LUNESDALE LEARNING TRUST

Year 10 RS GCSE summary curriculum map/core concepts

AUTUMN		SPRING		SUMMER	
Half term 1: Beliefs and Teachings	Half term 2: Beliefs and Teachings	Half term 3: Theme B: Christianity Buddhist Practices	Half term 4: Theme B: Christianity Buddhist Practices	Half term 5: Christian Practices Buddhist Practices	Half term 6: Christian Practices Theme B: Buddhism
By the end of this term, pupils will know…..	By the end of this term, pupils will know…..	By the end of this term, pupils will know…..	By the end of this term, pupils will know…..	By the end of this term, pupils will know…..	By the end of this term, pupils will know…..
Christian B&T: • Nature of God • Problem of evil • Creation • The Word • Spirit • Afterlife **Buddhist B&T:** • Dhamma • Buddha's life • The four noble truths	**Christian B&T:** • Incarnation • Crucifixion • Resurrection • Ascension • Sin • Means of salvation • Christ and atonement **Buddhist B&T:** • The eightfold path • Paticcasamupada • Marks of existence • Human personality • Human destiny	**Christianity Theme B:** • Sanctity of life • Quality of life • Abortion • Euthanasia • Animal experimentation • Animal abuse **Buddhist Practices:** • Ethical teachings • The five moral precepts • The six perfections	**Christianity Theme B:** • Origins of universe • Origins of life • Dominion • Stewardship • Awe and wonder **Buddhist Practices:** • Worship • Puja • Meditation	**Christian Practices:** • Worship • Sacraments • Pilgrimage • Celebrations **Buddhist Practices:** • Death rituals • Festivals	**Christian Practices:** • Role of the Church • Mission, Evangelism • Worldwide Church • CAFOD / Christian Aid **Buddhism Theme B:** • Abortion • Euthanasia • Animal experimentation
Key Tier 3 disciplinary vocabulary:					
Christianity: Ascension / Atonement / Baptism / Bible / Catholic / CAFOD / Christ / Christian Aid / Christmas / Church / Creation / Crucifixion / Easter / Eucharist / Evangelism / Evil / The Father / Food banks / Grace / Heaven / Hell / Holy Spirit / Incarnation / Infant baptism / Informal prayer / Iona / Jesus / Judgement / Just / Liturgical worship / Law / Lourdes / Lord's Prayer / Mission / Non-liturgical / Omnipotent / Oneness / Original sin / Orthodox /					

Persecution / Pilgrimage / Prayer / Private worship / Protestant / Reconciliation / Resurrection / Sacrament / Salvation / Set prayers / Sin / Son of God / Street pastors / Suffering / Trinity / Word /Worship
Buddhism: Anatta / Anicca / Arhat / Ascetic / Bodhisattva / Buddha / Buddhahood / Buddha-nature / Buddha rupa / Chanting / Compassion / Concetration / Consciousness / Cravin (tahna) / Dependent arising (Paticcasamupada) / Dhamma / Dhammapada / Dukkha / The eightfold path (magga) / Energy / Enlightenment / Ethics (Sila) / The five aggregates (skandhas) / The five moral precepts / Form / The four noble truths / The four sights / Generosity / Gompa / Greed / Hate / Ignorance / Intoxicants / Kamma / Metta / Mantra recitation / Mhayana / Malas / Mental formations / Meditation / Mindfulness / Monasteries (viharas) / Morality / Nibbana / Parinirvana day / Patience / Perception / Puja / Pure Land / Retreats / Samatha / Sensation / Shrine / The six perfections / Sunyata / Temple / Theravada / The threefold way / The three marks of existence / The three poisons / Tranquility / Vipassana / Visualisation / Wesak / Panna / Zazen / Zan
Theme B: Abortion / Afterlife / Animal experimentation / Awe and wonder / Big bang theory / Death / Dominion / Environment / Euthanasia / Evolution / Natural resources / Pollution / Quality of life / Responsibility / Sanctity of life / Scientific / Stewardship

Paper 1	Study of Religion: Buddhism	Units	Beliefs & Teachings / Practices

Intent - *Why We Teach What We Do*

Big Picture	This combined sequence of Buddhist Beliefs and Teachings and Buddhist Practices completes the Buddhist element of Component 1, The Study of Religions, in the two-year AQA GCSE Religious Studies course. It is taught in parallel with the Christianity units so that students develop secure comparative knowledge of two major world faiths from the outset. The curriculum is deliberately rooted in our Key Stage 3 learning journey. Year 7's *What Makes Us Human?* introduced ultimate questions of meaning and moral agency. Year 8's *Wisdom of the Buddha* explored suffering and the Middle Way, while Year 9's enquiries into ethics, the problem of evil and the origins of the universe equipped students with initial disciplinary language for debating belief, causation and the self. These strands are revisited and deepened here through explicit theological (doctrinal), philosophical (conceptual) and human/social-scientific (lived-religion) lenses, in line with recommendations from the Ofsted Research Review for RE (2021). The programme aligns fully with the Cumbria Locally Agreed Syllabus, emphasising an academically rigorous, enquiry-based approach that is sensitive to the local context. Links are made to the region's Buddhist presence - for example the Manjushri Kadampa Meditation Centre at Conishead Priory and retreat centres in North Lancashire and Samye Ling Scotland, so that abstract doctrines on the Dhamma, Samatha meditation or Wesak are seen in living practice. This meets the syllabus expectation that students encounter religion as both text and community. Design choices also reflect the 2015 GCSE reforms: sequencing is knowledge-rich, vocab-led and source-anchored; disciplinary reading of Jātaka tales, the Dhammapada and monastic rules is modelled; and regular low-stakes retrieval secures substantive content (e.g. the Four Noble Truths) before students engage in evaluation (e.g. abortion, kamma and social ethics). Consequently, the unit lays the conceptual and evaluative foundations needed for Paper 2 Themes and for wider philosophical and ethical discussion across the curriculum.
Careers	This unit supports careers education by exposing students to roles and sectors linked to philosophy, ethics, spirituality, and global citizenship. Careers links include: • Law and Legal Services – e.g. solicitor, barrister, legal executive, police officer, immigration adviser • Health and Social Care – e.g. counsellor, psychotherapist, healthcare chaplain, wellbeing practitioner • Education and Youth Work – e.g. Religious Education teacher, youth worker, EAL support worker, educational mentor • Charity and Voluntary Sector – e.g. aid worker, refugee support officer, bereavement counsellor, Buddhist chaplain • Politics and Public Policy – e.g. civil servant, equality and diversity officer, human rights campaigner, policy advisor • Media and Communication – e.g. journalist, ethics correspondent, documentary producer, intercultural communication specialist • Theology, Religion and Philosophy – e.g. philosopher of religion, academic researcher, interfaith dialogue facilitator, mindfulness teacher These pathways are introduced through the study of global Buddhist communities, ethical issues (e.g. abortion, compassion, non-violence), reflective practices such as meditation, and analysis of Buddhist responses to suffering and injustice. Opportunities to discuss real-world applications, explore philosophical and religious texts, and engage with contemporary issues support career awareness across diverse sectors.
British Values	This unit actively promotes British Values by encouraging respect for the religious and philosophical diversity found in contemporary Britain, particularly through the study of Buddhism as a global and minority tradition. It supports individual liberty by exploring Buddhist views on free will, intentional action (kamma), and the personal path to enlightenment. Mutual respect and tolerance are fostered through the study of varied

	Buddhist traditions (e.g. Theravāda, Mahāyāna, Pure Land) and through discussion of different interpretations of ethical precepts, meditation, and human destiny. The unit reinforces the rule of law by examining how ethical behaviour, restraint, and compassion are expressed in both monastic and lay communities, and connects with democracy by creating space for open debate, philosophical dialogue, and critical reflection on contested moral issues such as abortion and social justice.
SMSC	This unit makes a strong contribution to students' Spiritual, Moral, Social and Cultural (SMSC) development. Spiritually, it encourages deep reflection on ultimate questions about suffering, impermanence, the nature of the self, rebirth, and the pursuit of enlightenment. Morally, it examines Buddhist ethical teachings such as the Five Precepts, the Six Paramitas, and the concepts of kamma and compassion, helping students consider how beliefs shape moral choices, personal responsibility, and the development of character. Socially, the unit explores how Buddhist communities function, the importance of mutual support, and how Buddhist values influence charitable action, peacebuilding, and wellbeing. Culturally, it enriches understanding of Buddhism as a global tradition with diverse expressions in both Eastern and Western contexts, while challenging misconceptions and promoting respect for minority worldviews in modern Britain.
Enrichment	Westminster Abbey trip / Church leaders guest speakers / Kendal Tapestry trip / KL Community Kitchen visit / Lancaster University Ethics and Law speaker / Southall Gurdwara visit / Wimbledon Buddhist Temple visit / Hamilton theatre trip

Impact - *What Outcomes Students Will Achieve*

Knowing 'that...' (Propositional Knowledge)

Beliefs:

Siddhartha Gautama is the historical Buddha, whose life—including his birth, renunciation, enlightenment, and teaching—forms the foundation of Buddhist belief.

The Four Sights led the Buddha to seek an end to suffering, rejecting both luxury and extreme asceticism in favour of the Middle Way.

The Dhamma is the Buddha's teaching and one of the Three Jewels/Refuges, alongside the Buddha and the Sangha.

Dependent Arising (Paticcasamuppada) expresses the Buddhist view of causality and interconnectedness.

The Three Marks of Existence are central to Buddhist understanding of reality: Anicca (impermanence), Dukkha (suffering), and Anatta (no fixed self).

The Four Noble Truths outline the problem of suffering, its origin (tanha), its cessation (nirodha), and the path to its end (magga).

The Noble Eightfold Path offers a practical guide to ending suffering, structured into the Threefold Way: wisdom (panna), morality (sila), and mental discipline (samadhi).

Kamma (karma) refers to intentional action that shapes future rebirths within Samsara, which Buddhists seek to escape by attaining Nibbana.

Know 'how...' (Ability Knowledge)

Beliefs:

Describe the key events in the life of the Buddha and explain their significance for different Buddhist traditions.

Explain key Buddhist concepts (e.g. Dhamma, Anicca, Anatta, Dukkha) using accurate terminology.

Analyse the relationship between the Four Noble Truths and the Eightfold Path, and how they guide Buddhists in their beliefs and actions.

Compare the views of Theravāda and Mahāyāna Buddhism on human destiny (e.g. Arhat vs Bodhisattva).

Interpret sources of wisdom and authority (e.g. Jātaka tales, the Dhammapada) and apply them to questions about belief and practice.

Evaluate the importance of different beliefs (e.g. whether Anatta or Anicca is more foundational) using reasoning and evidence.

Use Buddhist concepts to respond to philosophical and ethical questions (e.g. personal identity, the problem of suffering).

Make justified judgements about the significance of belief in enlightenment, using structured argument and critical thinking.

Practices:

Skandhas explain human personality as five impermanent aggregates; Sunyata and Buddha-nature are key concepts in Mahayana Buddhism.
Different schools of Buddhism (Theravāda, Mahāyāna, Pure Land) hold distinctive views on Arhats, Bodhisattvas, and the path to enlightenment.

Practices:

Ethical practice is fundamental to Buddhism, including the Five Precepts for lay Buddhists and the Six Paramitas for Mahayana Buddhists.
Meditation is central to mental discipline:
Samatha focuses on calm and concentration (e.g. mindfulness of breathing).
Vipassana develops insight into the nature of reality.
Zazen and visualisation practices are significant in Zen and Mahayana traditions.
Puja is a form of worship which may include chanting, mantras, mala beads, and offerings at shrines or vihāras.
Places of worship vary in structure and use (e.g. gompa, stupa, temple), reflecting the diversity of Buddhist traditions.
Festivals such as Wesak and Parinirvana Day commemorate key events in the Buddha's life and offer opportunities for reflection and merit-making.
Pilgrimage and retreats are important practices for spiritual development and communal expression of faith.
Kamma links ethical action with consequences, both in this life and future rebirths, reinforcing the importance of intention and discipline.
Metta (loving-kindness) and Karuna (compassion) are essential virtues for personal conduct and engagement with others.
Funeral rites express beliefs about death, merit, and rebirth, differing across traditions (e.g. Tibetan sky burials, Japanese rituals).
Buddhist beliefs and practices influence responses to moral issues, such as abortion, where compassion and non-harm are key considerations.

Describe different forms of meditation and explain how they relate to Buddhist aims (e.g. insight, calm, enlightenment).
Explain how Buddhist ethical teachings (e.g. Five Precepts, Six Paramitas) shape the lives of individuals and communities.
Compare practices between Theravāda and Mahāyāna traditions (e.g. worship, funeral rites, use of visualisation).
Analyse how puja, chanting, and rituals express core beliefs such as impermanence, compassion, and detachment.
Interpret the symbolic significance of artefacts (e.g. mandalas, stupas) and festivals (e.g. Wesak, Parinirvana Day).
Evaluate the impact of Buddhist practices on daily life and moral decision-making.
Apply Buddhist teachings to contemporary moral issues (e.g. abortion, euthanasia), showing awareness of nuance and diversity of views.
Construct coherent and balanced arguments about the effectiveness or importance of practices in developing enlightenment.

Evidenced By:

Knowledge recall tasks and low-stakes quizzes, assessing understanding of key Buddhist beliefs, terminology, schools, and scriptural references (e.g. Dhammapada, Jātaka tales).
Class discussion and oral responses, demonstrating students' ability to explain and evaluate Buddhist doctrines (e.g. Anatta, kamma, Four Noble Truths) and their ethical implications.
Written responses to structured GCSE-style questions, including 4, 5/6, and 12-mark answers, showing structured reasoning, evaluation, and reference to Buddhist sources of wisdom and authority.

Annotation and use of scripture in student books, evidencing interpretation and understanding of key teachings (e.g. Paticcasamuppada, Three Marks of Existence, Eightfold Path).
Comparison activities and summary grids, used to contrast Buddhist traditions (e.g. Theravāda vs Mahāyāna) or divergent views on enlightenment, worship, or human destiny.
Extended writing tasks, reflecting students' ability to analyse and evaluate Buddhist responses to philosophical and moral questions (e.g. the problem of suffering, abortion).
Self and peer assessment using AQA mark schemes, developing metacognition, confidence, and awareness of exam expectations.
Teacher assessment and feedback, based on oral contributions, written work, and formative checkpoints during lessons.
Homework tasks and retrieval practice, reinforcing and applying substantive content, vocabulary, and conceptual links over time.
End-of-unit assessments, tracking progress against AQA GCSE assessment objectives and identifying gaps or next steps for improvement.

