

Religious Education at Lord Lawson of Beamish Academy

What are the aims of the department?

It is our intent for the Religious Education element of our Academy curriculum to engage, inspire, challenge and encourage our pupils. We want to equip them with the knowledge and skills to answer challenging questions including the ability to develop transferrable skills in describing, explaining and evaluating their own world-view. We currently approach this through description, explanation and evaluation but aim to develop our curriculum to do this examine views through different lenses such as Theological, Philosophical and Social Science approaches. Religious Education contributes significantly positive culture of the Academy and enables our pupils to ask deep and often searching questions about their own faiths and beliefs, but also the faiths and beliefs of others.

Pupils will be able to deepen their understanding of God as encountered and taught in the Abrahamic faiths as well as experiencing some of the core beliefs of the Dharmic traditions. The teaching of RE makes links between the beliefs, practices and value systems of a range of faiths and world-views studied. The RE curriculum will help to develop pupils' responsibility and respect for all aspects of diversity, whether it be social, cultural or religious and prepare our pupils well for life in modern Britain.

By the end of Key Stage 3 pupils will be familiar with the origins and history of Christianity as well as some of the other major world religions. Pupils will be able to describe a range of religious concepts including the practices of prayer and worship as well as Christian sacraments such as Holy Communion and how they are performed. Pupils will understand the significance of religious rules such as The Ten Commandments and The Five Pillars of Islam and their lasting importance in contemporary society. Pupils will develop confidence in becoming courageous advocates, challenging injustice and suffering in the world and through personal experience, foster empathy and tolerance within a diverse world. Teaching of the Golden Rule which is upheld by all religions, and other religious stories and parables will instil and reinforce the qualities of kindness and tolerance and support the need for equality for all.

By the end of Key Stage 4 GCSE pupils will demonstrate a deeper understanding of Christian and Buddhist beliefs, teachings and practices and how these can differ depending on denomination. Pupils will be able to identify places of religious significance around the world and the importance of those historically and as places of pilgrimage. Pupils will confidently articulate justified opinions on ethical issues, giving religious, non-religious and personal views. Pupils will be able to explain in detail how religious teachings in both Christianity and Buddhism can be applied to contemporary moral issues such as euthanasia, abortion, abuse of the world and the use of capital punishment. They will know how religious organisations support the global problems of injustice and poverty and link religious teachings to these issues. Pupils will be able to confidently articulate justified opinions on issues giving personal, religious and non-religious views.

By the end of KS4/KS5 Core RE pupils will demonstrate understanding of and articulate their own justified opinions on a range of ethical issues from varying religious and world view perspectives. They will be able to consider how religious teachings and non-religious world views can be applied to contemporary moral issues such as euthanasia, abortion, racism and human rights.

What will my child study in years 7, 8 and 9?

In key stage 3 students study various units of work that assess their skills in describing, explaining and evaluating religious attitudes towards various issues as well as some teachings and practices. The curriculum has been designed to complement the skills students will develop should they choose to continue with deeper religious studies learning at GCSE level. Students will be given the opportunity to explore different beliefs and attitudes to religious and non-religious issues in contemporary British society. They should be aware that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. They include Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religious and non-religious beliefs such as atheism and humanism. This accounts for the depth and breadth of the curriculum covered

Please click on the links below to see the theme/topic/focus of the unit, a detailed overview of the fundamental knowledge and skills your child will develop in each unit of work and the key vocabulary

[Year 7](#)

[Year 8](#)

[Year 9](#)

What will my child study in years 10 and 11?

In key stage 4, all students study Core RE lessons once a fortnight which cover a range of issues such as Racism, Human Rights, Religion and early life and Humanism to name a few. Students will be given the opportunity to explore different beliefs and attitudes to religious and non-religious issues in contemporary British society. The views covered will reflect that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse. They include Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism,

as well as other religious and non-religious beliefs such as atheism and humanism, which will be provided as alternative perspectives on the moral issues covered.

GCSE RS options students will study 8 units of work that culminate in knowledge and skills in understanding the beliefs, teachings and practices of 2 main world religions and the application of these religious ideas to social issues. Students will complete 2 external exam papers at the end of year 11, covering content from both year 10 and 11. Paper 1 focuses on the religions studied (Christianity and Buddhism) and Paper 2 focuses on the 4 themes studied (Peace and conflict, Life issues, Crime and Punishment, Social Justice)

The AQA GCSE covers a range of the major world religions and contemporary ethical themes ensuring students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Please click on the links below to see the theme/topic/focus of the unit, a detailed overview of the fundamental knowledge and skills your child will develop in each unit of work and the key vocabulary

Year 10

Year 11

What will my child study in years 12 and 13?

