

RE Curriculum Map Year 7

	Module 1: Christianity	Module 2: Islam	Module 3: Ethical Issues
Overview	Explore key Christian beliefs; the sources of those beliefs; Christian practises and how they help Christians to belong to their religion; and how Christians put their beliefs into action.	Explore key Muslim beliefs; the sources of those beliefs; Muslim practises and how they help Muslims to belong to their religion; and how Muslims put their beliefs into action.	Explore and compare and reflect upon some key Christian, Muslim and secular issues.
End Point	Students have developed an understanding in each of these areas. Students recognise key material about the main religious traditions in Great Britain. Groundwork is laid for further more in-depth study.	Students have developed an understanding in each of these areas. Students recognise key material about the second largest religion in Great Britain, and fastest growing worldwide. Groundwork is laid for further more in-depth study.	Students have developed an understanding in some key areas. Groundwork is laid for further more in-depth study.
Knowledge and Skills	Christian beliefs about God, including the Trinity. Christian denominations: history and different religious experiences. The Bible as a source of authority, its content and interpretation. Some Christian leaders. The sacraments especially Baptism and Eucharist. The use of money and Christian beliefs and practices with regard to charity. The existence of evil. Use of Bible – how to find material; how to interpret content. Ability to identify and understand key beliefs, teachings and practices. Ability to reflect on and	Who Muslims are, and their relationship with God. The Qur’an: its history, importance and as a source of authority. The Prophet Muhammad: his history, importance and as a source of authority. The Ummah. The Pillars of Islam especially zakat and saum. The position and role of women in Islam. Islam in the media. Ability to identify and understand key beliefs, teachings and practices. Ability to reflect on and discuss a range of ideas linked to key questions.	Christian, Muslim and secular beliefs and teachings about the environment, dominion, stewardship and khalifah. Christian, Muslim and secular beliefs and teachings about animal rights. Use of Bible – how to find material; how to interpret content. Ability to identify and understand key beliefs, teachings and practices. Ability to reflect on and discuss a range of ideas linked to key questions.

	discuss a range of ideas linked to key questions.		
Knowledge Organiser	Knowledge Organiser 1 – Christianity Year 7.	Knowledge Organiser 2 – Islam Year 7.	Knowledge Organiser 3 – Ethical Issues Year 7.
Assessment	Summative End of Unit Exam – DP1. Formative tasks.	Summative End of Unit Exam – DP2. Formative tasks.	Summative End of Unit Exam – DP3. Formative tasks.
Reflection Opportunities	Existence and nature of God and Jesus. Accuracy of the Bible as a source of authority. The value of the sacraments. The proper use and distribution of wealth and the merit of charity. Why there is evil and suffering and the question of the existence of God.	Existence and nature of God in Islam. Accuracy of the Qur’an as a source of authority. The merit of Muhammad as a source of authority and as a messenger of God. The value of the Pillars of Islam. The accuracy and fairness of the position of women in Islam. The accuracy and fairness of the portrayal of Islam in the media.	Our place in nature and how we should treat the environment. Our relationship to other animals and how we should treat them.
Leicestershire Agreed Syllabus Links	<p>3.1 Do we need to prove God’s existence?</p> <p>3.2 Does living biblically mean obeying the whole Bible?</p> <p>3.3 What is so radical about Jesus?</p> <p>3.5 Why is there suffering? Are there any good solutions?</p> <p>3.9 Should happiness be the purpose of life?</p> <p>3.10 Does religion help people to be good?</p> <p>3.11 What difference does it make to believe in...?</p> <p>3.12 Is religion a power for peace or a cause of conflict in the world today?</p>	<p>3.1 Do we need to prove God’s existence?</p> <p>3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?</p> <p>3.10 Does religion help people to be good?</p> <p>3.11 What difference does it make to believe in...?</p> <p>3.12 Is religion a power for peace or a cause of conflict in the world today?</p>	<p>3.2 Does living biblically mean obeying the whole Bible?</p> <p>3.5 Why is there suffering? Are there any good solutions?</p> <p>3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?</p> <p>3.10 Does religion help people to be good?</p> <p>3.11 What difference does it make to believe in...?</p> <p>3.12 Is religion a power for peace or a cause of conflict in the world today?</p>

