

Scheme title	Christian Practices	Peace and Conflict	Muslim Practices
Purpose of scheme	<p>teachings and practices of Christianity specified below and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them.</p> <p>Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.</p> <p>Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Christian</p>	<p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam: weapons of mass destruction, violence and pacifism</p>	<p>teachings and practices of Islam specified below and their basis in Islamic sources of wisdom and authority. They should be able to refer to scripture and other writings where appropriate. Some texts are prescribed for study in the content set out below and questions may be set on them. Students may refer to any relevant text in their answers and AQA will publish a list of appropriate texts as part of the supporting material for this specification. These additional texts will not be required for study, alternatives may be used, and questions will not be set on them.</p> <p>Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.</p> <p>Common and divergent views within Islam in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Muslim</p>

<p>Knowledge in sequence</p>	<p>Worship: -Different types of worship: liturgical, non-liturgical, informal -Prayer: different types and purposes of prayer. Case study on the Lords prayer. Comparison to Jesus' teaching to prayer in private Sacraments: -Baptism: the difference in believers and infant baptism. Baptism is a sacrament and represents the joining to a church and the cleansing of original sin -Holy Communion: this is a sacrament and remembers the sacrifice and atonement of Jesus on the cross. Comparisons will be made between Roman Catholic, Orthodox and Anglican Eucharist. Pilgrimage: -Bourdes and Iona are important places of pilgrimage for Christians. -Purposes of pilgrimage include education, healing and reflection Festivals: -Christmas: this celebrates the birth of Jesus Christ and follows the Nativity story.</p>	<p>Key concepts: -Peace, justice, forgiveness and reconciliation Violent Protest: -Rioting is a violent protest -Terrorism is violent protest -Motives for violence Reasons for war: -Greed, retaliation and self-defence. -Muslim and Christian responses to this. Weapons of Mass Destruction: -Different types include biological, chemical and nuclear. -Christian and Muslim teaching against it. War: -Just war follows Aquinas's principles. E.g. proportionate force -Holy War: the crusades are an example of religious war. Pacifism: -Christian and Muslim teachings on pacifism. E.g. Quakerism -Ronhoeffer case study on pacifism Victims of War: -Caritas and Christian Aid are Christian charities that support victims of war</p>	<p>Five pillars: -Shahadah: profession of faith and beliefs about Allah and Muhammad. -Salah: five daily prayers. Rak'ah make up the daily prayers. Jummah prayer, prayer at home and significance of prayer -Zakah: almsgiving and the origins of zakah. How much is given for zakah and why it is significant -Sawm: fasting and abstaining from certain acts like sex. To create empathy for the poor and practice religious discipline. -Hajj: the origins of hajj and how hajj is performed, including circling the kabah and travelling to Arafat. Muslims stand at Arafat, throw pebbles at Mina, return to Mecca and travel to mosque. Jihad: -Lesser jihad is violent struggle and greater jihad is personal struggle Festivals: -Eid-ul-Fitr means breaking the fast and is celebrated at the end of Ramadan -Eid ul-Adha celebrates Ibrahim and his sacrifice of Isaac -Ashura: a Shia festival and celebrates</p>	
<p>Skills</p>	<p>The understanding of different religious practices – how they impact religion and religious people. The different beliefs of religions Structures to support learning: •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. •P •PARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion. SOCS: This is designed to allow pupils to evaluate a statement within a religious tradition. Pupils have to evaluate a statement but from one religious perspective. This means some Christians might say X, whereas other Christians think Y. •P</p>	<p>The understanding of different religious practices – how they impact religion and religious people. The different beliefs of religions Structures to support learning: •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. •P •PARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion. SOCS: This is designed to allow pupils to evaluate a statement within a religious tradition. Pupils have to evaluate a statement but from one religious perspective. This means some Christians might say X, whereas other Christians think Y. •P</p>	<p>The understanding of different religious practices – how they impact religion and religious people. The different beliefs of religions Structures to support learning: •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. •P •PARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion. SOCS: This is designed to allow pupils to evaluate a statement within a religious tradition. Pupils have to evaluate a statement but from one religious perspective. This means some Christians might say X, whereas other Christians think Y. •P</p>	