Implementation - *How We Teach & Assess Progress*

Pedagogy *(including misconceptions and adapted practice)*

This unit adopts an explicit-instruction model that foregrounds doctrinal, philosophical, and human/social-scientific disciplinary learning, so that students both master core Buddhist knowledge and learn to think, reason, and evaluate as scholars of religion. Each lesson is delivered through a structured PowerPoint with scripted learning intentions, success criteria, and pedagogy notes to secure precision and consistency.

Typical misconceptions—e.g. equating kamma with fate, confusing Anatta with nihilism, or assuming all Buddhists meditate in the same way—are anticipated and tackled directly through true/false checks, hinge-questions, and modelled counter-examples. Retrieval starters revisit these points cyclically to ensure misconceptions are corrected and fluency secured.

Resources embed adaptations for SEND, Pupil-Premium, EAL, and varied prior attainment: scaffolded writing frames and dual-coded knowledge organisers; sentence starters and tier-2/3 vocabulary grids; partially completed comparison tables (Theravāda v Mahāyāna, Samatha v Vipassanā); stretch prompts and "challenge extensions" for high prior-attainers.

Key terms such as Dukkha, Paticcasamuppāda, Sunyata, and Paramitas are explicitly pre-taught, displayed, and revisited through retrieval quizzes. Lessons incorporate short disciplinary readings - extracts from the Dhammapada, Jātaka tales, and monastic rules—modelled with reciprocal-reading prompts.

Assessment

Formative Assessment Methods:

Integrated recall quizzes in every lesson to reinforce key vocabulary, doctrinal concepts, and scriptural references (e.g. Dhammapada, Jātaka tales).
True/False activities and hinge questions to uncover misconceptions (e.g. around kamma, Anatta, and meditation) and build conceptual clarity.
Structured class discussion and evaluative talk to assess understanding of complex philosophical and ethical issues (e.g. the nature of suffering, purpose of meditation).
Source of wisdom analysis, focusing on interpretation, inference, and application of Buddhist scripture to beliefs and practices.
Application and prediction tasks, such as "What would a Mahāyāna Buddhist say about...?" to assess transfer of knowledge to new contexts.
Extended writing practice using modelling, planning frames, and sentence starters to develop analytical and evaluative responses for 4, 6, and 12-mark questions.
Sequencing, categorising, and summary tables to support comparison between Buddhist traditions, practices, and teachings.
Live feedback and verbal CFU through Cold Call, No Opt Out, Turn and Talk, and mini-whiteboard responses to ensure full-class engagement and responsive teaching.
Peer and self-assessment with annotated model answers and success criteria to build metacognition and exam literacy.

Slide notes direct the use of Lemov techniques for checking for understanding: Cold Call for broad participation; Turn and Talk to rehearse explanations of concepts like the Three Marks; No Opt Out to secure complete responses; other varied CFU techniques (e.g. mini-whiteboard multiple-choice on the Four Noble Truths).

Modelling, Practice, and Feedback
Regarding modelling, practice and feedback - each evaluative task includes: a worked model answer annotated for structure and AO2 reasoning; guided practice with live teacher modelling; independent practice with success criteria and whole-class feedback slides scripted for responsive teaching.
Extended writing frames (4, 6, 12-mark) and pre-mortems help students plan, draft, and refine arguments that deploy sources of wisdom accurately.

Where appropriate, short guided mindfulness exercises model Samatha techniques, allowing pupils to connect theory with practice. We ensure these activities respect diverse beliefs and uphold an inclusive ethos.

Through these strategies the unit secures high-quality, equitable learning, enabling all students to retrieve, apply, and evaluate Buddhist beliefs and practices with confidence and scholarly rigour.

Summative Assessment Methods:

Mid- and End-of-unit assessments using AQA-style questions that cover a range of AO1 and AO2 objectives.
Timed assessments, marked using AQA GCSE criteria, followed by structured feedback, student reflection, and dedicated improvement time.

Buddhist Beliefs & Teachings

Lesson	Title	Key Concepts	Learning Objectives *By the end of the lesson, students will...*	LLT Resources	Home Learning
1	Introduction to Buddhism	Cornell Note Taking: 10 Misconceptions about Buddhism.	Be familiar with the course structure and links. Develop Cornell Note Taking skills. Understand that there are common misconceptions about Buddhism.	Lesson Ppt – BB&T1 Handouts – BB&T1	
2	The Buddha's Early Life (part 1)	The Buddha's Early Life part 1 - his birth/life in the palace. Siddhartha Gautama Buddha	Know the stories of the Buddha's birth and early life. Understand their significance with an appreciation for different schools of Buddhism placing different emphasis on them.	Lesson Ppt – BB&T2 Handouts – BB&T2	
3	The Buddha's Early Life (part 2)	The Buddha's Early Life part 2 - 4 sights/ascetic life.	Know why the Buddha left the palace and left his life with the Ascetics. Grasp the connection to the Middle Way.	Lesson Ppt – BB&T3	

		Renounce Ascetic	Appreciate the significance and appreciate the Middle Way as a goal for Buddhists today.	Handouts – BB&T3	
4	The Buddha's Enlightenment	The Buddha's Enlightenment. Impact this had on the Buddha, his followers then, Buddhists in GB today. Enlightenment Paticcasumpada	Explain the circumstances that led to the Buddha achieving his enlightenment. Show an appreciation of his life as a role model for Buddhists today. Understand why enlightenment itself is indescribable. Use sources of wisdom and authority in their explanations.	Lesson Ppt – BB&T4 Handouts – BB&T4	
5	The Dhamma	The Dhamma. The Three Refuges/Jewels = the Buddha, the Dhamma, the Sangha. Three Refuges/Jewels Dhamma	Understand what is meant by the Dhamma with links to the key teachings to be followed up. Contrast and compare the significance of the events. Appreciate the place of the Dhamma with the faith as a whole – the Three Jewels.	Lesson Ppt – BB&T5 Handouts – BB&T5	
6	Samsara and the aim of the Dhamma (Nibbana)	Samsara and the aim of the Dhamma (Nibbana). Samsara Nibbana Nidanas	Know what Buddhists believe about the cycle of life – Samsara and that escaping this cycle is achieving Nibbana. Appreciate the role that the Dhamma plays in achieving Nibbana.	Lesson Ppt – BB&T6 Handouts – BB&T6	
7	Authority in Buddhism	Authority in Buddhism. Books and Schools of Buddhism Tipitaka Theravada Mahayana Vajrayana	Understand what constitutes authority in Buddhism. Appreciate that there are different schools of Buddhism with different approaches. Know what the holy scriptures are for Buddhists and which schools they are significant for.	Lesson Ppt – BB&T7 Handouts – BB&T7	
8	The Three Marks of Existence	The Three Marks of Existence Anicca, Anatta & Dukkha Anicca Anatta Dukkha	Know the Three Marks of Existence (Anicca, Anatta and Dukkha). Evaluate why each may be considered more important than the others. Practise reaching conclusions that are justified.	Lesson Ppt – BB&T8 Handouts – BB&T8	

9	The Four Noble Truths (1 and 2)	The Four Noble Truths 1 = Dukkha, 2= Samudaya. Dukkha Dukkha-dukkha Vaparinama – dukkha Sankhara-dukkha Samudaya Tanha	Understand how Buddhists believe that suffering may be overcome with the Four Noble Truths. Know and understand the medical formula). Explain Buddhist beliefs about suffering and it's cause craving.	Lesson Ppt – BB&T9 Handouts – BB&T9	
10	The Four Noble Truths (3 and 4)	The Four Noble Truths 3 = Niroda, 4 = Magga, Middle Way. Niroda Magga	Know and understand the Four Noble Truths. Understand that Buddhists believe that suffering can be overcome by following the Middle Way. Explain the links to the Buddha's early life.	Lesson Ppt – BB&T10 Handouts – BB&T10	
11	The Eightfold Path	The Eightfold Path Panna = Wisdom Sila = Morality Samadhi = Mental Training	Know the steps of the Eightfold Path and its Threefold Way. Understand Panna (Wisdom) in the context of the Three Marks and the Four Noble Truths. Familiar with the terms Sila (morality) and Samadhi (mental training) which will be covered under practises.	Lesson Ppt – BB&T11 Handouts – BB&T11	
12	The Buddhist Personality: The Five Skandhas	The Buddhist Personality: The 5 Skandhas. skandhas kamma	Understand what Buddhists believe about human personality (what makes up a person). Explain the connection to the Three Marks. Know the 5 Skandhas (heaps) and that this is a Theravadin belief. Be able to explain these beliefs with reference to sources of wisdom and authority.	Lesson Ppt – BB&T12 Handouts – BB&T12	
13	The Buddhist Personality: Sunyata	The Buddhist Personality: Sunyata. Sunyata	Know and understand what Sunyata means and that this is a Mahayanan belief.	Lesson Ppt – BB&T13 Handouts – BB&T13	
14	Human Destiny	Human Destiny buddha-nature Arhat Bodhisattva	Develop knowledge on what human destiny is for Buddhists, link to enlightenment. Be aware of contrasting views between Theravadin and Mahayanan Buddhists. Explain Theravadin beliefs about Arhats. Explain Mahayanan beliefs about Bodhisattvas. Evaluate which might be perceived as 'most Buddist'.	Lesson Ppt – BB&T14 Handouts – BB&T14	

15	Pure Land Buddhism	Pure Land Buddhism Amitabha Buddha Pure Land Buddhism Mahayana vs Theravada opinions on the statements	Understand the key features of the school of Pure Land Buddhism. Compare and contrast to other schools of Buddhism.	Lesson Ppt – BB&T15 Handouts – BB&T15	Revision pack

Revision lesson: Click here for resources | Assessment lesson: Click here for resources | Feedback lesson: Click here for resources

Buddhist Practices

Lesson	Title	Key Concepts	Learning Objectives *By the end of the lesson, students will...*	LLT Resources	Home Learning
1	The Six Paramitas	Six Paramitas (Perfections Paramitas	Know and understand what the 6 Paramitas (Perfections) are. Begin to consider connections to the Eightfold Path. *	Lesson Ppt – BP1 Handouts – BP1	
2	The Five Precepts	5 Precepts. abstain kamma pancha sila	Know the Five Moral Precepts. Identify the root principal. Appreciate how the Precepts develop a person from abstaining from negative actions to cultivating positive actions.	Lesson Ppt – BP2 Handouts – BP2	
3	Meditation 1: Samatha	Meditation 1: Samatha. Meditation 1 Samatha mindfulness breathing	Understand the significance f mental training for Buddhists (with reference to Samadhi and sources of authority). Know what Samatha meditation involves , appreciate the practical example of mindfulness breathing. Explain the desired effect on a person.	Lesson Ppt – BP3 Handouts – BP3	
4	Meditation 2: Vipassana	Meditation 2: Vipassana. kasinas meditation 2 Vipassana Zazen	Know how kasinas are used in meditation. Know and understand what vipassana and zazen meditation means and involves. Appreciate what the different approaches aim to achieve.	Lesson Ppt – BP4 Handouts – BP4	
5	Visualising Buddhas and Bodhisattvas	Visualising Buddhas and Bodhisattvas. rupa thangka mandala	Understand the impact of visualisations in meditation. Know how rupas, thangkas and madalas facilitate meditation and mental training.	Lesson Ppt – BP5 Handouts – BP5	

			Appreciate the connections to the Buddha, Paramitas and impermanence.		
6	How do Buddhists worship? Puja	How do Buddhists worship? Puja. puja chanting mantras mala	Explain the key features of Buddhist worship (puja). Understand the purpose and significance of puja for Buddhists today. Know what artefacts are used and understand their purpose.	Lesson Ppt – BP6 Handouts – BP6	
7	Buddhist Places of Worship	Buddhist Places of Worship. shrine temple vihara gompa	Applying knowledge of what Buddhist worship involves to what is needed from a Place of Worship. Know and understand the role and symbolism of the key features. Consider the variations amongst the Schools of Buddhism and the significance of places for Buddhists today.	Lesson Ppt – BP7 Handouts – BP7	
8	Festivals, Retreats and Pilgrimages	Festivals, Retreats and Pilgrimages. retreat Wesak Parinirvana Day	Reconsider the significance of the life of the Buddha for Buddhists today. Interpret the symbolism of Buddharupas. Know the major festivals, (wesak and Parinirvana), retreats and Pilgrimages and understand their significance for Buddhists today.	Lesson Ppt – BP8 Handouts – BP8	
9	Ethics Recap	Ethics Recap dana plus words covered: abstain, precepts, paramitas, kamma	Revisit the Precepts and Paramitas and consider how Buddhist practices help a person on the path to enlightenment. Make relevant links to beliefs and practices. Know and understand what Buddhism teaches about dana (generosity).	Lesson Ppt – BP9 Handouts – BP9	
10	Loving Kindness and Compassion	Loving Kindness and Compassion. metta karuna	Understand and explain what is meant by metta and karuna. Evaluate whether compassion without wisdom is helpful on the Buddhist path.	Lesson Ppt – BP10 Handouts – BP10	
11	Kamma and Rebirth	Kamma and Rebirth. kamma (karma) rebirth	Know and understand the concept of kamma and its relationship to Right Intention. Know and understand the concept of rebirth with reference to human personality, samsara and the Tibetan Wheel of Life. Make connections to behaviours that earn kamma and evaluate their impact towards gaining enlightenment.	Lesson Ppt – BP11 Handouts – BP11	
12	Buddhist Funeral Rites	Buddhist Funeral Rites merit (linked to kamma)	Know and explain death rites from the Japanese and Tibetan traditions. In light of beliefs about the afterlife consider how Buddhist death rites express these beliefs.	Lesson Ppt – BP12 Handouts – BP12	

13	Link to the Themes	Introduction to the Themes - Abortion abortion sanctity of life 1st Precept	Interpret teachings about the human personality, sanctity of life, the 5 Precepts and 6 Paramitas to work out what the Buddhist views on abortion might be. Know different Buddhist responses to the issue and be able to explain these supported by reference to sources of wisdom and authority. Evaluate whether a good Buddhist can believe abortion is morally acceptable.	Lesson Ppt – BP13 Handouts – BP13	Revision pack

Revision lesson: Click here for resources	Assessment lesson: Click here for resources	Feedback lesson: Click here for resources