In KS5, all students are provided with the opportunity to explore religious content and attitudes through their extensive Sixth Form Studies programme. These look at ethical and moral issues and offer the opportunity to even further develop their analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Year 7

	Unit 1	Unit 2	Unit 3	Unit 4
Topic/Theme/ Focus	<p>Introduction to religion</p> <p>Students will develop a range of skills exploring the topics below:</p> <ul style="list-style-type: none"> • What is RE and why do we study it? • What is truth, opinion and belief? • Meaning and purpose • Where did religion come from / what is a worldview? 	<p>Foundations of Faith</p> <p>Students will develop a range of skills exploring the topics below:</p> <ul style="list-style-type: none"> • Who was Abraham? • Who was Jesus? • Muhammad • How did Hinduism begin? • The Buddha • Guru Nanak 	<p>Judaism</p> <p>Students will develop a range of skills exploring the topics below:</p> <ul style="list-style-type: none"> • Introduction to Judaism and beliefs about G_d • Moses • King David • Kashrut • Synagogue • Rites of passage • Anti-Semitism 	<p>Spirited Arts</p> <p>Students will develop a range of skills exploring the topics below:</p> <ul style="list-style-type: none"> • What is spirituality? • Religious art and symbolism • Representations of God and religious figures • Beautiful writing: Why do some religions not draw people? • How is spirituality shown in music? • How can we express our own spirituality?

Key vocabulary	Tolerance Compassion Fact Opinion Belief Truth Ultimate	Monotheism Polytheism Abrahamic Dharmic Abraham Jesus Muhammad Trimurti Buddha Guru Nanak	Covenant Shema Moses Commandments David and Goliath Strengths Weaknesses Forgiveness Jealousy Forgiveness Kashrut Kosher Trefah Synagogue Bar and Bat Mitzvah Anit-Semitism	Spiritual Materialistic Expression Symbolism Calligraphy Graffiti Blasphemy
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Year 8

	Unit 1	Unit 2	Unit 3
Topic/Theme/ Focus	Islam Students will develop a range of skills exploring the topics below:	Christianity Students will develop a range of skills exploring the topics below:	Humanism Students will develop a range of skills exploring the topics below:

	<ul style="list-style-type: none"> • Who is Allah? • Who was Muhammad? (pbuh) • What happens when a Muslim is born? • Why do people convert to Islam? • The 5 Pillars of Islam • What are Muslim food laws? • Why do Muslims fast? • Stereotypes of women in Islam • What is a Jihad? • Being a Muslim in Britain 	<ul style="list-style-type: none"> • Evidence for Jesus • Life in Israel • The Four Gospels • The Golden Rule • Miracles • Parables • The Disciples • Social Reform • Identity of Jesus • Crucifixion • Resurrection 	<ul style="list-style-type: none"> • What is Humanism? • Humanist attitudes to God • Humanist Ethics • Humanist meaning and purpose • Humanism and moral dilemmas • Does death make life more meaningful?
Key vocabulary	<p>Muhammad Sunnah Tahnik Adhan Aqiqah Convert Shahadah Salah Zakat Sawm Hajj Halal Haram</p>	<p>Evidence Historical Sources Jesus Messiah Prophecy Gospel Crucifixion Resurrection Evangelist Golden Rule Miracle Parable Disciple</p>	<p>Theist Atheist Agnostic Humanist Ethics Morals Reason Materialism Respect Compassion Responsibility Empathy Evolution</p>

Year 9

	Unit 1	Unit 2	Unit 3	Unit 4
Topic/Theme/ Focus	<p>Themes in Religion – Crime and Punishment</p> <p>Students will develop a range of skills exploring the topics below:</p> <ul style="list-style-type: none"> • Morality and the age of criminal responsibility • The case of Karen Matthews (Evil) • Forgiveness • Prisons • Capital Punishment 	<p>Themes in Religion – Animal Rights / Peace and Conflict</p> <p>Students will develop a range of skills exploring the topics below:</p> <ul style="list-style-type: none"> • Religion and Animal Rights • Should religious people be vegetarian? • Should animal experimentation be banned? • Reasons to go to war • Conscientious Objectors • Just war 	<p>Nature of God</p> <p>Students will develop a range of skills exploring the topics below:</p> <ul style="list-style-type: none"> • Describing God • What is the incarnation? • What are sin and salvation? • What is the problem of evil? • What is a Theodicy? • What are the differences in Eastern and Western views? • Nature of God Assessment 	<p>Buddhism</p> <p>Students will develop a range of skills exploring the topics below:</p> <ul style="list-style-type: none"> • What is Buddhism? • Who was the Buddha? • The Four Noble Truths • Different Buddhist Traditions • The Eightfold Path • Meditation • Buddhist places of Worship • Buddhist Symbolism

