The RS Curriculum at TAL

Overview

At KS4, students at Trinity Academy Leeds build on the theological, philosophical and ethical foundations established in earlier years by engaging with a challenging and dynamic Religious Studies curriculum that explores religion and ethics in contemporary Britain. Through core RS, all students examine the impact of worldviews on society, the rule of law, expressions of belief, and diverse perspectives on life's purpose, developing their ability to debate, analyse, and form well-reasoned arguments. The curriculum encourages critical thinking, empathy, and cultural awareness by addressing real-world issues such as justice, human rights, environmental responsibility, and social cohesion. Students opting for GCSE RS deepen their disciplinary expertise through rigorous study of Christianity and Islam, analysing key beliefs, practices and moral teachings while developing high-level skills in evaluative writing, interpretation of religious sources, and structured debate. Across both pathways, KS4 RS prepares students to be active, informed global citizens who can think independently, engage respectfully with diverse worldviews, and articulate their own perspectives confidently.

Phase 2 Overview – Religion and Ethics (Compulsory RS)

All students will be required to study one hour of RS every week as per the national legal requirement for teaching RS in schools. This is delivered by KS4 Team Leaders through two 'Team Time' sessions and is non-examined. The core RS curriculum, which applies to all students, goes above and beyond the Locally Agreed Syllabus as it is contextualised for the cohort of students at Trinity Academy Leeds. All Team Leaders delivering content receive training and support from the Curriculum Leader for RS in order to continue to provide high quality lessons and challenging content throughout the core RS curriculum.

Year 10	Year 11
How do our worldviews impact others?	Do we have a duty to care for the environment?
Does the rule of law work for everyone?	How can we work for peace?
How do people express their beliefs?	How is religion expressed in art?
What is the purpose of life?	

Whilst KS3 focused primarily on theology, ethics and philosophy in the world, our KS4 core offer focuses primarily on religion and ethics in Britain in order to enable students to utilise their skills and knowledge of religion studied at KS3 and apply it to challenging and controversial contexts at KS4. As a result, students practice and utilise lifelong skills such as debating, critical analysis and thinking, and evaluative writing.

