

**KS4 Religious Studies – Year 11 Long Term****Mapping**

The GCSE Religious Studies course seeks to enable the pupils to demonstrate knowledge and understanding of two religions and to demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and sacred texts.

Pupils will develop an understanding of the influence of religion and belief on individuals, communities and societies and the significant common and divergent views between and within religions and beliefs. They will then be able to apply this knowledge and understanding by analysing questions related to religious beliefs and values; constructing well-informed and balanced arguments. Pupils will develop their literacy skills with key concepts/terms and their definitions and they will learn a variety of different exam skills.

The Religious Studies course also provides pupils with the opportunity to Investigate ultimate questions such as " why does evil exist?" and " what is the purpose of life?", it provides opportunities for pupils to study topics that explain the diversity of life and religion in the modern world, to Improve their philosophical thinking skills and their ability to think outside of the box. The course also enables pupils to develop communication skills, learning how to clearly express their views and thus increasing their self-confidence

ADVENT: Sin and Forgiveness	<u>Lent Judaism: Beliefs and Practices</u>	<u>PENTECOST: Revision and preparation for final examinations</u>
<u>Big Questions</u> Is it right to take a life for a life? Should we always be willing to forgive?	<u>Big Questions</u> What is God like? Is it necessary to follow the Mitzvot be Jewish?	<u>Big Questions</u>



<u>(Key Content/ Knowledge)</u>	<u>(Key Content/knowledge</u>	
<ol style="list-style-type: none"> 1. The aims of punishment and the difference between absolute and relative morality 2. The Roman Catholic belief about Capital punishment 3. Arguments for and against capital punishment <p>d) Skill “Capital punishment is wrong”</p> <ol style="list-style-type: none"> 4. The Roman catholic teachings on forgiveness with reference to Matthews Gospel 5. The significance of Jesus’ life, death and resurrection for salvation <p>6. Assessment point 1</p> <ol style="list-style-type: none"> 7. The nature of the Church/Four Marks of the Church 8. The significance of the Church as the Body of Christ <p>d) skill “There is no salvation outside the church”</p> <ol style="list-style-type: none"> 9. Mary as a Model for the Church and the perfect disciple 10. How the internal and external features of a Catholic Church reflect beliefs about Salvation 11. The seven sacraments and their significance for salvation 	<p>Jewish Beliefs</p> <ol style="list-style-type: none"> 1. The nature of God and the significance of the Shema prayer 2. The Abrahamic and the Mosaic covenants. <p>d) Skill “Abraham is the most important Prophet”</p> <ol style="list-style-type: none"> 3. The origins in the Torah accounts 4. The importance of the Ten Commandments <p>5. Assessment point 1</p> <ol style="list-style-type: none"> 6. The concept of Pikuach Nefesh- saving a life 7. The 613 Mitzvot and the significance of the mitzvot <p>d) Skill “Keeping the Mitzvoth is the most important Jewish practice”</p> <ol style="list-style-type: none"> 8. The idea of free will in Judaism and the implications of this for the problem of evil 9. Belief in the Afterlife in Judaism 10. Jewish beliefs about the messiah life on earth and the afterlife. <p>d) Skill “Belief in the Messiah is the most important Jewish belief”</p> <p>11. Assessment point 2</p>	