		<ul style="list-style-type: none"> WMD'S (Weapons of Mass Destruction) 		
Key vocabulary	Morality Age of criminal responsibility Conscience Duty Justice Evil Forgiveness Retribution Reformation Deterrence Protection Corporal Punishment Capital Punishment	Experimentation Vegan Vegetarian Respect Autonomous Medicine Cosmetics War Defend Retaliate Resources Civilians Government Just war theory Pacifism Conscientious objector	Attributes Omnipotent Benevolent Divine Just Omniscient Omnipresent Eternal Incarnation Sin Salvation Problem of Evil Inconsistent Triad Theodicy Abrahamic	Siddhartha Gotama Suffering Craving Detached Noble Truths Mahayana Theravada Noble Eightfold Path Meditation Worship Temple Shrine Stupa

Core RE Year 10

	Unit 1	Unit 2	Unit 3
Topic/Theme/ Focus	Anti-Racist RE Students will develop a range of skills exploring the topics below:	Social Justice / Human Rights Students will develop a range of skills exploring the topics below:	Religion and Moral Issues Students will develop a range of skills exploring the topics below:

	<ul style="list-style-type: none"> • 2 Statues in Bristol (anti-racism) • Christianity and Racism (Martin Luther King and Stormzy) • Gandhi • Malcolm X and Islam • Dalai Lama • Sophia Duleep Singh 	<ul style="list-style-type: none"> • Introducing Human Rights • Rights in the UK • Human Rights Case Studies • LGBTQ+ rights • Religion, human rights and gender 	<ul style="list-style-type: none"> • Religion and legal substances • Religion and illegal substances • What should be done about drug addiction?
Key vocabulary	<p>Racism Structural or institutional racism Tolerance Sensitivity Respect Acceptance Prejudice White privilege Justice Non-violent direct action Ahimsa Equality</p>	<p>Freedom Respect UDHR (United Declaration of Human Rights) Entitlement Protection Abuse Justice Equality Equity Hate crime Inequality</p>	<p>Holy Communion Craving / attachment Extreme Physical Social Addiction Depressant Stimulant Forbid Golden Rule Responsibility Loving-Kindness Compassion</p>

Core RE Year 11

	Unit 1	Unit 2	Unit 3
Topic/Theme/ Focus	<p>Religion and Early Life</p> <p>Students will develop a range of skills exploring the topics below:</p> <ul style="list-style-type: none"> • When does life begin? • Quality of life • Abortion • Fertility treatment 	<p>Religion, the elderly and death</p> <p>Students will develop a range of skills exploring the topics below:</p> <ul style="list-style-type: none"> • Attitudes towards the elderly • Taking life • Euthanasia • Euthanasia Case Studies 	<p>Humanism</p> <p>Students will develop a range of skills exploring the topics below:</p> <ul style="list-style-type: none"> • What is Humanism? • Humanism, ethics and morality • Humanism, freedom and responsibility • Humanism, death and meaning
Key vocabulary	Conception Fertilisation Sanctity of life Quality of life Viable Rights Compassion Termination IVF	Respect Compassion Responsibility Euthanasia Voluntary Involuntary Active Passive Dignity Hospice	Theist Atheist Agnostic Humanist Ethics Morals Reason Materialism Respect Compassion Responsibility Empathy