Year 10								
Term	**Enquiry Question**	**Composite (Disciplines and skills)**	**Components (Disciplinary Knowledge)**	**National Curriculum link** ***(references to the Locally Agreed Syllabus (LAS) where relevant)***	**Rationale:** ***why this, why here, why now?***	**Breadth and Depth:** ***wider links to curriculum/world/cultural capital***	**Academic Vocabulary:** ***Key Tier 3 language***	**Academy Key Drivers:** ***Empower, Literacy, Diversity, Personal Development, Voice (noted where content goes above and beyond)***
1	**How do our worldviews impact others?**	**Knowledge**: The role of religion in Britain **Skills**: Evaluation of the place of religion in Britain today. Interpreting and making predictions from census data. **Disciplines**: Philosophy Sociology History Citizenship Personal Development	1. How do worldviews affect our actions? 2. What do worldviews look like in Britain? 3. Is there a right way to vote? 4. What does freedom of belief look like? 5. Why is respect and tolerance necessary? 6. Does rule of law extend to everyone? 7. Summary: why is it important to recognise worldviews?	This unit is inspired by the LAS suggestions of 'What are human rights and what do religions have to say about these?', 'How do people work for peace?' and 'How can we make the world a fairer place?'. Each of these topics provide a window of opportunity to reflect on the role of human rights in Britain today.	As the first topic within the Phase 2 Year 10 curriculum, this unit will encourage students to critically reflect on theological views studied at KS3 and explore the nature of religious harmony in Britain. This will particularly reinforce British Values and the lived reality in a multicultural British society.	Students will be exposed to issues in the modern world concerning religious harmony and British Values. This will allow students to consider their own place in the world and how they can facilitate peace and harmony in their communities.	Equality, prejudice, discrimination, Human Rights, freedom, social justice, harmony, peace, democracy, rule of law, tolerance, multicultural, multifaith, mutual respect, individual liberty.	**Personal Development**: As this unit will explore religious harmony and British Values in Britain, the content will reflect students' SMSC and personal development. Students will also explore their role in following the British Values (such as voting), therefore contributing to moral development.
2-3	**Does the rule of law work for everyone?**	**Knowledge**: Issues concerning religious morality and criminal law in the UK **Skills**: Interpret data on the causes of crime. Critically evaluate the strengths and weaknesses of multiple arguments. **Disciplines**: Ethics Theology Sociology	1. What is the purpose of the rule of law? 2. How do we know the difference between right and wrong? 3. What are the causes of crime? 4. What is the purpose of punishment? 5. What does punishment look like in the UK? 6. Summary: Is the youth justice system fair? 7. Why is criminal law important? 8. Should criminals be rehabilitated?	This unit is inspired by the GCSE topic of 'Crime and Punishment', however goes above and beyond GCSE content. Students will continue to look at the importance of punishment and the nature of capital punishment. However, this topic will involve a variety of religious traditions to enable students to critically evaluate the purpose of capital punishment.	This unit will further explore the concept of justice and the nature of working towards social justice in society by discussing the cause and effects of crime, responses to crime and religious teachings on crime. Students will have already explored Christian teachings on forgiveness through study of war and peace in Year 9, therefore this topic acts as further recall and building a schema of knowledge around Christian teachings on peace and conflict.	In addition to Christian teachings on conflict, students will explore the law around crime including some examples of common youth crime. This will enable students to personally reflect on preventing and ways of working to overcome crime. This unit will also enable to explore a variety of careers which are relevant to criminal justice, further aiding their personal development and cultural capital.	Crime, justice, criminal justice, youth justice, punishment, retribution, deterrence, protection, torture, imprisonment, forgiveness, rehabilitation, freedom, capital punishment, death penalty, Ten Commandments, pacifism, peace-making, rule of law	**Personal Development:** Students will have the opportunity to critically examine their views on the youth justice system in the UK and the legalisation of capital punishment, contributing to their social and moral development. **Voice:** Empowerment of voice through structured debate (Habits of Discussion) on the morality of capital punishment. **Empower:** Throughout this topic, students will be exposed to different careers within law and the criminal justice system and evaluate their effectiveness today.

