

### Question Understand Accept

- Religious Studies allows students to respectfully **question** the views of others and their own.
- Religious Studies provides students with a good **understanding** of the thoughts, values and practices of others.
- Religious Studies encourages students to **accept** people and the diverse communities in which we live in.



## St Mary's CE High School Curriculum Map 2022-23

**Subject: RS**

**Year: 11**

	<b>Autumn Islam beliefs and teachings</b>	<b>Autumn/Spring Islam practices</b>	<b>Summer Theme E: Religion, crime and punishment</b>	<b>Summer Revision and examinations</b>
<b>CONTENT</b>	<p>The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.</p> <p>The Oneness of God (Tawhid), Qur'an Surah 112.</p> <p>The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), including different ideas about God's relationship with the world: immanence and transcendence.</p> <p>Angels, their nature and role, including Jibril and Mika'il.</p> <p>Predestination and human freedom and its relationship to the Day of Judgement.</p> <p>Life after death (Aakhirah), human responsibility and accountability, resurrection, heaven and hell.</p>	<p>The Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam.</p> <p>Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5.</p> <p>Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.</p> <p>Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance.</p> <p>Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.</p> <p>Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.</p>	<p>The aims of punishment, including: Retribution Deterrence Reformation.</p> <p>The treatment of criminals, including: Prison Corporal punishment Community service. Forgiveness.</p> <p>The death penalty. Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life</p>	<p>All GCSE content.</p>

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Skills	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs.</li> <li>• AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</li> </ul>	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs.</li> <li>• AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</li> </ul>	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs.</li> <li>• AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</li> </ul>	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs.</li> <li>• AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</li> </ul>
Key Questions	<p>How are sources of wisdom used?            What do sources of wisdom contain?            What is the nature and role of God?            What is the nature and role of prophets and key figures?</p>	<p>How do Muslims put their faith into practice?            Why do Muslims worship?            What are the differences between how Muslims present their faith?</p>	<p>How does religious doctrine influence the behaviour of Muslims and Christians?            Why is there diversity in the way in which Muslims and Christians behave concerning ethical decisions and life matters?</p>	

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<b>Assessment</b>	<p>Students will demonstrate the following in a 1, 2, 4, 5 and 12 mark question.</p> <ul style="list-style-type: none"> <li>• apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> <li>• understand the influence of religion on individuals, communities and societies</li> <li>• understand significant common and divergent views between and/or within religions and beliefs</li> <li>• apply knowledge and understanding in order to analyse questions related to religious beliefs and values</li> <li>• construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.</li> </ul>	<p>Students will demonstrate the following in a 1, 2, 4, 5 and 12 mark question.</p> <ul style="list-style-type: none"> <li>• apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> <li>• understand the influence of religion on individuals, communities and societies</li> <li>• understand significant common and divergent views between and/or within religions and beliefs</li> <li>• apply knowledge and understanding in order to analyse questions related to religious beliefs and values</li> <li>• construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.</li> </ul>	<p>Students will demonstrate the following in a 1, 2, 4, 5 and 12 mark question.</p> <ul style="list-style-type: none"> <li>• apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> <li>• understand the influence of religion on individuals, communities and societies</li> <li>• understand significant common and divergent views between and/or within religions and beliefs</li> <li>• apply knowledge and understanding in order to analyse questions related to religious beliefs and values</li> <li>• construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.</li> </ul>	<p>Students will demonstrate the following in a 1, 2, 4, 5 and 12 mark question.</p> <ul style="list-style-type: none"> <li>• apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith</li> <li>• understand the influence of religion on individuals, communities and societies</li> <li>• understand significant common and divergent views between and/or within religions and beliefs</li> <li>• apply knowledge and understanding in order to analyse questions related to religious beliefs and values</li> <li>• construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.</li> </ul>
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