

Religious Studies (AQA)

Year 10

Scheme of Learning 2025 - 2026

Mr M Labrou – Acting Head of Humanities

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics Taught	Buddhist Practices	Buddhist Practices	Theme E – Crime and Punishment	Theme E – Crime and Punishment	Theme D – Religion Peace and Conflict	Theme D – Religion peace and Conflict
Overarching Big Questions	<ol style="list-style-type: none"> 1. What does it mean to be a Buddhist? 2. What do Buddhist do in their lives? 3. What are the different types of Buddhism? 	<ol style="list-style-type: none"> 1. What does it mean to be a Buddhist? 2. What do Buddhist do in their lives? 3. What are the different types of Buddhism? 	<ol style="list-style-type: none"> 1) What are the causes of crime? 2) How should we punish criminals? 3) Should we forgive criminals? 	<ol style="list-style-type: none"> 1) What are the causes of crime? 2) How should we punish criminals? 3) Should we forgive criminals? 	<ol style="list-style-type: none"> 1. Is it acceptable to use violence? 2. Should we forgive others? 3. Are there any universal laws? 	<ol style="list-style-type: none"> 1. Is it acceptable to use violence? 2. Should we forgive others? 3. Are there any universal laws?
Week Times	6.5 Weeks	7.5 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks

Vital Pre-requisites	<p>Vital Pre-requisites</p> <p>Students will need to understand Buddhist stories and show how this leads to beliefs and expression.</p> <p>Students will need to understand the beliefs and teaching of the Buddha to be able to apply them.</p> <p>Students will need to have a good understanding of Buddhist rules, such as the 5 precepts and 8 fold path to apply them.</p>	<p>Vital Pre-requisites</p> <p>Students will need to understand Buddhist stories and show how this leads to beliefs and expression.</p> <p>Students will need to understand the beliefs and teaching of the Buddha to be able to apply them.</p> <p>Students will need to have a good understanding of Buddhist rules, such as the 5 precepts and 8 fold path to apply them.</p>	<p>Vital Pre-requisites</p> <p>Students will need a foundational understanding of key religious teachings from Christianity and Buddhism, particularly those relating to morality, sin, justice, compassion, and the value of life.</p> <p>Students will need to recall key ethical principles such as the sanctity of life, the concept of karma, and teachings on judgement and forgiveness.</p> <p>Students must be able to distinguish between absolute and relative morality, and have experience applying religious teaching to moral issues.</p> <p>Students will need the ability to compare and contrast different viewpoints within and between religions, supported by evidence and context.</p>	<p>Vital Pre-requisites</p> <p>Students will need a secure understanding of the key beliefs and teachings within Christianity and Buddhism, especially relating to morality, human nature, and the value of life.</p> <p>Students will need to recall and apply their knowledge of religious rules and moral guidance, such as the Ten Commandments, the Sermon on the Mount, the Five Precepts, and the Noble Eightfold Path.</p> <p>Students will need to understand how religious teachings are interpreted in modern society, drawing on prior learning from the Crime & Punishment unit, including concepts such as justice, retribution, and forgiveness.</p> <p>Students should be able to compare contrasting viewpoints within and between religions, and begin to form justified personal responses to complex moral issues.</p>
Why do we teach this now?	<p>Why do we teach this now?</p> <p>Students will explore how Buddhists live they will look at diversity within the religion. We teach this now as they have a</p>	<p>Why do we teach this now?</p> <p>Students will explore how Buddhists live they will look at diversity within the religion. We teach this now as they have a</p>	<p>Why do we teach this now?</p> <p>This is the first Themes unit and marks the transition from the study of religious belief to the application of belief in social and moral contexts. It introduces students to the demands of thematic study by encouraging them to explore how religious teachings respond to real-</p>	<p>Why do we teach this now?</p> <p>This unit builds on the students' prior knowledge of religious beliefs by requiring them to apply these ideas to wider moral, political and social issues. It is taught after Crime & Punishment as it continues the theme of justice, but in a broader and more global context.</p>