		History Personal Development	9. Why do some argue for forgiveness? 10. What is capital punishment? 11. What are divergent attitudes to capital punishment? 12. Summary: should capital punishment be legalised?					
4	**How do people express their beliefs?**	**Knowledge**: Expression of diverse worldviews in practice **Skills**: Compare religious and non-religious forms of expression. Evaluate the importance of expression of belief in the UK. **Disciplines**: Philosophy Sociology Personal Development	1. Why is expression of belief an important right in the UK? 2. How do our worldviews shape our beliefs? 3. Why is prayer important to believers? 4. Is kindness an act of worship? 5. Are we all sentient beings? 6. How do Humanists express their beliefs? 7. Summary: How do people express their beliefs?	Though not reflected in the LAS, this unit is inspired by GCSE topics in the Edexcel exam board which are not being studied as part of the chosen GCSE. For example, topics such as miracles and religious experiences are studied, in addition to religious language and experience at A-Level. This unit allows students to reflect on prior knowledge on philosophical concepts and beliefs about Gods, and elevate learning to more challenging concepts about the revelation of God.	Following on from the first unit in Year 10, this unit will allow students to deepen their understanding of their personal worldview and how this might compare to others. This will also focus on the ways in which different people may express their belief, both religious and non-religious, which students can also reflect and incorporate in their lives.	As a philosophical unit, this knowledge will help students challenge what they understand as 'evidence' of religious belief, and critically evaluate the nature of reality. In turn, this will contribute to students' understanding of the world as they will be able to apply the same critical thought and discussion to multiple controversial topic areas.	Human Rights, freedom, Individual Liberty, British Values, worldviews, prayer, Lord's Prayer, Salah, sentient, Humanism, worship	**Diversity**: The theme of this unit is an exploration into how diverse worldviews express their beliefs in Britain today. This requires empathy and understanding into multicultural Britain, therefore contributing to students' understanding of diversity.
5-6	**What is the purpose of life?**	**Knowledge**: Diverse views on the purpose and sanctity of life **Skills**: Reflect on personal goals and sense of being. Compare divergent views on the purpose and sanctity of life. **Disciplines**: Philosophy Sociology Personal Development	1. What is the purpose of life for non-religious people? 2. What is the purpose of life for religious people? 3. Do we have a soul? 4. How do our actions affect our future? 5. What are our ultimate goals? 6. Summary: What is the purpose of our actions? 7. Is it possible for our worldviews to change? 8. Why do we do what we do? 9. How do religious believers decide how to act? 10. What is the sanctity of life? 11. What is important to you? 12. How can we achieve our goals? 13. Summary: What will your legacy be?	Though not reflected in the LAS, this unit is inspired by GCSE topics in the Edexcel exam board which are not being studied as part of the chosen GCSE. For example, topics such as religious language and the purpose of life are studied at A-Level. This unit allows students to reflect on prior knowledge on philosophical concepts and beliefs about God and life, and elevate learning to more challenging concepts about the revelation of God.	This particular unit will emphasise the purpose of life, including religious and non-religious responses, allowing students to then form their own views on their purpose and goals in life. As the final topic within Year 10, students will be exposed to challenging philosophical material which will enable students to consider philosophy for future study, such as A-Level or undergraduate study.	As this unit follows from the previous with a philosophical focus, the links to cultural capital will be similar in terms of being able to apply the critical thought and discussion to multiple controversial topic areas.	Philosophy, religious language, religious experience, truth, evidence, evidence, logical, argument, Heaven, Hell, Judgement, cycle of life, Samsara, Karma, freedom, Golden Rule, sanctity of life	**Personal development**: This unit will examine themes of personal goals, value of life and aims and ambitions. As such, students will be reflecting on their own goals and personal development in terms of career and character. **Voice:** Empowerment of voice through varied discussions on the purpose of life for different groups of people.

Year 11								
Term	**Enquiry Question**	**Composite (Disciplines and skills)**	**Components (Disciplinary Knowledge)**	**National Curriculum link** ***(references to the Locally Agreed Syllabus (LAS) where relevant)***	**Rationale:** ***why this, why here, why now?***	**Breadth and Depth:** ***wider links to curriculum/world/cultural capital***	**Academic Vocabulary:** ***Key Tier 3 language***	**Academy Key Drivers:** ***Empower, Literacy, Diversity, Personal Development, Voice (noted where content goes above and beyond)***
1-2	**Do we have a duty to care**	**Knowledge**: Religious and non-religious responses to	1. How should we treat others? 2. What impact do humans have on the environment?	This unit is inspired by the LAS suggestions of 'Do beliefs make a difference to caring for the	Students in RS have already studied the nature of stewardship and dominion, for example through animal ethics in Y7,	In this topic, students will study current threats to the natural world, such as global warming and pollution, enabling students to	Sustainability, environment, ethics, stewardship, dominion, threats, global	**Personal Development:** Students will have the opportunity to critically examine the impact of their actions which may affect the environment