RE Curriculum Map Year 8

	Module 1: Hinduism	Module 2: Buddhism	Module 3: Ethical Issues
Overview	Explore key Hindu beliefs; the sources of those beliefs; Hindu practises and how they help Hindus to belong to their religion; and how Hindus put their beliefs into action.	Explore key Buddhist beliefs; the sources of those beliefs; Buddhist practises and how they help Buddhists to belong to their religion; and how Buddhists put their beliefs into action.	Explore and compare and reflect upon some key Hindu, Buddhist and secular issues.
End Point	Students have developed an understanding in each of these areas. Students recognise key material about one of the main religious traditions locally, and the oldest of the major faiths. Groundwork is laid for further more in-depth study.	Students have developed an understanding in each of these areas. Students recognise key material about this rapidly growing and ancient religion. Groundwork is laid for further more in-depth study.	Students have developed an understanding in some key areas. Groundwork is laid for further more in-depth study.
Knowledge and Skills	<p>Hindu beliefs about God. Life, death and reincarnation. Caste system. Sacred Hindu texts. Spiritual leaders. Forms of Hindu worship. Love, marriage and the family. Charity, stewardship and the environment.</p> <p>Ability to identify and understand key beliefs, teachings and practices. Ability to reflect on and discuss a range of ideas linked to key questions</p>	<p>The life and teachings of the Buddha. Karma and samsara. The Noble Eightfold Path. The Five Precepts. Wesak. The sangha and different Buddhist traditions. Worship, including meditation. Young people and women in Buddhism. Non-violence and social action. Animal life and the planet.</p> <p>Ability to identify and understand key beliefs, teachings and practices. Ability to reflect on and discuss a range of ideas linked to key questions</p>	<p>Hindu, Buddhist and secular views about what makes us happy, and about the role of money and how it should be earned. Consideration of religious and other duties at different stages of life, including focus on ashramas, upanayana, roles of rites of passage in marking key stages.</p> <p>Ability to identify and understand key beliefs, teachings and practices. Ability to reflect on and discuss a range of ideas linked to key questions</p>
Knowledge Organiser	Knowledge Organiser 4 – Hinduism Year 8.	Knowledge Organiser 5 – Buddhism Year 8.	Knowledge Organiser 6 – Ethical Issues Year 8.

Assessment	Summative End of Unit Exam – DP1. Formative tasks.	Summative End of Unit Exam – DP2. Formative tasks.	Summative End of Unit Exam – DP3. Formative tasks.
Reflection Opportunities	Existence and nature of God in Hinduism. What happens to us when we die and the point of acting morally and unselfishly. The links between and value of ideas of caste and class. Religious texts and religious leaders as sources of authority. The merits of various forms of worship. Traditional ideas in Hinduism including the roles of women and arranged marriage. Our place in nature and how we should treat the environment and other animals.	Luxury, asceticism and the Middle Way as paths through life. The place of suffering. What happens to us when we die and the role of the Eightfold Path. Difficulties in changing our behaviours. Why there are varying religious traditions and the merits of different forms of worship. Issues with non-violence and pacifism. Our place in nature and how we should treat the environment and other animals.	What makes us happy and whether our happiness can be at the expense of others. The importance of money, how it should be earned, used and distributed. Key moments in our lives and how they should be marked. Our duties and behaviours at different stages of our lives.
Leicestershire Agreed Syllabus Links	<p>3.1 Do we need to prove God’s existence?</p> <p>3.4 Is death the end? Does it matter?</p> <p>3.5 Why is there suffering? Are there any good solutions?</p> <p>3.7 How can people express the spiritual through the arts?</p> <p>3.9 Should happiness be the purpose of life?</p> <p>3.10 Does religion help people to be good?</p> <p>3.11 What difference does it make to believe in...?</p> <p>3.12 Is religion a power for peace or a cause of conflict in the world today?</p>	<p>3.1 Do we need to prove God’s existence?</p> <p>3.4 Is death the end? Does it matter?</p> <p>3.5 Why is there suffering? Are there any good solutions?</p> <p>3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?</p> <p>3.9 Should happiness be the purpose of life?</p> <p>3.10 Does religion help people to be good?</p> <p>3.11 What difference does it make to believe in...?</p> <p>3.12 Is religion a power for peace or a cause of conflict in the world today?</p>	<p>3.1 Do we need to prove God’s existence?</p> <p>3.4 Is death the end? Does it matter?</p> <p>3.5 Why is there suffering? Are there any good solutions?</p> <p>3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?</p> <p>3.9 Should happiness be the purpose of life?</p> <p>3.10 Does religion help people to be good?</p> <p>3.11 What difference does it make to believe in...?</p> <p>3.12 Is religion a power for peace or a cause of conflict in the world today?</p>

