



Year Group	Year 7					
Subject intent	To ensure pupils are equipped with the skills and knowledge to investigate and understand the world outside of their own. They develop an appreciation and understanding of the civilisations, environments and belief systems that have helped to create the societies that we and the rest of the world live in today, whilst supporting an understanding of the patterns that can inform our future. This knowledge is applied through analytical and evaluative skill, encouraging a diversified and appreciative perspective of the world around us.					
Subject Implementation	Autumn 1 Introduction to RS Festivals	Autumn 2 Signs and symbols	Spring 1 Worship	Spring 2 Creation	Summer 1 Pilgrimage	Summer 2 Buddhism
Knowledge	Welcome to R.S. Who am I? St-Martin St-Martin's values Celebrations Ramadan Eid-u-fitr Hannukah	Intro to symbols The cross Jewish symbols The 5K's Sikhism Islamic symbols	Places of worship Synagogue Anglican church Roman Catholic church Mosque Feature of a mosque	Creation vs Science The fall Stewardship Creation in Islam Creation stories	Pilgrimage Pilgrimage to Lourdes Lourdes Comparing Lourdes and Iona Muslim pilgrimage Comparison between pilgrimages Personal reflection on pilgrimage	The birth of the Buddha The Four sights Enlightenment and the three universal truths Four noble truths



	Passover Divali Advent Christmas story					
Skills	Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion	Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion	Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion	Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion	Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion	Transferable skills from essay writing Develop confidence in debating Develop the ability to appreciate other viewpoints Develop critical thinking and discussion
Subject Impact	Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their	Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their	Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their	Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their	Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their	Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their



	learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments Future pathways	learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments Future pathways	learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments Future pathways	learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments Future pathways	learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments Future pathways	learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments Future pathways
Assessment	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks



Year Group	Year 8					
Subject intent	To equip pupils with the skills and knowledge to investigate and understand the world outside of their own. They develop an appreciation and understanding of the civilisations, environments and belief systems that have helped to create the societies that we and the rest of the world live in today, whilst supporting an understanding of the patterns that can inform our future. This knowledge is applied through analytical and evaluative skill, encouraging a diversified and appreciative perspective of the world around us.					
Subject Implementation	Autumn 1 Founders of Religion	Autumn 2 Religion and the media	Spring 1 Christianity	Spring 2 Poverty and wealth	Summer 1 Crime and Punishment	Summer 2 Sikhism
Knowledge	What makes a good leader Guru Nanak Buddha Buddha's teachings Muhammad Jesus Abraham Moses	Influence on the media Religion on TV Religion and newspapers Religion using the media Censorship Islam in the media	Bible study skills Jesus' Parables Jesus' temptation Jesus' miracles The lead up to the death of Jesus	Intro to wealth and poverty Wealth and poverty Wealth and poverty in GB Judaism wealth and poverty Jesus: money and wealth Islam and poverty	Moral Actions Moral Codes Punishment Forgiveness	Introduction and Origins Who was Guru Nanak? Who were the 10 Gurus? How do Sikhs treat the Guru Granth Sahib? Comparison to Hinduism What would you find



	Martin Luther King					<p>in a Gurdwara?</p> <p>Symbolism: What are the 5Ks?</p> <p>Where do Sikhs go on pilgrimage?</p> <p>What festivals do Sikhs celebrate?</p>
Skills	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p> <p>Develop the ability to appreciate other viewpoints</p> <p>Develop critical thinking and discussion</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p> <p>Develop the ability to appreciate other viewpoints</p> <p>Develop critical thinking and discussion</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p> <p>Develop the ability to appreciate other viewpoints</p> <p>Develop critical thinking and discussion</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p> <p>Develop the ability to appreciate other viewpoints</p> <p>Develop critical thinking and discussion</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p> <p>Develop the ability to appreciate other viewpoints</p> <p>Develop critical thinking and discussion</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p> <p>Develop the ability to appreciate other viewpoints</p> <p>Develop critical thinking and discussion</p>
Subject Impact	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module</p> <p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to demonstrate key</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module</p> <p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to demonstrate key</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module</p> <p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to demonstrate key</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module</p> <p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to demonstrate key</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module</p> <p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to demonstrate key</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module</p> <p>They can link each topic to prior learning, are self-reflective and resilient in learning</p> <p>They are able to demonstrate key</p>



	<p>themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p>	<p>themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p>	<p>themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p>	<p>themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p>	<p>themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p>	<p>themes within the curriculum</p> <p>How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve</p> <p>They can analyse strengths and weakness' of arguments and form their own judgment</p> <p>They can make reference to external sources to support their arguments</p> <p>Future pathways</p>
Assessment	<p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments</p> <p>Memory platforms weekly</p> <p>End of topic tests every 6 weeks</p>



Year Group	Year 9					
Subject intent	To equip pupils with the skills and knowledge to investigate and understand the world outside of their own. They develop an appreciation and understanding of the civilisations, environments and belief systems that have helped to create the societies that we and the rest of the world live in today, whilst supporting an understanding of the patterns that can inform our future. This knowledge is applied through analytical and evaluative skill, encouraging a diversified and appreciative perspective of the world around us.					
Subject Implementation	Autumn 1 Christian beliefs and teachings	Autumn 2 Christian Beliefs and teachings	Spring 1 Christian Beliefs	Spring 2 Islamic Beliefs	Summer 1 Islamic Beliefs	Summer 2 Islamic Beliefs
Knowledge	<p>The nature of God</p> <p>God as omnipotent, loving and just</p> <p>The oneness of God and the Trinity</p> <p>Christian beliefs about Creation</p>	<p>The incarnation and Jesus, the Son of God</p> <p>The crucifixion</p> <p>The Resurrection and the Ascension</p> <p>Resurrection and life after death</p> <p>Heaven and hell</p>	<p>Sin and Salvation</p> <p>The role of Christ in Salvation</p>	<p>The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.</p> <p>Tawhid (the Oneness of God), Qur'an Surah 112.</p>	<p>Angels, their nature and role, including Jibril and Mika'il.</p> <p>Predestination and human freedom and its relationship to the Day of Judgement.</p> <p>Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.</p>	<p>Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.</p> <p>The holy books:</p> <p>Qur'an: revelation and authority</p> <p>the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.</p> <p>The imamate in Shi'a Islam: its role</p>



						and significance.	
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Subject Impact	Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse	Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse	Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse	Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse	Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse	Pupils have a secure understanding of: The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse	



