

Religious Studies (AQA)

Year 11

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	Theme D – Religion Peace and Conflict	Theme D – Religion peace and Conflict	Theme A – Relationships and Families	Theme A – Relationship and Families	Revision / Exams	
Overarching Big Questions	<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? 	<ol style="list-style-type: none"> 1. Should we be allowed to love who we want? 2. What is gender? 3. What is family? 	<ol style="list-style-type: none"> 1. Should we be allowed to love who we want? 2. What is gender? 3. What is family? 		
Week Times	6.5 Weeks	7.5 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
	Vital Pre-requisites		Vital Pre-requisites		Vital Pre-requisites	

<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>	<p>Students will need secure knowledge of Christian teachings, especially regarding the nature of humanity, love, responsibility, and moral behaviour in personal relationships.</p> <p>Students will need to recall Buddhist teachings on desire, attachment, compassion, and ethical living as part of the Eightfold Path and Five Precepts.</p> <p>Students should be confident in applying religious ideas to real-world moral issues, building on their work in previous Themes units (e.g. human rights, justice, forgiveness, pacifism).</p> <p>They must understand how to identify contrasting beliefs within and between religious traditions, and be able to explore how these differences reflect broader views about authority, scripture, and social change.</p>	
<p>Why do we teach this now?</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>By this stage in Year 11, students have had time to become confident in both religions</p>	<p>Why do we teach this now?</p> <p>This unit is taught in the later part of Year 11 as it brings together key knowledge and evaluative skills developed across the GCSE course, particularly in the Themes units. The content of Relationships & Families is deeply rooted in contemporary moral, cultural and legal debates, requiring students to apply their religious knowledge in sensitive and often contested areas.</p>	<p>Why do we teach this now?</p>

	<p>studied, have had experience exploring some of the themes 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>By this point, students are confident in comparing religious and ethical perspectives and can handle the complex interplay between traditional teachings and modern values. This timing also supports greater emotional and intellectual maturity, enabling students to engage respectfully with topics such as sexuality, gender roles, cohabitation, and family structure.</p> <p>Sequencing this unit after Peace & Conflict encourages students to move from global and political ethics to personal and social morality. It also prepares them for revision and synoptic understanding by connecting themes of justice, compassion, equality, and the role of belief in shaping society; helping students consolidate their learning before final exams.</p>	
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Term 1 – 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. 	<ol style="list-style-type: none"> 1) 10-mark knowledge assessment. 2) PIT to be carried out to review and improve – students will focus on content and exam skills. 3) Recap quizzes used. 4) Freeze green pen self-assessments. 	<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 2 – 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. 	<ol style="list-style-type: none"> 1) 24-mark formal end of unit assessment. 2) PIT to be carried out to review and improve – students will focus on content and exam skills. 3) Recap quizzes used. 4) Freeze green pen self-assessments. 	<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.</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>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>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. 			

Term 3 – Theme A Relationship and Families

Key words / concepts Victim, Refugee, Sexuality, Gender, Sex, Contraception, Marriage

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>Should we be allowed to love who we want?</p> <p>What is gender?</p> <p>What is family?</p>	<p>1.1/2.1 Sexuality – what is it?</p>	<p>To understand different types of sexuality and how this influences peoples lives.</p>	<ul style="list-style-type: none"> - To be able to explain what sexuality means. - To explain the different types of sexuality. - To be able to explain different attitudes towards sexuality, both religious and secular. 	<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) 10 mark knowledge assessment. 2) PIT to be carried out to review and improve – students will focus on content and exam skills. 3) Recap quizzes used. 4) Freeze green pen self-assessments. 	<p>A termly homework project on the content for this term</p>	<p><u>SMSC</u> Morality – Students consider the rights and wrongs of healthy relationships. Morality – Students consider if divorce is right or wrong and look at the legalities of divorce. Morality – students consider what gender is and consider why it is right to protect the trans community. Morality – students consider different views on gender. Morality – students consider different views on sexuality and look at the law regarding these protected characteristics. Cultural – students consider how different cultural upbringings can affect your views on things like, marriage, family, sex, relationships, gender,</p>
	<p>1.2/2.2 What do religions say about sexuality?</p>	<p>To understand Buddhist and Christian views on sexuality.</p>	<ul style="list-style-type: none"> - To be able to explain what Christians and Buddhists believe about sexuality. - To be able to show that there are different views within a religion 	<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>(internal diversity).</p> <ul style="list-style-type: none"> - To considers how these views compare with secular views. 	<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. - Video used to support understanding. 			<p>and same sex relationships.</p> <p>Spiritual – students look at different religious views with regards to relationships and families. They reflect on their own views and consider what has influenced this view.</p> <p>Social – Student must communicate respectfully. To do this they use STEPS and SHAPE.</p> <p><u>British Values</u></p> <p>Rule of law – Students look at the law with regards to gender, family, same sex relationships and marriage.</p> <p>Tolerance of different faiths and beliefs – students have to be respectful and try to understand different religious views even if they do not agree with them.</p> <p>Individual liberty – students consider the importance of have freedom to choose who you are and who you want to have a relationship. They</p>
	Assessment	First formal assessment as directed by school policy.	<ul style="list-style-type: none"> - War - Pacifism - Victims of war - Violence 	<ul style="list-style-type: none"> - Lowest ability classes may carry out a supported assessment. This is down to teacher discretion. 			
	1.3/2.3/3.1 Is it acceptable to have sex before or outside of marriage?	To understand the religious views on sexual relationships outside of marriage.	<ul style="list-style-type: none"> - To be able to explain secular views on sex and marriage. - To be able to explain religious views on sex before marriage. - To be able to explain religious views on sex outside of marriage. - To be able reflect on these views and compare them 	<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. 			