RE Curriculum Map Year 9

	Module 1: Relationships and Families [7]	Module 2: Religion, human rights and social justice [7]	Module 3: Religion and life [7]	Module 4: Religion, crime and punishment [5]	Module 5: The existence of God and revelation [6]	Module 6: Religion, peace and conflict [6]
Overview	Explore key religious and secular beliefs and practices re sexual relationships, marriage and divorce and contraception.	Explore key religious and secular beliefs and practices re freedom of religious expression, status of women and uses of wealth.	Explore key religious and secular beliefs and practices re stewardship and dominion, abortion and euthanasia.	Explore key religious and secular beliefs and practices re prison, capital punishment and forgiveness.	Explore key religious and secular beliefs and practices re arguments for and against the existence of God, the nature of God and forms of revelation.	Explore key religious and secular beliefs and practices re arguments for and against violence, pacifism, forgiveness and reconciliation.
End Point	Students have developed an understanding in each of these areas. Groundwork is laid for further more in-depth study.	Students have developed an understanding in each of these areas. Groundwork is laid for further more in-depth study.	Students have developed an understanding in each of these areas. Groundwork is laid for further more in-depth study.	Students have developed an understanding in each of these areas. Groundwork is laid for further more in-depth study.	Students have developed an understanding in each of these areas. Groundwork is laid for further more in-depth study.	Students have developed an understanding in each of these areas. Groundwork is laid for further more in-depth study.
Knowledge and Skills	Varying religious and secular attitudes to issues of sexuality; to sex before and outside marriage; and to contraception.	What human rights are and links to TKS and British Values. Social Justice and religious views. Varying religious and secular attitudes on the	Use and abuse of the environment; stewardship; the use and abuse of animals. Varying religious and secular attitudes to abortion. Varying	Why people commit crime. The aims of punishment and religious attitudes, including capital punishment. Opposition to an	Forms of religious revelation. Creation and arguments for the existence of God – Design, First Cause Ideas about the nature of the	Varying religious and secular attitudes to war including just war and jihad. Varying religious and secular attitudes to forgiveness and reconciliation.

