

# Subject Long Term Plan Year X 2021-20

## Temperance Term

| W/C               | Week 1   | Week 2  | Week 3 | Week 4  | Week 5 | Week 6   | Week 7  | HALF TERM |
|-------------------|--|---|--------|---|--------|--|---|-----------|
| <b>Topic</b>      | <b>Christianity: Beliefs and Teachings</b>   |   |        |   |        |  |   |           |
|                   | Baseline assessment, exam style questions and overview of the course. Nature of God, God as omnipotent, loving and just, the Oneness of God and the Trinity. | Different Christian beliefs about Creation, The incarnation of Jesus, the Son of God, The Crucifixion, The resurrection and ascension, Resurrection and life after death. |        | The afterlife and judgement, Heaven and hell, Sin and salvation, The role of Christ in salvation. |        | Recap, revision, assessment guidance, assessment, peer assessment and reviews. |   |           |
| <b>Core</b>       | To explain the role and qualities of God in Christianity.  | To explain how the role of Jesus affects central beliefs in Christianity.   |        | To explain how a belief in the afterlife affects Christians and their everyday lives.             |        | To describe and explain central beliefs within Christianity.                   |   |           |
| <b>Challenge</b>  | How do the qualities of God interlink with the concept of the Trinity?   | How does the life, death and resurrection of Jesus relate to the beliefs on life after death from a Christian perspective?  |        | How do the beliefs in judgement, salvation, heaven and hell influence a Christian's life?         |        | How do the beliefs and teachings of Christianity affect a believer?            |   |           |
| <b>Assessment</b> | Baseline assessment on AO1 and AO2 skills.   |   |        |   |        |  | Formative assessment piece that consolidates the learning for the unit. |           |

| W/C              | Week 8   | Week 9   | Week 10 | Week 11   | Week 12 | Week 13 | CHRISTMAS |  |
|------------------|--|--|---------|---|---------|---------|-----------|--|
| <b>Topic</b>     | <b>Islam: Beliefs and Teachings</b>  |  |         |   |         |         |           |  |
|                  | The Oneness of God and the supremacy of God's will, Key beliefs of Sunni and Shi'a Islam, The nature of God, Angels. | Predestination, Life after death, Prophethood and Adam, Ibrahim.   |         | Muhammad and the Imamate, The holy books in Islam, revision, assessment guidance, assessment. |         |         |           |  |
| <b>Core</b>      | To explain the core beliefs in Islam.  | To explain how life after death and the Risalah affect Muslim beliefs and everyday lives.  |         | To explain the differing Islamic views towards the Qur'an and other holy books.               |         |         |           |  |
| <b>Challenge</b> | What are the Muslim beliefs about God and the nature of God?   | How can predestination and the belief of life after death influence actions in life? How do the prophets influence Islamic belief and teachings? |         | How are Muslims influenced by the people of authority and holy books?                         |         |         |           |  |



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| Assessment |  |  |  |  |  | Formative assessment piece that consolidates the learning for the unit. |  |
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# Subject Long Term Plan Year X 2021-20

## Justice Term

| W/C        | Week 14   | Week 15 | Week 16  | Week 17 | Week 18  | Week 19 | HALF TERM |  |
|------------|---|---------|--|---------|--|---------|-----------|--|
| Topic      | <b>Paper 1: Beliefs and Teachings Review</b>  |         | <b>Theme B – Religion and Life</b>   |         |  |         |           |  |
|            | Assessment review and review of Christianity: beliefs and teachings and Islam: beliefs and teachings. |         | What is truth? Origin of the universe and life, Darwin and evolution.                    |         | Environment: climate change, Environment: fact file creation, Christian and Muslim attitudes to the environment. |         |           |  |
| Core       | How can the skills gained within RS be challenged and improved?                                       |         | To understand the differing beliefs of when life began and the development of humankind. |         | To understand the role that Christians and Muslims believe should have in the environment.                       |         |           |  |
| Challenge  | How can the skills gained within RS be challenged and improved?                                       |         | How did life begin?  |         | What are the religious and non-religious attitudes towards the environment?                                      |         |           |  |
| Assessment | Formative assessment piece that consolidates the learning for the units.                              |         |  |         |  |         |           |  |

