



RS ATS Curriculum

Components		
<u>Theology</u>	<u>Philosophy</u>	<u>Human Social Science</u>

	<u>Topics/units</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Vocabulary</u>
N	<ul style="list-style-type: none"> • Creation - Caretakers of the planet • Seasons • Prayers - Snack time and Sancroft Prayer • Welly/Nature walks - observing nature and the world hands on using their senses and sharing their thoughts • Nativity 	<ul style="list-style-type: none"> • Begin to know and name the 4 seasons • Know there are different weather types • To begin to understand Christian belief that God created the world • Begin to understand the importance of our responsibility to do little things to help nature relating to Noah's Ark story • To identify some basic pollution eg rubbish • To understand key parts of the Nativity story • To begin to understand Christian calendar celebrations - Lent • To begin to understand new life and changes in Spring • To begin to understand the Easter 	<ul style="list-style-type: none"> • Ask and answer questions about what they see and feel linked to the changing seasons and weathers. • Listen attentively and retell small parts of creation naming some animals God created • Retell parts of Noah's Ark story through song and story • Use props to support retelling of key parts of the Nativity story • Be able to discuss and think about something they could give up during Lent • Be able to talk about what they see in Spring compared to winter • Name some animals born in 	<ul style="list-style-type: none"> • Season • Spring • Summer • Autumn • Winter • Weather types- sun, rain, wind, snow • World • God • Jesus • Mary • Joseph • Donkey • Creation • Easter • Nature • Lambs • Chicks • Bunny

	<ul style="list-style-type: none"> ● Minibeasts ● Lent ● Easter - New Life/Spring ● Noah's Ark 	story and key parts	Spring	<ul style="list-style-type: none"> ● New Life ● Prayer
R	<p>Theology Creation I</p> <p>Revisited: Creation: 1.5, 6.4, 7.1, 9.1, 11.2</p>	<ul style="list-style-type: none"> ● Understand that God is the name Christians use for who they believe created the earth and universe ● God is the creator of all things whether good or bad, he is the life giver ● Christians thank God for his Creation and giving in a Harvest Festival ● The ten commandments are an important part of the Christian living and reminds Christians they should honour God's name 	<ul style="list-style-type: none"> ● Communication and language development ● Personal, social and emotional development ● Literacy ● Understanding the world ● Expressive arts and design 	<p>God Creator Universe World Creation Christian Believe Life Steward Harvest Festival Honour Help</p>
	<p>Incarnation</p> <p>Revisited Incarnation: 2.2 3.2 7.2, 8.2, 11.2</p>	<ul style="list-style-type: none"> ● What the Bible says about Jesus – some of the stories about Jesus as an adult. ● The birth of Jesus is known as the nativity and it was an important event for Christians. ● The nativity is different around the world because of the cultural or historical influences on Christianity. ● Christmas is a celebration festival for Christians as it is Jesus's birthday. ● Jesus shows what God is like and all humans are made in 'God's image'. ● Every human is precious to God, known and loved by God. 	<ul style="list-style-type: none"> ● Communication and language development ● Personal, social and emotional development ● Literacy ● Understanding the world ● Expressive arts and design 	<p>God Nativity Bible Festival Celebration Image Emmanuel Love Christmas Christian Precious Gift</p>

		<ul style="list-style-type: none"> Jesus came as Emmanuel (God with us) and he wants his followers to be like him and show God's love to the world. 		
	<p>Salvation</p> <p>Revisited Salvation: 1.4, 4.1, 4.5, 5.4, 7.2, 8.2 11.2,</p>	<ul style="list-style-type: none"> The events of Jesus last week on earth (Holy week). Palm Sunday was when Jesus entered Jerusalem on a donkey and people called Hosanna to him. Easter is a period of time longer than one day. Easter is the most important event in the Christian calendar. Easter is linked to forgiveness, love and sacrifice. 	<ul style="list-style-type: none"> Communication and language development Personal, social and emotional development Literacy Understanding the world Expressive arts and design 	<p>God</p> <p>Jesus</p> <p>Easter</p> <p>Forgiveness</p> <p>Cross</p> <p>Holy Week</p> <p>Palm Sunday</p> <p>Love</p> <p>Hosanna</p> <p>Good Friday</p> <p>Sorry</p> <p>Sacrifice</p>
1	<p><u>Philosophy</u></p> <p>1.1 What do my senses tell me about me about the world of religion and belief?</p> <p>Revisited: Hinduism 2.1, 4.3, 5.5</p>	<ul style="list-style-type: none"> Ask "I wonder ..." questions about the world around us. Use our senses to investigate worship in different religious traditions. Use our senses to justify a belief that they hold. 	<ul style="list-style-type: none"> Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them. Give a simple reason using the word 'because' when talking about religion and belief. Using religious and belief stories to talk about how beliefs impact on how people behave. 	<p>Sense</p> <p>Worship</p> <p>Murti</p> <p>Art Lamp</p> <p>Belief</p> <p>Reason</p> <p>Religion</p> <p>Hindu</p> <p>Shrine</p> <p>Kumkum powder</p> <p>Prasad</p> <p>Puja</p>
	<p><u>Human and Social Science</u></p> <p>1.2 How does a</p>	<ul style="list-style-type: none"> Recognise the meanings of the term Christian and Muslim. Recognise practices associated with the 	<ul style="list-style-type: none"> Recognise that people have different beliefs and that some people follow religions and 	<p>Celebration</p> <p>Christian</p> <p>Christmas</p>