	The nature and purpose of marriage. Varying religious and secular attitudes to same-sex marriage. Divorce – ethical, religious and other arguments for and against.	status and roles of women. Freedom of religious expression. Wealth and how it should be used. Religious attitudes to poverty, charity and exploitation of the poor.	religious and secular attitudes to euthanasia. Varying religious and secular attitudes to death and the afterlife.	unjust law. Varying religious and secular attitudes to issues of suffering and of forgiveness.	divine. Varying religious and secular attitudes to Miracles. The existence of evil and ideas re this including natural and moral evil.	Religion and protest, revolution and terrorism. Pacifism and religion.
Knowledge Organiser	Knowledge Organiser 7: Relationships and Families	Knowledge Organiser 8: Religion, human rights and social justice	Knowledge Organiser 9: Religion and life	Knowledge Organiser 10: Religion, crime and punishment	Knowledge Organiser 11: The existence of God and revelation	Knowledge Organiser 12: Religion, peace and conflict
Assessment	Summative End of Unit Exam – DP1. Formative tasks.	Formative tasks.	Summative End of Unit Exam – DP2. Formative tasks.	Formative tasks.	Summative End of Unit Exam – DP3. Formative tasks.	Formative tasks.
Reflection Opportunities	Moral issues surrounding sex and contraception and same-sex marriage. Arguments for and against divorce.	The nature and importance of human rights and social justice; and issues stemming from religious attitudes. How wealth should be accrued, used and distributed. Treatment of the poor including merits of charity.	How we should treat the world, its resources, and animals. Moral issues linked to abortion. Moral issues linked to euthanasia. What happens to us when we die.	The purposes of punishment. Moral arguments regarding capital punishment. Whether it is right to oppose an unjust law. Why there is suffering. Arguments for and against forgiveness.	The merits of different forms of revelation. Arguments for and against the existence of God. The nature of God. Why there is evil in the world, and links to arguments for and against the existence of God.	Arguments for and against the justification for war. Questions of forgiveness and reconciliation. The role of religion in protest, revolution and terrorism. Arguments for pacifism against arguments for violence.

<p>Leicestershire Agreed Syllabus Links</p>	<p>3.2 Does living biblically mean obeying the whole Bible? 3.3 What is so radical about Jesus? 3.5 Why is there suffering? Are there any good solutions? 3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? 3.9 Should happiness be the purpose of life? 3.10 Does religion help people to be good? 3.11 What difference does it make to believe in...? 3.12 Is religion a power for peace or a cause of conflict in the world today?</p>	<p>3.1 Do we need to prove God's existence? 3.2 Does living biblically mean obeying the whole Bible? 3.3 What is so radical about Jesus? 3.5 Why is there suffering? Are there any good solutions? 3.6 Should religious buildings be sold to feed the starving? 3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? 3.9 Should happiness be the purpose of life? 3.10 Does religion help people to be good? 3.11 What difference does it</p>	<p>3.1 Do we need to prove God's existence? 3.2 Does living biblically mean obeying the whole Bible? 3.4 Is death the end? Does it matter? 3.5 Why is there suffering? Are there any good solutions? 3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? 3.9 Should happiness be the purpose of life? 3.10 Does religion help people to be good? 3.11 What difference does it make to believe in...? 3.12 Is religion a power for peace or</p>	<p>3.1 Do we need to prove God's existence? 3.2 Does living biblically mean obeying the whole Bible? 3.3 What is so radical about Jesus? 3.5 Why is there suffering? Are there any good solutions? 3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? 3.9 Should happiness be the purpose of life? 3.10 Does religion help people to be good? 3.11 What difference does it make to believe in...? 3.12 Is religion a power for peace or</p>	<p>3.1 Do we need to prove God's existence? 3.2 Does living biblically mean obeying the whole Bible? 3.5 Why is there suffering? Are there any good solutions? 3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? 3.9 Should happiness be the purpose of life? 3.10 Does religion help people to be good? 3.11 What difference does it make to believe in...? 3.12 Is religion a power for peace or a cause of conflict in the world today?</p>	<p>3.1 Do we need to prove God's existence? 3.2 Does living biblically mean obeying the whole Bible? 3.3 What is so radical about Jesus? 3.5 Why is there suffering? Are there any good solutions? 3.6 Should religious buildings be sold to feed the starving? 3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? 3.9 Should happiness be the purpose of life? 3.10 Does religion help people to be good? 3.11 What difference does it make to believe in...? 3.12 Is religion a power for peace or a cause of conflict in the world today?</p>
---	---	--	--	--	--	---

		make to believe in...? 3.12 Is religion a power for peace or a cause of conflict in the world today?	a cause of conflict in the world today?	a cause of conflict in the world today?		
--	--	---	---	---	--	--