Paper 1	Study of Religion: Christianity	Unit	Beliefs & Teachings / Practices

Intent - *Why We Teach What We Do*

Big Picture	This component forms part of the AQA GCSE Religious Studies course and is taught in parallel with Buddhism, enabling students to gain secure and contrasting knowledge of two major world faiths. The Christianity units are structured around the AQA requirements and grounded in the Cumbria Locally Agreed Syllabus, which emphasises a rigorous, knowledge-rich, and enquiry-based curriculum. Together, these units provide a coherent understanding of Christian belief and lived religion, building on the theological, philosophical, and ethical foundations laid at Key Stage 3. The *Christian Beliefs and Teachings* unit introduces core doctrines, including beliefs about God, the Trinity, incarnation, salvation, and life after death. The *Christian Practices* unit explores how these beliefs are expressed through worship, sacraments, pilgrimage, festivals, and the Church's role in local and global contexts. These units are interconnected: practices are studied as the lived outworking of belief, while belief is examined with an understanding of its practical implications. Curriculum design is informed by national and local priorities, including the 2015 GCSE reforms and the Ofsted RE Research Review (2021), ensuring students engage with all three disciplinary lenses: theological (e.g. sacraments, salvation), philosophical (e.g. suffering, the nature of God), and human/social sciences (e.g. denominational diversity and the Church's social action). Students are introduced to and read original texts such as the Lord's Prayer, biblical accounts of the Last Supper, and the Great Commission, supporting disciplinary literacy and critical engagement. Throughout, students draw on prior learning: Year 7's *What Makes Us Human?,* Year 8's *Wisdom of Jesus*, and Year 9's *Does suffering make belief in God impossible?, Is it ever right to kill?,* and *How did we get here?* These units introduced key concepts such as morality, the identity of Jesus, and the problem of suffering, which are now developed in greater depth. Attention is also paid to the local religious landscape, including Anglican, Catholic, Evangelical, and Quaker communities in South Lakeland. Case studies such as CAFOD, Christian Aid, and Street Pastors allow students to see how Christian belief is enacted in response to contemporary moral and social challenges. By completing this component, students are well-prepared for thematic study and for engaging with philosophical and ethical issues later in the course. They gain a coherent, disciplinary, and meaningful understanding of Christianity as both a system of belief and a lived tradition.
Careers	This component supports careers education by demonstrating how Christian beliefs and practices relate to a wide range of professions connected to theology, ethics, public service, care, and communication. It highlights the application of values such as justice, compassion, reconciliation, and service across diverse sectors. Careers links include: • Law and Legal Services – e.g. solicitor, barrister, legal executive, police officer, probation officer, restorative justice practitioner, community safety officer • Health and Social Care – e.g. nurse, midwife, hospital or school chaplain, mental health worker, social worker, bereavement counsellor, counsellor • Education and Youth Work – e.g. Religious Education teacher, youth worker, SEND support worker, school chaplain, educational outreach officer, outdoor education leader

	• Charity and Voluntary Sector – e.g. humanitarian or international aid worker (CAFOD, Christian Aid, Tearfund), community organiser, street pastor, homelessness outreach worker, interfaith advisor • Politics and Public Policy – e.g. civil servant, policy officer, MP caseworker, faith-based advocacy officer, public engagement advisor, social policy researcher • Media and Communication – e.g. journalist, broadcaster, public relations officer, communications lead, religious affairs or ethics correspondent • Theology, Ministry and Academia – e.g. theologian, university lecturer, ordained minister, pastoral care lead, religious studies researcher, interfaith programme director These links are embedded through real-world ethical dilemmas, theological enquiry, scriptural interpretation, and evaluative tasks. Enrichment opportunities - including church and pilgrimage site visits, guest speakers, local community engagement, and case studies such as Kirkby Lonsdale's Community Hub, CAFOD, and Corrymeela - further support students in understanding how Religious Studies informs and prepares them for a wide range of career pathways.
British Values	This component actively promotes British Values by exploring Christianity as the principal religious tradition in Britain, while fostering respect for the broader religious diversity of modern society. Students develop their understanding of: Individual Liberty through examination of Christian teachings on free will, moral responsibility, salvation, and personal expressions of faith such as prayer, baptism, and worship; Mutual Respect and Tolerance by analysing differing beliefs and practices within Christianity (e.g. Catholic, Protestant, and local free church denominations), and by engaging with local religious diversity in South Lakeland. Students consider how contrasting theological views shape communities and ethical perspectives; The Rule of Law through the study of concepts such as sin, justice, and judgement, alongside Christian responses to persecution, reconciliation, and the promotion of peace and justice, both historically and in contemporary contexts; Democracy by creating a classroom culture of open discussion, debate, and critical enquiry. Students are encouraged to articulate reasoned arguments, engage with opposing views, and participate respectfully in evaluative and group tasks. These values are embedded across both belief and practice units, supporting students in developing not only religious literacy but also a deeper appreciation of the civic principles that underpin life in modern Britain.
SMSC	This component makes a strong and sustained contribution to students' Spiritual, Moral, Social, and Cultural (SMSC) development through thoughtful engagement with Christian belief and lived practice. Spiritual development is supported through reflection on ultimate questions about God, creation, suffering, life after death, and human purpose. Students also explore personal expressions of faith through worship, prayer, pilgrimage, and sacraments, considering how Christians seek connection with the divine. Moral development is fostered by examining Christian teachings on sin, forgiveness, salvation, and ethical values such as compassion, justice, service, and reconciliation. The study of mission, evangelism, and charitable work encourages reflection on moral responsibility and the motivations behind ethical action. Social development is enriched through analysis of how Christian beliefs shape communities and relationships, including the role of the Church in promoting social cohesion and addressing need. Case studies of food banks, street pastors, and global aid agencies invite students to reflect on their own role in society and the value of community service. Cultural development is deepened through understanding Christianity's influence on British heritage, traditions, and public life, as well as through appreciation of the diversity of Christian belief and practice both locally (e.g. in South Lakeland) and globally across denominations.

	Together, these elements help students develop religious literacy, personal insight, and a well-rounded understanding of Christianity's relevance to individuals and society today.
Enrichment	Westminster Abbey trip / Church leaders guest speakers / KL Community Kitchen visit / Kirkby Lonsdale Churches visit / Interfaith trip to Southall Gurdwara and Wimbledon Buddhist Centre

Impact - *What Outcomes Students Will Achieve*

Knowing 'that...' (Propositional Knowledge)

Christian Beliefs and Teachings:

Christianity is the main religious tradition in Great Britain and is expressed in diverse forms, including Catholic, Protestant, and local free church denominations.

Christians believe in one God, who is described as omnipotent, omniscient, omnibenevolent, just, and eternal.

The doctrine of the Trinity is foundational to most Christian denominations, expressing belief in God as Father, Son, and Holy Spirit.

Christian beliefs about creation are based on the accounts in Genesis and the Gospel of John, and can be interpreted literally or metaphorically.

Evil and suffering challenge belief in a loving and powerful God; Christian responses include the appeal to free will, the Fall, and trust in God's purpose.

Jesus is believed to be the incarnate Son of God, whose life, death, and resurrection are central to Christian understanding of salvation.

The crucifixion, resurrection, and ascension of Jesus are key events that shape beliefs about atonement, redemption, and eternal life.

Sin, including original sin, is understood to separate humanity from God.

Salvation is believed to be possible through law, grace, the Holy Spirit, and the sacrifice of Christ.

Christians hold differing views about life after death, including beliefs in judgement, heaven, hell, purgatory, and bodily resurrection.

Christian beliefs influence personal and collective behaviour, shaping moral decision-making, worship, charitable action, and societal values.

Christian Practices:

Worship is central to Christian life and takes a variety of forms, including liturgical (structured), non-liturgical (less formal), informal (e.g. charismatic or Quaker), and private worship.

Know 'how...' (Ability Knowledge)

Interpret and analyse Christian scripture, including Genesis 1, John 1, and parables such as the Sheep and the Goats, to explore key theological concepts.

Explain and compare Christian beliefs, recognising both shared teachings and denominational differences (e.g. Catholic and Protestant views on salvation, sacraments, and the afterlife).

Use key religious vocabulary accurately and confidently (e.g. incarnation, atonement, omnibenevolence, purgatory).

Construct well-reasoned arguments and GCSE-style responses, using evidence from scripture, theological sources, and Christian teachings to support or challenge religious claims.

Evaluate differing Christian responses to ethical and philosophical issues, such as the problem of evil, suffering, and eternal life.

Make connections between Christian beliefs and practices, explaining how doctrines influence worship, moral choices, and community engagement.

Reflect critically on personal and societal views, engaging respectfully with diverse perspectives and applying Christian ideas to contemporary moral questions.

Distinguish between forms of worship (liturgical, non-liturgical, informal, private) and explain their theological basis and impact on believers.

Interpret key Christian prayers (e.g. the Lord's Prayer) and evaluate their role in personal devotion and communal worship.

Compare and evaluate different Christian understandings of the sacraments, especially baptism and Holy Communion, using biblical and denominational sources.

Analyse differences between infant and believers' baptism and explain the theological reasoning behind each.

Describe and assess the meaning and significance of Christian pilgrimage (e.g. Lourdes and Iona) and festivals (e.g. Christmas and Easter), particularly in the context of modern Britain.

Prayer is a vital part of Christian worship and faith, encompassing set prayers (e.g. the Lord's Prayer) and informal prayers for praise, confession, thanksgiving, and supplication.
Sacraments are outward signs of inward grace. While Catholics recognise seven sacraments, most Protestants focus on two: baptism and Holy Communion.
Baptism signifies initiation into the Christian faith. Infant baptism and believers' baptism reflect different theological understandings of grace, commitment, and salvation.
Holy Communion (also known as the Eucharist, Mass, or Lord's Supper) commemorates the Last Supper, with varying interpretations including symbolic, memorial, and real presence views.
Pilgrimage remains an important spiritual practice. Sites such as Lourdes and Iona represent different aspects of Christian pilgrimage, including healing, reflection, and historical significance.
Festivals such as Christmas and Easter commemorate key events in Jesus' life and support expressions of worship, community identity, and celebration.
The Church plays an active role in local communities through charitable work such as food banks and street pastors, demonstrating Christian values of compassion, service, and justice.
Mission and evangelism are considered duties by many Christians, rooted in the Great Commission, and carried out through varied strategies to share faith and support growth.
The worldwide Church promotes unity, reconciliation, and justice. Responses to persecution and the work of organisations such as CAFOD, Christian Aid, and Tearfund reflect global Christian engagement.
Christian practices influence individual behaviour, community cohesion, and international development, grounded in beliefs about love, service, and the dignity of all people.

Explain and assess the Church's role in supporting communities through initiatives such as food banks and street pastors, and evaluate their effectiveness.
Identify and evaluate different approaches to mission and evangelism, including strategies like the Alpha course and global Church growth.
Examine the worldwide Church's role in promoting reconciliation and responding to persecution, using real-world examples and Christian teachings.
Apply theological, scriptural, and ethical reasoning to construct coherent and evidence-based responses in both shorter and extended GCSE-style questions.
Recognise and articulate the influence of Christian beliefs on British values, moral frameworks, and contemporary societal issues.

Evidenced By:

Knowledge recall tasks and low-stakes quizzes, assessing understanding of key beliefs, practices, terminology, and scriptural references.
Class discussion and oral responses, demonstrating students' ability to explain, interpret, and evaluate Christian doctrines and practices, and their implications for individuals and communities.
Written responses to structured GCSE-style questions, including 4, 6, and 12-mark answers, showing use of religious vocabulary, scriptural evidence, analysis, and evaluative reasoning.

Annotation and use of scripture in student books, evidencing understanding and interpretation of key biblical texts, such as Genesis 1, John 1, Matthew 25, Matthew 6, Luke 22, and Matthew 28.
Comparison activities and summary grids, used to contrast theological and denominational perspectives (e.g. on salvation, baptism, the Eucharist, and the afterlife).
Extended writing tasks, reflecting students' ability to construct well-reasoned, evidence-based arguments in response to ethical, philosophical, and practical questions.
Self and peer assessment using mark schemes, developing students' metacognitive skills and awareness of GCSE expectations.
Teacher assessment and feedback, based on classroom contributions, written work, and regular formative assessment checkpoints.
Homework tasks and retrieval exercises, supporting the retention and application of substantive and disciplinary knowledge over time.
End-of-unit assessments, tracking student progress against GCSE Religious Studies assessment objectives and informing next steps for improvement.

Implementation - *How We Teach & Assess Progress*

Pedagogy *(including misconceptions and adapted practice)*

This unit adopts an explicit instruction model that integrates theological, philosophical, and human/social science disciplinary approaches. Lessons are designed to ensure that students not only acquire substantive knowledge of Christian beliefs and practices but also learn to think, reason, and evaluate like theologians and philosophers. The curriculum emphasises clarity, high expectations, and structured progression.
Each lesson follows a carefully sequenced PowerPoint with clearly defined learning intentions, disciplinary vocabulary, and pedagogical notes to support consistent and precise delivery. The PowerPoint Notes section includes detailed guidance for teachers, including the use of Teach Like a Champion strategies (e.g. Cold Call, Turn and Talk, No Opt Out, Excavate the Error, and Checking for Understanding) to maximise engagement and secure understanding.
Common misconceptions - such as confusion about the Trinity, misunderstanding of creation narratives, salvation, symbolic vs literal sacraments, or types of worship - are anticipated and directly addressed through strategies such as retrieval activities, true/false questioning, visual comparisons, modelled examples, and scaffolded discussion.
Adapted practice is embedded to meet the needs of all learners, including students with SEND, those in receipt of Pupil Premium, and both high- and lower-prior attainers. Adaptations include:
Sentence starters and writing scaffolds for extended tasks

Assessment

Formative Assessment Methods:
Retrieval and vocabulary quizzes in every lesson to reinforce key beliefs, practices, terminology, and scripture.
True/False diagnostic tasks to uncover and address misconceptions (e.g. about the Trinity, sacraments, salvation, and worship types).
Structured class discussion and debate to assess understanding of complex theological and ethical issues, promoting evaluative reasoning.
Cold Call, Turn and Talk, and No Opt Out techniques used for live verbal checks and inclusive participation.
Sacred text analysis tasks focusing on interpretation and application of scripture (e.g. Genesis 1, John 1, Matthew 6, 25, 28; Luke 22).
Application, inference, and prediction tasks to assess the ability to transfer knowledge to unfamiliar contexts.
Comparison, categorising, sequencing, and summary tasks to help organise and contrast doctrinal and practical content across denominations.
Extended writing practice using sentence starters, planning frames, model answers, and success criteria to support 4, 6, and 12-mark GCSE responses.

Peer and self-assessment using mark schemes and model answers to support metacognitive development and exam awareness.

Summative Assessment Methods:
Mid and End-of-unit assessment practice papers using AQA-style questions.
Timed, marked with AQA criteria, followed by feedback and reflection.