<p>celebration bring a community together? Revisited: 1.4, 2.2 8.2, 11.1, 11.2</p>	<p>festivals of (Christmas) and (Eid-ul-Fitr).</p> <ul style="list-style-type: none"> Recognise ways in which a celebration can encourage a sense of belonging within a faith community. 	<p>others non-religious worldviews.</p> <ul style="list-style-type: none"> Recognise that beliefs can have an impact on a believer's daily life, their family or local community. 	<p>Community Easter Eid-ul-fitr Festival Muslim</p>
<p>Theology 1.3 What do Jewish people remember at Shabbat? Revisited Judaism 2.1, 2.4</p>	<ul style="list-style-type: none"> Retell the Jewish story of Creation. Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives. Recognise that the practice of Shabbat shows a strong relationship between Jews people and God. 	<ul style="list-style-type: none"> Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview. Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. Give an example of how Jews use beliefs to guide their daily lives. 	<p>Candles Challah Bread Creation Jew Jewish Judaism Kiddush Cup Menorah Shabbat Synagogue Zemirots</p>
<p>Theology 1.4 What does the cross mean to Christians? Revisited:R, 1.4, 4.1, 4.5, 5.4, 7.2, 8.2 11.2,</p>	<ul style="list-style-type: none"> Give a clear, simple account of the Easter Story. Recognise that the Easter Story contains Christian beliefs about salvation. Recognise that the Easter Story is a source of hope for Christians. 	<ul style="list-style-type: none"> Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview. Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. Give an example of how Christians use beliefs to guide their daily lives. 	<p>Christian Cross Crucifixion Jesus Resurrection Salvation</p>

	<p><u>Philosophy</u> 1.5 How did the universe come to be? Revisited: 1.5, 6.4, 7.1, 9.1, 11.2</p>	<ul style="list-style-type: none"> ● Ask at least one question about the origin of the universe. ● Give a simple reason, using the word 'because', for the origin of the universe. ● Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories). ● Know that beliefs about the origin of the universe influence how individuals treat the world around them. 	<ul style="list-style-type: none"> ● Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them. ● Give a simple reason using the word 'because' when talking about religion and belief. ● Using religious and belief stories to talk about how beliefs impact on how people behave. 	<p>Brahma Care Christian Creation God Hindu Origin Universe Vishnu</p>
<p>2</p>	<p><u>Theology</u> 2.1 Why is light an important symbol? Revisited: Hinduism 2.1, 4.3</p>	<ul style="list-style-type: none"> ● Retell at least one narrative where light is an important symbol. ● Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. ● Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily lives. 	<ul style="list-style-type: none"> ● Retell a narrative, story or important text from at least one religion or world view and recognise a link with a belief. ● Recognise different types of writing within one text. ● Give different types of examples of how Christians, Hindus, Jews beliefs influence daily lives. 	<ul style="list-style-type: none"> ● Diwali ● Hannukiah ● Hanukkah ● Menorah ● Shabbat ● Symbolism ● Worship
	<p><u>Theology</u> 2.2 What does the nativity story teach Christians about Jesus? Revisited: 3.2 7.2, 8.2, 11.2</p>	<ul style="list-style-type: none"> ● Retell the Christmas story. ● Recognise that Christians believe Jesus was sent by God to be him in the flesh. ● Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. ● Recognise the connection between Christmas and Easter. 	<ul style="list-style-type: none"> ● Retell a narrative, story or important text from at least one religion or world view and recognise a link within a belief. ● Recognise different types of writing. ● Give different examples of how Christian beliefs influence daily lives. 	<p>Advent Christmas Incarnation Jesus Nativity Salvation Son Of God Thankfulness</p>

	<p><u>Human Social Science</u> 2.3 How do Christians belong to their faith family? Revisited 3.1, 7.2, 8.2, 11.2</p>	<ul style="list-style-type: none"> ● Identify how Christians beliefs impact on their worship and sense of belonging. ● Identify some Christians symbols and artefacts. ● Identify different ways in which Christians show they belong to their faith family. ● Recognise that some people call themselves Christians. 	<ul style="list-style-type: none"> ● Recognise the names of different religions, religious beliefs and worldviews and use them correctly. ● Identify evidence of religion and belief especially in the local area. ● Identify ways in which beliefs can have an impact on a believer's daily life, their family and their community. 	<p>Baptism Belong Belonging Chalice Christening Communion Faith Font Paten Worship</p>
	<p><u>Human Social Science</u> 2.4 - How do Jews celebrate Passover? (Pesach)</p>	<ul style="list-style-type: none"> ● Recognise that Passover (Pesach) is a Jewish festival. ● Identify ways in which Passover can have an impact on Jewish daily life and family. ● Identify evidence of religion and belief especially in the local area (through visit to Synagogue/Visiting Jew). 	<ul style="list-style-type: none"> ● Recognise the names of different religions, religious beliefs and worldviews and use them correctly. ● Identify evidence of religion and belief especially in the local area. ● Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. 	<p>Matzah Bread Moses Passover Pesach Seder Plate</p>
	<p><u>Philosophy</u> 2.5 - Why do people have different views about the idea of God? Revisited 8.2. 11.1, 11.2</p>	<ul style="list-style-type: none"> ● To give a reason why a member of at least one religious community might believe in God. ● To give a reason why a person might not believe in God. ● To give an example of what a member of a religious community might believe about God. ● Make connections between people's beliefs of right and wrong and their belief about God. 	<ul style="list-style-type: none"> ● Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them. ● Talk about what people mean when they say they 'know' something. ● Give a reason to say why someone might hold a particular belief using the word 'because'. 	<p>Agnostic Allah Atheist Brahman God Humanist Theist</p>