RE Curriculum Map GCSE Part I

	Christian Beliefs and Teachings	Christian Practices	Muslim Beliefs and Teachings	Muslim Practices
Overview	Explore key Christian beliefs and teachings on God, Jesus, resurrection, salvation and afterlife.	Explore key Christian practices: worship, the sacraments, pilgrimage, festivals, the role of the Church, persecution and responses to poverty.	Explore key Muslim beliefs and teachings on God, angels, life after death, predestination, prophets and holy texts.	Explore key Muslim practices: re Pillars of Islam, jihad and festivals.
End Point	Students have developed an understanding in each of these areas. They are able to tackle this aspect of the GCSE paper effectively.	Students have developed an understanding in each of these areas. They are able to tackle this aspect of the GCSE paper effectively.	Students have developed an understanding in each of these areas. They are able to tackle this aspect of the GCSE paper effectively.	Students have developed an understanding in each of these areas. They are able to tackle this aspect of the GCSE paper effectively.
Knowledge and Skills	Christian beliefs about the nature and qualities of God. Different versions and interpretations of Creation. Incarnation, crucifixion, resurrection and ascension of Jesus Christ. The afterlife, heaven and hell, judgement.	Different forms of worship. Forms of prayer. Forms and importance of baptism and holy communion. Forms and importance of pilgrimage. Celebration of Christmas and Easter. The role of the Church in the local community. Mission, evangelism and Church growth.	Muslim beliefs about the nature and qualities of God. Key beliefs of Sunni and Shi'a Islam. Beliefs about angels. Predestination, human freedom, and beliefs about life after death. Prophethood, the Imamate, and the life and	The Five Pillars and the Ten Obligatory Acts in Shi'a Islam. Factual detail about and the importance of Shahadah, Salah, Sawm, Zakat and Hajj. Greater and lesser jihad. Origins, meaning, celebration and importance of Id-ul-Adha, Id-ul-Fitr and Ashura.

	Sin and salvation and the role of Jesus.	Reconciliation and persecution. Responses to poverty.	importance of Muhammad. The holy books in Islam.	
Knowledge Organiser	Knowledge Organiser A: Christian Beliefs and Teachings	Knowledge Organiser B: Christian Practices	Knowledge Organiser C: Muslim Beliefs and Teachings	Knowledge Organiser D: Muslim Practices
Assessment	Summative End of Unit Exam – Christian Beliefs and Teachings	Summative End of Unit Exam – Christian Practices	Summative End of Unit Exam – Muslim Beliefs and Teachings	Summative End of Unit Exam – Muslim Practices
Reflection Opportunities	<p>Questions surrounding the existence and nature of God and of Jesus Christ.</p> <p>Interpretations and understanding of creation.</p> <p>Interpretation and understanding of the key events of the life of Jesus Christ, especially the crucifixion. The nature of death and of the afterlife and the role of Jesus and of Christian actions. Beliefs re heaven and hell.</p>	<p>The merits of public versus private worship, and of different forms of prayer. Questions surrounding the number, nature and celebration of the sacraments, especially baptism and holy communion. The merits of pilgrimage as a form of worship, and of particular places of worship. The existence or otherwise of miracles. The importance of key festivals. The merits of Church involvement in the local and wider communities. The merits of mission and evangelism. Problems linked to persecution and reconciliation. Issues linked to Christian charity.</p>	<p>Questions surrounding the existence and nature of God, including comparison with Christian ideas. Interpretations and understanding of predestination and free will, and of the nature of death and the afterlife. Links between Islam and Christianity in terms of prophets and teachings. The significance of splits between Sunni and Shi’a Islam over leadership of the faith. The nature and importance of risalah. The significance of the life and teachings of Muhammad.</p>	<p>The similarities and differences between practices within Sunni and Shi’a Islam – and the consequences of this. The merits and importance of each of the Pillars of Islam including public and private prayer, the understanding of the suffering of others, and pilgrimage to Makka. The different interpretations given about lesser jihad in particular. Consideration of the importance attached to the two Id celebrations. The significance of different interpretations and celebrations of Ashura.</p>
Leicestershire Agreed Syllabus Links	1. Investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to evaluate issues and draw balanced conclusions	1. Investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to evaluate issues and draw balanced conclusions	1. Investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to evaluate issues and draw balanced conclusions	1. Investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to evaluate issues and draw balanced conclusions