	<p>greater understanding of Buddhism as a whole and can start to make comparison between two or more types of Buddhism.</p>	<p>greater understanding of Buddhism as a whole and can start to make comparison between two or more types of Buddhism.</p>	<p>world issues, such as crime, justice, and punishment.</p> <p>It is taught at this point to consolidate students' understanding of both Christianity and Buddhism, giving them the opportunity to apply that knowledge to controversial and complex issues such as the death penalty and corporal punishment.</p> <p>Introducing the Themes course with Crime & Punishment allows students to engage with familiar moral language while beginning to develop skills of ethical reasoning, argument-building and critical comparison.</p>	<p>By this stage in Year 10, students have had time to become confident in both religions studied and are now ready to tackle real-world debates such as the justification of war, the morality of nuclear weapons, and the role of religion in peace-making.</p> <p>This unit also develops the evaluative and comparative skills needed for later Themes units, such as Religion and Life and Relationships and Families. Teaching this unit now encourages students to critically reflect on contemporary conflicts through a religious and philosophical lens, laying the groundwork for thoughtful engagement with the wider world and improving their ability to form balanced, evidence-based arguments.</p>
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Term 1 Buddhist Practices

Key words / concepts Anicca, Anatta, Dukkha, 8 fold path, samsara, Anicca, Anatta, 8-fold path, Arhat, Bodhisattva, Pure Land Buddhism, Theravada, Mahayana, puja, meditation, Metta, Karuna

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>What does it mean to be a Buddhist?</p> <p>What do Buddhist do in their lives?</p> <p>What are the different types of Buddhism?</p>	<p>1 What does it mean to be a perfected person? (Arhat and Bodhisattva)</p>	<p>To understand the idea of personhood in Buddhism and what it means to be Arhat.</p>	<p>To be able to explain what an arhat is. To be able to explain how to become an arhat. To be able to compare arhat and bodhisattva.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Video used to support understanding. - Hermeneutics – use religious text to give meaning and understanding. - Learning from learning about – students will reflect what makes a person perfect. 	<p>1) X1 24-mark Teacher assessed assessment.</p> <p>2) Peer assessed knowledge quiz.</p> <p>3) PIT to be carried out to review and improve – students will focus on content and exam skills.</p> <p>4) Recap quizzes used.</p> <p>5) Freeze green pen self-assessments.</p>	<p>A termly homework project on the content for this term</p>	<p><u>SMSC</u> Morality - Students discuss the idea of right and wrong – whether this is relative and where we get our ideas of right and wrong from. Spiritual – students will explore Buddhist beliefs about God. They will then reflect on their own beliefs and consider why this is. Spiritual – student will gain knowledge of Buddhism which may be alien to them. – this helps build tolerance and understanding Cultural -Students will consider how our culture can affect our beliefs particularly with religion. Social – Students have the platform to discuss personal views and must engage in listening to others. <u>Protected characteristics</u> Religion – students actively must show respect towards the religion being studied. Gender – Students will consider different gender roles within Buddhism and consider if this is right. <u>British values</u></p>
	<p>2 What is Pureland Buddhism and how does it differ from</p>	<p>To understand what Pureland Buddhism is and start to</p>	<p>To be able to explain the different types of Buddhism Theravada, Mahayana and pureland.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 			

	Mahayana and Theravada traditions?	compare this to Theravada and Mahayana Buddhism.	To compare pureland with more traditional forms of Buddhism To consider how your denomination influences your actions.	<ul style="list-style-type: none"> - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Video used to support understanding. - Hermeneutics – use religious text to give meaning and understanding. - Learning from learning about – thinking about different clubs that all belong to the overall group – for example football and how different clubs have different ideas to do the same thing. 			Tolerance of different faith or beliefs - Students must be respectful toward the religion being studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.
	3 What is the Buddhist temple like?	To understand what the Buddhist place of worship is like and link this to	To be able to explain what happens at a Buddhist vihara. To be able to show why the vihara is important to Buddhists. To link actions or objects of the temple to	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. 			