			to secular views.	- Video used to support understanding.			reflect on the importance of individuality. Mutual respect – students can listen to others and respectfully question each other’s views.
1.4/2.4/3.2 Contraception What is it? Should we be using it?	To know different types of contraception and explore religious and secular views on contraception.	<ul style="list-style-type: none"> - To be able to explain different forms of contraception. - To be able to explain religious views on using contraception. - To be able to compare these views to secular views. 	<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. 			<p><u>Protected characteristics</u></p> <p>Students directly talk about the equality act of 2010 and the human right declaration of 1948. We directly discuss the protected characteristics of Gender, marriage, sexual orientation, and religion.</p>	
1.1/2.1/3.1 What is the purpose of marriage?	To understand what marriage is and what this looks like in different religions.	<ul style="list-style-type: none"> - To be able to explain what marriage is. - To be able to explain secular views for marriage. - To be able to explain religious views for marriage. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning 				

			<ul style="list-style-type: none">- To be able to compare secular and religious views.	<p>used to support or challenge.</p> <ul style="list-style-type: none">- Check it chick and debate it <p>Derick used to support lower ability groups.</p> <ul style="list-style-type: none">-			
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Term 4 – Theme A – Relationship and Families

Key words / concepts Marriage, Same Sex, Divorce, Family,

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>1. Should we be allowed to love who we want?</p> <p>2. What is gender?</p> <p>3. What is family?</p>	<p>1.2/2.2/3.2 Is same sex marriage ethical?</p>	<p>To understand the law surrounding same sex marriage in the UK and explore religious and secular responses to this.</p>	<ul style="list-style-type: none"> - To be able to explain the history of same sex marriage in the UK. - To be able to explain secular views on same-sex marriage. - To be able to explain religious views and compare them with secular views. 	<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. 	<p>1) 24-mark formal end of unit assessment. 2) PIT to be carried out to review and improve – students will focus on content and exam skills. 3) Recap quizzes used. 4) Freeze green pen self-assessments.</p>	<p>A termly homework project on the content for this term</p>	<p>SMSC Morality – Students consider the rights and wrongs of healthy relationships. Morality – Students consider if divorce is right or wrong and look at the legalities of divorce. Morality – students consider what gender is and consider why it is right to protect the trans community. Morality – students consider different views on gender. Morality – students consider different views on sexuality and look at the law regarding these protected characteristics. Cultural – students consider how different cultural upbringings can affect your views on things like, marriage, family, sex, relationships, gender, and same sex relationships. Spiritual – students look at different religious views with regards to relationships and families. They reflect on their own views and consider what has influenced this view.</p>
	<p>1.3/3.3 Is it your right to Divorce? (Reasons for divorce and remarrying).</p>	<p>To explore reasons for divorce.</p>	<ul style="list-style-type: none"> - To be able to explain what divorce is. - To be able to explain reasons for divorce. - To evaluate if these views are adequate reasons for 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning 			

			getting divorced?	<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. - Learning from and learning about activities to help LA students. 			<p>Social – Student must communicate respectfully. To do this they use STEPS and SHAPE.</p> <p><u>British Values</u></p> <p>Rule of law – Students look at the law with regards to gender, family, same sex relationships and marriage.</p> <p>Tolerance of different faiths and beliefs – students have to be respectful and try to understand different religious views even if they do not agree with them.</p> <p>Individual liberty – students consider the importance of have freedom to choose who you are and who you want to have a relationship. They reflect on the importance of individuality.</p> <p>Mutual respect – students can listen to others and respectfully question each other’s views.</p> <p><u>Protected characteristics</u> Students directly talk about the equality act of 2010 and the human right declaration of 1948. We directly discuss the protected characteristics of Gender, marriage, sexual orientation, and religion.</p>
	Assessment	Formal written assessment as directed by school policy.	<ul style="list-style-type: none"> - To be able to complete a 24-mark assessment 	Lowest ability classes may carry out a supported assessment. This is down to teacher discretion.			
	1.5/2.3/3.5 What does it mean to be a family? (Gender equality and family).	To explore the different types of family in the UK and religious response to this.	<ul style="list-style-type: none"> - To be able to explain what gender is. - To be able to explain different types of gender and family in the UK. - To be able to explain religion and secular views on family and gender. 	<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. 			

				<ul style="list-style-type: none"> - Differentiated worksheet for LA. - Video used to support understanding. - 			
1.1/3.2 What is polygamy and is it right?	To understand what polygamy is and look at religious and secular examples.	<ul style="list-style-type: none"> - To be able to explain what polygamy is. - To explain different ways in which people can be polygamist. - To explain secular and religious views to polygamy. 	<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 12-mark question. - 				
1.2/2.1 What is gender? (Gender types and transgender)	To understand what gender identity is. To know religious and secular views on transgender	<ul style="list-style-type: none"> - To be able to explain what gender. - To consider what transgender and gender reassignment are. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. 				

		and transphobia.	<ul style="list-style-type: none">- To be able to evaluate if gender reassignment is ethical.	<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.			
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