	<p>2. Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate references to their historical, cultural and social contexts</p> <p>3. Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews</p> <p>4. Use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies</p> <p>5. Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value</p> <p>6. Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others</p>	<p>2. Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate references to their historical, cultural and social contexts</p> <p>3. Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews</p> <p>4. Use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies</p> <p>5. Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value</p> <p>6. Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others</p> <p>7. Enquire into and develop insightful evaluations of ultimate questions about the purposes</p>	<p>2. Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate references to their historical, cultural and social contexts</p> <p>3. Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews</p> <p>4. Use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies</p> <p>5. Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value</p> <p>6. Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others</p> <p>7. Enquire into and develop insightful evaluations of</p>	<p>2. Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate references to their historical, cultural and social contexts</p> <p>3. Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews</p> <p>4. Use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies</p> <p>5. Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value</p> <p>6. Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others</p> <p>7. Enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life,</p>
--	--	---	---	--

	<p>7. Enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, media and philosophy</p> <p>9. Research and skilfully present a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.</p>	<p>and commitments of human life, especially as expressed in the arts, media and philosophy</p> <p>8. Use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally</p> <p>9. Research and skilfully present a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.</p>	<p>ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, media and philosophy</p> <p>8. Use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally</p> <p>9. Research and skilfully present a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.</p>	<p>especially as expressed in the arts, media and philosophy</p> <p>8. Use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally</p> <p>9. Research and skilfully present a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.</p>
--	---	---	---	--

RE Curriculum Map GCSE Part II: Thematic Studies

	Module A: Relationships and Families	Module D: Religion, peace and conflict	Module B: Religion and life	Module E: Religion, crime and punishment	Module C: The existence of God and revelation
Overview	Explore key religious and secular beliefs and practices re sexual	Explore key religious and secular beliefs and practices re arguments for	Explore key religious and secular beliefs and practices re stewardship	Explore key religious and secular beliefs and practices re prison,	Explore key religious and secular beliefs and practices re arguments for

End Point	relationships, marriage and divorce and contraception. Students have developed an understanding in each of these areas. They are able to tackle this aspect of the GCSE paper effectively.	and against violence, pacifism, forgiveness and reconciliation. Students have developed an understanding in each of these areas. They are able to tackle this aspect of the GCSE paper effectively.	and dominion, abortion and euthanasia. Students have developed an understanding in each of these areas. They are able to tackle this aspect of the GCSE paper effectively	capital punishment and forgiveness. Students have developed an understanding in each of these areas. They are able to tackle this aspect of the GCSE paper effectively	and against the existence of God, the nature of God and forms of revelation. Students have developed an understanding in each of these areas. They are able to tackle this aspect of the GCSE paper effectively
Knowledge and Skills	Varying religious and secular attitudes to issues of sexuality; to sex before and outside marriage; and to contraception. The nature and purpose of marriage. Varying religious and secular attitudes to same-sex marriage. Divorce – ethical, religious and other arguments for and against.	Varying religious and secular attitudes to war including just war and jihad. Varying religious and secular attitudes to forgiveness and reconciliation. Religion and protest, revolution and terrorism. Pacifism and religion.	Use and abuse of the environment; stewardship; the use and abuse of animals. Varying religious and secular attitudes to abortion. Varying religious and secular attitudes to euthanasia. Varying religious and secular attitudes to death and the afterlife.	Why people commit crime. The aims of punishment and religious attitudes, including capital punishment. Opposition to an unjust law. Varying religious and secular attitudes to issues of suffering and of forgiveness.	Forms of religious revelation. Creation and arguments for the existence of God – Design, First Cause Ideas about the nature of the divine. Varying religious and secular attitudes to Miracles. The existence of evil and ideas re this including natural and moral evil.
Knowledge Organiser	Knowledge Organiser E: Relationships and Families	Knowledge Organiser F: Religion, peace and conflict	Knowledge Organiser G: Religion and life	Knowledge Organiser H: Religion, crime and punishment	Knowledge Organiser I: The existence of God and revelation
Assessment	Summative End of Unit Exam – Relationships and Families	Summative End of Unit Exam – Religion, peace and conflict	Summative End of Unit Exam – Religion and life	Summative End of Unit Exam – Religion, crime and punishment	Summative End of Unit Exam – The existence of God and revelation