		Buddhist concepts.	Buddhists stories or belief.	<ul style="list-style-type: none"> - Differentiated questioning used to support or challenge. - Video used to support understanding. - Hermeneutics – use religious text to give meaning and understanding. - Learning from learning about – students will reflect on why buildings or places have significance. 			
	4 What is a Bhikkhu and what is their life like?	To understand what is a bhikkhu is, what they can and can't do, and why man in Buddhism want to be monks.	<p>To be able to explain what a bhikkhu is.</p> <p>To be able to explain what a bhikkhu does and why linking back to concepts or stories previously studied.</p> <p>To be able to evaluate if all Buddhists should be bhikkhus if they want to reach enlightenment.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Video used to support understanding. 			

				<ul style="list-style-type: none"> - Hermeneutics – use religious text to give meaning and understanding. 			
	5 What are offerings and what artefacts are used in Buddhism?	To understand how objects and materials are used in Buddhism to worship.	<p>To be able to explain what an artefact is. To be able to give examples of meaning when talking about artefacts. To evaluate the importance of artefacts in Buddhism.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Video used to support understanding. - Hermeneutics – use religious text to give meaning and understanding. - Learning from learning about – students will reflect on what objects they have that have special meaning to them. 			

	<p>6 What is puja and why is it significant?</p>	<p>To understand the significance of puja, and different types of worship.</p>	<p>To be able to explain what puja is. To be able to give example of puja using religious language. To be able compare different types of puja and evaluate the significance for Buddhists.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Video used to support understanding. - Hermeneutics – use religious text to give meaning and understanding. 			
	<p>7 What is Samantha meditation?</p>	<p>To understand what meditation is, to explore Samantha meditation</p>	<p>To be able explain what meditation is and why it is used in Buddhism. To be able to explain Samantha meditation. To be able to explain the significance of Samantha meditation.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Video used to support understanding. 			

				<ul style="list-style-type: none"> - Hermeneutics – use religious text to give meaning and understanding. - Learning from learning about – students will reflect on what they do to help their own mindfulness – they will consider how this compares with Buddhist views. 			
	8 What is Vispassana meditation?	To understand what meditation is, to explore Vispassana meditation	To be able explain what meditation is and why it is used in Buddhism. To be able to explain vipassana meditation. To be able to explain the significance of vipassana meditation.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Video used to support understanding. - Hermeneutics – use religious 			

				<p>text to give meaning and understanding.</p> <ul style="list-style-type: none">- Learning from learning about<ul style="list-style-type: none">– students will reflect on what they do to help their own mindfulness – they will consider how this compares with Buddhist views.			
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Term 2 – Buddhism Practices

Key words / concepts Anicca, Anatta, Dukkha, 8 fold path, samsara, Anicca, Anatta, 8-fold path, Arhat, Bodhisattva, Pure Land Buddhism, Theravada, Mahayana, puja, meditation, Metta, Karuna

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>What does it mean to be a Buddhist?</p> <p>What do Buddhists do in their lives?</p> <p>What are the different types of Buddhism?</p>	<p>1 Why might a Buddhist visualise the Buddha's when meditating?</p>	<p>To understand what meditation is, to explore why Buddhists might think of the buddha while meditating. To compare different types of meditation.</p>	<p>To be able explain what meditation is and why it is used in Buddhism. To be able to explain why meditation is important in Buddhism. To be able to compare the different types of meditation – and evaluate each type.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Video used to support understanding. - Hermeneutics – use religious text to give meaning and understanding. - Learning from learning about – students will reflect on what they do to help their own mindfulness – they will consider how this compares 	<ol style="list-style-type: none"> 1) X1 24-mark Teacher assessed assessment. 2) Peer assessed knowledge quiz. 3) PIT to be carried out to review and improve – students will focus on content and exam skills. 4) Recap quizzes used. 5) Freeze green pen self-assessments. 	<p>A termly homework project on the content for this term</p>	<p><u>SMSC</u> Morality - Students discuss the idea of right and wrong – whether this is relative and where we get our ideas of right and wrong from. Spiritual – students will explore Buddhist beliefs about God. They will then reflect on their own beliefs and consider why this is. Spiritual – student will gain knowledge of Buddhism which may be alien to them. – this helps build tolerance and understanding Cultural -Students will consider how our culture can affect our beliefs particularly with religion. Social – Students have the platform to discuss personal views and must engage in listening to others. <u>Protected characteristics</u> Religion – students actively must show respect towards the religion being studied. Gender – Students will consider different gender roles within Buddhism and consider if this is right. <u>British values</u></p>