3	<p>Human Social Science 3.1 - How do people express commitment to a religion/worldview in different ways? Revisited 7.2, 8.2, 11.2</p>	<ul style="list-style-type: none"> • Identify a range of ways in which religious belief can impact daily life. • Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. • Identify some similarities and differences in how people practise and express beliefs about commitment. 	<ul style="list-style-type: none"> • Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. • Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/ worldviews. • Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. 	<p>Belonging Commitment Faith Rite of Passage Christianity Baptism Judaism Bar Mitzvah Bat Mitzvah Sikhism Amrit</p>
	<p>Theology 3.2 - What is the Trinity? Revisited 2.2 3.2 7.2, 8.2, 11.2</p>	<ul style="list-style-type: none"> • Show awareness of the Biblical origins of Christian teachings of the Trinity. • Identify different types/genres of writing within the Bible. • Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature). • Identify how Christian baptism uses and expresses the doctrine of Trinity. • Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world. 	<ul style="list-style-type: none"> • Show awareness of different sources of authority and how they link with beliefs. • Identify different types of writing and give an example of how a believer might interpret a source of authority. • Identify some links between beliefs being studied within a religion or worldview. • Recognise ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others. 	<p>Baptism Gospel Monotheistic Father Incarnation God Son Salvation Symbol Holy Spirit Trinity</p>

<p>Philosophy 3.3 - What is Philosophy? How do people make moral decisions? Revisited 4.2, 5.1,5.3, 9.2, 10,2</p>	<ul style="list-style-type: none"> • Difference between knowledge, belief and opinion. • The complex nature of concepts such as truth, reality, happiness, identity, hope, justice. • The nature of a philosophical question. • Awareness of variant perspectives about whether some things can be proven. • The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities). • Utilitarianism or Hedonism as a way of making moral decisions. 	<ul style="list-style-type: none"> • Talk about the difference between knowing and believing. • Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. • Recognise that it is difficult to define 'right', • 'wrong', 'good' and 'bad'. 	<p>Humanism Morality Philosophy Theoretical Logical Belief Knowing Moral Wisdom Behaviour Rules Questions</p>	
<p>Theology 3.4 - What do Muslims believe about God? Revisited 3.4, 8.2, 11.1</p>	<ul style="list-style-type: none"> • Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation. • Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. • Begin to understand this in the context of the three Abrahamic religions. • Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. • Recognise that there are many different answers to the question, 'What is God like?' 	<ul style="list-style-type: none"> • Show awareness of different sources of authority and how they link with beliefs. • Identify different types of writing and give an example of how a believer might interpret a source of authority. • Identify some links between beliefs being studied within a religion or worldview. • Recognise ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others. 	<p>Allah Muhammad (pbuh) Prophet Muslim Qur'an Shahadah Recitation Revelation Tawhid</p>	

	<p>Human Social Science 3.5 - What difference does being a Muslim make to daily life? Revisited 3.4, 6.5, 8.2, 8.3, 9.3, 11.1</p>	<ul style="list-style-type: none"> • Identify how a person's beliefs and actions align them with the religion of Islam. • Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. • Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah. 	<ul style="list-style-type: none"> • Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. • Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/ Worldviews. • Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. 	<p>Five Pillars Mosque Shahadah Salah Zakat Sawm Hajj Islam Muslim</p>
4	<p>Theology 4.1 - Where do Christian religious beliefs come from? Revisited 8.1,8.2, 10.2 11.1</p>	<ul style="list-style-type: none"> • Identify the Bible as a source of authority for Christians. • Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs. • Identify the crucifixion of Jesus as an event which has shaped Christian belief. • Describe how individuals, communities, society and experiences can shape beliefs. 	<ul style="list-style-type: none"> • Identify different sources of authority and how they link with beliefs. • Give examples of different writings and different ways in which believers interpret sources of authority. • Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and 	<p>Bible Commandments Testament Messiah Incarnation Sacrifice Sources of Authority Prophecy</p>

			how they view others.	
	<p>Philosophy 4.2 - What do we mean by truth? Is seeing believing? Revisited 4.2, 5.1,5.3, 9.2, 10,2</p>	<ul style="list-style-type: none"> • Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. • Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. • Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts. 	<ul style="list-style-type: none"> • Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. • Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. • Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. • Give reasons for more than one point of view, providing pieces of evidence to support these views. 	<p>Axiom Proof Burden of Proof Supreme Truth Reality Evidence Truth Waheguru Ik Onkar Ultimate Reality</p>
	<p>Human Social Science 4.3 - How do religious groups contribute to society and culture in the local area and beyond?</p>	<ul style="list-style-type: none"> • Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. • Describe ways in which dharma impacts on and influences Hindu life and society. • Describe some of the varying ways in which religious beliefs are practised both locally and nationally with reference to 	<ul style="list-style-type: none"> • Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. • Describe ways in which 	<p>Christian Compassion Contribution Hindu Dharma Impact Seva Society</p>

	<p>Christianity and Hinduism.</p> <ul style="list-style-type: none"> Identify ways in which beliefs might make a Christian or Hindu think about how they live their life. 	<p>beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p>	
<p>Human Social Science 4.4 - Why is there so much diversity of belief within Christianity? Revisited 11.2</p>	<ul style="list-style-type: none"> Describe the difference between the terms 'religion' and 'belief'. Describe some of the varying ways in which Christianity is practised locally, nationally and globally. Identify events in history which have influenced Christianity e.g. Martin Luther and the Reformation. 	<ul style="list-style-type: none"> Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. 	<p>Christianity Belief Denomination Practise Reformation Religion Worship Society</p>
<p>Philosophy 4.5 - What does sacrifice mean? Revisited 1.4, 4.1, 4.5, 5.4, 7.2, 8.2 11.2,</p>	<ul style="list-style-type: none"> Describe different Philosophical and theological answers to questions about sacrifice Identify ways in which beliefs about sacrifice Influence the ways Christians and Muslims see the world 	<ul style="list-style-type: none"> Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. 	<p>Altruism Humanist Commitment Self-Sacrifice Sacrifice Ultimate Sacrifice</p>