Dual-coded vocabulary slides and glossaries of key terms (e.g. atonement, transubstantiation, reconciliation) Structured templates for comparison and evaluation Step-by-step support for analysing scripture and constructing arguments Disciplinary vocabulary and structured reading are consistently embedded and explicitly taught, modelled, and revisited throughout. Activities focus on developing students' ability to interpret scripture, apply theological reasoning, make denominational comparisons, and write extended evaluative responses. Lessons incorporate modelled responses, guided practice, and planning frameworks, supported by success criteria and whole-class feedback (scripted in the slide notes). This ensures a responsive and coherent teaching approach that identifies and addresses misconceptions, supports progression, and helps all students prepare effectively for GCSE assessment.	Marking is aligned with AQA GCSE Religious Studies criteria, supported by structured whole-class feedback, individual reflection tasks, and identified next steps to ensure progression.

Christian Beliefs & Teachings

Lesson	Key Concepts	Learning Objectives *By the end of the lesson, students will...*	LLT Resources	Home Learning
1	Monotheism, Church, Denomination, Bible, Christ	Explain the key features of Christianity as a world religion and the main tradition in Britain. Recognise internal diversity within Christianity and outline its historical development.	Lesson Ppt – CB&T1 Handouts – CB&T1	Christian Beliefs 1 Forms quiz
2	Omnipotence, Omniscience, Omni-benevolence, Just, Eternal, Transcendent, Immanent, Personal	Explore and compare Christian beliefs about the nature and attributes of God. Reflect on how these beliefs influence worship and understanding of suffering.	Lesson Ppt – CB&T2 Handouts – CB&T2	Christian Beliefs 2 Forms quiz
3	Trinity, Non-Trinitarian, Nicene Creed	Analyse the doctrine of the Trinity using the Nicene Creed. Evaluate the coherence of belief in one God with the idea of Father, Son and Holy Spirit. Contrast Trinitarian and non-Trinitarian views.	Lesson Ppt – CB&T3 Handouts – CB&T3	Christian Beliefs 3 Forms quiz
4	Inconsistent Triad, Free Will, The Fall, Job, Moral Evil, Natural Evil	Examine the problem of evil and suffering in relation to Christian belief in God's omnipotence and benevolence. Evaluate responses such as free will and the story of Job.	Lesson Ppt – CB&T4 Handouts – CB&T4	Problem of Evil practice essay

5	Creation, Genesis 1, Literal, Metaphorical	Interpret the Genesis 1 account of creation. Distinguish between literal and metaphorical interpretations and explain their implications for Christian belief.	Lesson Ppt – CB&T5 Handouts – CB&T5	Christian Beliefs 4 Forms quiz
6	The Word, Spirit, John 1	Explore the theological significance of 'the Word' and 'the Spirit' in John 1. Relate this to Christian views on creation and the Trinity.	Lesson Ppt – CB&T6 Handouts – CB&T6	Christian Beliefs 5 Forms quiz
7	Incarnation, Messiah, Covenant, Sin, Original Sin	Describe Christian beliefs about the incarnation and the role of Jesus as the Messiah. Link these to Jewish expectations, the idea of covenant, and the origin of sin.	Lesson Ppt – CB&T7 Handouts – CB&T7	Jesus Christ practice essay
8	Crucifixion, Suffering	Analyse the crucifixion of Jesus and its theological importance. Reflect on how Jesus' suffering is understood by different Christians today.	Lesson Ppt – CB&T8 Handouts – CB&T8	Christian Beliefs 6 Forms quiz
9	Resurrection, Ascension, Heaven	Explain the events and significance of the resurrection and ascension. Compare how Christians interpret these events and their implications for beliefs about the afterlife.	Lesson Ppt – CB&T9 Handouts – CB&T9	Christian Beliefs 7 Forms quiz
10	Holy Spirit, Salvation	Describe the events of Pentecost and explain Christian beliefs about the Holy Spirit. Evaluate its role in salvation and Christian life today.	Lesson Ppt – CB&T10 Handouts – CB&T10	Christian Beliefs 8 Forms quiz
11	Original Sin, Salvation	Define original sin and explore its impact on Christian understanding of human nature and salvation. Examine how different traditions respond to the concept.	Lesson Ppt – CB&T11 Handouts – CB&T11	Salvation practice essay
12	Salvation, Atonement, Reconciliation, Forgiveness	Analyse the role of Jesus in salvation, including ideas of atonement, reconciliation and forgiveness. Understand how this shapes Christian practice.	Lesson Ppt – CB&T12 Handouts – CB&T12	Christian Beliefs 9 Forms quiz
13	Grace, Law, Spirit	Compare Christian beliefs about the means of salvation, including law, grace and the work of the Spirit. Link these to the atoning sacrifice of Jesus.	Lesson Ppt – CB&T13 Handouts – CB&T13	Christian Beliefs 10 Forms quiz
14	Judgement, Day of Judgement, Sheep and Goats, Talents, Pluralist, Exclusivist,	Evaluate different Christian teachings about judgement and the afterlife, including reference to Matthew 25. Explore the implications of pluralist, inclusivist and exclusivist views.	Lesson Ppt – CB&T14 Handouts – CB&T14	Afterlife practice essay

	Inclusivist, Universalist			
15	Heaven, Hell, Purgatory, Resurrection, Afterlife	Identify key Christian teachings about heaven, hell, and purgatory. Compare interpretations and consider the significance of resurrection and eternal life.	Lesson Ppt – CB&T15 Handouts – CB&T15	Revision pack
16	Heaven, Hell, Purgatory, Resurrection, Afterlife	Continue exploring the concepts of heaven, hell, purgatory and resurrection. Deepen understanding of how these beliefs influence Christian life and ethical behaviour.	Lesson Ppt – CB&T16 Handouts – CB&T16	Revision pack

Revision lesson: Click here for resources | Assessment lesson: Click here for resources | Feedback lesson: Click here for resources

Christian Practices

Lesson	Key Concepts	Learning Objectives *By the end of the lesson, students will...*	LLT Resources	Home Learning
1	Liturgical, Non-liturgical Worship, Informal worship, Charismatic, Quaker worship, Private worship	Understand what is meant by worship and evaluate its importance for Christians of different denominations. Compare and contrast liturgical, informal (non-liturgical), and private worship, explaining their significance for individuals and communities.	Lesson Ppt – P1 Handouts – P1	Christian Practices 1 Forms quiz
2	Prayer, Set prayer, Informal prayer	Understand the nature and use of prayer and analyse its significance for Christians of different denominations. Explain the beliefs expressed in the Lord's Prayer and evaluate its role in Christian life. Compare set and informal prayer, and assess their impact on personal and communal worship.	Lesson Ppt – P2 Handouts – P2	Christian Practices 2 Forms quiz
3	Sacraments, Grace, Atonement, Symbolism, Ritual	Understand the meaning, role and significance of sacraments in Christianity. Compare contrasting attitudes towards the sacraments among Christian denominations, including their theological foundations and influence on practice.	Lesson Ppt – P3 Handouts – P3	Christian Practices 3 Forms quiz
4	Believers' baptism, Infant baptism, Confirmation	Understand the meaning, role and significance of baptism for Christians of different denominations. Compare and contrast infant and believers' baptism, evaluating their symbolism, purpose, and impact on Christian identity.	Lesson Ppt – P4 Handouts – P4	Baptism practice essay

5	Holy Communion, Eucharist, Last Supper	Explore the meaning, role and significance of the sacrament of Holy Communion for Christians of different denominations. Evaluate its importance in Christian worship and its impact on personal faith and church life.	Lesson Ppt – P5 Handouts – P5	Christian Practices 4 Forms quiz
6	Liturgy, Mass, Transubstantiation, Lord's Supper	Explain the different ways Christians understand and celebrate Holy Communion. Analyse how beliefs about the Eucharist vary and what this reveals about wider theological differences within Christianity.	Lesson Ppt – P6 Handouts – P6	Eucharist practice essay
7	Pilgrimage, Lourdes, Iona	Explore the role and importance of Christian pilgrimage for individuals and communities. Compare and evaluate the contrasting experiences of pilgrimage to Lourdes and Iona, and their spiritual and communal impact.	Lesson Ppt – P7 Handouts – P7	Christian Practices 5 Forms quiz
8	Easter, Christmas	Explore the role and importance of Christian festivals in the life of the Church and wider society. Analyse how and why Christians celebrate Christmas and Easter, and evaluate their significance today.	Lesson Ppt – P8 Handouts – P8	Christian Practices 6 Forms quiz
9	Church, Street Pastors, Food banks	Understand the role of the Church in the local community and evaluate its social impact. Explain how initiatives such as food banks and street pastors express Christian beliefs in action.	Lesson Ppt – P9 Handouts – P9	Christian Practices 7 Forms quiz
10	Alpha, Great Commission, Exclusivists, Inclusivists, Pluralists, Universalist, Salvation, Mission, Evangelism, Discipleship	Analyse the role of mission and evangelism in the growth of the Church. Evaluate contrasting Christian beliefs about salvation and explain strategies used to encourage Church growth.	Lesson Ppt – P10 Handouts – P10	Evangelism practice essay
11	Reconciliation, Persecution, Corrymeela	Understand and explain the role of the worldwide Church in working for reconciliation, unity, and harmony. Evaluate Christian responses to persecution and assess the importance of reconciliation movements such as Corrymeela.	Lesson Ppt – P11 Handouts – P11	Revision pack

Revision lesson: Click here for resources | Assessment lesson: Click here for resources | Feedback lesson: Click here for resources

Paper 2	Themes: Christianity & Buddhism	Unit	B: Religion & Life / C: The Existence of God and Revelation / D: Religion, Peace & Conflict / F: Religion, Human Rights and Social Justice

Intent - *Why We Teach What We Do*

Big Picture	Component 2 of the AQA GCSE Religious Studies course comprises four thematic units that engage students in a structured, comparative study of Christian and Buddhist perspectives on some of the most pressing moral, philosophical, and social issues in contemporary society. Each unit is sequenced to build on prior learning from Key Stage 3 and earlier GCSE units, including Christian Beliefs and Practices, and is taught in parallel with Buddhist perspectives to develop analytical and evaluative skills across worldviews. Each theme is rooted in an enquiry-based approach that reflects the Cumbria Locally Agreed Syllabus, the aims of the 2015 GCSE reforms, and the priorities of the Ofsted Research Review for Religious Education (2021). Lessons promote substantive knowledge and disciplinary thinking across theology, philosophy, and the human/social sciences, encouraging high-quality dialogue, respectful engagement, and critical literacy through direct engagement with scripture and lived religion. In *Theme B: Religion and Life*, students explore the relationship between religion and science, and ethical questions surrounding abortion, euthanasia, animal experimentation, and environmental responsibility. It develops theological reasoning and ethical sensitivity, and connects directly with real-world moral debates and current affairs. In *Theme C: The Existence of God and Revelation*, students examine classical arguments for and against the existence of God, including the First Cause and Design arguments, religious experience, and responses to evil and suffering. The unit develops philosophical reasoning, engagement with abstract concepts, and confident evaluation of belief and revelation in contemporary society. In *Theme D: Religion, Peace and Conflict*, students consider religious views on war, pacifism, terrorism, and reconciliation. It builds on ethical frameworks from Key Stage 3 and addresses current issues around justice and peacemaking, using examples such as Christian Aid and Corrymeela to show the impact of belief in global contexts. In *Theme F: Religion, Human Rights and Social Justice*, students study Christian perspectives on equality, prejudice, poverty, religious freedom, and discrimination. This unit fosters deep ethical reflection on controversial issues and encourages students to think critically about the relationship between belief, justice, and public life in modern Britain. Across all four units, teachers create a safe and respectful classroom environment, especially when addressing sensitive or controversial issues. The curriculum is responsive to current affairs, ensuring content remains relevant and socially engaged. Where content overlaps with the school's Personal Development curriculum (e.g. in areas such as abortion, human rights, or social justice), the thematic units retain a distinct academic and disciplinary focus rooted in religious, ethical, and philosophical enquiry. Together, these themes prepare students to evaluate belief in real-world contexts, develop conceptual confidence in addressing moral and philosophical questions, and engage deeply with diverse perspectives. They also equip students with the knowledge, skills, and critical awareness needed for the final assessment of Component 2.
Careers	This component supports careers education by helping students understand how religious, philosophical, and ethical reasoning is applied in a wide range of academic, civic, and professional contexts. Each theme addresses real-world issues and dilemmas—such as the value of life, conflict, equality, and belief—developing transferable skills in critical thinking, argument construction, and moral reasoning. These skills are essential in sectors where reflective decision-making, empathy, and ethical judgement are vital.

	Careers links include: • Law and Legal Services – solicitor, barrister, legal researcher, police officer, human rights advocate, conflict mediator • Health and Social Care – nurse, GP, palliative care worker, counsellor, chaplain, medical ethicist • Politics, Government and Public Policy – civil servant, policy advisor, MP assistant, diplomatic officer, public engagement officer • International Development and Charity – aid worker, refugee support officer, humanitarian campaigner, ethical investment analyst • Environmental and Animal Welfare Sectors – sustainability officer, environmental campaigner, vet, animal rights advocate • Education and Academia – RE or philosophy teacher, curriculum developer, academic researcher, citizenship educator • Pastoral and Faith-Based Roles – chaplain, pastoral lead, youth worker, interfaith advisor, outreach coordinator • Media and Communication – journalist, ethics or religion correspondent, NGO media officer, documentary producer • Think Tanks and Research Institutions – researcher in ethics, theology, religious conflict, or science and religion dialogue These links are embedded and reinforced through scriptural analysis, evaluative tasks, philosophical argument-mapping, and discussion of current affairs. Case studies (e.g. Christian Aid, Corrymeela), real-world applications, and opportunities for debate connect classroom learning with vocational relevance. Where possible, enrichment opportunities—such as guest speakers, themed debates, ethics panels, and links with local professionals or universities—help students see how religious literacy and ethical awareness contribute meaningfully to society and future careers.
British Values	This component actively promotes British Values by engaging students with the ethical, philosophical, and social issues that are central to life in modern democratic Britain. Each thematic unit enables students to explore and evaluate a range of Christian, Buddhist, and non-religious perspectives - while fostering informed, respectful discussion and critical thinking. Mutual Respect and Tolerance are promoted through the comparative study of diverse religious and non-religious viewpoints on topics such as abortion, euthanasia, the existence of God, pacifism, terrorism, equality, and human rights. Students learn to appreciate differences of belief, worldview, and practice in a pluralistic society. Individual Liberty is reinforced through reflection on personal belief, conscience, moral responsibility, and autonomy. Students examine debates surrounding freedom of choice in issues like abortion, religious expression, war resistance, and identity, while being encouraged to articulate their own views respectfully and listen to those of others. The Rule of Law is explored through study of UK legal frameworks relating to abortion, euthanasia, nuclear deterrence, human rights, religious freedom, and discrimination. Students evaluate how religious teachings may support, critique, or interact with secular law, and consider how belief can motivate action within lawful, civic frameworks. Democracy is modelled and encouraged through structured classroom dialogue, evaluative writing, and open debate. Students practise weighing arguments fairly, building reasoned conclusions, and engaging respectfully with opposing views. Case studies - including peace-building efforts, civil rights activism, and public ethical debates - highlight the role of democratic participation in shaping society. These themes provide rich and relevant opportunities for students to develop civic literacy, ethical awareness, and critical engagement with public life. They also support students in understanding how religious and philosophical thinking contributes to active, respectful citizenship in twenty-first century Britain.
SMSC	This component makes a significant contribution to students' Spiritual, Moral, Social, and Cultural (SMSC) development, supporting them to think deeply about meaning, identity, responsibility, and the role of belief in shaping personal and public life.