				with Buddhist views.			Tolerance of different faith or beliefs - Students must be respectful toward the religion being studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.
	2 What are death rituals? How does Buddhism compare to others views? (Japan, Tibet and the UK).	To understand how death is dealt with in different Buddhist traditions.	To be able to explain the Theravada and Tibetan mourning rituals. To be able to reflect on their own view of afterlife and compare their own views with Buddhist views. To be able to show the significance of death rituals and consider how these differ from secular views in the UK.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Hermeneutics – use religious text to give meaning and understanding. - Learning from learning about – students will reflect on death rituals in the UK 			

				and consider if there are any similarities or differences to Buddhist views.			
	3 What is Wesak and how is it celebrated?	To understand the different festivals in Buddhism – to understand why and how Wesak is celebrated.	To be able to explain what wesak is. To be able to explain how wesak is celebrated. To be able to show why wesak is celebrated.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Video used to support understanding. - Hermeneutics – use religious text to give meaning and understanding. - Learning from learning about – students will reflect on celebrations they have themselves and consider if there are any similarities or differences 			

				between their own worldview and Buddhist view.			
	4 What is the significance of parinibbana day and how is it celebrated?	To understand the different festivals in Buddhism – to understand why and how parinibbana day is celebrated.	To be able to explain what parinibbana day is. To be able to explain how parinibbana day is celebrated. To be able to show why parinibbana day is celebrated.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Video used to support understanding. - Hermeneutics – use religious text to give meaning and understanding. - Learning from learning about – students will reflect on celebrations they have themselves and consider if there are any similarities or differences between their 			

				own worldview and Buddhist view.			
5 What is karma and how does it link to rebirth?	To understand what Karma is and how it affects your life on the samsara.	To be able to explain karma and how it links to afterlife. To be able to explain how karma influences a Buddhist. To be able to compare Buddhist view with secular view within the UK.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Video used to support understanding. - Hermeneutics – use religious text to give meaning and understanding. 				
6 Why do Buddhist believe you should show compassion, love and kindness?	To understand what Buddhist, teach about love and compassion. Why is this significant?	To be able to explain Karuna. To be able to explain Metta. To be able to give examples of both Karuna and Metta.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. 				

				<ul style="list-style-type: none"> - Video used to support understanding. - Hermeneutics – use religious text to give meaning and understanding. - Learning from learning about – students will reflect on qualities of a good person. They will reflect on their own view of morality and compare it to Buddhist views. 			
	7 What are the 5 moral precepts?	To understand what the 5 moral precepts are and consider how this is different to secular views on morality.	<p>To be able to explain what the 5 precepts are.</p> <p>To be able to show how the five influence a Buddhist today.</p> <p>To be able to reflect on the 5 moral precepts and how they compare to secular views in the UK.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Video used to support understanding. 			

				<ul style="list-style-type: none"> - Hermeneutics – use religious text to give meaning and understanding. - Learning from learning about – students will reflect on qualities of a good person. They will reflect on their own view of morality and compare it to Buddhist views. 			
	<p>8 What are the 6 perfections? Why are these considered the most important qualities?</p>	<p>To understand what the 6 perfections – prajnaparamitas – are and consider why they are important in Mahayana Buddhism.</p>	<p>To be able to explain what the 6 perfections are. To be able to explain why each is important. To be able to consider if these are universally good qualities.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Video used to support understanding. - Hermeneutics – use religious text to give 			