		<ul style="list-style-type: none"> • Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims • Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts. 	<ul style="list-style-type: none"> • Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. • Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. • Give reasons for more than one point of view, providing pieces of evidence to support these views. 	<p>Christian Muslim</p>
<p>5</p>	<p>Philosophy 5.1 - Is believing in God reasonable? Revisited 4.2, 5.1, 5.3, 8.2, 9.2, 10.2</p>	<ul style="list-style-type: none"> • Explain different philosophical and theological answers • Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God e.g. Pascal's Wager and Humanism as a philosophical stance • Explain using a range of reasons, whether a position or argument is coherent and logical 	<ul style="list-style-type: none"> • Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. • Begin to analyse and evaluate different ways in which philosophers understand abstract concepts. • Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. • Use well-chosen pieces of evidence to support and 	<p>Humanist Christian Atheist Agnostic Faith Theist Reason Evidence</p>

			counter a particular argument.	
Human Social Science 5.2 - How has belief in Christianity/Islam impacted on music and art throughout history?	<ul style="list-style-type: none"> • Show awareness that talking about religion and belief can be complex • Explain how beliefs impact on and influence individuals lives, communities and society, and how individuals, communities and society can also shape beliefs • Describe ways in which beliefs shape the way Christian/Muslims view the world in which they live and how they view others 	<ul style="list-style-type: none"> • Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. 	Aniconism Architecture Church Expression Hadith Hymn Iconoclasm Mosque Prophet Symbolic	
Philosophy 5.3 - What can we learn about the world/knowledge/meaning of life from the great philosophers? Revisited 4.2, 5.1, 5.3, 8.2, 9.2, 10.2	<ul style="list-style-type: none"> • Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. • Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul. • Have an understanding of the Analogy of the Cave and what it says about existence and knowledge. • Understand the relationship between the concept of a corporeal and incorporeal world. 	<ul style="list-style-type: none"> • Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. • Begin to analyse and evaluate different ways in which philosophers understand abstract concepts. • Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. • Use well-chosen pieces of evidence to support and counter a particular argument. 	Corporeal Karma Reincarnation Eternal Philosophers Soul Incorporeal Philosophy Self	

<p>Theology 5.4 - What difference does the resurrection make to Christians? Revisited 1.4, 4.1, 4.5, 5.4, 7.2, 8.2 11.2,</p>	<ul style="list-style-type: none"> • Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection. • Describe the connections between sacrifice in the OT and NT and the link to Jesus as the ultimate sacrifice. • Describe the significance of resurrection and how it shapes how Christians see the world and others. • Describe how the resurrection effects how Christians might live their lives. 	<ul style="list-style-type: none"> • Explain different sources of authority and the connections with beliefs. • Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. • Explain and discuss how beliefs shape the way Christians view the world in which they live and how they view others. 	<p>Crucifixion Easter Sunday Eternal Life Forgiveness Good Friday Gospel Redemption Resurrection Sacrifice Salvation</p>
<p>Theology 5.5 - What do Hindus believe? How do they express their faith? Revisited:1.1 2.1, 4.3,</p>	<ul style="list-style-type: none"> • Hindus believe in a God with many faces Brahma. • Hindus believe truth is eternal. • Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and virtues. • Karma – how Hindus act for others and themselves. • Murti –an image, statue of the divine and seen as a deity. • Samsara – the cycle of birth, death and rebirth • Moksha – is when the soul passes through many lives. • Hindus worship in a Mandir, where they make offerings to a murti, which is a statue of God or a goddess. Hindu temples are dedicated to different gods and 	<ul style="list-style-type: none"> • Explain and discuss how beliefs shape the way Hindus view the world in which they live and how they view others. 	<p>Religion Hindu Hinduism World View Faith Brahma Mandir Temple God Goddess Dharma Ahimsa Karma Murti Samsara Moksha Worship Ritual</p>

		<p>goddesses.</p> <ul style="list-style-type: none"> Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions. 		Sacred India
6	<p>Human Social Science 6.1 - How and why does religion bring peace and conflict? Revisited 8.1, 11.1</p>	<ul style="list-style-type: none"> The story of David and Goliath Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict Interpretations lead to beliefs about how to behave It's important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few 'Holy' wars are justified by religions Lots of wars are started because of non-religious causes Many people see war to be a last resort and seek peace 	<ul style="list-style-type: none"> Begin to analyse and evaluate a range of philosophical answers to questions about the world around them. Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument. Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues showing an understanding of the connections between beliefs, practices and behaviour. 	<p>Ahimsa Christianity Conflict Hinduism Islam Pacifism Peace Self Defence Just War Theory Violence Justice Bible Qur'an Jihad Holy War</p>
	<p>Theology 6.2 - How do Buddhists explain suffering in the world? Revisited 10.2</p>	<ul style="list-style-type: none"> The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts. The use of Jakata Tales as a source of moral guidance. The different views about the nature of knowledge, meaning and existence. 	<ul style="list-style-type: none"> Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which 	<p>Buddha Deities Dukka Eightfold Path Five Precepts Karma</p>

		<ul style="list-style-type: none"> • Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma. 	<p>philosophers understand abstract concepts.</p> <ul style="list-style-type: none"> • Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. • Use well-chosen pieces of evidence to support and counter a particular argument. • Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. 	<p>Magga Nirodha Nirvana Reincarnation Samsara Samudaya</p>
	<p>Philosophy 6.3 - What does it mean to be human? Is being happy the greatest purpose in life? Revisited 9.1</p>	<ul style="list-style-type: none"> • Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence: looking at St. Augustine as an example of a Christian Philosopher. • Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life. • Use well-chosen pieces of evidence to support and counter a particular argument. • Know that in humanist philosophy happiness is the purpose of life 	<ul style="list-style-type: none"> • Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. • Begin to analyse and evaluate different ways in which philosophers understand abstract concepts. • Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. • Use well-chosen pieces of 	<p>Hedonic Calculus Platonic Utilitarianism Hedonism Reason Saint Humanist Soul Purpose</p>

			<p>evidence to support and counter a particular argument.</p> <ul style="list-style-type: none"> • Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. 	
	<p>Theology 6.4 - Creation and Science: conflicting or complementary? Revisited: 1.5, 6.4, 7.1, 9.1, 11.2</p>	<ul style="list-style-type: none"> • Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation. • Explain the connections and divergence between different theories, and how they may fit together or disagree entirely. • Begin to analyse the reliability of the sources of the different ideas of how the universe came to be. 	<ul style="list-style-type: none"> • Explain different sources of authority and the connections with beliefs. • Begin to discuss the reliability and authenticity of texts that are authoritative for a group of Believers. • Explain how events in history and society have influenced some religious and non-religious Worldviews. • Explain connections between different beliefs being studied and link them to sources of authority using theological terms. • Explain the key theological similarities and differences between and within religions and worldviews. • Explain and discuss how beliefs shape the way 	<p>Big Bang Theory Cosmology Creation Theory Evidence Evolution Genesis</p>

			<p>Creationists and (Atheist) Scientists view the world in which they live and how they view others.</p>	
	<p>Human Social Science 6.5 - How do beliefs shape identity for Muslims? Revisited 3.4 5.2, 8.2, 8.3, 9.3, 11.1</p>	<ul style="list-style-type: none"> • The ways in which the Qur'an and Hadith form a source of authority. • Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi). • Muslim perspectives on moral issues including the idea of 'intention'. • The role of the Masjid (mosque). • The significance and impact of Five Pillars of Islam. • The importance of Ramadan, the two Eid festivals and Jummah Prayers. 	<ul style="list-style-type: none"> • Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. • Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. • Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. • Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. 	<p>Eid Hadith Hadjira Jummah Mecca Medina Qur'an Ramadan Shia Sufi Sunni The Prophet Muhammad Shahadah Salat Zakat Sawm Hajj Eid Jummah Iman</p>

Z	<p>Philosophy 7.1 Should Animals Have Rights? 1.5, 6.4, 7.1, 9.1, 11.2</p>	<ul style="list-style-type: none"> • Traditional and modern Christian viewpoints of animal rights - concepts surrounding a soul and consciousness. • Islamic beliefs on Animal Rights - role of a good Khalifah • Buddhist beliefs concerning AR • Pros and Cons of Intensive Farming methods today • Universal Declaration of HR and debates on AR charters • The issue of Conservation versus entertainment - role of modern Zoos • Independent research into endangered animals • Group research into hunting, food choices (Halal and Haram), animal testing. 	<ul style="list-style-type: none"> • Analyse and evaluate a range of philosophical answers to questions about the world around them. • Analyse and evaluate whether a position or argument is coherent and logical, explaining with reasons any divergence of opinion. • Use principles, analogies and well-researched evidence to support a particular argument and counter this view. • Analyse and evaluate a range of different answers to ethical and moral questions/issues, showing coherent understanding of the connections between beliefs, practices and behaviour. 	<ul style="list-style-type: none"> • Environmental responsibility • Creation • Al Khaliq-the creator • Fitrah • Khalifah • Halal • Soul • UDHR • Stewardship • Dominion • Ahimsa • Sacred • Avatar • Loving Compassion • Right Action • Vegetarian • vivisection
	<p>Theology 7.2 Christianity: What Does it Mean To Say God Became Human? 2.2 3.2 7.2, 8.2, 11.2</p>	<ul style="list-style-type: none"> • God made Human is explored via different interpretations of Jesus from around the globe - challenging students to discuss stereotypes and preconceptions they may hold of the imagery that Jesus creates in their lives. • The Holy Trinity - students must grasp the idea of One God in 3 forms. • The life and work of Jesus is investigated 	<ul style="list-style-type: none"> • Begin to analyse a range of genre and interpretations of sources of authority applying knowledge of reliability of sources when enquiring into religions and worldviews. • Begin to analyse and evaluate connections between sources of authority and key concepts or 	<ul style="list-style-type: none"> • Human • Divine • Incarnation • Last Supper • Resurrection • Crucifixion • Trinity • Atonement • Father, Son, Holy Spirit

