



Topic name	Term	Skills developed	Prior learning	Next link in curriculum
TB1.1 - Exam structure, key terms and how to evaluate AO2. Using sources of wisdom to develop answers. Unit overview	AUTUMN	- Understanding and applying GCSE command words (e.g. explain, evaluate, analyse) - Using sources of wisdom and authority (e.g. sacred texts) effectively in answers - Interpreting different viewpoints, including religious and non-religious (e.g. Humanism)	Key Stage 3 – evaluation questions	GCSE themes Paper Y12 Alevel AO2 EOY Assessment and GCSE.
TB1.2 The origins of the universe, including: • religious teachings about the origins of the universe, and different interpretations of these • the relationship between scientific views, such as the Big Bang theory, and religious views.		- Comparing religious and scientific views (e.g. Big Bang theory) - Evaluating compatibility between science and religion - Writing structured 12-mark evaluation answers with clear arguments and evidence - Using key terminology accurately (e.g. creation, omnipotence)	Y7 Leaders Y8 – Arguments for the existence of God	EOY Assessment and GCSE. Y11 Christian Beliefs
TB1.3 - The origins of life, including: • religious teachings about the origins of human life, and different interpretations of these • the relationship between scientific views		- Explaining beliefs about human origins (e.g. creation vs evolution) - Analysing how beliefs influence attitudes to human life - Using evidence (teachings, quotes) to support arguments	Year 8 - Evil and Suffering Year 8 - What is Ethics?	EOY Assessment and GCSE. Y11 Christian Beliefs
TB1.4 The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.		- Applying religious teachings to contemporary environmental issues - Evaluating ethical responsibilities towards the planet - Developing reasoned arguments about environmental ethics	Evil and Suffering Year 8 - What is Ethics? Year 7 - Leaders	EOY Assessment and GCSE. Y11 Christian Beliefs Y11 GCSE Hinduism
TB1.5 The use and abuse of the environment, including the use of natural resources, pollution.		- Active modelling - Evaluating religious and non-religious responses to environmental problems - Justifying personal viewpoints with supporting reasons	Year 8 – Utilitarianism Year 8 - What is Ethics?	EOY Assessment and GCSE.
TB 1.6 The use and abuse of animals, including: • animal experimentation • the use of animals for food		Evaluating issues such as animal experimentation and use for food	Year 8 – Utilitarianism Year 8 - What is Ethics?	EOY Assessment and GCSE.
TB1.7 Sanctity of life and the quality of life. • Abortion, including, Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.		- Use of Case Studies - Material from legislation and newspaper sources. - Class discussion on quality v sanctity of life	Year 8 - Evil and Suffering Year 8 - What is Ethics? Y9 - Relationships	EOY Assessment and GCSE. GCSE Theme A Y12 Applied ethics
TB 1.8 Euthanasia. • Beliefs about death and an afterlife, and their impact on beliefs about the value of human life		- Understanding beliefs about death, afterlife, and their ethical implications - Evaluating arguments for and against euthanasia	Year 8 – Utilitarianism	Y12 Applied Ethics. EOY Assessment and GCSE.



		- Using religious teachings to support arguments - Reaching justified conclusions based on evidence and reasoning		GCSE Theme A
TE1.1 Religion, crime and the causes of crime. • Good and evil intentions and actions, including whether it can ever be good to cause suffering.		- Understanding key concepts such as crime, sin, good, evil, and intention - Analysing whether causing suffering can ever be justified - Class discussion on moral decision-making and different viewpoints (developing evaluation skills and recognising bias)	Year 8 – Utilitarianism Year 8 - What is Ethics? Y10 Theme A	EOY Assessment and GCSE. GCSE Theme A Y12 Applied ethics
TE 1.2 Reasons for crime • Views about people who break the law for these reasons. • Views about different types of crime, including hate crimes, theft and murder.		- Evaluating religious and non-religious views on why people commit - Use of case studies (e.g. individuals on death row, Gee Walker's response to her son's murder) to apply ethical teachings to real-life situations - Developing extended written responses using evidence and examples	Year 8 – Utilitarianism Year 8 - What is Ethics?	EOY Assessment and GCSE. GCSE Theme A Y12 Applied ethics
TE 1.3 - The aims of punishment, including: retribution, deterrence, reformation. • The treatment of criminals, including: prison, corporal punishment, community service.		- Understanding the main aims of punishment (retribution, deterrence, reformation) - Applying Biblical teachings (e.g. forgiveness, justice, "an eye for an eye") to attitudes towards punishment - Use of case studies to assess how punishment works in practice comparing Norway to UK	Year 8 – Utilitarianism Year 8 - What is Ethics?	Christian Practices AQA Paper 1 EOY Assessment and GCSE. GCSE Theme A Y12 Applied ethics
TE 1.4 Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life		- Evaluating arguments for and against the death penalty using religious teachings - Applying case studies (e.g. death row cases from BBC Death row) to support analysis - Modelling of Level 4 answers to demonstrate clear reasoning, use of evidence, and justified conclusions	Year 8 – Utilitarianism Year 8 - What is Ethics? Year 7 Leaders Y9 - Relationships	Christian Practices AQA Paper 1 EOY Assessment and GCSE. GCSE Theme A Y12 Applied ethics
J1.1 Judaism • The nature of God: • God as one • God as Creator • God as Law-Giver and Judge, loving and merciful.	SPRING	- Explaining key beliefs about God (oneness, Creator, Law-Giver, Judge, loving and merciful) - Using accurate religious terminology (e.g. omnipotent, omnibenevolent) - Developing empathy and understanding of how beliefs about God influence Jewish life	Y7 – Leaders Y7 – Books Y7 – Festivals Y8 – Being Jewish Y9 – Relationships	EOY Assessment and GCSE.
J1.2 The divine presence (Shekhinah). • Beliefs about life after death, including judgement and resurrection.		- Understanding the concept of the Shekhinah and God's presence in the world - Explaining Jewish beliefs about life after death (e.g. judgement, resurrection) - Comparing different Jewish views and interpretations	Y7 – Leaders Y7 – Festivals Y8 – Being Jewish	EOY Assessment and GCSE. GCSE Jewish Practices