				<p>meaning and understanding.</p> <ul style="list-style-type: none">- Learning from learning about – students will reflect on qualities of a good person. They will reflect on their own view of morality and compare it to Buddhist views.			
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Term 3 – Theme E – Crime and Punishment

Key words / concepts for this term: Morality, Crime, Criminal, Punishment, Community Service, Corporal Punishment, Death Penalty, Capital Punishment

Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>What are the causes of crime?</p> <p>How should we punish criminals?</p> <p>Should we forgive criminals?</p>	<p>1 What does it mean to be Good? (Good verse Evil)</p>	<p>To understand the differences between good and evil. To explore different religious views on morality.</p>	<p>To be able to explain what Evil is. To be able to explain religious views of a good person. To be able to reflect on what makes a good person.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 	<ol style="list-style-type: none"> 1) 24-mark Teacher assessed assessment. 2) 10-mark teacher assessed assessment 3) Peer assessed knowledge quiz. 4) Recap quizzes used. 5) Freeze green pen self-assessments. 	<p>A termly homework project on the content for this term</p>	<p><u>SMSC</u> Morality – students look at the idea of Goodness and consider how we know what is right and wrong. Morality – students consider why people commit crimes. Morality – students consider how students should be treated. – they do this by looking at different prisons and systems in the UK and around the world. Social – students consider the different social or economic reasons for why people commit crime. Spiritual – students reflect on their own views regarding how we treat criminal and consider if the death penalty is right. Spiritual – students look at different religious views towards crime. Cultural – students consider background,</p>
	<p>2 Why do people commit crime? (Reasons for crime)</p>	<p>To understand the different reasons for crime and consider if the reason or intention matters.</p>	<p>To know the different reason why people, commit crime. To compare reasons for crime and reflect on whether they are acceptable. To reflect on personal attitude towards crime.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning 			

				<p>used to support or challenge.</p> <ul style="list-style-type: none"> - Check it chick and debate it Derick used to support lower ability groups. - Supported worksheet for very low ability groups. 			<p>race and social and economic factors towards crime.</p> <p><u>British values</u></p> <p>Rule of law – Students look at the different forms of punishment and consider the aims of each.</p> <p><u>Protected characteristics</u></p> <p>Students consider how discrimination of any kind can lead to vulnerabilities and crime. We discuss the importance of freedom and protection from the law – reference made to the equality act of 2010 and the declaration of human rights 1948.</p>
3	Is all crime Evil?	To explore different types of crime and establish if all crime can be considered evil.	<p>To know what is meant by the term evil.</p> <p>To reflect on different crimes and consider if they are evil.</p> <p>To order different crimes and justify which are evil and which are not.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - 			
4	What is a criminal? (look at secular and religious attitudes to criminals/crime)	To be able to explain what a criminal is and explore religious and secular attitudes	<p>To know what a criminal is.</p> <p>To explain religious attitudes towards criminals.</p> <p>To explain secular attitudes towards criminals.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. 			

		towards criminals.		<ul style="list-style-type: none"> - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 			
5	What are the different types of crime?	To understand the different types of crime and reflect if some are worse than others.	<p>To know the different types of crime are.</p> <p>To compare the different types of crime and explain why some are worse than others.</p> <p>To reflect on personal, religious, and secular views on crime.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support student understanding. - Partially filled in work sheets for the lowest ability. 			

	<p>6 What are the aims of punishment?</p>	<p>To understand the different aims of punishment and to reflect on which is the most important within your own world view.</p>	<p>To know what the aims of punishment are. To compare the aims of punishment and reflect on personal views. To be able to explain secular and religious views of aims of punishment</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Supported worksheet for very low ability groups. - 			
	<p>7 What are the religious attitudes to the aims of punishment?</p>	<p>To understand different religious views on the aims of punishment.</p>	<p>To know the aims of punishment. To be able to explain the benefits and drawback of the different types of punishment. To explain religious views on aims of punishment.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to 			

				<p>support lower ability groups.</p> <ul style="list-style-type: none"> - Supported worksheet for very low ability groups. - 			
	<p>8 How are criminals treated? (Attitudes including religious to how criminals are treated).</p>	<p>To understand how criminals are treated and explore religious and secular attitudes to how criminals are treated.</p>	<p>Know what happens to criminals in the UK. To be able to explain religious beliefs on how criminals should be treated. To compare religious and secular views on how criminals should be treated.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Supported worksheet for very low ability groups. 			