Key Words	Baptism Catholic CAFOD Christian Aid Christmas Easter Eucharist/holy communion Food banks Informal prayer Liturgical worship Law Mission Non-liturgical worship/informal worship Orthodox Persecution Pilgrimage Prayer Private Worship Protestant Sacrament Street Pastors Tearfund Worship	Biological Weapons Chemical weapons Forgiveness Greater jihad Greed Holy war Jihad Justice Just war Lesser jihad Nuclear weapons Pacifism Peace Protest Reconciliation Retaliation Riot Self-defence Terrorism Violence War Weapons of mass destruction	Ablution Arafat Ashura Five Pillars Friday Prayer /Jummah Hajj Id ul-Adha Id ul-Fitr The Ka'aba Khums Mina Rak'ahs Muzdalifah Night of Power Recitations Salah Sawm Shahadah Ten Obligatory Acts Zakah
End Point	Students able to answer a 24 mark section in Paper 1 of the AQA RS specification A	Students able to answer a 24 mark section in Paper 2 of the AQA RS specification A	Students able to answer a 24 mark section in Paper 1 of the AQA RS specification A
Assessment method	<p>throughout the unit. There will be opportunity for recall strategies will occur every lesson in the scheme. Every first lesson in the week will start with a retrieval quiz based on the knowledge organiser</p> <p>Every second lesson in the week will begin with a 4 or 5 mark 'lightning bolt' question. This will be peer or self assessed.</p> <p>Half way through the unit, there will be a twelve mark progress point. This will be an evaluation statement that has a cumulative aspect. The statement will test knowledge on a core concept that occurs at many points during the specification; e.g. forgiveness. Teachers will complete a whole class feedback sheet as the students write their evaluation piece, and will individually mark the books. Reflection will involve engaging with a model answer.</p> <p>The end of unit assessment will be modelled on a section from the AQA exam. Students will complete a 1, 2, 4, 5, and 12 mark question on knowledge from the current unit. This will be graded by the teacher and a whole class</p>	<p>Formative assessment will occur throughout the unit. There will be opportunity for recall strategies will occur every lesson in the scheme. Every first lesson in the week will start with a retrieval quiz based on the knowledge organiser</p> <p>Every second lesson in the week will begin with a 4 or 5 mark 'lightning bolt' question. This will be peer or self assessed.</p> <p>Half way through the unit, there will be a twelve mark progress point. This will be an evaluation statement that has a cumulative aspect. The statement will test knowledge on a core concept that occurs at many points during the specification; e.g. forgiveness. Teachers will complete a whole class feedback sheet as the students write their evaluation piece, and will individually mark the books. Reflection will involve engaging with a model answer.</p> <p>The end of unit assessment will be modelled on a section from the AQA exam. Students will complete a 1, 2, 4, 5, and 12 mark question on knowledge from the current unit. This will be</p>	<p>Formative assessment will occur throughout the unit. There will be opportunity for recall strategies will occur every lesson in the scheme. Every first lesson in the week will start with a retrieval quiz based on the knowledge organiser</p> <p>Every second lesson in the week will begin with a 4 or 5 mark 'lightning bolt' question. This will be peer or self assessed.</p> <p>Half way through the unit, there will be a twelve mark progress point. This will be an evaluation statement that has a cumulative aspect. The statement will test knowledge on a core concept that occurs at many points during the specification; e.g. forgiveness. Teachers will complete a whole class feedback sheet as the students write their evaluation piece, and will individually mark the books. Reflection will involve engaging with a model answer.</p> <p>The end of unit assessment will be modelled on a section from the AQA exam. Students will complete a 1, 2, 4, 5, and 12 mark question on knowledge from the current unit. This will be</p>