

Scheme title	Crime and Punishment	Christian Beliefs	Relationships	Muslim Beliefs	Peace and Conflict
Purpose of scheme	<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. 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: Death penalty, corporal punishment and forgiveness</p> <p>Crime</p> <ul style="list-style-type: none"> - Reasons for crime: upbringing, hate, revenge - Types: against people, against property, hate crimes, crimes against the state <p>Religious responses:</p> <ul style="list-style-type: none"> - Retribution, reformation and deterrence as the three aims of punishment - Christian and Muslim teachings about each of these aims, including Shariah law. - Christianity tends to teach reformation, Islam tends to teach retribution - Forgiveness: Christian and Muslim teaching. <p>Capital Punishment:</p> <ul style="list-style-type: none"> - Execution of a criminal who has been found guilty of a serious crime. It has been abolished in most of the developed world but is still retained in 57 countries - Muslim and Christian teachings on this <p>Corporal Punishment:</p> <ul style="list-style-type: none"> - Punishment through causing pain - Christian and Muslim responses to this 	<p>Students should study the beliefs, 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. 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 perspectives in their answers including Catholic, Orthodox and Protestant</p> <p>Attributes of God:</p> <ul style="list-style-type: none"> - Omnipotent, omniscience, immanence, transcendence and benevolence - How these attributes conflict - God is trine: the father, son and holy spirit. <p>Creation:</p> <ul style="list-style-type: none"> - Fundamentalist Christians believe the Bible is literal, whilst liberal Christians believe it to be symbolic. This affects creationism. - Jesus as the Word <p>Jesus' Life and Death:</p> <ul style="list-style-type: none"> - Incarnation: Jesus is God incarnate and was born of the mother Mary. Jesus lived in Palestine 2000 years ago - Crucifixion: The story of Jesus' crucifixion and key people involved e.g. the Romans and Judas. Students will analyse quotes from the Bible about what Jesus said about his crucifixion and the concept of messiahhood - Resurrection: Jesus was resurrected on the third day and this fulfilled the prophecies. This shows God's power over death - Ascension: Jesus ascended into heaven 40 days after his resurrection. Jesus taught the disciples about evangelism and faith before his ascensions <p>Life after death:</p> <ul style="list-style-type: none"> - Heaven, Hell, judgement, purgatory and resurrection are key Christian concepts for the afterlife. - Key parables include the rich man and Lazarus, and the sheep and the goats. - Salvation: Three means to salvation are grace, good works and faith. All people inherit original sin, and the crucifixion made it possible for us to be forgiven for this. 	<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. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: homosexuality, sex outside of marriage and contraception</p> <p>Sex, marriage and divorce</p> <ul style="list-style-type: none"> - Human sexuality including: heterosexual and homosexual relationships. - Sexual relationships before and outside of marriage. <p>- Contraception and family planning.</p> <p>- The nature and purpose of marriage.</p> <p>- Same-sex marriage and cohabitation.</p> <p>- Divorce, including reasons for divorce, and remarriage.</p> <p>- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.</p> <p>Families and Gender Equality</p> <p>The nature of families, including:</p> <ul style="list-style-type: none"> - the role of parents and children - extended families and the nuclear family. <p>The purpose of families:</p> <ul style="list-style-type: none"> - procreation - stability and the protection of children - educating children in a faith. <p>Contemporary family issues:</p> <ul style="list-style-type: none"> - same-sex parents - polygamy. - The roles of men and women. <p>Gender prejudice and discrimination, including examples.</p>	<p>Students should study the beliefs, 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. Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. 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 perspectives in their answers, including those from Sunni and Shi'a Islam.</p> <p>Attributes of God:</p> <ul style="list-style-type: none"> - Tawhid is oneness. - God's will is supreme and may conflict with freewill - 99 names of Allah <p>Sunni and Shia</p> <ul style="list-style-type: none"> - History of the caliphate and imamate - Key differences in the 6 articles and 5 principles of faith for Sunni and Shia <p>Angels</p> <ul style="list-style-type: none"> - The role of Mikail and Jibril as key angels - Significance at the day of Judgement <p>Predestination</p> <ul style="list-style-type: none"> - God has predestined everyone's futures - Muslims say 'God willing' to recognise this <p>Life after death:</p> <ul style="list-style-type: none"> - Akhirah = afterlife. - Day of judgement comes some time after death and everyone will go to heaven or hell <p>Prophet hood (risalah)</p> <ul style="list-style-type: none"> - Ibrahim: sacrifice, the Kabah and idol worship - Links to Ul-ul-Adha - Adam and creation - Muhammad: revelation and 'seal of the prophets'. Links to leadership of Islam <p>Holy books:</p> <ul style="list-style-type: none"> - Qur'an is the perfect revelation - The Torah, Psalms and Gospels are recognised too. 	