	for the environment?	threats to the environment. **Skills**: Research and analyse the impact of humans on the planet. Evaluate the moral and religious obligation to care for the environment. **Disciplines**: Ethics Philosophy Sociology Personal Development	3. What are the threats to the environment? 4. What are the affects of the threats to the environment? 5. How does the UK tackle climate change? 6. What more can be done to support the climate? 7. Summary: Does the UK do enough to tackle climate change? 8. Are we stewards over the environment? 9. Are we dominion over the environment? 10. How do religious practices affect the environment? 11. How are religious groups working to resolve environmental threats? 12. Are we doing enough for the environment? 13. How can we ethically protest? 14. Summary: How can we be stewards towards the environment?	environment?'. In this unit, students will study beyond this by applying knowledge of stewardship and dominion to responding to threats to the natural world. This will also reflect religious teachings, including a case study of the River Ganges and how religions work to overcome challenges to the environment.	creationism in Y8, evil and suffering in Y9, and criminal justice in Y10. This unit not only draws comparisons and links between the nature of stewardship and dominion, but also builds on learning in Geography lessons around sustainable development and living. This allows students to apply their schema of knowledge to further critique their personal role in sustainable living.	reflect on their position in creating sustainable environments for the future. This enables students to build their cultural capital around current initiatives and movements that seek to support environmental damage.	warming, sustainable development, pollution, River Ganges, karma, reincarnation, global citizens	today contributing to their social and moral development. **Voice:** Empowerment of voice through structured debate (Habits of Discussion) on the duty of stewardship over dominion.
3-4	**How can we work for peace?**	**Knowledge**: The importance and impact of interfaith and charity work on persecuted communities **Skills**: Analyse the impact of charity work in the UK. Research religious advocates for peace in the world today. Evaluate the moral and religious obligation to respond to suffering in the world today. **Disciplines**: Ethics Theology Philosophy Sociology Personal Development	1. What issues affect the world today? 2. What are the Universal Declaration of Human Rights? 3. What does it mean to be an advocate for peace? 4. How can we work for racial harmony? 5. Why is religious unity important? 6. Summary: Why is peace important in the world? 7. What values do religions share? 8. What does interfaith work look like in the UK? 9. How does the Church tackle persecution? 10. What does charity work involve? 11. Why is charity an important part of faith? 12. How do religious charities respond to suffering? 13. Summary: How can we be advocates for peace?	This unit is inspired by the LAS suggestion of 'How do people work for peace?'. In this unit, students will study beyond this by applying knowledge of religious traditions to the importance of religious harmony in Britain today.	This unit is essentially an accumulation of the key principles of our RS curriculum: to become model citizens in modern Britain, and therefore takes place towards the end of KS4. This unit will explore prior concepts of religious harmony and worship, as well as human rights, in order to understand how religious and non-religious groups may approach persecution and suffering today.	Students will explore current issues in the world today, such as on going threats to communities as a result of war or natural causes. This will enable students to gain an understanding into the world today. This unit will also explore significant religious figures which have previously been studied at KS3, such as the Pope and Dalai Lama.	Freedom, Human Rights, Universal Declaration for Human Rights, Omar Suleiman, advocate, racial harmony, Desmond Tutu, Malcolm X, religious unity, interfaith, charity, NGOs, persecution, Church	**Personal Development:** Students will have the opportunity to critically examine the importance of interfaith and charity work, and how students can also be advocates of peace in their community. **Empower**: Through studying the role of interfaith and charity work, students will be exposed to the role of NGOs and the work of religious leaders in Britain, which may be of interest in future programmes of study and careers.
5	**How is religion expressed in art?**	**Knowledge**: Religious expressions of worship through artistic methods **Skills**:	1. How is religion expressed through stories? 2. How is religion expressed through music? 3. How is religion expressed through art?	Though not reflected in the LAS, this unit is inspired by previous learning in RS, such as the nature and diversity of religious worship.	Having studied and accumulated in-depth knowledge of diverse worldviews, students will have the opportunity to understand what this can look like in different contexts. For example, students will explore parables in the Bible,	This unit will enable students to recognise and appreciate how worship can be expressed in diverse worldviews. This will enable students to develop understanding of religion and music, dance, art and poetry, further building on their	Parable, midrash, myths, hymns, nasheeds, rangoli, calligraphy, Rupi Kaur, Rumi, Humble the Poet, Sufism, Pentecost	**Diversity:** Students will be building on prior knowledge in order to understand the diverse ways in which religion can be expressed in art. **Voice**:

		Interpretation of religious worship in art. Assess the importance of worship. Identify and compare religious and non-religious expression of worldviews. **Disciplines**: Theology Sociology History	4. How is religion expressed through poetry? 5. How is religion expressed through dance? 6. Create your own form of art to express your worldview.		having already understood the importance of Jesus' teachings throughout Phase 1. Students will also explore Sufi dance which is a stark contrast to liturgical worship previously studied in the context of Islam.	cultural capital and how religion can influence and impact the world around them.		Students will be expressing their own worldviews in the form of art, utilising their Voice in an artistic and creative way.

Phase 2 Overview – GCSE RS (Optional Course)

Our GCSE offer will be an option subject for students who wish to deepen their understanding of Christianity and Islam in particular over a period of 5 hours per fortnight. These skills are rooted in the same skills developed throughout KS3, such as critical thinking, evaluative writing and debate and discussion. Our GCSE exam provider is Edexcel B Full Course. Students will have three lessons per week, in which every third lesson will serve as a 'recall and practice' lesson to further hone and develop key exam skills. This GCSE requires two exams in May, both of which equate to 50% of the GCSE award. Both exams consist of 4 topics each, and 4 exam questions within each topic. The exams are split by Islam (first exam) and Christianity (second exam). More information on the GCSE specification can be found on Edexcel online here.

Year 10	Year 11
Christian Beliefs	Living the Christian Life
Crime and Punishment (Christianity)	Matters of Life and Death (Islam)
Muslim Beliefs	Peace and Conflict (Christianity)
Marriage and the Family (Islam)	
Living the Muslim Life	

Year 10							
Term	**Enquiry topic**	**Composite (Disciplines and skills)**	**Components (Disciplinary Knowledge)**	**Rationale:** ***why this, why here, why now?***	**Breadth and Depth:** ***wider links to curriculum/world/cultural capital***	**Academic Vocabulary:** ***Key Tier 3 language***	**Academy Key Drivers:** ***Empower, Literacy, Diversity, Personal Development, Voice (noted where content goes above and beyond)***
1-2	**Christian Beliefs**	**Knowledge**: Fundamental beliefs central to Christianity **Skills**: Interpret and explain sources of wisdom and authority. Organise historical events in the Bible chronologically. **Disciplines**: Theology History Philosophy	1. The Trinity 2. Creation 3. Incarnation 4. Last days of Jesus' life 5. Crucifixion, salvation, atonement 6. Resurrection 7. Life after death 8. Problem of Evil 9. Responses to the Problem of Evil	This unit is imperative to understanding the remainder of the course, as it covers core concepts within Christian theology and teachings. This will be taught first in order to complement our interwoven curriculum, where Christianity will be taught again in term 1 of Year 11 in order to reinforce and build on prior knowledge.	This topic exposes students to the primary religious tradition in Britain, Christianity. This is significant in understanding and empathising with the theological basis for Christian belief today.	Trinity, Father, Son, Spirit, Nicene Creed, creation, sin, Adam and O creationism, literal, metaphorical, incarnation, Last Supper, betrayal, arrest, trial, crucifixion, salvation atonement, resurrection, ascension, grace, eschatology, Heaven, Hell, Purgatory, moral evil, natural evil, omnibenevolent, omnipotent, omniscient, Problem of Evil, Psalms, Job, Vale of Soul Making, free will	**Personal Development:** As a country rooted in Christian history, this unit is integral to our RS curriculum at TAL as it contributes to student's cultural awareness and understanding of religion in modern Britain, particularly the role of Christianity and the significance of Jesus. **Literacy:** As a key skill in RS, students will be building on the skill of using, interpreting and explaining religious quotes or sources of wisdom and authority.