<p>12. The significance of the Eucharist as the 'source and summit' of Christian life</p> <p>d) skill "The eucharist is the most important sacrament"</p> <p>13. Evangelisation and Britain as a Multi-Faith society</p> <p>Revision and preparation for Mock Examinations</p> <p>Reflection: Is it right to take a life for a life? Should we always forgive?</p>	<p>Jewish Practices</p> <p>12. Jewish services in the synagogue including shabbat services</p> <p>13. The importance of prayer and in particular the Amidah</p> <p>14. The differences between the ways Orthodox and Reform Jews worship on the synagogue.</p> <p>15. The importance of worship in the home</p> <p>d) skill "Worship in the home is more important than worship in the Synagogue"</p> <p>16. How Jews celebrate Shabbat</p> <p>17. Items for worship</p> <p>18. Assessment point 3</p> <p>19. The importance of and the significance of Jewish Rites of passage (Birth, Coming of age, marriage and death)</p> <p>d) Skill Brit Milah is the most important Jewish ritual"</p> <p>20. The importance of and significance of Jewish festivals (Rosh Hashanah, Yom Kippur, Sukkot, Passover)</p> <p>21. Jewish daily life including food laws (Kosher)</p> <p>d) skill "Keeping Kosher is no longer important"</p>	
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	22. Assessment point 4/Mock exams Reflection: What is God like? Is it necessary to follow the Mitzvot be Jewish?	
HO Knowledge: To be able to evaluate and make sound judgements, giving reasoned arguments to support this judgement and making references to key sources of authority and/or sacred texts. To have a sound understanding of and be able to explain how and why belief can impact a person's actions/attitudes towards ethical and moral issues		
HO Composites: <ul style="list-style-type: none"> Is deterrence is the best form of punishment? Should religious people always forgive? Is Capital punishment is wrong? Is the Eucharist the most important sacrament? Would a loving God send people to hell? Is Evangelisation appropriate in a multi faith society? 	HO Composites: <ul style="list-style-type: none"> Is a Belief in the messiah important? Is a Belief in the afterlife important? Should all Jews should keep the 613 mitzvot (duties)? Should all Jewish males should be circumcised? Is Keeping kosher necessary? 	HO Composites:



Composite Skills:

Literacy skills with **key concepts** and their definitions.

Describe skills and the importance of giving key facts and the impact of those facts.

Explain skills –How to expand their descriptions by giving evidence and examples – explanation skills will focus on strengthening the answering of WHAT, WHY and HOW questions with the support of wisdom and authority and specialist language.

Discussion skills Developing fully rounded and explained opinions with relevant evidence, Development of reflective skills by analysing various viewpoints from both religious and non- religious perspectives.



Final composition/ Deliberate Practice:

AO1

Define

Definition of a key term ('What is meant by...')

Describe

Demonstrate knowledge and understanding by describing a belief, teaching, practice, event etc.

Pupils should be able to show excellent knowledge and understanding by describing different ideas/beliefs

They should be able to link belief to practice

They should be able to accurately use a good range of key terms and teachings and explain why they are relevant

Explain

Demonstrate knowledge and understanding of a topic by giving a full explanation

To be able to Explain how... Explain why... Explain the main features of... Explain the importance/ significance of...

Pupils Should be able to link belief to practice consistently and assess the impact it has on a believer

They should accurately use a good range of key terms and teachings and be able to explain why they are relevant

They must explain diversity from within a religion or across religions



AO2

Discuss

Discuss a statement showing that they have considered more than one point of view (they must be able to refer to religion and belief).

Evaluation of a view from more than one perspective.

Pupils are required to analyse and evaluate.

They must use their knowledge of religion, religious teachings and moral reasoning (and, if appropriate, non-religious beliefs) to offer alternative OR different perspectives and viewpoints.

Pupils must be able to formulate judgements about those viewpoints.

They must be able to use religious language and sources of wisdom and authority.

They should be able to thoroughly explore different and/or opposing views using religion, teachings and morality

They should be able to make explicit judgements about different views

They should be able to show an understanding of how belief affects behavior.

They must be able to use religious terms and teachings accurately and in a relevant way

Reference to non-religious beliefs to be included.



Formative and regular assessments for each unit of work include:

- Key Concept tasks
- RRR tasks at the start of each lesson
- Discussion tasks/Think Pair Share
- Tiered questioning
- Synoptic quizzes to be completed regularly

Summative assessment

- **Pupils will be assessed twice per unit. Each assessment will test pupils' knowledge of the key content of each topic and of the key skills as set out below.**
- **Definition** of a key term (linked to one of the eight key terms) from that topic.
- Demonstrate knowledge and understanding by **describing** a belief, teaching, practice, event.
- Demonstrate knowledge and understanding of a topic by explaining the statements made with reasoning and/or evidence.
- Demonstrate analysis and evaluation of a topic by discussing a variety of different arguments with reasoning, key terms and evidence. Students must arrive at a judgement.

Is it right to take a life for a life?

Should we always forgive?

What is God like?

Is it necessary to follow the Mitzvot be Jewish?