	Spiritual Development - Students are encouraged to reflect on profound and ultimate questions, including the origins and value of life, the nature and existence of God, the meaning of suffering and peace, and the dignity of all people. Themes explore concepts such as creation, revelation, death, the afterlife, justice, and reconciliation. Through engagement with religious and philosophical perspectives, students are supported in exploring belief, doubt, purpose, and conscience in a respectful and reflective manner. Moral Development - Each theme presents complex ethical dilemmas—such as abortion, euthanasia, war, terrorism, discrimination, and poverty—challenging students to consider how Christian and Buddhist teachings inform moral reasoning and personal responsibility. Students apply ethical principles including sanctity of life, stewardship, pacifism, equality, and justice, and are encouraged to form, justify, and critically examine their own moral views. Social Development - Students learn how religious beliefs inspire social action and contribute to public life, law, and policy. Through real-world examples—such as Christian Aid, Corrymeela, and figures like Martin Luther King Jr and Oscar Romero - they explore how belief drives reconciliation, peacebuilding, and justice. Classroom dialogue fosters empathy, collaboration, and a deeper awareness of students' roles as active and responsible citizens. Cultural Development - The component enhances understanding of the influence of religious ideas on British values, traditions, law, and civic life. It also highlights the diversity of belief within and across religious and non-religious worldviews, encouraging respectful engagement with pluralism. Students are supported in appreciating the contributions of religion and philosophy to literature, the arts, culture, and public discourse.
Enrichment	Westminster Abbey trip / Church leaders guest speakers / Kendal Tapestry trip / KL Community Kitchen visit / Ethics and Law speaker / Southall Gurdwara visit / Wimbledon Buddhist Temple visit / Hamilton theatre trip

Impact - *What Outcomes Students Will Achieve*

Knowing 'that...' (Propositional Knowledge)

Theme B: Religion and Life

Christian views on the origins of the universe vary, with some interpreting Genesis literally and others metaphorically; many accept the Big Bang theory as compatible with belief in a Creator God.

Christians believe the world is created by God and holds intrinsic value, leading to moral duties such as stewardship, respect for creation, and environmental responsibility.

The use and abuse of the environment—including pollution, resource exploitation, and climate change—is seen by many Christians as a serious moral issue.

Christian views on the treatment of animals vary, with differing attitudes to food, experimentation, and animal rights, shaped by concepts such as dominion and stewardship.

Beliefs about human origins include literal interpretations of Genesis and the view that evolution may be seen as a God-guided process.

The sanctity of life is a core Christian belief—that all human life is sacred and God-given—shaping views on abortion, euthanasia, and end-of-life care.

Christian views on abortion and euthanasia differ: some oppose them entirely, while others accept them in limited circumstances, considering both sanctity and quality of life.

Know 'how...' (Ability Knowledge)

Interpret, analyse, and apply primary sources:
Exegete biblical passages (e.g. Genesis 1–3, Job 1–2, Matthew 25, Matthew 5:9) and key Buddhist texts, identifying literal, metaphorical, and contextual readings.
Evaluate philosophical arguments (First Cause, Design, Problem of Evil) and apply them to contemporary debates.

Compare and contrast perspectives:
Distinguish Christian, Buddhist and non-religious (e.g. Humanist) responses to abortion, euthanasia, war, poverty, revelation, and equality.
Identify convergences and divergences within Christianity (Catholic, Protestant, Quaker, Evangelical) and explain the theological reasons behind them.

Beliefs about death and the afterlife—such as judgement, resurrection, and eternal life—shape how Christians view human purpose and moral decision-making.
Ethical decisions are influenced by scripture, Church teachings, conscience, and reason, and are interpreted differently across Christian traditions.
Buddhism rejects a creator God and teaches that the universe arises and changes through dependent origination, not divine intervention.
The first moral precept (non-harming) and the values of metta (loving-kindness) and karuṇā (compassion) shape Buddhist views on abortion and euthanasia.
Belief in samsara, kamma, and rebirth influences how Buddhists understand the value of life and decisions about death and dying.

Theme C: The Existence of God and Revelation
Christians believe God is the source of all existence and is traditionally described as omnipotent, omniscient, immanent, transcendent, personal, and loving.
The First Cause (Cosmological) Argument suggests God is the uncaused cause of the universe (Aquinas); the Design Argument (Paley) argues that the complexity of creation points to a designer.
Christians differ on the persuasiveness of these arguments, often affirming the role of both faith and reason.
Miracles—such as the resurrection of Jesus or healings at Lourdes—are seen by some as evidence for God's intervention; others critique miracles as mistaken or unprovable.
The Problem of Evil and Suffering is a significant challenge to belief in a good and powerful God.
Responses include the Augustinian and Irenaean theodicies and insights from the Book of Job.
Revelation is understood as God's self-disclosure to humanity through general means (e.g. nature, scripture) and special means (e.g. visions, miracles).
Christians interpret revelation and religious experiences differently, depending on views about the nature of God and scripture.
Non-religious perspectives often reject the validity of revelation and miracles, favouring evidence-based, rational explanations.
Buddhism does not accept the idea of a creator God, so arguments like the First Cause or Design Argument are not applicable within its worldview.
Revelation is not understood as communication from a divine being but as insight gained through personal experience and meditation, especially through enlightenment.
Miracles in Buddhism (e.g. stories of the Buddha or Mucalinda) are not evidence of divine power but may symbolise spiritual truths or be expressions of enlightened qualities.

Theme D: Religion, Peace and Conflict
Christian teachings emphasise peace, justice, forgiveness, and reconciliation, based on the example and words of Jesus.

Construct coherent arguments:
Plan and write GCSE-style 4-, 6- and 12-mark answers that include thesis, evidence, analysis, counter-argument, and justified conclusion.
Deploy precise disciplinary vocabulary (e.g. sanctity, stewardship, theodicy, pacifism, agápē) accurately and fluently.

Evaluate ethical and philosophical issues:
Apply principles such as sanctity of life, just war criteria, human dignity, preferential option for the poor, and compassion to real-world scenarios.
Weigh strengths and weaknesses of evidence (scriptural, empirical, experiential) when judging claims about miracles, revelation, or social justice.

Use structured reasoning tools:
Produce comparison grids, argument maps, and sequencing charts to organise complex information.
Employ success-criteria checklists and mark schemes for self- and peer-assessment, refining analytical depth and precision.

Engage in disciplined dialogue:
Participate respectfully in debates, using Turn-and-Talk, Cold-Call, and No-Opt-Out protocols; listen actively, question critically, and respond courteously.
Reflect on personal viewpoints, acknowledge bias, and revise opinions in light of new arguments or evidence.

Connect belief to practice and public life:
Analyse how doctrines (e.g. Trinity, imago Dei, reconciliation) shape Christian action in environmental stewardship, peace-building, and human-rights advocacy.
Relate classroom learning to current affairs, case studies (Christian Aid, Corrymeela, CAFOD), and legal frameworks in modern Britain.

While some Christians uphold absolute pacifism, others accept violence as a last resort, especially in defence of the innocent.
Terrorism is widely condemned as incompatible with Christian values.
The Just War Theory, developed by Augustine and Aquinas, outlines conditions under which war may be morally justifiable; its relevance today is debated.
Christian views on Holy War are largely historical; most contemporary Christians reject religious violence.
Weapons of mass destruction, including nuclear weapons, are generally opposed due to their indiscriminate impact, though some argue for deterrence.
Christians believe in the duty to care for victims of war, supported by humanitarian organisations such as Christian Aid and peace-building efforts like Corrymeela.
Peace-making and reconciliation are central to Christian ethics, often inspired by figures like Martin Luther King Jr.
Scriptural and moral reasoning, including references such as "Blessed are the peacemakers," inform Christian responses to conflict.
The first moral precept—to abstain from harming living beings—leads many Buddhists to adopt pacifism, though views may vary depending on context and interpretation.
Buddhist responses to war and violence often draw on Engaged Buddhism, promoting non-violent activism and reconciliation (e.g. Thich Nhat Hanh).
Just War theory is not part of Buddhist tradition; violence is generally discouraged, but historical and modern examples (e.g. military monks in Myanmar) show ethical tension in practice.

Theme F: Religion, Human Rights and Social Justice
Christians believe all humans are made in the image of God (Genesis 1:27), giving each person inherent dignity, equality, and value.
Biblical teachings promote social justice, compassion, and care for the marginalised; many Christians view justice work as a spiritual calling.
Christian views on gender and sexuality differ: some affirm traditional roles or teachings, while others support equality and inclusion based on broader scriptural principles.
Freedom of religion and belief is widely supported, though some Christians debate how this should be expressed in a pluralistic society.
Wealth is not condemned, but Christians are warned against greed and are called to use resources ethically and support the poor (1 Timothy 6:10, Matthew 25).
Poverty and exploitation are regarded as injustices that violate biblical principles; responses are shaped by concepts such as solidarity, human dignity, and stewardship.
Christian attitudes to charity involve both immediate relief and long-term change, guided by scriptural and theological reasoning.

Moral reasoning draws on scripture, Church tradition, conscience, and reason, with varied application across denominations.
Christian beliefs about human rights and dignity inform involvement in legal reform, social activism, and global justice efforts.
Buddhism teaches that all beings have equal potential for enlightenment; this underpins a strong commitment to equality, non-discrimination, and compassion.
The principle of dāna (generosity) encourages both individual giving and collective social responsibility, including support for the poor and ethical use of wealth.
Buddhist perspectives on freedom of expression emphasise harmony, right speech, and tolerance, though tensions can arise in societies where Buddhism is dominant.

Evidenced By:

Progress in this component is evidenced through a wide range of formative and summative assessment strategies that support knowledge retention, analytical thinking, and GCSE readiness.
Knowledge recall tasks and low-stakes quizzes assessing students' grasp of key ethical, philosophical, and theological terminology (e.g. sanctity of life, revelation, pacifism, justice) and understanding of core concepts and teachings.
Class discussion and oral responses, demonstrating students' ability to explain, interpret, and evaluate Christian views on contemporary moral and philosophical issues, and to apply them to real-world contexts.
Written responses to GCSE-style questions, including 4-, 6-, and 12-mark tasks, showcasing students' use of evidence, scriptural references, argument structure, and balanced evaluation.
Annotation and application of scripture in classwork, evidencing students' interpretation of key biblical texts (e.g. Genesis 1, Matthew 25, the Book of Job, "Blessed are the peacemakers") and their ethical and theological significance.
Comparison tasks and summary grids, used to contrast Christian denominational responses (e.g. Catholic vs Anglican, Quaker vs Evangelical) and to compare Christian, Buddhist, and non-religious perspectives.
Extended writing tasks, reflecting students' ability to construct coherent, reasoned, and evaluative arguments on complex ethical and philosophical questions (e.g. abortion, war, discrimination, the existence of God).
Self and peer assessment using mark schemes, enabling students to reflect on success criteria, identify areas for improvement, and internalise GCSE assessment expectations.
Teacher assessment and feedback, based on students' verbal contributions, written work, and progress against learning objectives and assessment objectives.
Homework tasks and retrieval activities, designed to consolidate key knowledge, extend learning, and reinforce long-term retention and evaluative thinking.
End-of-unit assessments, comprising AQA-style questions across all themes, tracked against GCSE Religious Studies assessment objectives to monitor attainment, inform planning, and support student progress.

Implementation - *How We Teach & Assess Progress*

Pedagogy *(including misconceptions and adapted practice)*

This unit uses an explicit instruction model rooted in ethical, philosophical, and theological disciplinary learning. Lessons are carefully structured to support students in acquiring core

Assessment

Formative assessment

knowledge while developing the ability to reason, argue, and evaluate like theologians, philosophers, and ethicists. Each session follows a sequenced PowerPoint with scripted learning intentions, integrated pedagogical guidance, and consistent use of visual and textual scaffolding. Common misconceptions - such as confusing sanctity and quality of life, misunderstanding general vs special revelation, conflating Just War and Holy War, or assuming uniformity in Christian views on sexuality, gender, or social justice - are anticipated and directly addressed through: True vs false activities; Hinge and concept-check questions; Targeted questioning and modelled examples; Clarification tasks and structured retrieval practice. Adapted practice is embedded throughout to ensure accessibility and high challenge for all students, including those with SEND, Pupil Premium, or varied prior attainment. Support includes: Tiered disciplinary vocabulary and glossaries; Structured writing frames and comparison templates; Guided reading and annotation tasks, especially for scripture; Scaffolds for extended responses and evaluative planning. Disciplinary vocabulary and reading are explicitly taught, revisited, and applied. Terms such as dominion, stewardship, theodicy, revelation, pacifism, reconciliation, liberation theology, and human dignity are defined, contextualised, and used consistently across tasks and assessments. Lemov strategies - including Cold Call, Turn and Talk, No Opt Out, and a range of Check for Understanding techniques - are embedded in PowerPoint Notes and delivery plans to promote high engagement, accountability, and inclusive participation. Students are explicitly taught how to construct extended evaluative writing, supported by: Modelled responses and exemplar answers; Shared and guided writing practice; Success criteria, planning scaffolds, and structured feedback; Whole-class feedback and live marking techniques. Ethical case studies, structured debates, philosophical scenarios, and real-world moral dilemmas are used across themes to promote disciplinary reasoning, critical engagement, and application of Christian (and comparative) perspectives to contemporary issues.	Retrieval quizzes to check key vocabulary and core concepts (e.g. sanctity, revelation, pacifism, dignity). True/False and misconception checks to surface errors (e.g. abortion law vs. religious teaching, Just War vs. Holy War). Structured discussion & ethical / philosophical debate assessing analytical reasoning and respectful engagement with contrasting views. Scriptural interpretation tasks applying texts such as Genesis 1, the Book of Job, Matthew 25, and "Blessed are the peacemakers" to contemporary issues. Application & inference activities using case studies, news reports, or philosophical scenarios to test transfer of learning to real-world contexts. Extended-writing practice (4-, 6-, 12-mark formats) supported by sentence starters, scaffolds, and model answers to develop balanced argument and evaluation. Categorisation, sequencing & summary grids to organise and compare Christian, Buddhist, and non-religious perspectives. Live verbal feedback & CFU employing Cold Call, Turn & Talk, No Opt Out, and hinge questions for responsive teaching. Peer & self-assessment with AQA mark schemes and success criteria to strengthen metacognition and exam technique. *Summative assessment* Mid-unit and end-of-unit practice papers comprising AQA-style 4-, 6-, and 12-mark questions covering the full thematic content. Papers are sat in timed conditions, marked to GCSE criteria, and followed by whole-class feedback, individual reflection, and targeted improvement tasks.