Reflection Opportunities	Moral issues surrounding sex and contraception and same-sex marriage. Arguments for and against divorce.	Arguments for and against the justification for war. Questions of forgiveness and reconciliation. The role of religion in protest, revolution and terrorism. Arguments for pacifism against arguments for violence.	How we should treat the world, its resources, and animals. Moral issues linked to abortion. Moral issues linked to euthanasia. What happens to us when we die.	The purposes of punishment. Moral arguments regarding capital punishment. Whether it is right to oppose an unjust law. Why there is suffering. Arguments for and against forgiveness.	The merits of different forms of revelation. Arguments for and against the existence of God. The nature of God. Why there is evil in the world, and links to arguments for and against the existence of God.
Leicestershire Agreed Syllabus Links	1. Investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to evaluate issues and draw balanced conclusions 2. Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate references to their historical, cultural and social contexts 3. Develop coherent and well-informed analysis of diversity in the forms of expression and ways of	1. Investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to evaluate issues and draw balanced conclusions 2. Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate references to their historical, cultural and social contexts 3. Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews	1. Investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to evaluate issues and draw balanced conclusions 2. Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate references to their historical, cultural and social contexts 3. Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews	1. Investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to evaluate issues and draw balanced conclusions 2. Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate references to their historical, cultural and social contexts 3. Develop coherent and well-informed analysis of diversity in the forms of expression and ways of	1. Investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to evaluate issues and draw balanced conclusions 2. Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate references to their historical, cultural and social contexts 3. Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews

	<p>life found in different religions and worldviews</p> <p>4. Use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies</p> <p>5. Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value</p> <p>6. Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others</p> <p>7. Enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as</p>	<p>4. Use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies</p> <p>5. Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value</p> <p>6. Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others</p> <p>7. Enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, media and philosophy</p>	<p>4. Use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies</p> <p>5. Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value</p> <p>6. Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others</p> <p>7. Enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, media and philosophy</p> <p>8. Use a range of research methods to examine and critically evaluate varied</p>	<p>life found in different religions and worldviews</p> <p>4. Use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies</p> <p>5. Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value</p> <p>6. Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others</p> <p>7. Enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as</p>	<p>4. Use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies</p> <p>5. Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value</p> <p>6. Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others</p> <p>7. Enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, media and philosophy</p> <p>8. Use a range of research methods to examine and critically evaluate varied</p>
--	--	--	--	--	--

	<p>expressed in the arts, media and philosophy</p> <p>8. Use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally</p> <p>9. Research and skilfully present a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.</p>	<p>8. Use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally</p> <p>9. Research and skilfully present a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.</p>	<p>perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally</p> <p>9. Research and skilfully present a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.</p>	<p>expressed in the arts, media and philosophy</p> <p>8. Use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally</p> <p>9. Research and skilfully present a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.</p>	<p>perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally</p> <p>9. Research and skilfully present a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.</p>
--	--	---	--	--	--