| W/C        | Week 20  | Week 21 | Week 22   | Week 23 | Week 24  | Week 25   | EASTER |  |
|------------|--|---------|---|---------|--|---|--------|--|
| Topic      | <b>Theme B – Religion and Life</b>   |         |   |         |  |   |        |  |
|            | Animal rights and experiments: facts and figures, Animals for food, Sanctity of life.              |         | Abortion: laws, Abortion: ethics, Euthanasia: laws, Euthanasia: ethics.   |         | Religion, life and death: differing beliefs on death and the afterlife, Assessment, Assessment feedback. |   |        |  |
| Core       | <b>To explore how the role of dominion and sanctity of life affects attitudes towards animals.</b> |         | <b>To understand how belief in when life begin and ends affects ethical issues such as abortion and euthanasia.</b> |         | <b>To understand how belief in the afterlife affects life's actions.</b>                                 |   |        |  |
| Challenge  | How does the sanctity of life link to animal rights and the use of animals?                        |         | When does life begin? When should life end? Should we have control over the beginning and end of life?              |         | What are the religious and non-religious views on life, death and how that affects an afterlife?         |   |        |  |
| Assessment |  |         |   |         |  | Formative assessment piece that consolidates the learning for the unit. |        |  |

# Subject Long Term Plan Year X 2021-20

## Courage Term

| W/C        | Week 26   | Week 27  | Week 28  | Week 29  | Week 30                            | Week 31                             | HALF TERM |
|------------|---|--|--|--|------------------------------------|-------------------------------------|-----------|
| Topic      | <b>Theme A – Relationships and Families</b>   |  |  |  |                                    |                                     |           |
|            | Sexual relationships before and outside of marriage.  | Contraception and family planning.   | Marriage.  | Divorce and remarriage.  | The nature of families.            | The purpose of families.            |           |
| Core       | To understand a variety of beliefs and teachings about sexual relationships before marriage and outside marriage. | To examine different types of contraception and family planning as well as the differing attitudes towards them. | To consider the nature and purpose of marriage.                            | To explore the differing views on divorce and remarriage.  | To explore the nature of families. | To explore the purpose of families. |           |
| Challenge  | What are the contemporary British attitudes towards sexual relationships before and outside of marriage?          | What are the differing religious and non-religious views of contraception and family planning?                   | Is marriage or cohabitation important within contemporary British society? | What are the ethical viewpoints of divorce and do they alter the ideas of compassion and sanctity of marriage? | What is the nature of a family?    | What is the purpose of a family?    |           |
| Assessment |   |  |  |  |                                    |                                     |           |

| W/C       | Week 32   | Week 33 | Week 34  | Week 35                      | Week 36   | Week 37 | SUMMER |
|-----------|---|---------|--|------------------------------|---|---------|--------|
| Topic     | <b>Theme B – Relationships and Family</b>                                 |         |  | <b>Thematic Units Review</b> |   |         |        |
|           | Religious attitudes to Gender Equality                                    |         | Recap, revision, assessment guidance, assessment, peer assessment and reviews.           |                              |   |         |        |
| Core      | To understand the conservative and liberal views towards gender equality. |         | How do the themes within Relationships and Families affect Christian and Muslim beliefs? |                              | Formative assessment piece that consolidates the learning for the Thematic units. |         |        |
| Challenge | How does the role of gender affect Christian and Muslim beliefs?          |         | How do the themes within Relationships and Families affect Christian and Muslim beliefs? |                              | Formative assessment piece that consolidates the learning for the Thematic units. |         |        |



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| Assessment |  |  |  | Formative assessment piece that consolidates the learning for the unit. | Formative assessment piece that consolidates the learning for the Thematic units. |  |
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