

Subject :	Religious Education	Year Group:	11
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Scheme title	Christian Practices	Religion and life	Muslim Practices
Purpose of scheme	<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. 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>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: abortion, euthanasia and animal experimentation</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>
Knowledge in sequence	<p>Worship:</p> <ul style="list-style-type: none"> - 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 <p>Sacraments:</p> <ul style="list-style-type: none"> - 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. <p>Pilgrimage:</p> <ul style="list-style-type: none"> - Lourdes and Iona are important places of pilgrimage for Christians. - Purposes of pilgrimage include education, healing and reflection <p>Festivals:</p> <ul style="list-style-type: none"> - Christmas: this celebrates the birth of Jesus Christ and follows the Nativity story. - Easter: Recognising the death and resurrection of Jesus in atonement for humanity's sin. It also shows God's power over death and the fulfilment of prophecy <p>Role of the Church</p> <ul style="list-style-type: none"> - Food banks e.g. the Trussell Trust donate food to the poor in Britain - Street Pastors support vulnerable people - Links to key parables like the Sheep and the Goats. <p>Evangelism: Jesus taught his disciples to spread the word of God. The alpha course is one way that Christians teach the gospel to others.</p> <p>Persecution: the Corrymeela Community support people in times of tragedy, as do the Barnabas Fund</p>	<p>Origins of the universe:</p> <ul style="list-style-type: none"> - Big Bang and science <p>Genesis creation stories</p> <p>Value of the world:</p> <ul style="list-style-type: none"> - Stewardship and dominion as ways Christians and Muslims should value the world <p>Use and Abuse:</p> <ul style="list-style-type: none"> - Environment: pollution, fossil fuels, plastic and charity work for reserving climate change - Animals: farming and animal experimentation. <p>Origins of human life:</p> <ul style="list-style-type: none"> - Genesis creation stories about Adam and Eve - Scientific theories around evolution <p>Abortion and Euthanasia:</p> <ul style="list-style-type: none"> - Quality and sanctity of life - Pro-choice and pro-life debates - Case studies for each issue - Christian and Muslim responses <p>Death and afterlife:</p> <ul style="list-style-type: none"> - Beliefs about heaven, hell and judgement from Islam and Christianity. 	<p>Five pillars:</p> <ul style="list-style-type: none"> - 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. <p>Jihad:</p> <ul style="list-style-type: none"> - Lesser jihad is violent struggle and greater jihad is personal struggle <p>Festivals:</p> <ul style="list-style-type: none"> - Id-ul-Fitr means breaking the fast and is celebrated at the end of Ramadan - Id ul-Adha celebrates Ibrahim and his sacrifice of Isaac - Ashura: a Shia festival and celebrates the Day of Atonement and remembers when the Israelites were freed from slavery. They remember the death of Husayn and is a public expression of mourning.

Skills	<p>The understanding of different religious practices – how they impact religion and religious people. 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. <p>☐</p> <ul style="list-style-type: none"> • 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. 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. <p>☐</p> <ul style="list-style-type: none"> • 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. 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>Baptism</p> <p>Catholic</p> <p>CAFOD</p> <p>Christian Aid</p> <p>Christmas</p> <p>Easter</p> <p>Eucharist/holy communion</p> <p>Food banks</p> <p>Informal prayer</p> <p>Liturgical worship</p> <p>Law</p> <p>Mission</p> <p>Non-liturgical worship/informal worship</p> <p>Orthodox</p> <p>Persecution</p> <p>Pilgrimage</p> <p>Prayer</p> <p>Private Worship</p> <p>Protestant</p> <p>Sacrament</p> <p>Street Pastors</p> <p>Tearfund</p> <p>Worship</p>	<p>Abortion</p> <p>Afterlife</p> <p>Animal experimentation</p> <p>Awe and wonder</p> <p>Big Bang Theory</p> <p>Death</p> <p>Dominion</p> <p>Environment</p> <p>Euthanasia</p> <p>Evolution</p> <p>Natural resources</p> <p>Pollution</p> <p>Quality of life</p> <p>Responsibility</p> <p>Sanctity of life</p> <p>Scientific</p> <p>Stewardship</p>	<p>Ablution</p> <p>Arafat</p> <p>Ashura</p> <p>Five Pillars</p> <p>Friday Prayer /Jumma</p> <p>Hajj</p> <p>Id ul-Adha</p> <p>Id ul-Fitr</p> <p>The Ka'aba</p> <p>Khums</p> <p>Mina</p> <p>Rak'ahs</p> <p>Muzdalifah</p> <p>Night of Power</p> <p>Recitations</p> <p>Salah</p> <p>Sawm</p> <p>Shahadah</p> <p>Ten Obligatory Acts</p> <p>Zakah</p>
Key Words			
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>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 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</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 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</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 feedback sheet will be given to the students. Reflection will involve engaging with a model answer.</p>