GCSE Religious Studies**Year 10 – Paper 1 – Study of religions**

	Unit 1	Unit 2	Unit 3	Unit 4
Topic/Theme/ Focus	<p>Christianity Beliefs and Teachings</p> <p>Students will explore Christianity as the main religious tradition and belief in Great Britain today.</p> <p>They will study the beliefs and teachings and how they correlate with Christian sources of wisdom and authority.</p> <p>They should then be able to refer to scripture or sacred texts where appropriate.</p> <p>Students should study the <u>influence</u> of the beliefs and</p>	<p>Christianity Practices</p> <p>Students will explore Christianity as the main religious tradition and belief in Great Britain today.</p> <p>They will study the practices and how they correlate with Christian sources of wisdom and authority – and how they link to beliefs and teachings as previously studied.</p> <p>They should then be able to refer to scripture or sacred texts where appropriate.</p>	<p>Buddhism Beliefs and Teachings</p> <p>Students will explore Buddhism as one of the diverse religious traditions and beliefs in Great Britain today.</p> <p>They will study the beliefs and teachings and how they correlate with Buddhist sources of wisdom and authority.</p> <p>They should then be able to refer to scripture or sacred texts where appropriate.</p>	<p>Buddhism Practices</p> <p>Students will explore Buddhism as one of the diverse religious traditions and beliefs in Great Britain today.</p> <p>They will study the practices and how they correlate with Buddhist sources of wisdom and authority – and how they link to beliefs and teachings as previously studied.</p> <p>They should then be able to refer to scripture or sacred texts where appropriate.</p>

	<p>teachings studied on individuals, communities and societies.</p> <p>Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant.</p> <p>The broader, overarching themes covered within lessons are:</p> <p><i>Part 1 = Key beliefs</i></p> <ul style="list-style-type: none"> • Nature of God • God as omnipotent, loving and just • The problem of evil and suffering • The Trinity • Creation • Afterlife <p><i>Part 2 = Jesus Christ and salvation</i></p> <ul style="list-style-type: none"> • Incarnation and Jesus as the Son of God 	<p>Students should study the <u>influence</u> of the beliefs and teachings studied on individuals, communities and societies.</p> <p>Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant.</p> <p>The broader, overarching themes covered within lessons are:</p> <p><i>Part 1 = Worship and festivals</i></p> <ul style="list-style-type: none"> • Different forms of worship and their significance • Prayer • The role and meaning of the sacraments • The role and importance of pilgrimage (Lourdes and Iona) 	<p>Students should study the <u>influence</u> of the beliefs, and teachings studied on individuals, communities and societies.</p> <p>Students may refer to a range of Buddhist perspectives in their answers, for example, Theravada, Mahayana, Zen and Pure Land.</p> <p>The broader, overarching themes covered within lessons are:</p> <p><i>Part 1 = Key beliefs</i></p> <ul style="list-style-type: none"> • The Dhamma (Dharma) • Dependent arising • Three marks of existence • Human personality in the Theravada and Mahayana traditions <p><i>Part 2 = Human destiny</i></p> <ul style="list-style-type: none"> • The Buddhas life and its significance 	<p>Students should study the <u>influence</u> of the practices studied on individuals, communities and societies.</p> <p>Students may refer to a range of Buddhist perspectives in their answers, for example, Theravada, Mahayana, Zen and Pure Land.</p> <p>The broader, overarching themes covered within lessons are:</p> <p><i>Part 1 = Worship and Festivals</i></p> <ul style="list-style-type: none"> • Retreats • Wesak • Parinirvana day • Meditation • Death rituals in Theravada, Japan and Tibet <p><i>Part 2 = Buddhist Ethics</i></p> <ul style="list-style-type: none"> • Kamma and rebirth • Karuna and metta
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	<ul style="list-style-type: none"> • Crucifixion, resurrection and ascension • Sin (including original sin) • Means of salvation • The role of Christ in salvation 	<ul style="list-style-type: none"> • The celebrations of Easter and Christmas <p><i>Part 2 = The role of the Church in the local and worldwide community</i></p> <ul style="list-style-type: none"> • Food banks and Street Pastors • The place of mission, evangelism and Church growth • The worldwide Church • Reconciliation • Persecution • The work of <i>one</i> Christian charity overseas 	<ul style="list-style-type: none"> • Buddha's life and the Four Noble Truths 	<ul style="list-style-type: none"> • The 5 moral precepts • The 6 perfections in Mahayana
Key vocabulary	<p>Fundamental key words are highlighted in bold:</p> <p>Ascension Atonement Baptism Believer's baptism Bible</p>	<p>Fundamental key words are highlighted in bold:</p> <p>Ascension Atonement Baptism Believer's baptism Bible</p>	<p>Fundamental key words are highlighted in bold:</p> <p>Anatta Anicca Arhat Ascetic Bodhisattva</p>	<p>Fundamental key words are highlighted in bold:</p> <p>Anatta Anicca Arhat Ascetic Bodhisattva</p>