		<p>using the gospels.</p> <ul style="list-style-type: none"> • Holy Week is studied to explore the christian beliefs around the crucifixion and resurrection. 	<p>beliefs studied using theological terms accurately.</p>	<ul style="list-style-type: none"> • One God • Sacrifice <ul style="list-style-type: none"> • Holy Communion • Liturgy (CofE) • Redemption
	<p>Human Social Science 7.3 What Does Sikhism Teach About Equality? Revisited 10.1</p>	<ul style="list-style-type: none"> • Traditional and modern Christian viewpoints on gender roles. • Students study examples of patriarchal society and assess how far this limits equality • Students look at the CofE - and Islam and how far they challenge/ uphold religions the notion of patriarchal society • Students timeline changes within the CofE - female Priests/ Bishops and their reception • Students study Sikhism: investigating the teachings of Guru Nanak, the Caste System, the Gurdwara, the 5Ks, etc • Pupils are assessed on the debate: which is the best religion for equality? • 	<ul style="list-style-type: none"> • Explain some areas of controversy when enquiring into religion and belief. • Analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/ worldviews) with reference to at least two different religions/worldviews. • Analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. 	<ul style="list-style-type: none"> • Equality • Inequality • Gender • Stereotype • Patriarchy • Priest • Bishop • Mool Mantra • 5 Ks • Amrit • Guru • Guru Granth Sahib • Caste system • Gurdwara • Langar • Granthi
8	<p>Philosophy 8.1 Is War Ever Right? students examine an ethical dilemma from the point of view of two religions (Christianity</p>	<ul style="list-style-type: none"> • To know the 3 main responses to war (Just War, Pacifism, Holy War) • To know and interpret religious texts from the Bible and the Quran which support these responses • To recognise that there is diversity in religions • To know and give examples of extremists 	<ul style="list-style-type: none"> • Analyse and evaluate a range of philosophical answers to questions of knowledge, meaning and existence, showing increasing awareness of the impact of culture and context on divergence of opinion. • Analyse and evaluate whether a 	<p>Just War Theory Thomas Aquinas Innocence Civilians Last Resort Proportionality Pacifist Conscientious Objector</p>

<p>and Islam). This instils in them the concept of diversity within religions (eg pacifism v just war) and introduces the idea of extremism within religion (Jihad v ISIS).</p> <p>This builds on prior learning in Year 7 where diversity within religion is explored in the topics on sexism and animal rights and in which students have learnt skills in interpreting Holy Books.</p> <p>This underpins future learning in Christianity and Islam which runs through to GCSE.</p> <p>Islamic Terrorism will be revisited in Year 11. Students cover 3 main responses to war (Just War, Pacifism, Holy War) and are then asked to decide which is the correct Christian response. They build</p>	<p>in religions.</p>	<p>position or argument is coherent and logical, explaining with reasons any divergence of opinion and showing increasing awareness of the impact of culture and society.</p> <ul style="list-style-type: none"> • Demonstrate comprehensive evidence of the process of reasoning when forming an argument and when creating counter arguments, showing awareness of their own cultural assumptions. • Begin to contextualise and evaluate the different answers to ethical and moral questions/issues drawing on a range of disciplines and research methods. 	<p>Quaker Jihad Religious Extremism Armistice</p>
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	<p>the key GCSE skills of describe, explain and then evaluate (discuss). They evaluate ideas of whose lives matter (John 10:10) when considering the rules of Just War and the beliefs of conscientious objectors. They consider the impact of the Christian message (John 10:10) when learning about the 1914 Armistice.</p>				
	<p>Theology 8.2 Christianity, Humanism & Islam for Dummies</p>	<ul style="list-style-type: none"> • Core beliefs of Christians, Muslims and Humanists - • what they believe about God, • what is important in how they demonstrate their beliefs - eg The sacraments, The 5 pillars of Islam, The principle of seeking happiness for others as well as yourself • Key thinkers/founders in each world view. Jesus, Muhammad • Key differences in each world view and practise (eg weddings, beliefs about God) • How the key historical event of the 	<ul style="list-style-type: none"> • Begin to contextualise and evaluate sources of authority including the writings of a range of key thinkers and how these have shaped and formed beliefs. • Begin to contextualise and evaluate the impact of events in history and society on shaping and changing some religious and non-religious worldviews. • Analyse and evaluate how beliefs 	<p>Trinity Theist Omnipotent Omnibenevolent Omniscient Divinity Crucifixion Resurrection Messiah Atonement Parable Sacrament Reconciliation</p>	<p>Hlck Irenaeus Anti-semitism Persecution Holocaust Blood libel / Blood curse Pilate Atonement Sacrifice Confessing Church Prophet Blasphemy Quran Angel Jibril</p>

		<p>holocaust affected belief and practises of Christians</p>	<p>and concepts relate to each other competently drawing on theological terminology and using a range of sources of authority as evidence.</p> <ul style="list-style-type: none"> • Begin to evaluate the key theological similarities and differences between and within religions and worldviews. • Analyse and evaluate how beliefs shape the way Christians, Muslims and Humanists view the world in which they live and how they view others. 	<p>Eucharist Holy communion Transubstantiation Moral evil Natural evil Free Will Adam and Eve Soulmaking John</p>	<p>Shahadah Salah Sawm Zakah Hajj Humanist Reason Happiness</p>
<p>8</p>	<p><u>Human Social Science</u> 8.3 Did religion help black and white to treat each other equally in America Revisited 9.2</p>	<ul style="list-style-type: none"> • To know the role of church in the bus boycott and Selma march, • The influence of Christian teaching on MLK, • The effect of Hajj and belief in ummah on Malcolm X, • Extremist expressions of religion: The KKK and the Nation of Islam 	<ul style="list-style-type: none"> • Analyse areas of controversy when enquiring into religion, belief and spirituality. • Begin to contextualise and evaluate the diverse ways in which religions and beliefs are practised, locally, nationally and globally (both within and between religions/worldviews) with reference to at least two religions/worldviews. • Begin to contextualise and evaluate the impact of beliefs on individual, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs. 	<p>Segregation Boycott Minister SCLC Non-violence Extremist Hajj Ihram Ummah</p>	

