

Year 10 RPE Curriculum Map

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	Theme B -Religion and Life	<p>The origins of the universe, including:</p> <p>religious teachings about the origins of the universe, and different interpretations of these</p> <p>the relationship between scientific views, such as the Big Bang theory, and 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>Students should be able to:</p> <ul style="list-style-type: none"> ● apply knowledge and understanding of two religions ● apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith ● understand the influence of religion on individuals, communities and societies ● understand significant common and divergent views between and/or within religions and beliefs ● apply knowledge and understanding in order to analyse questions related to religious beliefs and values ● construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.

		<p>the use of animals for food.</p> <p>The origins and value of human life</p> <p>The origins of life, including:</p> <p>religious teachings about the origins of human life, and different interpretations of these</p> <p>the relationship between scientific views, such as evolution, and 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>	
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<p>Autumn 2</p>	<p>Christian beliefs –The nature of God</p>	<p>God as omnipotent, loving and just, and the problem of evil and suffering</p> <p>the oneness of God and the Trinity: Father, Son and Holy Spirit.</p> <p>Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).</p> <p>Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● apply knowledge and understanding of two religions ● apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith ● understand the influence of religion on individuals, communities and societies ● understand significant common and divergent views between and/or within religions and beliefs ● apply knowledge and understanding in order to analyse questions related to religious beliefs and values ● construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.
<p>Spring 1</p>	<p>Theme E: Religion, Crime and Punishment</p>	<p>Religion, crime and the causes of crime</p> <p>Good and evil intentions and actions, including whether it can ever be good to cause suffering.</p> <p>Reasons for crime, including:</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● apply knowledge and understanding of two religions ● apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate,

		<p>poverty and upbringing</p> <p>mental illness and 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> <p>Religion and punishment</p> <p>The aims of punishment, including:</p> <p>retribution</p> <p>deterrence</p> <p>reformation.</p> <p>The treatment of criminals, including:</p> <p>prison</p> <p>corporal punishment</p> <p>community service.</p> <p>Forgiveness.</p>	<p>which support contemporary religious faith</p> <ul style="list-style-type: none"> ● understand the influence of religion on individuals, communities and societies ● understand significant common and divergent views between and/or within religions and beliefs ● apply knowledge and understanding in order to analyse questions related to religious beliefs and values ● construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.
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		<p>The death penalty.</p> <p>Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life</p>	
Spring 2	Christian beliefs – Jesus Christ and salvation	<p>The incarnation and Jesus as the Son of God</p> <p>The crucifixion, resurrection and ascension</p> <p>Sin, including original sin</p> <p>The means of salvation, including law, grace and Spirit</p> <p>The role of Christ in salvation including the idea of atonement.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● apply knowledge and understanding of two religions ● apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith ● understand the influence of religion on individuals, communities and societies ● understand significant common and divergent views between and/or within religions and beliefs ● apply knowledge and understanding in order to analyse questions related to religious beliefs and values ● construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.
Summer 1	Hindu beliefs	Ideas about the nature of God and existence	Students should be able to:

		<p>Brahman: different Hindu understandings of brahman; ultimate reality as divine consciousness (nirguna) and manifestation of God in form (saguna); spiritual worlds.</p> <p>Different understandings of the three features of the divine:</p> <p>everywhere, as non-personal (brahman)</p> <p>within the heart</p> <p>beyond, as a personal loving God</p> <p>Brihadaranyaka Upanishad 391.</p> <p>How the divine presents:</p> <p>the Tri-murti: Brahma, Vishnu and Shiva</p> <p>male and female deities, including Ganesha, Lakshmi, Hanuman, Saraswati</p> <p>the concept of avatara, including Krishna, Rama.</p> <p>Matter (prakriti); the three qualities (tri-guna); illusion (maya); cosmology (Rig Veda 10.129.6-7); the cycle of four ages; many worlds and their diverse inhabitants.</p>	<ul style="list-style-type: none"> ● apply knowledge and understanding of two religions ● apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith ● understand the influence of religion on individuals, communities and societies ● understand significant common and divergent views between and/or within religions and beliefs ● apply knowledge and understanding in order to analyse questions related to religious beliefs and values ● construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.
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<p>Summer 2</p>	<p>Hindu beliefs</p>	<p>Beliefs about the nature of human life</p> <p>The concept of atman, as individual, eternal inner self, distinct from material mind and body.</p> <p>Cycle of birth and death: samsara; moral action and reaction: the law of karma; types of liberation: moksha.</p> <p>Individual free will and responses to suffering; knowledge and ignorance.</p> <p>Personal virtues including ahimsa, respect, empathy, mind/sense control, humility, love.</p> <p>The four aims of human life: dharma, artha, kama, moksha.</p> <p>The meaning of dharma; sanatana dharma; varnashrama dharma.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● apply knowledge and understanding of two religions ● apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith ● understand the influence of religion on individuals, communities and societies ● understand significant common and divergent views between and/or within religions and beliefs ● apply knowledge and understanding in order to analyse questions related to religious beliefs and values construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.
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Year 11 RPE Curriculum Map