J1.3 The nature and role of the Messiah, including different views on the role and importance of the Messiah.		- Explaining different Jewish beliefs about the Messiah and the Messianic Age - Analysing varying interpretations within Judaism - Using critical analysis to evaluate the importance of the Messiah in modern Judaism	Y7 – Leaders Y8 – Being Jewish	EOY Assessment and GCSE. GCSE Jewish Practices
J1.4 The Covenant and the mitzvot - • The promised land and the Covenant with Abraham		- Analysis of (<i>Abraham – Genesis 12:1–3; Sinai – Exodus 20:1–17</i>) - Explaining key covenants and their significance in Judaism - Comparing impact of covenant for Jews today	Y7 – Leaders Y7 – Festivals Y8 – Being Jewish Y9 – Relationships	EOY Assessment and GCSE. GCSE Jewish Practices
J1.5 Key moral principles including justice, healing the world, charity and kindness to others. • The importance of the sanctity of human life, including the concept of ‘saving a life’ (Pikuach Nefesh).		- Explaining key ethical teachings such as justice, Tikkun Olam (repairing the world), and Pikuach Nefesh (saving a life) - Applying these principles to contemporary ethical issues - Using sources of wisdom to evaluate how these teachings influence behaviour	Y7 – Leaders Y7 – Festivals Y8 – Being Jewish Y9 – Relationships	EOY Assessment and GCSE. GCSE Jewish Practices
J1.6 The relationship between free will and the 613 mitzvot. • Mitzvot between man and God and mitzvot between man and man, including the difference		- Using sources of wisdom to evaluate how these teachings influence behaviour - Using sources of authority (e.g. teachings from the Tenakh about worship and community)	Y7 – Leaders Y7 – Books Y7 – Festivals Y8 – Being Jewish Y9 – Relationships	EOY Assessment and GCSE. GCSE Jewish Practices
Jewish Practices • The synagogue and its importance. The design and religious features of synagogues and associated practices; differences between Orthodox and Reform synagogues.	SUMMER	- Explaining the role and importance of the synagogue in Jewish life - Identifying and describing key features (bimah, aron hakodesh, ner tamid) and their symbolism - Using sources of authority (e.g. teachings from the Tenakh about worship and community)	Y7 – Leaders Y7 – Books Y7 – Festivals Y8 – Being Jewish	EOY Assessment and GCSE. GCSE Themes
Public acts of worship including: • synagogue services in both Orthodox and Reform synagogues • the significance of prayer, including the Amidah, the standing prayer		- Interpreting sources of authority (e.g. Tenakh teachings on prayer, Talmudic guidance on worship) - Evaluating the role of prayer in daily life - Constructing extended responses with evidence and reasoning	Y7 – Leaders Y7 – Books Y7 – Festivals Y8 – Being Jewish	EOY Assessment and GCSE. GCSE Themes
Shabbat in the home and synagogue and its significance. Worship in the home and private prayer.		- Explaining the meaning and importance of Shabbat in home and synagogue - Applying sources of authority (e.g. Genesis creation account, Ten Commandments in Exodus 20) - Analysing how beliefs influence practice and identity	Y7 – Leaders Y7 – Books Y7 – Festivals Y8 – Being Jewish	EOY Assessment and GCSE. GCSE Themes



Tenakh (the written law) and Talmud (the oral law), and their study, use and significance in daily life.		- Explaining the role of the Tenakh (written law) and Talmud (oral law) - Using quotations or teachings effectively in exam answers	Y7 – Books Y8 – Being Jewish	EOY Assessment and GCSE. GCSE Themes
Rituals and their significance: • ceremonies associated with birth including Brit Milah. • Bar and Bat Mitzvah • the marriage ceremony • mourning rituals.		- Describing key rituals and their religious significance - Developing understanding of identity and community through religious practice - Analysing how rituals mark stages of life	Y7 – Festivals Y8 – Being Jewish	EOY Assessment and GCSE. GCSE Themes
Dietary laws and their significance, including different Jewish views about their importance. • kosher and trefah, • separation of milk and meat.		- Analysing reasons for following dietary laws (obedience, identity, discipline) - Evaluating differing Jewish views on the importance of kashrut - Constructing balanced arguments with supporting evidence	Y7 – Leaders Y8 – Being Jewish	EOY Assessment and GCSE. GCSE Themes
Festivals and their importance for Jews in Great Britain today, including the origins and meaning of: Rosh Hashanah and Yom Kippur • Pesach.		- Explaining the origins and meaning of key festivals - Analysing how festivals reinforce beliefs and community identity - Evaluating their relevance for Jews in Great Britain today	Y7 – Leaders Y8 – Being Jewish	EOY Assessment and GCSE. GCSE Themes