<p>9</p>	<p>9.1 Theology Human Social Sciences GCSE Unit Theme 2 Life and Death Eduqas Route A C120P3</p>	<ul style="list-style-type: none"> • To know what Christians and Muslims and humanists/atheists believe: • About animal rights, • About how the universe began • About life after death • To know what happens at a Christian, Muslim & Humanist funeral 	<ul style="list-style-type: none"> • Contextualise, analyse and evaluate where beliefs come from using evidence relating to sources of authority, teachings and interpretations, the writing of key thinkers and the impact of experiences. • Contextualise, analyse and evaluate propositions about the reliability, authenticity, historical accuracy and authorship of sources when enquiring into religions and worldviews. • Contextualise, analyse and evaluate the impact of events in history and society on shaping and changing religious and non-religious beliefs over time. • Contextualise, analyse and evaluate how beliefs and concepts relate to each other drawing on theological terminology and a range of sources of authority as evidence. • Theorise about the different ways of understanding the key theological similarities and differences between and within worldviews. • Contextualise, analyse and 	<p>Creation Creationist Literal reading of Bible Non-literal reading of Bible Adam & Eve Evolution –Charles Darwin Natural Selection Darwinian – Richard Dawkins Big bang – Stephen Hawking Quantum mechanics Stewardship Global warming Deforestation Environmental sustainability Speciesism – Peter Singer Soul – Thomas Aquinas</p>	<p>Image of God Dominion Sanctity of life Vivisection Halal Day of Judgement – Parousia Resurrection Afterlife - akhirah Heaven and hell - paradise Soul, body, new body Reincarnation Funeral Rite Committal Burial and cremation Afterlife Tribute/eulogy</p>
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			<p>evaluate propositions about how beliefs shape the way Roman Catholics, CoFE, Creationists, humanists and muslims view the world in which they live and how they view others.</p>		
	<p>Philosophy 9.2 GCSE Theme 2 Life and Death Issues of Medical Ethics Eduqas Route A C120P3 Embedding understanding of abortion and euthanasia within philosophical framework of ethical theories. This GCSE is started in Year 9 so that this depth work can be done rather than spending one lesson on abortion and one on euthanasia, as suggested by the exam board.</p>	<ul style="list-style-type: none"> • Utilitarian, situationist and deontologist approaches to abortion and Euthanasia. • Christian and Muslim teaching on sanctity of life. 	<ul style="list-style-type: none"> • Contextualise, analyse and evaluate a range of philosophical answers to questions of knowledge, meaning and existence and critique those of others discussing areas of strength, weakness and uncertainty. • Contextualise, analyse and evaluate the diverse ways in which philosophers understand the nature of knowledge. • Comprehensively assess whether a range of positions or arguments are coherent and logical evaluating their validity and significance and explaining conclusions with reasons and evidence. • Create and test their own and others well substantiated arguments or hypotheses drawing conclusions based on the process of reasoning. • Contextualise, analyse and evaluate the diverse ways in 	<p>Utilitarian Deontology Situation Ethics Immanuel Kant Jeremy Bentham and John Stuart Mill Joseph Fletcher Absolute Relative Enslavement Hippocratic Oath Abortion Pro-life Pro-choice Sanctity of Life Euthanasia Palliative care Hospice Dignitas Quality of Life</p>	

			which people answer ethical and moral questions/issues drawing on a range of disciplines and research methods.	
Theology Human Social Science 9.3 RS Theme 4 Human Rights Eduqas Route A C120P3	<ul style="list-style-type: none"> • To know what Christians and Muslims believe about human rights and to be able to give examples of how believers have supported and challenged these rights. • How believers have stood up for human rights (Malala, The Clewer Initiative) • Conflicts between religion and the law in the modern world • The right to be treated equally regardless of race - institutional racism in religion and other places • The right to food, water, shelter - issues of poverty in the world & the work of religious charities (Christian Aid and Islamic Relief) • Religious attitudes to wealth • Attitudes towards extremism and censorship 	<ul style="list-style-type: none"> • Analyse and evaluate areas of controversy when enquiring into religion, belief and spirituality. • Contextualise, analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. • Contextualise, analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs. 	Taliban Clewer Initiative Malala Fund Hijab Institutional racism Ihram, ummah Extreme poverty, relative poverty Tithe Zakah censorship	
Theology 10.1 RS Theme 1 issues of Relationships Eduqas Route A C120P3	<ul style="list-style-type: none"> • To know Christian and Muslim attitudes and beliefs about: • The role of women in the family and in worship • Sex before and outside of marriage 	<ul style="list-style-type: none"> • Analyse and evaluate areas of controversy when enquiring into religion, belief and spirituality. • Contextualise, analyse and evaluate the varying ways in 	Adultery Abstinence Traditional, patriarchal Priest, Bishop, Imam Sacrament	

		<ul style="list-style-type: none"> • Marriage and marriage ceremonies • Same sex marriage • Contraception • Divorce and Remarriage 	<p>which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <ul style="list-style-type: none"> • Contextualise, analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs. 	<p>Stole, vows, blessing Arranged Marriage Nikah, walimah, wali Humanae Vitae 5 Precepts Aquinas Pope Remarriage</p>
	<p><u>Philosophy</u> <u>Human Social Science</u> 10.2 RS Theme 3 Issues of Good and Evil Eduqas Route A C120P3</p>	<ul style="list-style-type: none"> • Christian and Muslim beliefs and attitudes about • Theodicy • Crime and Punishment and the Death Penalty • Forgiveness 	<ul style="list-style-type: none"> • Analyse and evaluate areas of controversy when enquiring into religion, belief and spirituality. • Contextualise, analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. • Contextualise, analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how 	<p>Moral evil Natural evil Deterrence, retribution, reform Qisas Prison reform Apartheid Truth and Reconciliation Commission</p>