<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. 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>Key concepts:</p> <ul style="list-style-type: none"> - Peace, justice, forgiveness and reconciliation <p>Violent Protest:</p> <ul style="list-style-type: none"> - Rioting is a violent protest - Terrorism is violent protest - Motives for violence <p>Reasons for war:</p> <ul style="list-style-type: none"> - Greed, retaliation and self-defence. - Muslim and Christian responses to this. <p>Weapons of Mass Destruction:</p> <ul style="list-style-type: none"> - Different types include biological, chemical and nuclear. - Christian and Muslim teaching against it. <p>War:</p> <ul style="list-style-type: none"> - Just war follows Aquinas's principles. E.g. proportionate force - Holy War: the crusades are an example of religious war. <p>Pacifism:</p> <ul style="list-style-type: none"> - Christian and Muslim teachings on pacifism. E.g. Quakerism - Bonhoeffer case study on pacifism <p>Victims of War:</p> <ul style="list-style-type: none"> - Caritas and Christian Aid are Christian charities that support victims of war - Muslim Aid also helps victims of war. - Religious teachings on this
Knowledge in sequence	<p>The understanding of different religious practices – how they impact religion and religious people.</p> <p>The different beliefs of religions</p> <p>Structures to support learning:</p> <ul style="list-style-type: none"> • 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. □ • FARM: 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. <p>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>The understanding of different religious practices – how they impact religion and religious people.</p> <p>The different beliefs of religions</p> <p>Structures to support learning:</p> <ul style="list-style-type: none"> • 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. □ • FARM: 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. <p>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>The understanding of different religious practices – how they impact religion and religious people.</p> <p>The different beliefs of religions</p> <p>Structures to support learning:</p> <ul style="list-style-type: none"> • 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. □ • FARM: 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. <p>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>The understanding of different religious practices – how they impact religion and religious people.</p> <p>The different beliefs of religions</p> <p>Structures to support learning:</p> <ul style="list-style-type: none"> • 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. □ • FARM: 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. <p>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>The understanding of different religious practices – how they impact religion and religious people.</p> <p>The different beliefs of religions</p> <p>Structures to support learning:</p> <ul style="list-style-type: none"> • 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. □ • FARM: 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. <p>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>
Skills					

	Addiction Community service Corporal punishment Crime Death penalty Deterrence Evil intentions Forgiveness Greed Hate Crime Prison Law Mental illness Murder Poverty Principle of utility Reformation Retribution Sanctity of life Theft Unjust law Upbringing	Ascension Atonement Bible Christ Creation Crucifixion Evangelism Evil The Father Grace Heaven Hell Holy Spirit Incarnation Jesus Judgement Just Omnipotent Omniscient Oneness Original sin Reconciliation Resurrection Salvation Sin Son of God Trinity	Cohabitation Compassion Contraception Divorce Extended family Family planning Gender discrimination Gender equality Gender prejudice Heterosexuality Homosexuality Nuclear family Polygamy Procreation Remarriage Vows	Akhirah Adalat/ justice Angels Beneficence Fairness The Gospel Heaven Hell Imamate Jihad Mercy Muhammad Omnipotence Predestination The Psalms The Qur'an Resurrection Revelation Risalah Scrolls of Abraham Shi'a and Sunni Islam Tawhid	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
Key Words					
End Point	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 Paper1 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 Paper1 of the AQA RS specification A	Students able to answer a 24 mark section in Paper 2 of the AQA RS specification A
Assessment method	<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. 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 feedback sheet will be given to the students. Reflection will involve engaging with a model answer.</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. 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. 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