

Year Group	Topic Component 3: Judaism	Lesson Content (Order)	What do pupils need to know	Skills utilised/subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links/transferrable knowledge	Assessment
Year 10	Introduction to GCSE and Introduction to Judaism Beliefs and teachings until December	<ul style="list-style-type: none"> Introduction to GCSE Skills Introduction to Judaism Nature of the Almighty The Shekinah The Nature and Purpose of the Messiah The Covenant with Abraham The Covenant at Sinai Sanctity of life; the nature and importance of Pikuach Nefesh Moral Principles and the Mitzvot Jewish Beliefs about Life after Death Revision and end of Unit assessment 	<ul style="list-style-type: none"> Context of What is means to be Jewish. The Nature of the Jewish G-D. What the shekinah is for Jews. What the Messiah is for jews. What is Covenant? Where are they so important to Jews. The law and what the purpose of the Mitzvot is for Jews. What is Pikuach Nefesh and why is it important. What the Jewish beliefs surrounding life after death are and how they are applied in life. 	Reading for meaning. Inference and deduction. Analysis of the Sources of Wisdom. Hebrew Definitions. Tier three language. A,B,C,D exam skills as set by EDUQAS	Abrahamic faiths and themes visited in years 7,8 and 9.	The world in Medieval times - History, Holocaust - History Religious Language – History and English Identity - Personal Development Human rights – Personal Development and History. Origins of Faith – Geography and History Origins of religious language – English and MFL	<p>Department assessed December</p> <p>Exam questions in preparation for exam June 2024.</p>
	Judaism Practices January until March	<ul style="list-style-type: none"> Public Acts of Worship Jewish Prayer Worship at home Shabbat Features of a Synagogue 	<ul style="list-style-type: none"> What identity and Community means for Jews. How Jews put their beliefs into Prayer. Why worship at home is central to Jewish Life. What is the role of the Synagogue? How Jews embed daily rituals into their lives. 	Reading for meaning. Inference and deduction. Analysis of the Sources of Wisdom. Hebrew Definitions.	Abrahamic faiths and practices/festivals explored in year 7,8 and 9	The world in Medieval times - History, Holocaust - History Religious Language – History and English Identity - Personal Development	Department assessment of each question on the paper.

		<ul style="list-style-type: none"> • Rituals and ceremonies • Daily life • Festivals • Revision for end of unit Assessment 	<ul style="list-style-type: none"> • What are the major Rituals and ceremonies for jews and how are they celebrated? • What are the major religious festivals for Jews and how are they celebrated? • How do we answer exam questions bringing in beliefs and teachings alongside practices? 	<p>Tier three language. A,B,C,D exam skills as set by EDUQAS</p>		<p>Human rights – Personal Development and History. Origins of Faith – Geography and History Origins of religious language – English and MFL</p>	<p>Exam questions in preparation for exam June 2024</p>
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Judaism Eduqas paper	Source texts to be used
<p>Recommendations:</p> <p>Skills practice. A, B, C, D Linked to Eduqas Specifications.</p>	<p>Eduqas Religious Studies Route A text book.</p> <p>Eduqas Revision Text book</p> <p>Student File</p> <p>Sources of Wisdom – Bible, Torah, Talmud, Tanakh, religious leaders and teachers.</p>

Year Group	Topic Component 2: Christianity	Lesson Content (Order)	What do pupils need to know	Skills utilised/subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links/transferrable knowledge	Assessment
Year 10	Introduction to Christian Beliefs and teachings. March to July.	<ul style="list-style-type: none"> • Introduction to Christianity • Nature of the God • The Trinity and the Apostles Creed. • The Nature and Purpose of Creation and interpretations of the Creation • Jesus including: Incarnation, Crucifixion; salvation and atonement, resurrection and ascension • Beliefs about salvation and sin. • Beliefs about the afterlife including eschatology, resurrection, heaven, hell and purgatory. • Revision and end of Unit assessment 	<ul style="list-style-type: none"> • Context of What is means to be a Christian. • An understanding of the diversity of belief within Christianity. • The God of traditional theism and the concepts of omnipotence, omniscience, omnibenevolent and transcendent. • How the existence of evil and suffering leads to the inconsistent triad. • What the Messiah is for jews. • What is Covenant? Where are they so important to Jews. • The law and what the purpose of the Mitzvot is for Jews. • What is Pikuach Nefesh and why is it important. • What the Jewish beliefs surrounding life after death are and how they are applied in life. 	<p>Reading for meaning. Inference and deduction. Analysis of the Sources of Wisdom. Hebrew Definitions. Tier three language. A,B,C,D exam skills as set by EDUQAS</p>	<p>Abrahamic faiths and themes visited in years 7,8 and 9.</p>	<p>The world in Medieval times - History, Holocaust - History Religious Language – History and English Identity - Personal Development Human rights – Personal Development and History. Origins of Faith – Geography and History Origins of religious language – English and MFL</p>	<p>Department assessed December</p> <p>Exam questions in preparation for exam June 2024.</p>