Lesson	Lesson Title	Key Concepts	Learning Objectives *By the end of the lesson, students will...*	LLT Resources	Home Learning
1	Is all life sacred?	Sanctity of Life	Explore and consider the value of human life Make and explain informed judgements about the value of human life in the light of real-life ethical dilemmas Evaluate different judgements about the value of human life	Lesson Ppt – RL1 Handouts – RL1	R&L1 Forms quiz
2	Is the UK law on abortion immoral?	Abortion, Viable, Legislation, Pro-life, Pro-choice, Feminism	Understand the legal position in Britain today regarding abortion Evaluate the legal position on abortion in Britain today in the light of arguments for and against abortion	Lesson Ppt – RL2 Handouts – RL2	R&L2 Forms quiz
3	Is abortion a sinful act?	Ensoulment, Personhood, Conflicts of rights, Sanctity of life vs. quality of life	Analyse different Christian beliefs and teachings about abortion Evaluate religious positions on abortion as applied in a variety of contexts	Lesson Ppt – RL3 Handouts – RL3	Abortion practice essay
4	Should the UK law include a right to die?	Double effect, Assisted suicide, Euthanasia, Passive euthanasia	Understand the legal position in Britain today regarding euthanasia Evaluate the legal position on euthanasia in Britain today in the light of arguments for and against euthanasia	Lesson Ppt – RL4 Handouts – RL4	R&L3 Forms quiz
5	Is euthanasia a sinful act?	Hospice, Palliative care, Murder, Duty to die	Analyse different Christian beliefs and teachings about euthanasia Evaluate religious positions on euthanasia as applied in a variety of contexts	Lesson Ppt – RL5 Handouts – RL5	Euthanasia practice essay
6	Should animals have rights?	Animal rights, Speciesism, Vivisection, Peter Singer, Aristotle	Understand how animals are used today in Britain and the legal position on vivisection Analyse and evaluate different ethical positions on the status and role of animals	Lesson Ppt – RL6 Handouts – RL6	R&L 4 Forms quiz
7	Is the use of animals sinful?	Veganism, Vegetarianism, Dominion, Stewardship	Analyse different Christian beliefs and teachings about the use of animals Evaluate religious positions on the use of animals as applied in a variety of contexts	Lesson Ppt – RL7 Handouts – RL7	Vivisection practice essay
8	How did we get here?	Origins, Big Bang, Evolution, Empirical evidence	Understand the scientific theories of Big Bang and Evolution as explaining the origins of the universe and humanity	Lesson Ppt – RL8 Handouts – RL8	R&L5 Forms quiz

9	How do scientific ideas about the origins of the universe and humanity challenge the Christian creation story?	Creation, Genesis, Ex nihilo	Understand the Biblical creation story and its significance to Christians Compare and contrast scientific and Biblical ideas on the origins of the universe and humanity	Lesson Ppt – RL9 Handouts – RL9	R&L6 Forms quiz
10	Does science need religion to fully explain the origins of the universe and humanity?	Literal vs. metaphorical, Creationism, John Polkinghorn	Analyse different Christian beliefs about the origins of the universe and humanity Evaluate religious positions on the origins of the universe and humanity with regards to scientific views	Lesson Ppt – RL10 Handouts – RL10	Religion and Science essay question
11	Does the earth have intrinsic or instrumental value?	Environmental ethics, Natural resources, Pollution, Exploitation, Sustainable, Non-renewable, Deforestation, Renewable energy	Understand the environmental issues facing the planet today Analyse and evaluate different ethical positions on the status and role of the natural world	Lesson Ppt – RL11 Handouts – RL11	R&L7 Forms quiz
12	Is the abuse of the environment sinful?	Awe, Wonder, Responsibility, Duty	Understand Christian beliefs about the value of the world and the duty of human beings to protect it Evaluate Christian beliefs about the use and abuse of the environment as applied in a variety of contexts	Lesson Ppt – RL12 Handouts – RL12	R&L8 Forms quiz
13	Do beliefs about the afterlife affect how we live and value life?	Eschatology, Purpose, Moral motivation, Resurrection, Eternal life	Recall key Christian beliefs about the afterlife Explore philosophical questions about the afterlife Evaluate whether belief in judgement or eternal life makes moral behaviour more meaningful	Lesson Ppt – RL13 Handouts – RL13	Revision pack
Buddhism					
1	Is abortion a compassionate act?	Personhood, Skandhas, Samsara, Right Intention, Kamma, Metta, Karuna	Analyse different Buddhist beliefs and teachings about abortion Make and explain informed judgements about abortion in the light of Buddhist ethical principles Evaluate religious positions on abortion as applied in a variety of contexts	Lesson Ppt – BRL1 Handouts – BRL1	BRL Forms quiz

2	Is euthanasia compatible with Buddhist ethics?	Assisted suicide, Euthanasia, Passive euthanasia, Right Intention, Kamma, Compassion, Precepts	Analyse different Buddhist beliefs and teachings about euthanasia Make and explain informed judgements about euthanasia in the light of Buddhist ethical principles Evaluate religious positions on euthanasia as applied in a variety of contexts	Lesson Ppt – BRL2 Handouts – BRL2	Buddhism BRL practice essay
3	Should Buddhists be vegan?	Veganism, Vegetarianism, First Precept, Kamma, Right Livelihood, Metta, Karuna	Analyse different Buddhist beliefs and teachings about the use of animals Make and explain informed judgements about the use of animals in the light of Buddhist ethical principles Evaluate religious positions on the use of animals as applied in a variety of contexts	Lesson Ppt – BRL3 Handouts – BRL3	Revision pack

Revision lesson: Click here for resources | Assessment lesson: Click here for resources | Feedback lesson: Click here for resources

Existence of God and Revelation

Lesson	Lesson Title	Key Concepts	Learning Objectives *By the end of the lesson, students will...*	LLT Resources	Home Learning
1	Can we prove that God exists?	First Cause Argument, Attributes of God, Cosmology, St. Thomas Aquinas	Review and discuss the traditional Christian attributes of God. Examine the First Cause (Cosmological) argument for the existence of God, including its strengths and weaknesses. Define and explain key terms such as omnipotent, omniscient, immanent, and transcendent.	Lesson Ppt – EGR1 Handouts – EGR1	First Cause practice essay
2	Is there empirical evidence for God's existence?	Design Argument, Evolution, Analogy, William Paley	Examine the Design argument for the existence of God, including its strengths and weaknesses. Evaluate scientific responses (e.g. evolution) and their implications for belief in a designer God.	Lesson Ppt – EGR2 Handouts – EGR2	EGR 1 Forms quiz
3	Do miracles prove the existence of God?	Argument from Miracles, Coincidence, Partisan, David Hume	Examine the argument from miracles for the existence of God, including its strengths and weaknesses. Explain and evaluate contrasting beliefs about miracles from Christian and non-religious perspectives. Include one named example of a miracle (e.g. Jesus feeds the five thousand).	Lesson Ppt – EGR3 Handouts – EGR3	Miracles practice essay

4	Do evil and suffering prove the non-existence of God?	Problem of Evil, Inconsistent Triad, Theodicy, Irenaeus, Augustine, Job, Science	Examine arguments against the existence of God based on science and on the problem of suffering and evil. Evaluate Christian responses through theodicies (e.g. Augustine and Irenaeus).	Lesson Ppt – EGR4 Handouts – EGR4	Science practice essay
5	How do people gain knowledge of the divine?	General Revelation, Nature, Scriptures, Literal and Metaphorical Interpretations	Examine general revelation, including nature and scripture, as ways of understanding the divine. Evaluate the strengths and limitations of general revelation. Interpret and evaluate different interpretations of scripture and their implications for understanding God.	Lesson Ppt – EGR5 Handouts – EGR5	EGR 2 Forms quiz
6	Can people gain knowledge of the divine?	Special Revelation, Visions, Miracles	Examine special revelation, including visions and miracles, as sources of knowledge about the divine. Consider the value and limitations of special revelation. Include named examples of a vision (e.g. Paul's conversion and Bernadette of Lourdes). Explain and evaluate different ideas about the divine: personal/impersonal, immanent/transcendent. Analyse alternative explanations for religious experiences (e.g. hallucination, mistake, deceit).	Lesson Ppt – EGR6 Handouts – EGR6	Revision pack
Buddhism					
1	Is enlightenment a form of special revelation?	Vision, Special Revelation, Wisdom, Tibetan Book of the Dead	Examine and give examples of special revelation with a focus on Enlightenment. Consider the value of revelation and different ideas about truth and reality that come from revelation. Contrast these with Christian beliefs about revelation and the existence/nature of God.	Lesson Ppt – BEGR1 Handouts – BEGR1	RPC Forms quiz
2	Do miracles support belief in the divine?	Miracle, Mucalinda	Contrast the belief that miracles offer proof of God's existence with the Buddhist lack of belief in a Creator God. Consider the role miracles play in Buddhism and what they are evidence of. Consider the significance of miracles for some Buddhists, contrasting traditional and Western views.	Lesson Ppt – BEGR2 Handouts – BEGR2	Buddhism BEGR practice essay
3	Is nature a source of revelation or truth?	General Revelation, Nagarjuna, Enlightenment, Nature and	Understand the meaning of general revelation, including nature as a way of understanding the divine. Consider how Buddhists might think about the concept of revelation or enlightenment.	Lesson Ppt – BEGR3 Handouts – BEGR3	Revision pack

		Three Marks of Existence	Consider the significance of nature in Buddhism. Understand difficulties in accepting the reality of some examples of revelation.		

Revision lesson: Click here for resources | Assessment lesson: Click here for resources | Feedback lesson: Click here for resources

Religion, Peace and Conflict

Lesson	Lesson Title	Key Concepts	Learning Objectives *By the end of the lesson, students will...*	LLT Resources	Home Learning
1	Why is there war in the 21st century?	Greed, Self-defence, Retaliation, Weapons of Mass Destruction, Nuclear Weapons, Nuclear Deterrence	Understand and consider the causes of war in the contemporary world, including greed, self-defence and retaliation. Explain and evaluate contrasting Christian views on the use of weapons of mass destruction, including nuclear weapons, in relation to ethical arguments such as deterrence and proportionality. Recognise differing views in contemporary British society.	Lesson Ppt – RPC1 Handouts – RPC1	RPC1 Forms quiz
2	Is war ever just?	Just War Theory, Justice	Explain and apply the criteria of Just War Theory to real-world scenarios. Evaluate whether these criteria can be met in contemporary conflict. Explain and evaluate contrasting Christian views on the justifiability of war. Consider relevance of just war principles in modern British and global contexts.	Lesson Ppt – RPC2 Handouts – RPC2	RPC2 Forms quiz
3	Does religion cause violence?	Holy War, Terrorism, Violent Protest	Understand and evaluate religious justifications for violence, including holy war and terrorism. Consider contrasting Christian responses to violent protest and religiously motivated violence. Be aware of different perspectives on religion and violence in contemporary British society.	Lesson Ppt – RPC3 Handouts – RPC3	Nuclear War essay
4	Is pacifism the answer?	Peace, Pacifism, Peace-making, Forgiveness, Reconciliation, Oscar Romero, Martin Luther King, Quakers	Explain and consider pacifist beliefs and actions, including those of Christians such as the Quakers, Oscar Romero and Martin Luther King. Explain and evaluate contrasting Christian views on pacifism and peace-making, including whether violence is ever justified. Recognise attitudes to peace in contemporary British society.	Lesson Ppt – RPC4 Handouts – RPC4	RPC3 Forms quiz
5	How should religion respond to	Christian Aid, Refugees, Peace-making, Justice	Explain how religious beliefs inspire organisations such as Christian Aid to support victims of war, including refugees.	Lesson Ppt – RPC5 Handouts – RPC5	RPC4 Forms quiz

	the victims of war?		Evaluate how such organisations promote justice, reconciliation and peace-making. Understand differing responses to the victims of war in contemporary British society.		
6	What does religious peace-making look like today?	Peace-making, Reconciliation, Interfaith Dialogue, Corrymeela Community	Explain how religious beliefs and teachings inspire peace-making efforts beyond pacifism. Evaluate the work of the Corrymeela Community as an example of Christian-led reconciliation and interfaith peace-building. Explore how religion can contribute positively to resolving conflict in the contemporary world.	Lesson Ppt – RPC6 Handouts – RPC6	Revision pack
Buddhism					
1	What is the Buddhist response to weapons of mass destruction?	WMDs, Nuclear weapons, Nuclear deterrence, Chemical Weapons, Biological Weapons, Thich Nhat Hanh	Explain and apply just war theory, including the criteria for a just war. Explain and evaluate contrasting views on just war theory, including Christian perspectives. Explore Buddhist views on weapons of mass destruction, including the teachings of Thich Nhat Hanh.	Lesson Ppt – BRPC1 Handouts – BRPC1	RPC Forms quiz
2	What should Buddhists do when faced with violence and injustice?	Peace, Pacifism, Engaged Buddhism, Peace-making, Reconciliation, Forgiveness, Justice	Consider the role of peace, justice, and reconciliation and whether they can exist independently. Investigate the Buddha's teachings, especially the Parable of the Saw. Explain and consider pacifist beliefs and actions in the light of specific Buddhist leaders such as Thich Nhat Hanh.	Lesson Ppt – BRPC2 Handouts – BRPC2	Buddhism RPC practice essay
3	What is the Buddhist response to weapons of mass destruction?	WMDs, Nuclear weapons, Nuclear deterrence, Chemical Weapons, Biological Weapons, Thich Nhat Hanh	Explain and apply just war theory, including the criteria for a just war. Explain and evaluate contrasting views on just war theory, including Christian perspectives. Explore Buddhist views on weapons of mass destruction, including the teachings of Thich Nhat Hanh.	Lesson Ppt – BRPC3 Handouts – BRPC3	Revision pack
Revision lesson: Click here for resources			Assessment lesson: Click here for resources		Feedback lesson: Click here for resources
Religion, Human Rights and Social Justice					

