</b></p> <p><b>A10: I can evaluate, with sources, religious responses to ethical issues.</b></p> <p><b>A13: I can articulate a response to a critical question.</b></p>
Spring 2	Where was God during the Holocaust? (Judaism)	Shekinah Suffering Remembrance	<p><i>Exploring some of the questions raised from within and from outside of the Jewish community in relation to the existence of God. The unit concludes with an evaluation of the importance of remembrance</i></p>	<p>Reflection and interpretation of the poem ‘if’</p> <p><b>Or</b></p> <p>Collages of suffering annotating and communicating thoughts of</p>	<p>“God was not present during the holocaust.”</p> <p><i>An extended essay which should include different, supported views and a personal view point. Judaism</i></p>	<p><b>GCSE</b> Style of assessment question similar to OCR board.</p> <p><b>GCSE</b> Explores concepts of belief in God and nature of God.</p>	<p><b>(K2,K4,K6,K7,K9,K10,K11,I6,I7,A1,A3,A7,A8,A11)</b></p> <p><b>I3: I can describe two different interpretive traditions in a religion.</b></p> <p><b>I4: I can explain the meaning of a piece of religious text in one religion.</b></p> <p><b>A5: I can reflect on issues of right and wrong in light of religious expressions of what it means to be human.</b></p>

			<i>and the role of Holocaust Memorial Day in modern-day Britain.</i>	suffering and causes.	<i>should be considered in this answer.</i>	Problem of evil and coping with suffering.  <b>A Level</b> Free will and determinism.	<b>A6: I can reflect on how beliefs, practices and forms of expression influence individuals and communities.</b>  <b>A10: I can evaluate, with reference to sources, religious responses to social issues.</b>  <b>A13: I can articulate a response, justified by sources, to a critical question.</b>
Summer 1	Islam; a peaceful religion?	Pillars of Islam Hadith Qur'an Charity (Islamic Relief)	<i>This unit considers the attitudes to Islam. This is in part an introduction to Islam as one of the two religions that would be studied at GCSE level. In this section, it considers the ways that Islam could be considered a religion of peace through the teachings that they follow.</i>	Imagine that you are part of a group that tries to discourage prejudice against Muslims.  Design a poster, leaflet and 3 minute talk that you would have on a stall in the street for people to see.			<b>(K2,K4,K6,K7,K9,K10,K11,I6,I7,A1,A3,A7,A8,A11)</b>  <b>I1: I can explain historical reasons for differences within a religion.</b>  <b>I2: I can explain the ideological reasons for differences within a religion.</b>  <b>I3: I can describe two different interpretive traditions in a religion.</b> <b>I4: I can explain the meaning of a piece of religious text in one interpretive tradition.</b>  <b>I5: I can explain the meaning of a religious practice in one interpretive tradition.</b>  <b>A5: I can reflect on issues of right and wrong in light of religious considerations of right and wrong.</b>  <b>A10: I can evaluate, with reference to sources, religious responses to social issues.</b>  <b>A13: I can articulate a response to a critical question.</b>
Summer 2	Islam; a peaceful religion?	Jihad – greater/lesser Stereotypes Prejudice Discrimination Islamophobia	<i>The unit continues by reflecting on the concept of Jihad and what this concept means to Muslims and the media.</i>  <i>It explores the coining of the phrase</i>		<i>“What is meant by the term ‘jihad.’?”</i>  <i>Give two examples of Islam being a religion of peace.</i>	<b>GCSE</b> Links to topics explored at GCSE about the Islamic faith  <b>GCSE</b> GCSE style assessment	<b>I1: I can explain historical reasons for differences within a religion.</b>  <b>I2: I can explain the ideological reasons for differences within a religion.</b>  <b>I3: I can describe two different interpretive traditions in a religion.</b> <b>I4: I can explain the meaning of a piece of religious text in one interpretive tradition.</b>

			<p><i>'Islamophobia,' why people may have developed a fear of Islam and considers whether Islam truly is a religion of peace.</i></p>		<p><i>Describe reasons for Islamophobia.</i></p> <p><i>"Islam cannot be considered a religion of peace."</i></p>	<p><b>A Level</b> Links to A level Sociology and understandings of norms and values</p>	<p><b>I5: I can explain the meaning of a religious practice in one interpretive tradition.</b></p> <p><b>A5: I can reflect on issues of right and wrong in light of religious considerations of right and wrong.</b></p> <p><b>A10: I can evaluate, with reference to sources, religious responses to social issues.</b></p> <p><b>A13: I can articulate a response to a critical question.</b></p>
--	--	--	---	--	--	---	---