	Catholic CAFOD Christ Christian Aid Christmas Church Creation Crucifixion Easter Eucharist / Holy Communion 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	Catholic CAFOD Christ Christian Aid Christmas Church Creation Crucifixion Easter Eucharist / Holy Communion 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	Buddha Buddhahood Buddha-nature Buddha rupa Chanting Compassion (Karuna) Concentration Consciousness Craving (tanha) Dependent arising (Paticcasamupada) Dhamma (Dharma) 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	Buddha Buddhahood Buddha-nature Buddha rupa Chanting Compassion (Karuna) Concentration Consciousness Craving (tanha) Dependent arising (Paticcasamupada) Dhamma (Dharma) 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
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	<p>Non-Liturgical worship / informal worship</p> <p>Omnipotent</p> <p>The Oneness of God</p> <p>Original Sin</p> <p>Orthodox</p> <p>Persecution</p> <p>Pilgrimage</p> <p>Prayer</p> <p>Private worship</p> <p>Protestant</p> <p>Reconciliation</p> <p>Sacrament</p> <p>Salvation</p> <p>Set prayers</p> <p>Sin</p> <p>The Son</p> <p>Son of God</p> <p>Street Pastors</p> <p>Suffering</p> <p>Tearfund</p> <p>Trinity</p> <p>Word</p> <p>Worship</p>	<p>Mission</p> <p>Non-Liturgical worship / informal worship</p> <p>Omnipotent</p> <p>The Oneness of God</p> <p>Original Sin</p> <p>Orthodox</p> <p>Persecution</p> <p>Pilgrimage</p> <p>Prayer</p> <p>Private worship</p> <p>Protestant</p> <p>Reconciliation</p> <p>Sacrament</p> <p>Salvation</p> <p>Set prayers</p> <p>Sin</p> <p>The Son</p> <p>Son of God</p> <p>Street Pastors</p> <p>Suffering</p> <p>Tearfund</p> <p>Trinity</p> <p>Word</p> <p>Worship</p>	<p>Kamma (Karma)</p> <p>Loving kindness (metta)</p> <p>Mantra recitation</p> <p>Mahayana</p> <p>Malas</p> <p>Mental formations</p> <p>Meditation</p> <p>Mindfulness of breathing</p> <p>Monasteries (viharas)</p> <p>Morality</p> <p>Nibbana (Nirvana)</p> <p>Parinirvana Day</p> <p>Patience</p> <p>Perception</p> <p>Puja</p> <p>Pure Land</p> <p>Rebirth</p> <p>Retreats</p> <p>Samatha</p> <p>Sensation</p> <p>Shrine</p> <p>The six perfections</p> <p>Sunyata</p> <p>Temple</p> <p>Theravada</p> <p>The Threefold Way</p> <p>The Three Marks of Existence</p> <p>The Three Poisons</p> <p>Tranquility</p> <p>Vipassana</p>	<p>Kamma (Karma)</p> <p>Loving kindness (metta)</p> <p>Mantra recitation</p> <p>Mahayana</p> <p>Malas</p> <p>Mental formations</p> <p>Meditation</p> <p>Mindfulness of breathing</p> <p>Monasteries (viharas)</p> <p>Morality</p> <p>Nibbana (Nirvana)</p> <p>Parinirvana Day</p> <p>Patience</p> <p>Perception</p> <p>Puja</p> <p>Pure Land</p> <p>Rebirth</p> <p>Retreats</p> <p>Samatha</p> <p>Sensation</p> <p>Shrine</p> <p>The six perfections</p> <p>Sunyata</p> <p>Temple</p> <p>Theravada</p> <p>The Threefold Way</p> <p>The Three Marks of Existence</p> <p>The Three Poisons</p> <p>Tranquility</p>
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			Visualisation Wesak Wisdom (panna) Zazen Zen	Vipassana Visualisation Wesak Wisdom (panna) Zazen Zen
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Year 11 – Paper 2 – Thematic studies

	Unit 1	Unit 2	Unit 3	Unit 4
Topic/Theme/ Focus	Religion, Peace and Conflict Students will be aware of different religious and non-religious perspectives on the issue of Peace and Conflict. Students will explore religious, philosophical and ethical arguments related to this theme, and their impact and influence on the modern world. Students will be expected to show their understanding of religion through the application of teachings from	Religion and Life Students will be aware of different religious and non-religious perspectives on the issue of Religion and Life. Students will explore religious, philosophical and ethical arguments related to this theme, and their impact and influence on the modern world. Students will be expected to show their understanding of religion through the	Religion, Crime and Punishment Students will be aware of different religious and non-religious perspectives on the issue of Crime and Punishment. Students will explore religious, philosophical and ethical arguments related to this theme, and their impact and influence on the modern world. Students will be expected to show their understanding of	Religion, Human Rights and Social Justice Students will be aware of different religious and non-religious perspectives on the issue of Human rights and social justice. Students will explore religious, philosophical and ethical arguments related to this theme, and their impact and influence on the modern world. Students will be expected to show their