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	Theme D: Religion, Peace and Conflict	<u>Religion, violence, terrorism and war</u> The meaning and significance of: peace	Students should be able to: <ul style="list-style-type: none"> ● apply knowledge and understanding of two religions ● apply knowledge and understanding of key sources of wisdom and

		<p>justice</p> <p>forgiveness</p> <p>reconciliation.</p> <p>Violence, including violent protest.</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>Religion and belief in 21st century conflict</p> <p>Religion and belief as a cause of war and violence in the contemporary world.</p> <p>Nuclear weapons, including nuclear deterrence.</p> <p>The use of weapons of mass destruction.</p>	<p>authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</p> <ul style="list-style-type: none"> ● understand the influence of religion on individuals, communities and societies ● understand significant common and divergent views between and/or within religions and beliefs ● apply knowledge and understanding in order to analyse questions related to religious beliefs and values ● construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.
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		<p>Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.</p> <p>Religious responses to the victims of war including the work of one present day religious organisation.</p>	
<p>Autumn 2</p>	<p>Theme F - Religion, Human Rights and Social Justice</p>	<p>Human rights</p> <p>Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</p> <p>Issues of equality, freedom of religion and belief including freedom of religious expression.</p> <p>Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.</p> <p>Social justice.</p> <p>Racial prejudice and discrimination.</p> <p>Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● apply knowledge and understanding of two religions ● apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith ● understand the influence of religion on individuals, communities and societies ● understand significant common and divergent views between and/or within religions and beliefs ● apply knowledge and understanding in order to analyse questions related to religious beliefs and values ● construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.

		<p>Wealth and poverty</p> <p>Wealth, including:</p> <p>the right attitude to wealth</p> <p>the uses of wealth.</p> <p>The responsibilities of wealth, including the duty to tackle poverty and its causes.</p> <p>Exploitation of the poor including issues relating to:</p> <p>fair pay</p> <p>excessive interest on loans</p> <p>people-trafficking.</p> <p>The responsibilities of those living in poverty to help themselves overcome the difficulties they face.</p> <p>Charity, including issues related to giving money to the poor</p>	
Spring 1	Christian practices	<u>Worship and festivals</u>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● apply knowledge and understanding of two religions

		<p>Different forms of worship and their significance:</p> <p>liturgical, non-liturgical and informal, including the use of the Bible</p> <p>private worship.</p> <p>Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.</p> <p>The role and meaning of the sacraments:</p> <p>the meaning of sacrament</p> <p>the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism</p> <p>the sacrament of Holy Communion/Eucharist 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:</p> <p>two contrasting examples of Christian pilgrimage: Lourdes and Iona</p>	<ul style="list-style-type: none"> ● apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith ● understand the influence of religion on individuals, communities and societies ● understand significant common and divergent views between and/or within religions and beliefs ● apply knowledge and understanding in order to analyse questions related to religious beliefs and values ● construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.
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		<p>the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.</p> <p>The role of the church in the local and worldwide community</p> <p>The role of the Church in the local community, including food banks and street pastors.</p> <p>The place of mission, evangelism and Church growth.</p> <p>The importance of the worldwide Church including:</p> <p>working for reconciliation</p> <p>how Christian churches respond to persecution</p> <p>the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</p>	
Spring 2		Worship and festivals	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● apply knowledge and understanding of two religions

		<p>Places of worship and their importance: home; temple; outdoors (such as shrines); the space of the heart</p> <p>Different forms of worship/meditation and their significance: havan, puja, arati, darshan, bhajan/kirtan, japa/mantra; key differences in worship in Shaivism and Vaishnavism and different Hindu views about the importance of worship.</p> <p>Focuses of worship and representations of the divine and their importance:</p> <p>one God (personal or non-personal)</p> <p>the many deities, guru and other elders</p> <p>holy land, hills and rivers</p> <p>sacred plants and animals</p> <p>the murti as a representation of God.</p> <p>Sacred festivals and their importance for Hindus in Great Britain today, including the origins and meaning of:</p> <p>Diwali</p> <p>Holi</p>	<ul style="list-style-type: none"> ● apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith ● understand the influence of religion on individuals, communities and societies ● understand significant common and divergent views between and/or within religions and beliefs ● apply knowledge and understanding in order to analyse questions related to religious beliefs and values ● construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.
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<p>Summer 1</p>		<p>Lifestyle</p> <p>The four paths towards yoga (union with the divine), their differences and their importance:</p> <p>action (karma yoga)</p> <p>knowledge (jnana yoga)</p> <p>meditation (astanga yoga)</p> <p>devotion (bhakti yoga).</p> <p>Pilgrimage:</p> <p>the role of pilgrimage</p> <p>practices and purposes</p> <p>sacred sites, including Varanasi</p> <p>Kumbh Mela.</p> <p>The work and significance of:</p> <p>Hindu environmental projects including 'cow protection' and their significance.</p> <p>Charities that promote well-being, social inclusion and women's rights.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● apply knowledge and understanding of two religions ● apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith ● understand the influence of religion on individuals, communities and societies ● understand significant common and divergent views between and/or within religions and beliefs ● apply knowledge and understanding in order to analyse questions related to religious beliefs and values ● construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.
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Summer 2	Revision and exam practice		As above
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