



Year Group	Year 11					
Subject intent	To develop pupils' knowledge and understanding of religious beliefs and religious philosophical/ethical arguments, including their influence on individuals, communities, societies and cultures in the modern world. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and the fundamental questions concerning moral principles that guide religions and that set the standard for what is and isn't acceptable behaviour.					
Subject Implementation	Autumn 1 Worship and festivals	Autumn 2 The role of the church in the local and worldwide community	Spring 1 Islamic Worship	Spring 2 Duties and festivals	Summer 1 GCSE EXAM	Summer 2
Knowledge	Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible private worship. Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. The role and meaning of the sacraments: the meaning of sacrament the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism	The role of the Church in the local community, including food banks and street pastors. The place of mission, evangelism and Church growth. The importance of the worldwide Church including: working for reconciliation how Christian churches respond to persecution the work of <b>one</b> of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.	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). Shahadah: declaration of faith and its place in Muslim practice. Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni	Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5. Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina,		



	the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. The role and importance of pilgrimage and celebrations including: two contrasting examples of Christian pilgrimage: Lourdes and Iona the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.		and Shi'a Islam, and different Muslim views about the importance of prayer.	Arafat, Muzdalifah and their significance. Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.		
<b>Skills</b>	Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion	Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion	Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion	Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion		
<b>Subject Impact</b>	Pupils have a secure understanding of:  The key ideas taught within the module	Pupils have a secure understanding of:  The key ideas taught within the module	Pupils have a secure understanding of:  The key ideas taught within the module	Pupils have a secure understanding of:  The key ideas taught within the module		



	<p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to demonstrate key themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgement</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p>	<p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to demonstrate key themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgement</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p>	<p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to demonstrate key themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgement</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p>	<p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to demonstrate key themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgement</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p>		
<b>Assessment</b>	<p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p> <p>PPE examinations</p>	<p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p> <p>PPE examinations</p>	<p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p> <p>PPE examinations</p>	<p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p> <p>PPE examinations</p>		