-	Religious Education		Year Group:	
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Scheme title	Christian Practices	Religion and life	Muslim Practices	
			Students should study the beliefs, teachings	
	Students should study the beliefs, teachings		and practices of Islam specified below and	
	and practices of Christianity specified below		their basis in	
	and their basis in Christian sources of		Islamic sources of wisdom and authority.	
	wisdom and authority. They should be able		They should be able to refer to scripture	
	to refer to scripture and/or sacred texts		and other writings	
	where appropriate. Some texts are		where appropriate. Some texts are	
	prescribed for study in the content set out		prescribed for study in the content set out	
	below and questions may be set on them.		below and questions may	
	Students may refer to any relevant text in	Students should study religious	be set on them. Students may refer to any	
	their answers and AQA will publish a list of	Students should study religious	relevant text in their answers and AQA will	
	appropriate texts as part of the supporting	teachings, and religious, philosophical	publish a list of appropriate texts as part of	
	material for this specification. These	and ethical arguments, relating	the supporting material for this	
	additional texts will not be required for	to the issues that follow, and their	specification. These additional texts will not	
	study, alternatives may be used, and	impact and influence in the modern	be required for study, alternatives may be	
	questions will not be set on	world. They should be aware of	used, and questions will not be set on	
	them. Students should study the influence	contrasting perspectives in	them.	
	of the beliefs, teachings and practices	contemporary British society on all of	Students should study the influence of the	
	studied on individuals,	these issues.	beliefs, teachings and practices studied on	
	communities and societies.	They must be able to explain	individuals, communities and societies.	
	Common and divergent views within	contrasting beliefs on the following	Common and divergent views within Islam	
	Christianity in the way beliefs and teachings	three issues with reference to the main	in the way beliefs and teachings are	
	are understood and expressed should be included throughout. Students may refer to	religious tradition in Britain	understood and expressed should be	
	a range of different Christian perspectives	(Christianity) and Islam: abortion,	included throughout. Students may refer to a range of different Muslim perspectives in	
Purpose of	in their answers including Catholic,	euthanasia and animal	their answers, including those from Sunni	
			their unswers, meruung those nom summ	
•		experimentation	and Shi'a Islam	
scheme	Orthodox and Protestant.	experimentation	and Shi'a Islam. Five pillars:	
•		Origins of the universe:	Five pillars:	
•	Orthodox and Protestant. Worship: - Different types of worship: liturgical, non-liturgical, informal	Origins of the universe: - Big Bang and science		
•	Orthodox and Protestant. Worship: - Different types of worship: liturgical, non-liturgical, informal - Prayer: different types and purposes of prayer. Case	Origins of the universe: - Big Bang and science - Genesis creation stories	Five pillars: - Shahadah: profession of faith and beliefs	
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	The understanding of different	The understanding of different	The understanding of different
	religious practices – how they impact	religious practices – how they impact	religious practices – how they impact
	religion and religious people.	religion and religious people.	religion and religious people.
	The different beliefs of religions	The different beliefs of religions	The different beliefs of religions
	Structures to support learning:	Structures to support learning:	Structures to support learning:
		 PEEL: Develop extended writing skills 	 PEEL: Develop extended writing skills
	to include a point, evidence or	to include a point, evidence or	to include a point, evidence or
	example, explain it and link it to the	example, explain it and link it to the	example, explain it and link it to the
	overall point. This is helpful across all	overall point. This is helpful across all	overall point. This is helpful across all
	written subjects and reinforces literacy	written subjects and reinforces literacy	written subjects and reinforces literacy
	skills.	skills.	skills.
			 FARM: Evaluate a statement by
	 FARM: Evaluate a statement by 	 FARM: Evaluate a statement by 	coming up with ideas for and against.
	coming up with ideas for and against.	coming up with ideas for and against.	Pupils should write a PEEL paragraph
	Pupils should write a PEEL paragraph	Pupils should write a PEEL paragraph	For, a PEEL paragraph Against, a PEEL
	For, a PEEL paragraph Against, a PEEL	For, a PEEL paragraph Against, a PEEL	paragraph about a religious view and a
	paragraph about a religious view and a	paragraph about a religious view and a	conclusion. Pupils are encouraged to
	conclusion. Pupils are encouraged to	conclusion. Pupils are encouraged to	include scriptural references and their
	include scriptural references and their	include scriptural references and their	own opinion.
	own opinion.	own opinion.	SOCS: This is designed to allow pupils
		SOCS: This is designed to allow pupils	to evaluate a statement within a
	to evaluate a statement within a	to evaluate a statement within a	religious tradition. Pupils have to
	religious tradition. Pupils have to	religious tradition. Pupils have to	evaluate a statement but from one
	evaluate a statement but from one	evaluate a statement but from one	religious perspective. This means some
	0 1 1	religious perspective. This means some	Christians might say X, whereas other
	Christians might say X, whereas other	Christians might say X, whereas other	Christians think Y.
Skills	Christians think Y.	Christians think Y.	
	Baptism	Abortion	Ablution
	Catholic	Afterlife	Arafat
	CAFOD	Animal experimentation	Ashura
	Christian Aid	Awe and wonder	Five Pillars
	Christmas	Big Bang Theory	Friday Prayer /Jummah
	Easter	Death	Hajj
	Eucharist/holy communion	Dominion	Id ul-Adha
	Food banks	Environment	ld ul-Fitr
	Informal prayer	Euthanasia	The Ka'aba
	Liturgical worship	Evolution	Khums
	Law	Natural resources	Mina
	Mission	Pollution	Rak'ahs
	Non-liturgical worship/informal	Quality of life	Muzdalifah
	worship	Responsibility	Night of Power
	Orthodox	Sanctity of life	Recitations
	Persecution	Scientific	Salah
	Pilgrimage	Stewardship	Sawm
	Prayer	·	Shahadah
	Private Worship		Ten Obligatory Acts
	Protestant		Zakah
	Sacrament		
	Street Pastors		
	Tearfund		
Key Words	Worship		
	Students able to answer a 24 mark	Students able to answer a 24 mark	Students able to answer a 24 mark
	section in Paper 1 of the AQA RS	section in Paper 2 of the AQA RS	
End Point		section in ruper 2 of the ridor ho	section in Paper 1 of the AQA RS
	specification A	specification A	section in Paper 1 of the AQA RS specification A
		specification A Formative assessment will occur throughout the	specification A Formative assessment will occur throughout the
		specification A Formative assessment will occur throughout the unit. There will be opportunity for recall	specification A Formative assessment will occur throughout the unit. There will be opportunity for recall
		specification A Formative assessment will occur throughout the unit. There will be opportunity for recall strategies will occur every lesson in the scheme.	specification A Formative assessment will occur throughout the unit. There will be opportunity for recall strategies will occur every lesson in the scheme.
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