Term 4 – Theme E – Crime and Punishment

Key words / concepts Morality, Crime, Criminal, Punishment, Community Service, Corporal Punishment, Death Penalty, Capital Punishment

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
What are the causes of crime? How should we punish criminals? Should we forgive criminals?	1 What punishments are there for criminals?	To know the different types of punishment that can be used worldwide or in the UK. Reflect on whether each should be used on not.	To know the different types of punishment. To be able to compare these to worldwide views. To reflect on whether each punishment should be used.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Supported worksheet for very low ability groups. 	1) 24-mark Teacher assessed assessment. 2) 10-mark teacher assessed assessment 3) Peer assessed knowledge quiz. 4) Recap quizzes used. 5) Freeze green pen self-assessments.	A termly homework project on the content for this term	<u>SMSC</u> Morality – students look at the idea of Goodness and consider how we know what is right and wrong. Morality – students consider why people commit crimes. Morality – students consider how students should be treated. – they do this by looking at different prisons and systems in the UK and around the world. Social – students consider the different social or economic reasons for why
	2 What is Corporal punishment?	To understand what corporal punishment is and the history of corporal punishment in the UK.	To know what corporal punishment is. To know the history of corporal punishment in the UK. To explain different personal, secular, and religious attitudes towards corporal punishments.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. 			
	3	To know what community service is. To	To know what community service is.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 			

<p>What is community service?</p>	<p>understand the different types of community service and to reflect on the impact this has.</p>	<p>To be able to explain the different types of community service. To reflect on community service and evaluate if it works.</p>	<ul style="list-style-type: none"> - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Peer assessment/supported writing dependent on ability of the group. - 			<p>people commit crime. Spiritual – students reflect on their own views regarding how we treat criminal and consider if the death penalty is right. Spiritual – students look at different religious views towards crime.</p>
<p>4 Should we forgive criminals?</p>	<p>To consider if we should forgive criminals, explore the different secular, personal and religious attitudes.</p>	<p>To explain what forgiveness is. To be able to explain religious views on forgiveness. To be able to reflect on secular and religious views to form your own opinion on forgiveness.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support student understanding. Supported debate to support with writing 12 markers. 			<p>Cultural – students consider background, race and social and economic factors towards crime. <u>British values</u> Rule of law – Students look at the different forms of punishment and consider the aims of each.</p>
<p>5 What do religious say about forgiving criminals?</p>	<p>To understand the different religious attitudes to forgiveness with</p>	<p>To explain what forgiveness is. To be able to explain religious views on forgiveness.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. 			<p><u>Protected characteristics</u> Students consider how discrimination of any kind can lead</p>

		different types of crime.	To be able to reflect on secular and religious views to form your own opinion on forgiveness.	<ul style="list-style-type: none"> - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support student understanding. - 			to vulnerabilities and crime. We discuss the importance of freedom and protection from the law – reference made to the equality act of 2010 and the declaration of human rights 1948.
6	The death penalty what is it? (Ethical arguments)	To know what the death penalty is. To consider secular arguments for and against.	<p>To be able to explain what the death penalty is.</p> <p>To be able to explain different arguments for and against the death penalty.</p> <p>To reflect on your own view of the death penalty.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support student understanding. 			
7	What are religious responses to the death penalty? (Religious arguments for and against).	To know what the death penalty is. To consider the different religious arguments for and against the death penalty.	<p>To be able to explain what the death penalty is.</p> <p>To be able to explain different arguments religious argument about the death penalty.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. 			