<p><u>Advent</u></p> <p><u>Key concepts</u></p> <p>Sin</p> <p>Forgiveness</p> <p>Punishment</p> <p>Salvation</p> <p>Eucharist</p> <p>Absolutism</p> <p>Relativism</p> <p>Evangelisation</p>	<p><u>Lent</u></p> <p><u>Key Concepts</u></p> <p>Synagogue</p> <p>Shekinah</p> <p>Shabbat</p> <p>Kosher</p> <p>Torah</p> <p>Mitzvoth</p> <p>Messiah</p> <p>Covenant</p>	<p><u>Pentecost</u></p> <p><u>Key Concepts</u></p>
<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Analysis of Sources of authority/Sacred texts</p> <p>Art- The features of a Catholic Church</p>	<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p> <p>Analysis of Sources of authority/Sacred texts</p> <p>History- the Holocaust</p>	<p><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></p>



<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>
<p>SMSC</p> <ul style="list-style-type: none"> To consider the importance of forgiveness and the impact it can have on people's lives. To consider the argument that the death penalty should be brought back To consider the different types of punishment To reflect on the belief that some actions are always right or always wrong 	<p>SMSC</p> <ul style="list-style-type: none"> To consider the importance of the commandments and the impact they have on Jewish person's life To consider the belief that nobody should stand by while their neighbor's life is at risk. To consider the impact belief has on how a Jewish person lives their life. 	
<p>RSH</p> <ul style="list-style-type: none"> To reflect in the dignity of the human being and whether anybody ever has the right to take lives To consider the impact of being unable to forgive on relationships and society 	<p>RSH</p> <ul style="list-style-type: none"> To consider whether saving a life is the most significant belief To consider when life begins and whether abortion is tampering with Gods creation To consider the use of contraception and issues contraception raises 	
<p>BV-</p> <ul style="list-style-type: none"> Promotes tolerance of each other's beliefs and values To consider the justice system and its impact To consider the importance of punishment to protect society 	<p>BV-</p> <ul style="list-style-type: none"> Promotes tolerance of each other's beliefs and values To reflect on what it means to live in a multi 	



<ul style="list-style-type: none"> To consider the significance and impact of living in a multi-faith society while having a society that is dominated by Christian traditions 	<p>faith and multi-ethnic society.</p> <ul style="list-style-type: none"> To reflect on the advantages of Britain being a multi-faith society To show a coherent understanding of a range of religions, worldviews, beliefs, and actions 	
<p style="text-align: center;"><u>Adaptive curriculum</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> Explore different forms of punishment Discuss the importance of forgiveness Consider the arguments for and against capital punishment To understand the link between forgiveness and salvation <p>Suggested activities:</p> <ul style="list-style-type: none"> Simplify Definitions: Explain basic terms Use everyday situations to discuss why we should try to reform and not seek revenge 	<p style="text-align: center;"><u>Adaptive curriculum</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> To learn the key terms and meanings To understand Jewish beliefs about God To consider the importance of Abraham and Moses To understand the significance of the Mitzvoth To identify Jewish practices, celebrations and rites of passage <p>Suggested activities:</p> <ul style="list-style-type: none"> Simplify Definitions: Explain basic terms Use visuals to help understand Jewish beliefs about God Use videos, pictures, and simple descriptions to understand teachings about the Messiah and the afterlife 	



- Use straightforward scenarios to discuss the ethical issues surrounding Capital punishment.
- Use videos, pictures, and simple descriptions to understand teachings about forgiveness and salvation

- Use everyday scenarios to understand the meaning and importance of the value of human life
- Use visuals and artefacts to understand the importance of the Synagogue, items of worship and important festivals and rituals
- Make kosher menu
- Visit a Synagogue

Adaptive Strategies:

- **Differentiated Texts:** Provide simplified or annotated versions of key texts for varying reading levels.
- **Visual Aids:** Use videos and infographics to illustrate key learning.
- **Group Work:** Create mixed-ability groups to encourage peer support.
- **Scaffolded Discussions:** Provide sentence starters and key points for debates.
- **Differentiated work booklets:** Provide work booklets to be used to support learning in lesson and for revision at home

Inclusive Practices

- Ensure materials are accessible (e.g., large print, audio versions).
- Use inclusive language and diverse examples.
- Provide additional support for students with special educational needs.



St Philip Howard Catholic Voluntary Academy

Department Planning 2025-2026



**St Ralph
Sherwin**
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY