



RPE and Social Science Curriculum Overview

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
10 RS RGI	<p>Topic: Issues of Relationships- Families, Marriage, Divorce, Adultery.</p> <p>Substantive Knowledge:</p> <p>To understand the issues associated with relationships within this unit and know what the religious teachings are on the different areas from a Christian and Muslim viewpoint. Students are also required to know alternative viewpoints such as atheist and humanist. To know the key concepts in this unit which are: Adultery, divorce, cohabitation, commitment, contraception, gender equality, responsibilities, and roles within the church and the family.</p> <p>Disciplinary Knowledge:</p> <p>Students will be able to explore and explain attitudes and</p>	<p>Topic: Issues of Relationships- Attitudes to sex, contraception, homosexuality, gender issues.</p> <p>Substantive Knowledge:</p> <p>To understand the issues associated with relationships within this unit and know what the religious teachings are on the different areas from a Christian and Muslim viewpoint. Students are also required to know alternative viewpoints such as atheist and humanist. To know the key concepts in this unit which are: Adultery, divorce, cohabitation, commitment, contraception, gender equality, responsibilities, and roles within the church and the family</p> <p>Disciplinary Knowledge:</p>	<p>Topic: Issues of Life and Death – Beliefs about the creation of the world, stewardship.</p> <p>Substantive Knowledge:</p> <p>To know about the different beliefs about the world, the value of life, beliefs about the afterlife, issues surrounding the sanctity and quality of life and medical ethics. Key concepts to know and understand are: Afterlife, environmental sustainability, euthanasia, evolution, abortion, quality of life, sanctity of life, soul, stewardship, dominion.</p> <p>Students are to know about the stories of creation in both Christianity and Islam as well as other scientific views, including the theory of evolution by</p>	<p>Topic: Issues of Life and Death – Sanctity of Life – abortion and euthanasia. Beliefs about death and the Afterlife.</p> <p>Substantive Knowledge:</p> <p>To know what the terms sanctity of life and quality of life mean. To understand the issues(arguments for and against) surrounding euthanasia and abortion and to know religious and non-religious views and teachings on these areas. To look at alternatives such as The hospice – palliative care.</p> <p>To know the beliefs and teachings from Christianity and Islam on the Afterlife and to know non religious views.</p> <p>Disciplinary Knowledge:</p>	<p>Topic: Good and Evil – Morality, crime and punishment, capital punishment</p> <p>Substantive Knowledge:</p> <p>This area is looking at issues to do with Good and Evil – students are to know what a sin is, what it means to commit a crime and to know how you may be punished in the UK – what the different types of punishment are and what the different aims of punishment are – including arguments for and against the death penalty. Students need to know the religious teachings from Islam and Christianity on crime and punishment. Key words and concepts to know for this whole unit are the following: Good, evil, forgiveness, free will, justice, morality, prison reformers, prison Chaplain, punishment, sin, suffering, theodicy.</p> <p>Disciplinary Knowledge:</p> <p>Students will be able to explore and explain the different types of</p>	<p>Topic: Good and Evil – Forgiveness, The Problem of Evil and Suffering</p> <p>Substantive Knowledge:</p> <p>To know what is meant by good and evil and relate this to religious teachings. Students need to understand what is meant by the phrase “The problem of evil and suffering” and be able to explain this by using theodicies. To understand what is meant by forgiveness and to know the religious teachings from Christianity and Islam on this.</p> <p>Disciplinary Knowledge:</p> <p>Students will be able to explore and evaluate the nature of good and evil and how both are related to suffering. They will be able to look at religious and non-religious teachings, beliefs and attitudes</p>



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<p>teachings about relationships in the monotheistic religions of Christianity and Islam, alongside the attitudes non-religious people, such as atheists and humanists.</p> <p>Students will also be able to explore and evaluate a number of important issues regarding relationships- which include:-</p> <p>1)The changing nature and role of family life in Britain; 2)Changing attitudes towards marriage as people are increasingly choosing to cohabit or marry in non-religious ceremonies. These changing attitudes raise issues about topics on adultery, separation, divorce and remarriage- all areas which students will be able to answer exam based questions. 3)Different attitudes to sexual relationships. Students will explore and be able to explain</p>	<p>Students will be able to explore and explain attitudes and teachings about relationships in the monotheistic religions of Christianity and Islam, alongside the attitudes non-religious people, such as atheists and humanists.</p> <p>Students will also be able to explore and evaluate a number of important issues regarding relationships- which include:-</p> <p>1)The changing nature and role of family life in Britain; 2)Changing attitudes towards marriage as people are increasingly choosing to cohabit or marry in non-religious ceremonies. These changing attitudes raise issues about topics on adultery, separation, divorce and remarriage- all areas which students will be able to answer exam based questions.</p>	<p>Charles Darwin and The Big Bang.</p> <p>Disciplinary Knowledge:</p> <p>Students will be able to explore and explain the different creation stories and understand how they may be interpreted in different ways. Students will also have an understanding of scientific explanations of the universe and be able to explain how religious believers may view these explanations. Students will be able to explain the role and purpose of humans and how religious believers and non-believers think the environment should be looked after. Students will be able to use the terms dominion, stewardship, caretaker appropriately in the context of how humans are expected to care for the world –</p>	<p>Students will be able to explore and explain beliefs about the afterlife from both a Christian and Muslim perspective – quoting sacred text to back up these views.</p> <p>Students will be able to explain and evaluate beliefs and teachings on The sanctity of life and how this relates to both Euthanasia and abortion.</p> <p>They will be able to answer essay questions on all these topics, expressing views and arguments from both a religious and non-religious viewpoint.</p>	<p>punishment and what the aims are. They will be able to respond to questions asking about religious beliefs and teachings on punishment and justice using quotes from the Bible to back them up.</p> <p>They will be able to understand the work of prison reformers and prison Chaplains in the work they do to help people today.</p> <p>Students will be able to explore and evaluate arguments for and against the death penalty enabling them to apply religious and non-religious, ethical and social arguments to the debate.</p>	<p>to suffering, crime and punishment.</p> <p>Students will be able to evaluate the role that free will and conscience play in moral decision making, and the different types of morality that exist.</p> <p>Students will be able to consider the philosophical problems with the presence of evil and suffering in the world and will be able to explain philosophical ideas about the origin and nature of evil and how religious believers can accept that God can exist alongside suffering.</p> <p>Students will be able to explain the different theodicies and will be able to answer essay questions which will examine how the existence of evil and suffering can challenge the belief in God. Students will then be able to explore and evaluate the nature,</p>
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	<p>the teachings on the nature and purpose of sex according to Christians and Muslims and the conditions upon which contraception may be used. Students will know the changes in the law and how these changes have affected same-sex relationships.</p> <p>4)Attitudes towards men and women and issues of gender equality.</p> <p>Students will be expected to reflect the diverse nature of religious belief in 21st@ Britain within their answers.</p>	<p>3)Different attitudes to sexual relationships. Students will explore and be able to explain the teachings on the nature and purpose of sex according to Christians and Muslims and the conditions upon which contraception may be used. Students will know the changes in the law and how these changes have affected same-sex relationships.</p> <p>4)Attitudes towards men and women and issues of gender equality.</p> <p>Students will be expected to reflect the diverse nature of religious belief in 21st@ Britain within their answers.</p>	<p>using religious quotes and texts to back them up. Students will be able to answer essay questions on the different explanations of how the universe came about from both a religious and scientific perspective.</p>			<p>purpose and process of forgiveness. They will be able to answer essay questions which reflect upon the moral question of whether true forgiveness is really possible.</p> <p>Throughout this topic area, students will be able to consider the role these issues okay in 21st century Britain and be able to examine the diversity of belief and interpretation that exists both between and within religions.</p>
<p>11 RS RGI</p>	<p>Topic: Issues of Human Rights</p> <p>Substantive Knowledge:</p> <p>To know what is meant by human rights. To know what the declaration of human rights is. To</p>	<p>Topic: Christianity-Beliefs and Teachings</p> <p>Substantive Knowledge:</p> <p>To know the main Christian Beliefs and teachings: The nature and attributes of God, The Trinity, The beliefs</p>	<p>Topic: Christianity – Practices</p> <p>Substantive Knowledge:</p> <p>To know the different forms of worship and to know the nature and importance of</p>	<p>Topic: Islam – Beliefs and Teachings</p> <p>Substantive Knowledge:</p> <p>In this unit students need to know what is Islam, they will look at the ummah (Muslim community)in the UK</p>	<p>Topic: Islam – Practices</p>	<p>Topic: Revision</p> <p>Substantive Knowledge:</p> <p>N/A</p> <p>Disciplinary Knowledge:</p>



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<p>understand the key terms social justice, prejudice, discrimination, relative and absolute poverty, censorship, extremism and personal conviction. This topic will explore issues of human rights and social justice, looking at moral issues and religious beliefs concerning practices to promote human rights, censorship, prejudice and discrimination and wealth and poverty.</p> <p>Disciplinary Knowledge</p> <p>Students will be able to consider the difference between prejudice and discrimination and issues of discrimination within society today. They will look at the work of Dr Martin Luther King and the Civil Rights Movement.</p> <p>Students will be able to refer to Christian and Muslim teachings on prejudice and</p>	<p>surrounding the creation stories, the 4 most important events in Jesus' life: the incarnation, the crucifixion and death of Jesus, the resurrection of Jesus and Jesus' ascension to heaven.</p> <p>To understand what is meant by Salvation, Sin and Salvation and how Christian's achieve salvation. To know the Christian beliefs and teachings on the afterlife. To understand what Christians mean when they talk about the Problem of Suffering.</p> <p>Disciplinary Knowledge:</p> <p>Students will be able to know the different attributes of God, such as Omnipresent, omnipotent, omniscient, omnibenevolent. They will explore the meaning and significance of The Trinity and where these beliefs come from. Students will learn the</p>	<p>prayer. To know what the sacraments are. Students need to understand the role, meaning and celebration of baptism and the Eucharist. Students need to know how Christmas and Easter are celebrated. Students need to know what a pilgrimage is, why believers go on one, and to know why Walsingham and Taize are important place of Christian pilgrimage. Students need to understand the Christianity in Britain, and the role of the church in the local community. They need to understand the changing landscape of religion in a Britain in the twenty first century. Students need to have an overview of the worldwide church and the importance of mission work, evangelism and church growth.</p>	<p>and across the world, exploring similarities and differences between the two great branches of Sunni and Shi'a. Students need to know about the important beliefs, teachings and practices of Islam - the foundations of faith, and exploring significant aspects of both the Sunni and Shi'a traditions. students need to know and understand the five roots of religion (Shi'a tradition – the Usul as-Din), and the six articles of faith referred to by the Sunni Muslims. Students must know the following beliefs in detail: God (Allah), Prophethood (Risalah), Angels (Malaikah), Holy Books (The Qur'an), The Afterlife (Aakhirah) and Predestination (al-Qadr).</p> <p>Disciplinary Knowledge:</p>	<p>Substantive Knowledge:</p> <p>In this unit students need to know what the main practices in Islam are, so will look at the 10 Obligatory Acts of Shi'a Islam and the Five Pillars of Sunni Islam: the declaration of faith (Shadaahah), Prayer (Salah), Charity / Almsgiving (Zakat), Fasting during Ramadan (Sawm), and Pilgrimage (Hajj). Students need to understand and be able to discuss Jihad, and the differences between the greater and lesser jihad. Students will need to know and understand the important festivals and commemorations in Islam, such as Id--ulAdha, Id-ulFitr, Ashura and the Night of Power.</p> <p>Disciplinary Knowledge:</p> <p>Students will be able to evaluate the importance of the Five Pillars and be able</p>	<p>N/A</p>
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	<p>discrimination and then be able to answer exam questions on these areas – Such as “Religions should do more to fight against racial prejudice.”</p>	<p>creation stories and the different interpretations different Christians give to them. Students need to be able to explain the 4 most important events in Jesus’ life as outlined above and what the significance of them are to Christians. Students need to be able to critically look at the sacred text and understand the different ways in which the Bible may be interpreted to different christians. Students need to be able to fully explain the concept of “original sin” and how this relates to the problem of evil and suffering. Students will explore the meanings of sin and salvation and will then be able to explain how Christians can achieve salvation themselves. Students will be able to critically explore Christian beliefs on Eschatology (the afterlife) – and by doing so they should know the parables of Lazarus and the Rich Man, and the parable</p>	<p>Disciplinary Knowledge:</p> <p>Students will be able to evaluate the different forms of worship and why they are important to a Christian. They will evaluate the nature and importance of prayer, both individually and as part of set worship. Students will be able to critically evaluate the sacraments and why they are important to a Christian, answering questions such as what are the key features of Baptism / Eucharist and essay questions like: “Baptism is the most important sacrament” discuss. Students will be able to explain why festivals and pilgrimage is important to Christianity and critically evaluate questions like: “Pilgrimage is the most important practice in</p>	<p>Students to be able to explain the meaning of Islam and to know the differences between Sunni and Shi’a Muslims and understand and evaluate how these differences may affect their beliefs on certain things such as the sacred writings, prophethood and the angels. Students will be able to evaluate key questions on the afterlife and Al-Qadr – God’s divine plan, as well as evaluating the idea that good can often come out of suffering. Students will be able to critically answer a range of questions on all these topic areas – such as: “Belief in God is the most import belief fro Muslims” discuss. “”Muhammad is the most important Prophet.” Discuss.</p>	<p>to answer questions such as: “Pilgrimage is the most importance Pillar” discuss. Or “Prayer is the most important pillar in Islam.” Discuss. “Muslims should always pray five times a day.” Discuss. Discuss the view that for Muslims, Pilgrimage is out of date in the twenty first century.” Discuss. Students will be able to evaluate the importance of the greater and lesser jihad and how these impact on a Muslims life. Students will also explore and evaluate the meaning and significance behind the main festival and days of celebration and be able to demonstrate with examples how these might differ from within the Sunni and Shi’a traditions.</p>	
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		<p>of the Sheep and the goats – they will use these as evidence for Christian teachings on the afterlife. Students will be able to critically evaluate traditional and contemporary beliefs about heaven and hell.</p> <p>Students will be able to use the different theodicies to explain the problem of evil suffering, which includes evaluating the Story of Job in the OT.</p> <p>Students will be able to critically evaluate a variety of essay questions on this topic area.</p>	<p>Christianity.”</p> <p>Discuss.</p> <p>Students will be able to explore and explain the role of the church in the community and how the Religious landscape in 21st @ Britain has changed.</p> <p>Students will be able to explore and explain the ways in which the gospel is spread worldwide and the importance of missionary work in relation to church growth. Students will be able to fully explain the work of Tearfund – what they do and why Tearfund is important.</p> <p>Students will, be able to explain why Christians have been persecuted in the past and why they continue to be in the present day in some parts of the world, which will then help them to understand and evaluate how Christians worldwide work for reconciliation.</p> <p>Students will be able to explain the work of</p>			
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