			To reflect on your own view of the death penalty.	<ul style="list-style-type: none"> - Check it chick and debate it Derick used to support lower ability groups. - Video used to support student understanding. 			
8	How do Punishments in the UK compare with the World?	To know the different punishments that can be given to criminals in the UK and compare them to worldwide punishments. Reflect on personal attitudes to crime and punishment.	<p>To know what the punishments are in the UK.</p> <p>To be able to explain how these are different to other punishments around the world.</p> <p>To evaluate if punishments in the UK are correct or should they be changed.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Supported worksheet for very low ability groups. 			

Term 5 – Theme B – Religion, Peace and Conflict

Key words / concepts for this term: Justice, Peace, Forgiveness, Reconciliation, Protest, Terrorism, Ethical, Morality, Universal laws

Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>Is it acceptable to use violence?</p> <p>Should we forgive others?</p> <p>Are there any universal laws?</p>	<p>1.1/2.1/3.1 What is peace and Justice?</p>	<p>To understand what is meant by the term peace and to consider different religious perspective.</p>	<p>To be able to explain what peace is. To be able to explain justice and give examples. To be able to explain religious views on peace and justice and compare them to secular viewpoints.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support student understanding. - Supported debate to support with writing 12 markers. 	<p>6) 10-mark knowledge assessment.</p> <p>7) PIT to be carried out to review and improve – students will focus on content and exam skills.</p> <p>8) Recap quizzes used.</p> <p>9) Freeze green pen self-assessments.</p>	<p>A termly homework project on the content for this term</p>	<p><u>SMSC</u> Morality – student consider when it is acceptable to go to war. What rules and laws are there with regards to war and whether this is right or wrong. Morality – Students look at different types of protest and discuss their right to protest and the difference between violent and peaceful protest. – linking to the British value of rule of law. Cultural – student consider how culture, religion or social economic factors can be causes for war. Spiritual – Students look at difference religious views on violence and peace. Students’ reflet on their own view on violence and peace. Forgiveness and war. Social – Student must communicate respectfully. To do this</p>
	<p>2.2/3.2 Should we always forgive others? (Forgiveness and Reconciliation)</p>	<p>To understand different religious and secular views around forgiveness</p>	<p>To be able to explain their personal view on forgiveness. To be able to compare secular views with religious views.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. 			

		and reconciliation.	To be able to give accurate religious examples of forgiveness, either through belief or practice.	<ul style="list-style-type: none"> - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support student understanding. 			<p>they use STEPS and SHAPE.</p> <p><u>British Values</u> Rule of law - student look at the rules with regards to protest in the UK. Students explore qualified right. Rule of law – students consider the different laws surrounding war. Protected characteristics Democracy – students explore how the lack of democracy can lead to violent protest, terrorism, and war. They reflect on the importance of democracy.</p> <p><u>Protected characteristics</u> Students consider how discrimination of any kind can lead to violence, terrorism, and war. We discuss the importance of freedom and protection from the law – reference made to the equality act of 2010 and the declaration of human rights 1948.</p>
	1.2/3.3 What causes someone to be Violent? (Religion violence and protest)	To understand what protests are and why some people may use violent means.	To be able to explain why some people might be use violence to make a change. To be able to explain religious and secular views on violent and nonviolent protest. To be able to explain different examples on violent protest and reflect on their own position.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support student understanding. - Learning form learning about – reflection activity on what students 			

				would protest for.			
1.3/2.3/3.4 What is the truth about Terrorism?	To understand what terrorism is and to explore different types of terrorism.	To be able to explain what terrorism is. To be able to explain different forms of terrorism and different reasons people perform acts of terror. To be able to reflect on different attitudes towards terrorism.	- Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support student understanding. - Particular attention drawn to Islamic faith to eradicate any misconceptions.				
1.4/2.4/3.5 What is War?	To understand what war is and explore different religious attitudes towards War and violence.	To be able to define war. To be able to explain reasons why some people would go to war or not go to war. To reflect on the different arguments and formulate their	- Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used				

			own view on the acceptability of war.	to support or challenge. <ul style="list-style-type: none">- Check it chick and debate it Derick used to support lower ability groups.- Video used to support student understanding.- Supported debate to support with writing 12 markers.			
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Term 6 – Theme B – Religion, peace and conflict

Key words / concepts Nuclear war, Weapons of mass destruction, Just war theory, Holy war, Pacifism.