	<p>Christian Practices Year 11</p>	<ul style="list-style-type: none"> • Liturgical and informal worship • The importance of Prayer. • The Sacraments- baptism, the Eucharist • Celebrations – Christmas and Easter. • Pilgrimages – Walsingham and Taize. • The role of the church in the community • The worldwide church including: • Evangelism and mission; • The persecution of Christians; • Christian reconciliation. • Revision for end of unit Assessment 	<ul style="list-style-type: none"> • What identity and Community means for Christians. • How Christians put their beliefs into practice. • Why worship is central to Christian life. • What is the role of the Church? • What are the major sacraments (rituals and ceremonies) Christians celebrate? • What are the major religious festivals for Christians and how are they celebrated? • How do we answer exam questions bringing in beliefs and teachings alongside practices? 	<p>Reading for meaning. Inference and deduction. Analysis of the Sources of Wisdom. Hebrew Definitions. Tier three language. A,B,C,D exam skills as set by EDUQAS</p>	<p>Abrahamic faiths and practices/festivals explored in year 7,8 and 9</p>	<p>The world in Tudor times, the Reformation and Henry VIII founding of the Church of England. Religious Language – History and English Identity - Personal Development Human rights – Personal Development and History. Origins of Faith – Geography and History Origins of religious language – English and MFL</p>	<p>Department assessment of each question on the paper.</p> <p>Exam questions in preparation for exam June 2024</p>
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<p>Christianity Eduqas paper</p>	<p>Source texts to be used</p>
<p>Recommendations: Skills practice. A, B, C, D Linked to Eduqas Specifications.</p>	<p>Eduqas Religious Studies Route A text book. Eduqas Revision Text book Student File</p>

	Sources of Wisdom – Bible, Torah, Talmud, Tanakh, religious leaders and teachers.
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Beliefs, Philosophy and Ethics. – Can this go at the top of both Year 10 and Year 11 – the way GCSE is taught doesn't split easily into Y10 and Y11

At Key Stage 4 students will follow the GCSE course provided by EDUQAS Route A. This is made up of three components:

Component 1: Religious, Philosophical and Ethical studies in the modern world. This section is worth 50% of the GCSE grade.

Component 2: Christianity: Beliefs and teachings; Practices. This is worth 25% of the GCSE grade.

Component 3: Judaism: Beliefs and teachings; Practices. This is worth 25% of the GCSE grade.

Year Group	Topic Component 1: Religious, philosophical and ethical studies in the modern world.	Lesson Content (Order)	What do pupils need to know	Skills utilised/subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links/transferrable knowledge	Assessment
Year 10	Issues of Relationships September to March	<ul style="list-style-type: none"> • Introduction to GCSE Skills • Introduction to machining moral decisions. • Types of family • The roles of men and women in the family • Families and religion. • The nature and purpose of marriage. • Marriage outside religious traditions. • Cohabitation • Why some marriages fail including adultery. • Divorce, separation and remarriage. • Attitudes to sexual relationships including: the purpose of sex; 	<ul style="list-style-type: none"> • Context of what is means to make moral decisions including the difference between absolute and relative morality, utilitarian and situation ethics. • Christian, Jewish and Humanist beliefs, teachings and attitudes towards core questions such as: • Is there such a thing as a typical family? • Are men and women equal? • Is cohabitation now more popular than marriage? • Should divorced individuals be allowed to remarry in places of worship? • Should same sex marriages be allowed in a places of worship? • Attitudes towards the use of contraception and family planning. • Do men and women have equal roles in leading worship 	<p>Reading for meaning. Inference and deduction. Analysis of the Sources of Wisdom. Use of philosophical language and concepts. Tier three language. A,B,C,D exam skills as set by EDUQAS</p>	<p>Abrahamic faiths and philosophical and ethical themes visited in years 8 and 9.</p>	<p>Many links with Relationships and sex education topics taught in Personal Development. Links to Science in reproduction and contraception. Identifying how attitudes towards relationships have changed throughout history and may vary to according to place (Geography). Transferable skills in critical thinking, analysis of sources of authority. Human rights – Personal Development and History. Origins of Faith – Geography and History. Origins of religious language – English and MFL</p>	<p>Department assessed December</p> <p>Exam questions in preparation for exam June 2024.</p>