	<p>religion and beliefs studied for paper 1 in year 10.</p> <p>They will also be expected to make specific references to sources of wisdom and authority including scripture or sacred texts which are relevant to Peace and Conflict.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Violence • Weapons of mass destruction • Pacifism <p>The broader, overarching themes covered within lessons are:</p>	<p>application of teachings from religion and beliefs studied for paper 1 in year 10.</p> <p>They will also be expected to make specific references to sources of wisdom and authority including scripture or sacred texts which are relevant to Religion and Life.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Abortion. • Euthanasia. • Animal experimentation 	<p>religion through the application of teachings from religion and beliefs studied for paper 1 in year 10.</p> <p>They will also be expected to make specific references to sources of wisdom and authority including scripture or sacred texts which are relevant to Crime and Punishment.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Corporal punishment • Death penalty • Forgiveness <p>The broader, overarching themes covered within lessons are:</p>	<p>understanding of religion through the application of teachings from religion and beliefs studied for paper 1 in year 10.</p> <p>They will also be expected to make specific references to sources of wisdom and authority including scripture or sacred texts which are relevant to Human rights and social justice.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Statuses of women in religion • The uses of wealth • Freedom of religious expression
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	<p><i>Part 1 = Religion, violence, terrorism and war</i></p> <ul style="list-style-type: none"> • The meaning and significance of peace, justice, forgiveness and reconciliation • Violence (including violent protest) • Terrorism • Reasons for war • The just war theory • Holy war • Pacifism <p><i>Part 2 = Religion and belief in 21st century conflict</i></p> <ul style="list-style-type: none"> • Religion and belief as a cause of war • Nuclear weapons • Use of weapons of mass destruction • Religion and peace-making • Religious responses to victims of war (including <i>one</i> organisation) 	<p>The broader, overarching themes covered within lessons are:</p> <p><i>Part 1 = The origins and values of the universe</i></p> <ul style="list-style-type: none"> • The origins of the universe • The value of the world and duty of humans • The use and abuse of the environment • The use and abuse of animals <p><i>Part 2 = The origins and value of human life</i></p> <ul style="list-style-type: none"> • The origins of life • The concepts of sanctity of life and quality of life • Abortion • Euthanasia • Death and afterlife 	<p><i>Part 1 = Religion, crime and causes of crime</i></p> <ul style="list-style-type: none"> • Good and evil • Reasons for crime • Views on people who break the law • Views on different types of crime <p><i>Part 2 = religion and punishment</i></p> <ul style="list-style-type: none"> • The aims of punishment • The treatment of criminals • Forgiveness • The death penalty • Ethical arguments including sanctity of life and principle of utility 	<p>The broader, overarching themes covered within lessons are:</p> <p><i>Part 1 = Human rights</i></p> <ul style="list-style-type: none"> • Prejudice and discrimination • Issues of equality, freedom of religion and freedom of expression • Human rights and responsibilities • Social justice • Racial prejudice and discrimination • Ethical arguments related to discrimination <p><i>Part 2 = Wealth and poverty</i></p> <ul style="list-style-type: none"> • Wealth, including the right attitude towards and uses of wealth
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				<ul style="list-style-type: none"> • Responsibilities of wealth • Exploitation of the poor • Responsibilities of those living in poverty to help themselves • Charity and giving to the poor
Key vocabulary	<p>Conflict Forgiveness Holy war Justice Just war Nuclear deterrence Nuclear weapons/war Pacifism Peace Peace-making Protest Reconciliation Retaliation Terrorism Victims of war Violence War Weapons of mass destruction</p>	<p>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</p>	<p>Addiction Community service Corporal punishment Crime Death penalty Deterrence Evil intentions Forgiveness Greed Hate crime Prison Law Mental illness Murder Poverty Principle of utility Reformation Retribution Sanctity of life</p>	<p>Charity Discrimination Equality Exploitation Fair pay Freedom of religious expression Homosexuality Human rights Interest Justice Loan People trafficking Positive discrimination/action Poverty Prejudice Racial discrimination Racial prejudice</p>

			Theft Unjust law Upbringing	Responsibility Social justice Wealth
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