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>Is it acceptable to use violence?</p> <p>Should we forgive others?</p> <p>Are there any universal laws?</p>	<p>1.1/2.1/3.1 What are nuclear weapons and are they ethical?</p>	<p>To understand what weapons of mass destruction are and to understand different secular and religious views.</p>	<p>To be able to explain what weapons of mass destruction are. To be able to explain ethical arguments for and against. To reflect on religious and secular views on nuclear war.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Supported debate to support with writing 12 markers. 	<p>1) 24-mark formal end of unit assessment.</p> <p>2) PIT to be carried out to review and improve – students will focus on content and exam skills.</p> <p>3) Recap quizzes used.</p> <p>4) Freeze green pen self-assessments.</p>	<p>A termly homework project on the content for this term</p>	<p><u>SMSC</u> Morality – student consider when it is acceptable to go to war. What rules and laws are there with regards to war and whether this is right or wrong. Morality – Students look at different types of protest and discuss their right to protest and the difference between violent and peaceful protest. – linking to the British value of rule of law. Cultural – student consider how culture, religion or social economic factors can be causes for war. Spiritual – Students look at difference religious views on violence and peace. Students’ reflet on</p>
	<p>1.2/2.2/3.2 Can we ever have a just War? (The just war theory)</p>	<p>To understand what the just war theory is and how it still influences Christians worldwide today.</p>	<p>To be able to explain what is meant by just war. To be able to explain the just war theory. To be able to evaluate the morality of the just war theory.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Peer assessment/supported 			

				<p>writing dependent on ability of the group.</p> <ul style="list-style-type: none"> - Video used to support understanding. 			<p>their own view on violence and peace. Forgiveness and war. Social – Student must communicate respectfully. To do this they use STEPS and SHAPE.</p> <p><u>British Values</u></p> <p>Rule of law - student look at the rules with regards to protest in the UK. Students explore qualified right. Rule of law – students consider the different laws surrounding war. Protected characteristics</p> <p>Democracy – students explore how the lack of democracy can lead to violent protest, terrorism, and war. They reflect on the importance of democracy.</p> <p><u>Protected characteristics</u></p> <p>Students consider how discrimination of any kind can lead to violence, terrorism, and war.</p>
1.3/3.3	Can a war ever be considered holy?	To understand what a holy war is and explore different religious attitudes towards holy war.	<p>To explain what a holy war is.</p> <p>To be able to give examples of different holy wars, both contemporary and based on scripture.</p> <p>To be able to explain different secular and religious attitudes towards holy war.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support student understanding. - Learning from learning about – what would I fight for? 			
1.4/2.3/3.4	Why are so many religions involved in wars? (Religion and belief as a cause for war)	To understand why religious people often get involved in war and explore if this is ethically acceptable.	<p>To explain why religions can cause war.</p> <p>To explain different religious attitudes towards war.</p> <p>To be able to explain the ethical religious viewpoints for both going to war and not going to war.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support student understanding. 			

	<p>1.5/2.4/3.5 What is pacifism and how can religious belief lead to a pacifist outlook?</p>	<p>To understand what pacifism is and explain different secular and religious view towards pacifism.</p>	<p>To be able to explain what pacifism is. To be able to give religious and secular examples of pacifism. To be able to evaluate pacifism.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support student understanding. - Learning from learning about – Could I be a pacifist? 			<p>We discuss the importance of freedom and protection from the law – reference made to the equality act of 2010 and the declaration of human rights 1948.</p>
	<p>1.6/2.5/3.6 How do religions bring about peace?</p>	<p>To understand how belief links to action, and how religious leaders can influence attitudes.</p>	<p>To explain what peace is. To be able to use religious belief to show how it can lead to peaceful worldview. To be able to give examples of religions being peaceful in the world.</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support student understanding. 			