		<p>contraception and family planning and same sex relationships.</p> <ul style="list-style-type: none"> • Gender prejudice and discrimination • Revision and end of Unit assessment 					
	<p>Issues of Life and Death March to July</p>	<ul style="list-style-type: none"> • Religious and scientific perspectives on the origins of the world. • Creation stories • The theory of evolution. • The Big Bang Theory. • The Design Argument. • Stewardship and the relationship between humans and animals. • The Sanctity and quality of life. • The abortion debate. • The euthanasia debate including living wills and the Hospice movement. 	<ul style="list-style-type: none"> • How religious creation stories compare and contrast with scientific theories about the origins of the world and human life. • What it means to be a steward of the planet and an analysis of how successful humans have been in this role. • Different attitudes to the world as part of God’s plan or an act of chance. • What makes us human. • How believing in the sanctity of life will affect of attitudes towards modern medical dilemmas such as abortion and euthanasia. • Christian, Jewish and non-religious beliefs about what happens when we at the end of our lives. 	<p>Reading for meaning. Inference and deduction. Analysis of the Sources of Wisdom. Use of philosophical and ethical language. Tier three language. A,B,C,D exam skills as set by EDUQAS</p>	<p>Abrahamic faiths and philosophical and ethical themes visited in years 8 and 9.</p>	<p>Science and Geography links to understandings of origins of the universe and life on earth. Geography links to the need of humans to understand the damage they have done to the planet and the potential consequences of this.</p>	<p>Department assessment of each question on the paper.</p> <p>Exam questions in preparation for exam at the end of Year 11.</p>

		<ul style="list-style-type: none"> • Beliefs about the afterlife. • Beliefs about judgement, heaven and hell 					
Year 11	Issues of Good and Evil	<ul style="list-style-type: none"> • Revision of making moral decisions. • What is crime and the causes of crime. • The aims of punishment. • Prison and prison reformers. • The death penalty. • Teachings about forgiveness. • Beliefs about good, evil and suffering 	<ul style="list-style-type: none"> • Understanding of the concept of justice. • What causes people to commit crimes. • Religious and non-religious attitudes to justice and punishment. • How criminals are treated in the twenty-first century. • Opinions about why people suffer. • Arguments about whether it is ever right to execute someone. 	<p>Reading for meaning. Inference and deduction.</p> <p>Analysis of the Sources of Wisdom.</p> <p>Use of philosophical and ethical language.</p> <p>Tier three language.</p> <p>A,B,C,D exam skills as set by EDUQAS</p>	Abrahamic faiths and philosophical and ethical themes visited in years 8 and 9.	<p>Personal Development – citizenship and the Law.</p> <p>Personal Development – human rights, protected characteristics.</p>	<p>Department assessment of each question on the paper.</p> <p>Exam questions in preparation for exam at the end of Year 11</p>
	Issues of human rights	<ul style="list-style-type: none"> • The concept of social justice. • People who fight for human rights – Liberation theology, Martin Luther King, Malala Yousafzai. • What are human rights. • Censorship v freedom of 	<ul style="list-style-type: none"> • What rights we have simply because we are human. • How can/do religious and non-religious people support human rights? • Should you always stand up for what you believe in? • Should people always have the right to express their views? • How do religious and non-religious people tackle poverty? 	<p>Reading for meaning. Inference and deduction.</p> <p>Analysis of the Sources of Wisdom.</p> <p>Use of philosophical and ethical language.</p> <p>Tier three language.</p> <p>A,B,C,D exam skills as set by EDUQAS</p>	Abrahamic faiths and philosophical and ethical themes visited in years 8 and 9.	<p>Personal Development – citizenship and the Law.</p> <p>Personal Development – human rights, protected characteristics.</p>	<p>Department assessment of each question on the paper.</p> <p>Exam questions in preparation for exam at the end of Year 11</p>

- religious expression.
- Religious extremism.
 - Prejudice and discrimination including religious discrimination and racism.
 - Issues of wealth and poverty.

Religious. Philosophical and ethical studies in the modern world Eduqas paper

Source texts to be used

Recommendations:
Skills practice. A, B, C, D Linked to Eduqas Specifications.

Eduqas Religious Studies Route A text book.
Eduqas Revision Text book
Student File
Sources of Wisdom – Bible, Torah, Talmud, Tanakh religious leaders and teachers.