			<p>historical, cultural, social and philosophical factors impact on and shape beliefs.</p>	
	<p>Theology 10.3 RS Paper 3 Study of a Modern World Religion: Islam Eduqas Route A C120P3 Beliefs</p>	<p>Muslim beliefs about:</p> <ul style="list-style-type: none"> ● God ● Prophets ● Holy Books ● Angels ● Predestination ● Judgement Day ● Sunni & Shia 	<ul style="list-style-type: none"> ● Contextualise, analyse and evaluate where beliefs come from using evidence relating to sources of authority, teachings and interpretations, the writing of key thinkers and the impact of experiences. ● Contextualise, analyse and evaluate propositions about the reliability, authenticity, historical accuracy and authorship of sources when enquiring into religions and worldviews. ● Contextualise, analyse and evaluate the impact of events in history and society on shaping and changing religious and non-religious beliefs over time. ● Contextualise, analyse and evaluate how beliefs and concepts relate to each other drawing on theological terminology and a range of sources of authority as evidence. ● Theorise about the different ways of understanding the key theological 	<p>Tawhid Muhammad Adam, Ibrahim, Musa, Isa Kutub Quran Malaikah Jibril, Mikail, Israfil, Azrail Bridge of As-Sirat</p>

			<p>similarities and differences between and within worldviews.</p> <ul style="list-style-type: none"> Contextualise, analyse and evaluate propositions about how beliefs shape the way different muslims view the world in which they live and how they view others. 	
	<p>Human Social Science 11.1 RS Paper 3 Study of a Modern World Religion: Islam Eduqas Route A C120P3 Practises</p>	<p>Muslim practises of:</p> <ul style="list-style-type: none"> Salah Sawm Zakah Hajj & Arbaeen 10 Obligatory Acts Id Ul Fitr, Id Ul Adha, Ashura 	<ul style="list-style-type: none"> Analyse and evaluate areas of controversy when enquiring into religion, belief and spirituality. Contextualise, analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. Contextualise, analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs. 	<p>Salah, Rakah, wudu Ramadan, Night of Power Zakah Makkah, Tawaf, Sai, Arafat, Jamraat, Qurbani Ali, Abu Bakr, Husayn Id ul Fitr, Id ul Adha Ashura Karbala Turbah</p>

	<p>Theology 11.2 Paper 2 Study of a Modern World Religion: Christianity Eduqas Route A C120P3 Beliefs</p>	<p>Christian:</p> <ul style="list-style-type: none"> ● <i>Beliefs about God</i> ● <i>Beliefs about the Creation</i> ● <i>Beliefs about why there is suffering</i> ● <i>Beliefs about life after death</i> ● <i>Jesus birth and incarnation</i> ● <i>Jesus crucifixion</i> ● <i>The meaning of Jesus death as an atonement</i> ● <i>Jesus resurrection and ascension</i> ● <i>Beliefs about the Bible</i> 	<ul style="list-style-type: none"> ● Contextualise, analyse and evaluate where beliefs come from using evidence relating to sources of authority, teachings and interpretations, the writing of key thinkers and the impact of experiences. ● Contextualise, analyse and evaluate propositions about the reliability, authenticity, historical accuracy and authorship of sources when enquiring into religions and worldviews. ● Contextualise, analyse and evaluate the impact of events in history and society on shaping and changing religious and non-religious beliefs over time. ● Contextualise, analyse and evaluate how beliefs and concepts relate to each other drawing on theological terminology and a range of sources of authority as evidence. ● Theorise about the different ways of understanding the key theological similarities and differences between and within worldviews. ● Contextualise, analyse and 	Trinity Incarnation Soul making Job Judgement day, parousia, heaven, hell Virgin Mary Judas Last supper Atonement Original sin Resurrection Ascension Bible Word of God
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			<p>evaluate propositions about how beliefs shape the way different Christians view the world in which they live and how they view others.</p>	
<p>11</p>	<p>Human Social Science 11.3 Paper 2 Study of a Modern World Religion: Christianity Eduqas Route A C120P3 Practises</p>	<ul style="list-style-type: none"> ● <i>Worship - liturgical and informal & Quaker worship</i> ● <i>Sacraments - The Eucharist</i> ● <i>Sacraments - Baptism</i> ● <i>Festivals - Christmas & Easter</i> ● <i>Pilgrimage - Walsingham & Taize</i> ● <i>How religion is changing - the census 2001 & 2011 (& 2021)</i> ● <i>Unity and division between Christians - the ecumenical movement, the world council of churches</i> ● <i>Persecution of Christians</i> ● <i>Mission and Evangelism</i> ● <i>Work of Tearfund</i> 	<ul style="list-style-type: none"> ● Analyse and evaluate areas of controversy when enquiring into religion, belief and spirituality. ● Contextualise, analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. ● Contextualise, analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs. 	<p>Liturgical, informal, Quaker Eucharist Last supper Believer's baptism, full immersion Infant baptism, christening Maundy Thursday, Good Friday, Holy Saturday vigil, paschal candle Easter Sunday Lady Richeldis, Walsingham Brother Roger, Taize, ecumenical Census World council of churches Persecution Open Doors Tearfund Evangelism Tract Messy church Fresh Expressions</p>