2-3	**Crime and Punishment**	**Knowledge**: Christian responses to crime **Skills**: Interpret data on the causes of crime. Critically evaluate the strengths and weaknesses of multiple arguments. **Disciplines**: Theology Sociology Ethics	1. Justice 2. Crime 3. Good, evil and suffering 4. Punishment 5. Aims of punishment 6. Forgiveness 7. Treatment of criminals 8. Death penalty	The positioning of this unit will provide an opportunity for students to apply their new knowledge of Christianity from the previous term. For example, when discussing forgiveness in this unit, students can draw on the previous unit by comparing Jesus' forgiveness in the betrayal of Judas. Similarly, students will explore Original Sin in the topic of creation in Term 1, which will be built upon in the context of punishment in this unit. This will also give students the opportunity to practice exam skills on a thematic unit as well as a theological unit.	This unit will give students an understanding of criminal justice systems and laws in Britain. For example, we will discuss the nature and causes of crime in the UK, as well as religious and non-religious responses to it. This will enable students to think critically, particularly in reference to the death penalty.	Justice, law, Day of Judgement, victim, crime, criminal justice system, Prison Fellowship, Street Pastors, good, evil, The Fall, Humanism, Original Sin, suffering, parable, punishment, protection, retribution, deterrence, reformation, forgiveness, restorative justice, reconciliation, torture, human rights, fair trial, trial by jury, situation ethics, capital punishment	**Personal Development:** Students will have the opportunity to critically examine their views on the youth justice system in the UK and the legalisation of capital punishment, contributing to their social and moral development. **Voice:** Empowerment of voice through structured debate (Habits of Discussion) on the morality of capital punishment.
4	**Muslim Beliefs**	**Knowledge**: Fundamental beliefs central to Islam **Skills**: Interpret and explain sources of wisdom and authority. Organise historical events in the Qur'an chronologically. **Disciplines**: Theology History	1. The 6 Beliefs of Islam 2. The 5 Roots of Usul ad-Din 3. Nature of Allah 4. Risalah (prophethood) 5. Holy Books 6. Malaikah (angels) 7. Al-Qadr (predestination) 8. Akhirah (life after death)	This unit will be the first of the Islam topics, as it covers fundamental beliefs in Islam which will be reinforced through the other units. For example, students will study the nature of Tawhid (monotheism) in this topic, which will be built upon in term 6 when students study the shahadah (declaration in monotheism). This also allows for interweaving of topics between Christianity and Islam.	As the second largest religion in Britain, it is important for students to know and understand fundamental beliefs and practices in Islam. There are many concepts in this unit bring together important Abrahamic history, such as the nature of previous prophets in Islam (e.g. Abraham, David, Moses). There are also important concepts studied which are similar in Christianity, such as beliefs about God and the afterlife.	Allah, monotheism, Tawhid, Usul ad-Din, Adl, Imamah, Nubuwwah, Mi'ad, Qur'an, Hadith, Sunni, Shi'a, immanence, transcendence, omnipotence, beneficence, mercy, fairness, justice, risalah, Adam, Ibrahim, Ismail, Musa, Dawud, Isa, Muhammad (PBUH), kutub, Tawrat, Zabur, Injil, Sahifah, malaikah, Jibril, Izra'il, Mika'il, al-Qadr, Laylat al-Qadr, predestination, freedom, akhirah, Heaven, Hell, Judgement	**Literacy:** As a key skill in RS, students will be building on the skill of using, interpreting and explaining religious quotes or sources of wisdom and authority. **Diversity:** This unit will begin with understanding the history and differences between Sunni and Shi'a Muslims. For this, students must embody our core value of empathy and respect in order to understand the root cause of differences.