Lesson	Lesson Title	Key Concepts	Learning Objectives *By the end of the lesson, students will...*	LLT Resources	Home Learning
1	What is human equality?	Human Rights, Equality, Responsibility	Understand the political and philosophical concept of human rights and their application in contemporary British society. Consider the responsibilities which come with human rights, including the responsibility to respect the rights of others. Explain Christian beliefs about equality.	Lesson Ppt – RHJ1 Handouts – RHJ1	RHJ1 Forms quiz
2,3	What is social justice?	Social Justice, Prejudice, Discrimination, Racism, Positive Discrimination	Explain and consider Christian beliefs about social justice and give examples of their application, including Dr Martin Luther King and Oscar Romero. Explain and evaluate both religious and ethical arguments related to racial discrimination (including positive discrimination) based on the ideals of equality and justice.	Lesson Ppt – RHJ2&3 Handouts – RHJ2&3	Racism practice essay
4,5	Is religion sexist?	Status, Women, Sexism	Understand and consider religious beliefs and teachings about the status and treatment of women. Explain and evaluate contrasting Christian views on this.	Lesson Ppt – RHJ4&5 Handouts – RHJ4&5	Sexism practice essay
6	Is religion homophobic?	Sexuality, Homosexuality	Understand and consider religious beliefs and teachings about the status and treatment of homosexuals. Explain and evaluate contrasting Christian views on this.	Lesson Ppt – RHJ6 Handouts – RHJ6	RHJ2 Forms quiz
7	How free should people be in their religious expression?	Religious Expression	Explore issues of freedom of religion and belief, including freedom of religious expression. Explain contrasting beliefs about the freedom of religious expression in contemporary British society.	Lesson Ppt – RHJ7 Handouts – RHJ7	RHJ3 Forms quiz
8	What should be the ethics of wealth?	Wealth	Explore issues of wealth inequality both globally and in the UK. Explain and evaluate contrasting Christian views on wealth and its uses.	Lesson Ppt – RHJ8 Handouts – RHJ8	RHJ14 Forms quiz
9	What are the causes and effects of poverty?	Exploitation, Fair Pay, Interest, People-Trafficking	Explore the issue of poverty both globally and in the UK, with particular focus on exploitation. Explain and evaluate the contrasting Christian views and responses to these issues.	Lesson Ppt – RHJ9 Handouts – RHJ9	Poverty practice essay
10	Is charity a good thing?	Charity, Emergency Aid, Long-term Aid	Explore the complexities of charity both globally and in the UK. Explain and evaluate contrasting Christian teachings and approaches to charity.	Lesson Ppt – RHJ10 Handouts – RHJ10	Revision pack

Buddhism

1	What is the status of women in Buddhism?	Bhikkhu, Bhikkhuni, Laity, Sangha, Women, Sexism	Understand and consider religious beliefs and teachings about the status and treatment of women. Explain and evaluate contrasting Buddhist views on this.	Lesson Ppt – BRHJ1 Handouts – BRHJ1	BRHJ Forms quiz
2	What is the Buddhist view on religious expression?	Religious Expression, Exclusivism, Inclusivism	Investigate differences and similarities between Buddhism, Christianity and another major faith. Explore issues of freedom of religion and belief including freedom of religious expression. Explain contrasting beliefs about the freedom of religious expression in contemporary British society and contemporary situations e.g. Myanmar.	Lesson Ppt – BRHJ2 Handouts – BRHJ2	Buddhism RHJ practice essay
3	How do Buddhists use wealth?	Magga, Dana, Charity, Emergency aid, Long-term aid	Explore the complexities of charity both globally and in the UK. Explain and evaluate contrasting Buddhist teachings and approaches to charity. Compare these teachings to Christian teachings.	Lesson Ppt – BRHJ3 Handouts – BRHJ3	Revision pack

Revision lesson: Click here for resources

Assessment lesson: Click here for resources

Feedback lesson: Click here for resources

Strand	Religion and Worldviews	Units	Faith & Family / Faith & Fairness / Faith & Finance

Intent - *Why We Teach What We Do*

Big Picture	This combined sequence of *Faith and Family*, *Faith and Fairness*, and *Faith and Finance* constitutes our statutory Key Stage 4 provision in Religious Education, taught under the subject title *Religion and Worldviews* as a strand within our Personal Development curriculum. Together, these units offer a coherent and conceptually rich exploration of Islam and Christianity as lived and interpreted worldviews, equipping students to engage critically and compassionately with moral and theological questions that shape human experience today. The curriculum is deliberately rooted in our KS3 RPE curriculum. Year 7's *What is important to Muslims?* introduced students to core Islamic beliefs and practices, including the significance of the Ummah, the Five Pillars, and the concept of submission to God. Year 8's *Wisdom of Jesus* examined Christian moral teachings, parables, and the challenge of discipleship. In Year 9, students explored ethical decision-making and the impact of religion on law, societal attitudes, and values - developing disciplinary language for discussing belief, authority, and moral responsibility. These strands are revisited and deepened at KS4 through structured engagement with theological (doctrinal), philosophical (ethical/conceptual), and human/social-scientific (lived religion) lenses, in line with guidance from the Ofsted RE Research Review (2021) and the Cumbria Agreed Syllabus (2023). The programme reflects our commitment to an academically rigorous, non-confessional approach that fosters both personal worldview development and religious literacy (see RE Council's Developing a Religion and Worldviews approach in RE in England Handbook 2019). Students encounter key beliefs, sources of wisdom, and contemporary expressions of religion in areas such as sexuality, crime and punishment, economic justice, and environmental ethics. Each unit includes critical reflection, case studies, and opportunities for respectful dialogue, drawing on the rich diversity within and between Islam and Christianity. Local connections are made where appropriate, including the work of Islamic charities, Christian debt support organisations, and interfaith justice campaigns. Curriculum choices respond to the aims of the 2015 GCSE reforms and the requirements of the locally agreed syllabus: sequencing is knowledge-rich, vocabulary-led, and rooted in sacred texts. Students are taught to describe, analyse, and evaluate using appropriate disciplinary language, developing the skills to interpret scripture, consider diverse viewpoints, and articulate well-reasoned arguments. Low-stakes retrieval and concept-based questioning ensure that secure knowledge of beliefs (e.g. zakah, tithing, justice, forgiveness) underpins thoughtful engagement with evaluative questions on contemporary issues (e.g. capital punishment, wealth inequality, sexual ethics). The Religion and Worldviews strand ensures that all students, including those not taking full-course GCSE RE, experience a meaningful, challenging and relevant RE curriculum. It lays essential foundations for lifelong ethical reasoning, respectful citizenship, and the continued study of Religion, Philosophy and Ethics.
Careers	The Religion and Worldviews strand provides students with knowledge, skills and reflective capacities that support a wide range of future career pathways. Through the study of belief systems, moral reasoning and social ethics, students develop transferable skills in critical thinking, empathy, communication, and decision-making. These are highly valued across many sectors, including: Law and Criminal Justice – understanding justice, punishment, and ethical frameworks. Social Work and Community Development – exploring family roles, poverty, and social responsibility. Healthcare and Wellbeing – engaging with beliefs about life, death, and dignity. Education and Youth Work – fostering respect, diversity and moral formation. Politics and Public Policy – analysing how religion and worldviews influence law and social values.

	Charity and International Development – learning about religious motivations for giving, justice and ethical finance. Journalism and Media – evaluating truth claims, worldviews, and controversial issues with balance and integrity. Business and Finance – exploring ethical consumption, fair wages, and religious views on wealth and stewardship. In line with the Gatsby Benchmarks, this strand also supports students' understanding of the cultural and ethical dimensions of real-world work and decision-making.
British Values	The Religion and Worldviews strand actively promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs, as set out in the 2011 Prevent Strategy and the Department for Education's guidance. *Democracy* - Students explore democratic principles through ethical debates on justice, crime, and punishment. They practise respectful disagreement, reasoned argument, and listening to diverse perspectives within classroom dialogue. *Rule of Law* - Units such as Faith and Fairness enable students to understand the purpose and nature of laws in both secular and religious contexts. Pupils examine Islamic and Christian views on justice, fairness, and legal responsibility, and compare them to British legal principles. *Individual Liberty* - Through topics such as sexuality, belief, and ethical spending, students are encouraged to reflect on their own values and freedoms, and to understand the role of conscience and informed choice in moral decision-making. *Mutual Respect* - Lessons explicitly develop students' ability to recognise and respect differences within and between religious and non-religious worldviews. Emphasis is placed on respectful dialogue, and the moral imperative to challenge prejudice and discrimination. *Tolerance of Different Faiths and Beliefs* - By studying Islam and Christianity in depth—alongside opportunities to reflect on non-religious worldviews - students learn to appreciate both diversity and shared human values. Interfaith and intra-faith understanding are woven into each unit.
SMSC	The Religion and Worldviews strand makes a significant contribution to students' spiritual, moral, social and cultural development, in line with DfE and Ofsted expectations. Each unit is deliberately designed to deepen pupils' awareness of themselves and others, and to equip them for ethical reflection, respectful dialogue, and active citizenship. *Spiritual Development* - Encourages students to reflect on ultimate questions, personal beliefs, meaning and purpose in life; Provides opportunities to explore the significance of faith, forgiveness, and moral conscience in both Islam and Christianity; Supports personal worldview formation through structured reflection and discussion. *Moral Development* - Enables students to analyse ethical issues such as sexuality, punishment, wealth, and justice through religious and secular perspectives; Promotes reasoning about right and wrong, the role of conscience, and the application of principles such as compassion and responsibility; Develops critical engagement with moral teachings and their relevance in contemporary society. *Social Development* - Explores how religious teachings shape family roles, community responsibility, and responses to social injustice; Encourages collaboration, empathy, and constructive dialogue on complex or controversial issues; Highlights the role of religion in promoting peace, charity, and civic engagement in local and global contexts. *Cultural Development* - Fosters understanding of the diversity within and between religious traditions, particularly Islam and Christianity. Encourages appreciation of how belief systems influence art, law, customs, and ethical norms across different cultures; Promotes respect for difference, challenging stereotypes and cultural prejudice; Through this strand, students are supported to grow in self-awareness, ethical judgement, and intercultural understanding, preparing them to navigate life in a pluralistic society with integrity and compassion.

Enrichment	Faith representative visits and speakers / Workshops with Hifsa Haroon-Iqbal

Impact - *What Outcomes Students Will Achieve*

Knowing 'that...' (Propositional Knowledge)

Faith and Family (Islam)

- Zina (premarital sex) is considered a serious sin in Islam, rooted in Qur'anic teaching and Hadith.
- Contraception (azl) is permitted in some Islamic interpretations under certain conditions.
- Traditional Islamic views consider same-sex sexual activity prohibited, though there is diversity in interpretation and cultural practice.
- Marriage (nikkah) is a sacred contract in Islam with specific roles and responsibilities; divorce (talaq) is permitted but discouraged.
- Islam teaches equality before God but assigns different roles to men and women, often interpreted variably within and across Muslim communities.
- The extended family is central in many Muslim cultures, reflecting values of care, honour, and social responsibility.

Faith and Fairness (Islam)

- Muslims believe justice is a key attribute of Allah and a central ethical duty.
- Causes of crime are multifaceted; Islam addresses both social causes and personal accountability.
- Sharia law includes corporal punishment in some contexts, though application varies across the Muslim world.
- The aims of punishment in Islam include deterrence, reformation, and retribution.
- The death penalty is permitted in Islamic law for specific crimes but requires strict conditions; views on its use differ globally.
- Forgiveness is a divine quality Muslims are encouraged to emulate; restorative justice is valued in many Islamic traditions.

Faith and Finance (Christianity)

- Wealth is not inherently wrong in Christianity, but the love of money is considered spiritually dangerous (e.g. Parable of the Rich Fool).

Know 'how...' (Ability Knowledge)

Theological Understanding

- Interpret sacred texts (e.g. Qur'an, Hadith, parables of Jesus) in context.
- Explain how doctrines inform moral and social practices (e.g. zakah, stewardship, marriage).
- Identify similarities and differences within religious traditions (e.g. liberal / traditional; denominations within Christianity).

Philosophical and Ethical Reasoning

- Construct and evaluate moral arguments using key concepts (e.g. justice, utility, sanctity of life, agape).
- Analyse ethical dilemmas (e.g. same-sex relationships, capital punishment, wealth inequality) from multiple perspectives.
- Distinguish between fact, belief, opinion, and interpretation in moral discourse.

Human / Social Scientific Enquiry

- Examine how beliefs are lived in practice across different communities and cultures.
- Use case studies to understand religion in public life (e.g. Islamic finance, Christian aid work).
- Reflect on how religion and worldviews influence behaviour, identity, and social structures.

Critical Literacy and Dialogue

- Apply disciplinary vocabulary precisely (e.g. ummah, justice, exploitation, materialism).
- Engage in respectful discussion, justifying views with evidence and reason.
- Reflect on their own worldview and how it shapes their moral and social outlook.

- Christians are taught to earn and spend ethically, respecting the dignity of all people (sanctity of life).
- Charity is a Christian duty, reflected in traditions of tithing and the Parable of the Good Samaritan.
- Financial stewardship includes responsible management of resources and avoidance of exploitative debt.
- Social justice, including support for the poor, is a biblical mandate (e.g. Parable of the Sheep and the Goats).
- Materialism is often critiqued in Christian teachings in favour of simplicity and generosity (e.g. Sermon on the Mount).

Evidenced By:

Knowledge recall tasks and low-stakes quizzes, assessing understanding of key concepts and terminology (e.g. zakah, sanctity of life, agape, reformation).
Structured class discussion and oral responses, showing students' ability to explain and evaluate religious and moral views on real-world issues (e.g. the death penalty, same-sex relationships, materialism).
Annotation and interpretation of sacred texts, evidencing close reading of the Qur'an, Hadith, and Biblical parables in theological and ethical context.
Comparison tasks and summary grids, contrasting denominational and intra-faith perspectives (e.g. different views on punishment, Christian responses to poverty).
Extended writing tasks, allowing students to construct reasoned arguments about philosophical and ethical dilemmas using religious and non-religious worldviews.
Case studies and applied scenarios, where pupils respond to contemporary ethical challenges from within a religious worldview (e.g. should faith communities support universal basic income?).
Concept mapping and vocabulary tasks, illustrating understanding of links between belief, practice, and ethical application.
Reflective tasks, encouraging students to consider how their own views have been challenged, affirmed or developed through engagement with the material.
Teacher feedback, based on targeted questioning, written work, and dialogue, identifying progress and areas for development.

Implementation - *How We Teach & Assess Progress*

Pedagogy *(including misconceptions and adapted practice)*

The Religion and Worldviews strand is delivered through an academically rigorous, enquiry-based pedagogy designed to foster disciplinary thinking, critical engagement, and ethical reflection. It draws upon the principles outlined in the Ofsted RE Research Review (2021), the Cumbria Locally Agreed Syllabus (2023), and the Theos Why RE Matters report.