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Assessment	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks</p>	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks</p>



Year Group	Year 10					
Subject intent	To develop pupils' knowledge and understanding of religious beliefs and religious philosophical/ethical arguments, including their influence on individuals, communities, societies and cultures in the modern world. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and the fundamental questions concerning moral principles that guide religions and that set the standard for what is and isn't acceptable behavior.					
Subject Implementation	Autumn 1 Contraception Sexual relationships before marriage Homosexual relationships Families	Autumn 2 Families and Gender Equality	Spring 1 The origins and value of the universe	Spring 2 The origins and value of human life	Summer 1 Religion, violence and terrorism	Summer 2 Religion, crime and the causes of crime Religion and Punishment
Knowledge	Human sexuality including: heterosexual and homosexual relationships. Sexual relationships before and outside of marriage. Contraception and family planning. The nature and	The nature of families, including: the role of parents and children extended families and the nuclear family. The purpose of families, including: procreation stability and the	The origins of the universe, including: religious teachings about the origins of the universe, and different interpretations of these the relationship between scientific views, such as the Big Bang theory, and	The origins of life, including: religious teachings about the origins of human life, and different interpretations of these the relationship between scientific views, such as evolution, and	The meaning and significance of: peace justice forgiveness reconciliation. Violence, including violent protest.	Good and evil intentions and actions, including whether it can ever be good to cause suffering. Reasons for crime, including: poverty and upbringing mental illness and



	<p>purpose of marriage.</p> <p>Same-sex marriage and cohabitation.</p> <p>Divorce, including reasons for divorce, and remarrying.</p> <p>Ethical arguments related to divorce, including those based on the sanctity</p>	<p>protection of children</p> <p>educating children in a faith.</p> <p>Contemporary family issues including:</p> <p>same-sex parents</p> <p>polygamy.</p> <p>The roles of men and women.</p> <p>Gender equality.</p> <p>Gender prejudice and discrimination, including examples.</p>	<p>religious views.</p> <p>The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.</p> <p>The use and abuse of the environment, including the use of natural resources, pollution.</p> <p>The use and abuse of animals, including:</p> <p>animal experimentation</p> <p>the use of animals for food.</p>	<p>religious views.</p> <p>The concepts of sanctity of life and the quality of life.</p> <p>Abortion, including situations when the mother's life is at risk.</p> <p>Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.</p> <p>Euthanasia.</p> <p>Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</p>	<p>Terrorism.</p> <p>Reasons for war, including greed, self-defence and retaliation.</p> <p>The just war theory, including the criteria for a just war.</p> <p>Holy war.</p> <p>Pacifism.</p>	<p>addiction</p> <p>greed and hate</p> <p>opposition to an unjust law.</p> <p>Views about people who break the law for these reasons.</p> <p>Views about different types of crime, including hate crimes, theft and murder.</p>
Skills	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p> <p>Develop the ability to appreciate other viewpoints</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p> <p>Develop the ability to appreciate other viewpoints</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p> <p>Develop the ability to appreciate other viewpoints</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p> <p>Develop the ability to appreciate other viewpoints</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p> <p>Develop the ability to appreciate other viewpoints</p>	<p>Transferable skills from essay writing</p> <p>Develop confidence in debating</p> <p>Develop the ability to appreciate other viewpoints</p>



	Develop critical thinking and discussion						
Subject Impact	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments Future pathways</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments Future pathways</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments Future pathways</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments Future pathways</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments Future pathways</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments Future pathways</p>	<p>Pupils have a secure understanding of:</p> <p>The key ideas taught within the module They can link each topic to prior learning, are self-reflective and resilient in learning They are able to demonstrate key themes within the curriculum How to improve their learning and capitalise on opportunities to use feedback, written or oral to improve They can analyse strengths and weakness' of arguments and form their own judgment They can make reference to external sources to support their arguments Future pathways</p>



Assessment	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks	Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks
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Year Group	Year 11					
Subject intent	To develop pupils' knowledge and understanding of religious beliefs and religious philosophical/ethical arguments, including their influence on individuals, communities, societies and cultures in the modern world. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and the fundamental questions concerning moral principles that guide religions and that set the standard for what is and isn't acceptable behaviour.					
Subject Implementation	Autumn 1 Worship and festivals	Autumn 2 The role of the church in the local and worldwide community	Spring 1 Islamic Worship	Spring 2 Duties and festivals	Summer 1 GCSE EXAM	Summer 2
Knowledge	Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible private worship. Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. The role and meaning of the sacraments: the meaning of sacrament the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism the sacrament of Holy Communion/Eucharist	The role of the Church in the local community, including food banks and street pastors. The place of mission, evangelism and Church growth. The importance of the worldwide Church including: working for reconciliation how Christian churches respond to persecution the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.	Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam). Shahadah: declaration of faith and its place in Muslim practice. Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and	Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5. Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance.		



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



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Assessment	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks PPE examinations</p>	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks PPE examinations</p>	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks PPE examinations</p>	<p>Formative and Summative assessments Memory platforms weekly End of topic tests every 6 weeks PPE examinations</p>		