5	**Marriage and the Family**	**Knowledge**: Muslim responses to attitudes towards marriage **Skills**: Interpret data on rates of marriage and divorce in the UK. Compare Muslim and atheist/Humanist responses to issues relevant to marriage. **Disciplines**: Theology Sociology Ethics	1. Marriage 2. Sexual relationships 3. Homosexuality 4. Family and support 5. Contraception 6. Divorce 7. Equality of men and women 8. Gender prejudice and discrimination	The positioning of this unit will provide an opportunity for students to apply their new knowledge of Islam from the previous term. For example, understanding the difference between the Qur'an and Hadith from the previous unit will be imperative when discussing controversial topics such as divorce, which are not prohibited in the Qur'an but are mentioned in Hadith. This will also give students the opportunity to practice exam skills on a thematic unit as well as a theological unit.	This unit will give students an understanding of changing attitudes towards marriage, cohabitation, divorce, same-sex relationships and gender equality in Britain today, contributing to their cultural capital and awareness. Students will also explore religious responses to these changing attitudes, most of which are shared amongst all Abrahamic faiths, therefore also including Christianity.	Marriage, contract, nikkah, Humanism, cohabitation, heterosexual, homosexual, procreation ummah, nuclear family, extended/blended families, contraception, situation ethics, divorce, remarriage, hijab, modesty, prejudice, discrimination, gender equality	**Personal development:** Deeper exploration of personal and changing worldviews on marriage and divorce, and factors which may contribute to their change overtime. **Empower:** In discussing gender equality, students will also explore how different careers may vary in salary for men and women.
6	**Living the Muslim Life**	**Knowledge**: Fundamental practices central to Islam **Skills**: Interpret and explain sources of wisdom and authority. Compare divergent practices within religious traditions. **Disciplines**:	1. 10 Obligatory Acts 2. 5 Pillars of Islam 3. Shahadah 4. Salah 5. Sawm 6. Zakah/Khums 7. Hajj 8. Jihad 9. Eid	This unit convers the religious practices and forms of worship that are integral to a Muslim's life. Therefore, this unit will build on the knowledge that students will have gained in the previous few terms. This is also a unit which builds on knowledge from KS3, when students studied the Five Pillars of Islam in Year 8. This means that students already have sound foundational knowledge, and therefore is best placed towards the end of Year 10 in order to reduce cognitive overload and combine all knowledge of Islam together.	In this unit, students will explore divergent denominational worship, many of which they may see during significant events in the calendar such as Ramadan. This will also overcome common misconceptions, such as contributions that Muslims make to charity through the pillar of Zakah in Islam, as well introduce students to lesser-known religious practices for Shi'a Muslims, such as Khums.	Obligatory, Shi'a, Sunni, Five Pillars, shahadah, tawhid, monotheism, salah, ablution, wudhu, qibla, mosque, Jummah, sawm, fasting, Ramadan, Laylat al-Qadr, zakah, charity, khums, Hajj, pilgrimage, Makkah, Ka'bah, Jihad, strive, Eid, Eid al-Adha, sacrifice, Eid al-Fitr, Eid al-Ghadeer, Ashura, Hadith	**Literacy:** As a key skill in RS, students will be building on the skill of using, interpreting and explaining religious quotes or sources of wisdom and authority. **Diversity:** This unit will begin with understanding the denominational differences in worship and practices amongst different Muslims. For this, students must embody our core