Structured and Inclusive Lesson Design
All lessons follow a consistent PowerPoint-based format, with:

Assessment *(see M&F PD policy)*

Formative Assessment Methods

Retrieval Practice – frequent low-stakes quizzes and recap slides revisiting core vocabulary and concepts (e.g. zakah, sanctity of life, deterrence, agape).
Cold Call and Think–Pair–Share – used to surface understanding of scriptural teachings, religious terms, and evaluative viewpoints (e.g. "What is reformation?" or "Why might Muslims support restorative justice?").
Stand-up-sit-down and visual checks – used for matching scripture to theme, identifying denominational differences, or evaluating viewpoints in real time.

Clearly scripted learning intentions and key questions to maintain clarity and focus; Integrated pedagogical guidance for teachers, including non-specialists, embedded in the Notes section of each slide; Activities and explanations aligned with established teaching and learning routines, such as modelling, guided practice, and cold questioning.
This ensures a consistent and high-quality experience for all learners, regardless of the teacher's subject specialism.
To support transparency and parental engagement, all lesson materials are shared with students and families via the school's PD Team platform. This promotes curriculum visibility, supports catch-up learning, and strengthens home - school dialogue.

Disciplinary Depth
Teaching draws on three disciplinary lenses:
Theology – interpreting religious beliefs, texts, and doctrines.
Philosophy – engaging with ethical reasoning, logic, and conceptual clarity.
Human / Social Sciences – examining religion as lived experience in social and cultural contexts.
This approach enables students to develop nuanced, multi-layered understandings of religion and belief.
Knowledge-Rich and Sequenced Curriculum
The curriculum is carefully sequenced and deliberately vocabulary-led. It emphasises: Retrieval and consolidation through quizzes, recap routines, and knowledge organisers; Accurate use of key terminology (e.g. zakah, sanctity, stewardship); Repetition and spacing to ensure long-term retention of key theological, ethical, and practical content.

Adaptive Practice and Managing Misconceptions
Teachers employ responsive teaching techniques drawn from Lemov's Teach Like a Champion, including:
Cold Call, Check for Understanding, and No Opt Out to maintain accountability and diagnose understanding.
Affirmative Checking and Show Me to identify and correct misconceptions during instruction.
Ratio and Right is Right to ensure all pupils are challenged and supported in producing high-quality thinking.
Exit Tickets and Reflection Prompts – e.g. "One thing I've learned about justice today," or "A belief I understand differently now."
Hinge Questions – e.g. "Which of these best reflects Islamic teaching on wealth?" to identify misconceptions before proceeding.
Concept Mapping and Summary Grids – allowing students to show links between beliefs, practices, and ethical implications (e.g. connecting the Parable of the Good Samaritan to charity and social justice).
Teacher Circulation and Feedback – real-time feedback using Lemov's Affirmative Checking and Show Me to refine answers and correct reasoning.
Observed Group and Paired Tasks – monitored discussions on controversial issues (e.g. same-sex marriage, death penalty) to assess clarity, reasoning, and respect.
Targeted Verbal and Written Feedback – framed using whole-class feedback and live marking to address common errors and reward strong theological or evaluative points.

Summative Assessment Methods

End-of-unit checkpoint assessments – combining multiple-choice, short-answer, and extended writing questions in line with AQA Religious Studies AO1/AO2 objectives.
Vocabulary and Theological Knowledge Tests – assessing mastery of key terms and scripture-based content (e.g. zakah, ummah, stewardship, reformation).
Cumulative Knowledge Quizzes – tracking long-term retention and recall of content across all three units (Faith and Family, Faith and Fairness, Faith and Finance).

Misconceptions - particularly around intra-faith diversity, religious legal systems, or cultural practices - are anticipated and addressed explicitly in lessons, e.g. through true / false quizzes.

Critical and Reflective Dialogue
Students regularly engage in: Structured discussion using Think–Pair–Share, accountable talk stems, and scaffolded sentence starters; Scriptural interpretation, application to contemporary dilemmas, and balanced ethical evaluation; Reflection tasks encouraging personal worldview development and respectful disagreement.

Responsive and Inclusive Pedagogy
Lessons are adapted to meet the needs of all learners, including: Tiered vocabulary, dual coding, and summarised case studies to support SEND and EAL pupils; Guided annotation, chunked reading, and concept mapping to support working memory and comprehension; Diverse, contemporary examples ensuring the content remains inclusive and meaningful to students of all backgrounds.

Faith and Family – Year 10

Lesson	Lesson Title	Key Concepts	Learning Objectives *By the end of the lesson, students will*	LLT Resources*
1	Why do people have sex?	Premarital Sex (Zina) / Human Sexuality	• Describe and explain Muslim views on premarital sexual relationships (zina). • Evaluate the moral implications of premarital sex in Islam. • Analyse perspectives on human sexuality within Islamic teachings. • Reference different Muslim views on zina and sexual ethics. • Reflect on personal values around sex and relationships. • Apply Islamic terms such as zina and hadith accurately. • Evaluate the relevance of Interpret Islamic teachings on sex in modern Britain.	Lesson Ppt – Family1 Handouts – Family 1
2	Is family planning a moral duty?	Contraception (Azl) / Family Planning	• Describe and explain Muslim views on contraception and family planning (azl). • Ethical considerations of contraception in Islamic teachings. • Assess the impact of family planning decisions on Muslim families. • Include contrasting liberal / traditional views on contraception. • Reflect on ethical considerations of contraception in their own lives.	Lesson Ppt – Family 2 Handouts – Family 2

			• Explain the concept of azl and different scholarly positions. • Reflect on the role of contraception debates in Muslim communities today.	
3	Is religion homophobic?	Homosexuality / Same-Sex Relationships	• Describe and explain Muslim views on homosexuality and its moral implications. • Interpret Islamic teachings on same-sex relationships. • The influence of these beliefs on the treatment of homosexual relationships in Muslim communities. • Describe different cultural interpretations of homosexuality. • Reflect on personal beliefs on sexuality and how they relate to religion. • Describe Islamic terms and concepts around sexuality with precision. • Analyse how Muslim communities navigate same-sex relationships in the UK.	Lesson Ppt – Family 3 Handouts – Family 3
4	What are the ethics of marriage?	Marriage (Nikkah) / Divorce (Talaq)	• Describe and explain Muslim views on the nature and purpose of marriage (Nikkah). • Islamic perspectives on divorce (Talaq) and remarriage. • The ethical implications of marriage and divorce within Islamic teachings. • Discuss different Muslim perspectives on marriage and divorce. • Reflect on views of marriage/divorce and their significance today. • Explain nikkah and talaq and explain their religious significance. • Evaluate the relevance of Islamic marriage / divorce laws in UK context.	Lesson Ppt – Family 4 Handouts – Family 4
5	Should both sexes have equal status?	Sexism / Equality / Gender roles	• Describe and explain Muslim views on gender and the roles of men and women. • Interpret Islamic teachings on prejudice and discrimination. • Assess the impact of these beliefs on addressing gender discrimination in Muslim communities. • Analyse diverse Muslim perspectives on sex equality. • Analyse their own views on gender roles and fairness. • Apply vocabulary like equality, ummah, and modesty in context. • Examine how sex equality debates impact Muslim communities.	Lesson Ppt – Family 5 Handouts – Family 5
6	What roles should family members have?	Family Roles / Extended Family	• Describe and explain Muslim views on the roles of parents, children, and extended family. • Interpret Islamic teachings on roles within the family. • Assess the impact of these roles on family dynamics in Muslim communities. • Contrast traditional and modern views on family roles within Islam. • Reflect on their own family experiences and expectations. • Explain extended family roles using accurate Islamic terminology. • Compare Islamic family structures with diverse modern British families.	Lesson Ppt – Family 6 Handouts – Family 6

*Other references and primary resources are recorded in the 'notes' section of the title slide for each lesson.

Faith and Fairness – Year 10

Lesson	Lesson Title	Key Concepts	Learning Objectives *By the end of the lesson, students will*	LLT Resources*
1	Why do people commit crimes?	Crime / Rule of Law / Social justice / Zakah / Ummah / Community responsibility	• Describe and explain Muslim views on the causes of crime, including poverty, upbringing, mental illness, addiction, greed, hate, and opposition to unjust laws. • Interpret the concept of social justice and community responsibility in Islam. • Analyse different types of crimes in Islamic teachings. • Explain diverse Islamic views on causes of crime. • Reflect on personal views of justice and causes of wrongdoing. • Apply Islamic terms accurately in discussion of crime and society. • Evaluate the relevance of Islamic views on crime to modern British society.	Lesson Ppt – Fairness 1 Handouts – Fairness 1
2	Is crime linked to evil?	Good / Evil / Quran / Sunnah / Moral Actions / Iblis / Justice / Penalty	• Describe and explain the concept of good and evil in Islam, including references to the Quran and Sunnah. • Interpret Muslim perspectives on evil crimes and justice for the perpetrator and victims. • Explain different theological views about Iblis and moral responsibility. • Reflect on personal beliefs about the nature of evil. • Apply key terms such as moral action and justice correctly. • Evaluate how beliefs about evil influence moral decision-making today.	Lesson Ppt – Fairness 2 Handouts – Fairness 2
3	Is corporal punishment fair?	Corporal Punishment / Justice / Sharia / Islamic Justice	• Describe and explain Muslim teachings on corporal punishment, including references to Sharia law. • Interpret the role of corporal punishment in Islamic justice. • Explain diversity of views on corporal punishment within Islam. • Reflect on personal and societal views on fairness in punishment. • Apply terminology such as Sharia, justice, and deterrent appropriately. • Evaluate the role of corporal punishment in modern British and Muslim contexts.	Lesson Ppt – Fairness 3 Handouts – Fairness 3
4	What should punishment achieve?	Retribution / Deterrence / Reformation	• Describe and explain the aims of punishment in Islam: retribution, deterrence, and reformation. • Interpret Islamic teachings on treatment of criminals (prison, punishment, community service). • Analyse effectiveness and ethical issues of Islamic punishment methods. • Explore varying perspectives within Islam on reformation. • Reflect on personal views of punishment and justice. • Apply key terms like deterrence and reformation in analysis. • Evaluate how Islamic punishment methods are applied or challenged today.	Lesson Ppt – Fairness 4 Handouts – Fairness 4

5	Should we have the death penalty?	Death Penalty / Utility / Sanctity of Life	• Describe and explain Muslim perspectives on the death penalty, including Quranic references. • Interpret conditions under which the death penalty is applied in Islam. • Analyse ethical arguments around utility, justice, and sanctity of life. • Explore intra-faith diversity and global differences in application. • Reflect on personal views on capital punishment. • Apply concepts like sanctity of life and utility correctly. • Evaluate Islamic and secular perspectives on the death penalty's legitimacy.	Lesson Ppt – Fairness 5 Handouts – Fairness 5
6	Why is forgiveness important?	Forgiveness / Restorative Justice	• Describe and explain the importance of forgiveness in Islam, with references to the Quran and Hadith. • Interpret the role of forgiveness in Islamic justice and personal conduct. • Analyse examples of forgiveness in Islamic history and today. • Explore differing views on restorative justice. • Reflect on the role of forgiveness in their own values. • Apply relevant Islamic teachings in case studies. • Evaluate how forgiveness contributes to reconciliation in society.	Lesson Ppt – Fairness 6 Handouts – Fairness 6

*Other references and primary resources are recorded in the 'notes' section of the title slide for each lesson.

Faith and Finance – Year 11

Lesson	Lesson Title	Key Concepts	Learning Objectives *By the end of the lesson, students will*	LLT Resources*
1	Is it wrong to be wealthy?	Wealth / Poverty / Agape	• Describe and explain Christian views on wealth and poverty, including stewardship and the Parable of the Rich Fool. • Evaluate the moral implications of wealth and poverty in Christianity. • Analyse different Christian teachings and denominations on wealth. • Reflect on personal beliefs about wealth and simplicity. • Apply key concepts such as agape and stewardship accurately. • Assess the relevance of Christian views on wealth in a consumerist society.	Lesson Ppt – Finance1 Handouts – Finance 1
2	Is there a right way to earn and spend money?	Ethical Consumerism / Fair Wage / Sanctity of Life / Exploitation	• Describe and explain Christian views on honest work, fair wages, and responsible spending. • Evaluate the moral implications of ethical earning and spending in Christianity. • Interpret teachings on fair wages and ethical consumerism. • Reflect on personal financial habits and ethical choices. • Apply terminology like sanctity of life and exploitation appropriately. • Assess the influence of Christian ethics on economic behaviour today.	Lesson Ppt – Finance 2 Handouts – Finance 2

3	Is charity always good thing?	Charity / Tithing	• Describe and explain Christian views on charity, including tithing and the Parable of the Good Samaritan. • Evaluate the moral implications of charity and generosity in Christianity. • Analyse denominational differences on charity. • Reflect on their own attitudes towards giving and community care. • Apply relevant scripture and ethical principles. • Assess the effectiveness of charitable giving in achieving justice.	Lesson Ppt – Finance 3 Handouts – Finance 3
4	Ought we to be financially responsible?	Debt / Financial Stewardship	• Describe and explain Christian views on lending, borrowing, and financial stewardship. • Evaluate the moral implications of debt and financial responsibility in Christianity. • Interpret biblical teachings on stewardship and accountability. • Reflect on their own financial decisions and values. • Apply key concepts such as responsibility and moderation. • Assess how Christian teachings shape financial behaviour in contemporary contexts.	Lesson Ppt – Finance 4 Handouts – Finance 4
5	Should wealth be shared?	Wealth Inequality / Social Justice / Stewardship / Poverty	• Describe and explain Christian views on social justice, care for the poor, and the Parable of the Sheep and the Goats. • Evaluate the moral implications of wealth inequality and social justice in Christianity. • Analyse different Christian responses to poverty. • Reflect on personal responsibility in tackling inequality. • Apply teachings of Jesus on justice and compassion. • Assess the role of Christianity in campaigns for economic justice.	Lesson Ppt – Finance 5 Handouts – Finance 5
6	Do we have too much stuff?	Materialism / Moderation / Capitalism / Environmental Ethics	• Describe and explain Christian views on simplicity, avoiding materialism, and the Sermon on the Mount. • Evaluate the moral implications of materialism and simplicity in Christianity. • Interpret environmental and ethical teachings on consumption. • Reflect on lifestyle choices and their impact. • Apply concepts of moderation and stewardship. • Assess how Christian ethics challenge consumer culture and environmental harm.	Lesson Ppt – Finance 6 Handouts – Finance 6

*Other references and primary resources are recorded in the 'notes' section of the title slide for each lesson.