		Theology History					value of empathy and respect in order to understand why and how practices may differ.

Year 11							
Term	**Enquiry topic**	**Composite (Disciplines and skills)**	**Components (Disciplinary Knowledge)**	**Rationale: *why this, why here, why now?***	**Breadth and Depth: *wider links to curriculum/world/cultural capital***	**Academic Vocabulary: *Key Tier 3 language***	**Academy Key Drivers: *Empower, Literacy, Diversity, Personal Development, Voice (noted where content goes above and beyond)***
1	**Living the Christian Life**	**Knowledge**: Fundamental practices central to Christianity. **Skills**: Interpret and explain sources of wisdom and authority. Compare divergent practices within religious traditions. **Disciplines**: Theology History	1. Worship 2. Sacraments 3. Prayer 4. Pilgrimage 5. Celebration 6. Future of the Church 7. Local Church 8. Worldwide Church	Towards the end of Year 10, students focused primarily on topics from Muslim traditions. The positioning of this unit allows for interweaving of topics where students can reinforce and build on prior knowledge studied in Year 10. There are also topics in this unit which will compare to those studied in Islam, such as worship and pilgrimage. This allows students to strengthen their understanding and build a schema of knowledge around religious practices.	In this unit, students will explore divergent denominational worship, many of which they may see during significant events in the calendar such as Christmas. This unit will also teach students about these festivals which shape the holidays we have in Britain today, enabling them to gain a greater understanding as to why they are significant for Christians in Britain today.	Worship, liturgical, non-liturgical, informal, Book of Common Prayer, Eucharist, Pentecostal, Quaker, sacraments, Baptism, Holy Communion, denomination, 39 Articles, Orthodox, Catholic, Protestant, prayer, Lord's Prayer, pilgrimage, Jerusalem, Iona, Taize, Walsingham, Christmas, Easter, Holy Week, Advent, missionary and evangelical work, Church, evangelism, ecumenism, outreach, parish, reconciliation, charity, persecution, Christian Aid	**Literacy:** As a key skill in RS, students will be building on the skill of using, interpreting and explaining religious quotes or sources of wisdom and authority. **Diversity:** This unit will begin with understanding the denominational differences in worship and practices amongst different Christians. For this, students must embody our core value of empathy and respect to understand how practices differ.
2	**Matters of Life and Death**	**Knowledge**: Muslim beliefs about the sanctity of life **Skills**: Critically evaluate the strengths and weaknesses of multiple arguments. **Disciplines**: Philosophy Ethics	1. Origins of the universe 2. Origins of life 3. Sanctity of life 4. Abortion 5. Life after death 6. Euthanasia 7. Issues in the natural world	This unit is often one of the most challenging in content, as it covers issues of abortion and euthanasia. Therefore, it is best placed in Year 11 when students have studied challenging concepts through the Personal Development curriculum and are prepared to have mature conversations around abortion for example. It will also allow for retrieval of knowledge through the interweaving of religious topics.	In this unit, students will explore the law and legislation on abortion and euthanasia, as well as issues surrounding the natural world such as pollution. These are issues which students may encounter themselves, and are therefore important for students to study and understand. The concept of the sanctity of life can also be applied to many situations, which will foster empathy when discussing controversial issues of life and death.	Origin, creationism, The Big Bang Theory, compatible, commodity, sanctity of life, evolution, survival of the fittest, abortion, ensoulment, situation ethics, akhirah, paranormal, logic, fraud, euthanasia, pollution, global warming, stewardship, dominion, khalifah, animal rights, animal experimentations, halal, utilitarianism	**Personal development:** This unit will cover challenging issues such as abortion and euthanasia. This will enable students to have serious and mature conversations that reflect their own personal development as individuals. **Voice:** Empowerment of voice through structured debate (Habits of Discussion) on the evidence supporting and against the possibility of life after death.
3	**Peace and Conflict**	**Knowledge**: Christian responses to war and conflict **Skills**: Critically evaluate the strengths and weaknesses of multiple arguments. Compare Christian and atheist/Humanist responses to issues relevant to conflict. **Disciplines**: Philosophy Ethics	1. Peace and peace making 2. Jesus as a peacemaker 3. Conflict 4. Pacifism 5. Just War Theory 6. Holy War 7. Weapons of Mass Destruction (WMDs) 8. Issues around conflict	This unit has been positioned as the final to be studied, as it covers many issues which have already been studied in previous topics. Therefore, it acts as good retrieval of knowledge. For example, students will study Jesus as a peacemaker, which is also drawn upon from 'Crime and Punishment' in Year 10 when students study the importance of forgiveness for Jesus. Students will also study the concept of Just War and Holy War, both of which were studied at KS3 in Year 9, therefore students have foundational knowledge to support their learning in this unit.	The issue of war, pacifism and terrorism is one which students may have already been exposed to through issues in the world today. Understanding religious responses to war will combat misconceptions about religious war, as well as garner an understanding of the importance of peace above all.	Conflict, ideology, nationalism, self-defence, peace, peacemaker, pacifism, justice, forgiveness, reconciliation, conscientious objector, Just War Theory, justify, forgiveness, peacemaker, reconciliation, Holy War, pacifism, passive resistance, Quaker, Martin Luther King Jr, mediator, controversial, disarm, Situation Ethics, Weapons of Mass Destruction (WMDs), violence, terrorism	**Voice:** Empowerment of voice through structured debate (Habits of Discussion) on the morality of weapons of mass destruction.
4-5	**Revision and exam preparation**	Revisit of past topics over term 4 and 5 in preparation for the exam, including completion of past papers and exam practice.					