



## Clevedon School Learning Overview – RPE

# Year 10 RPE

	Topic:	Enquiry Questions:	Subject Skills	Justification	Subject Vocabulary:
Terms 1 & 2  Islam: Beliefs and Teachings	<p>What are the fundamental beliefs of Islam?</p> <p>How do Sunni and Shia Muslims differ in their core beliefs?</p> <p>Why is the Imamate a divisive belief within Islam?</p> <p>What does believing in the Oneness of Allah add to monotheism?</p> <p>What are the main aspects of the nature of Allah?</p> <p>What role do prophets, angels and holy books play in receiving the message of Allah?</p> <p>How are humans judged according to Islam?</p> <p>How does Al Qadr contrast with Adalat?</p> <p>How does the belief in Akhirah (afterlife) impact the life of Muslims today?</p>	<p>Oracy, critical thinking, questioning, self reflection, explanation, evaluation, empathy, application.</p>	<p>Beginning Year 10 with Islam enables students to continue with the fundamental concepts they explored when studying Christianity at the end of Year 9: The concept of God, the importance of a person within a religious tradition, the importance of a holy book. Islam and Christianity also share Abrahamic roots, so the comparison with Christianity and the unpacking of differences when there is a shared theological history aids in students understanding the nuances of Islamic belief.</p>	<p>Tawhid, Six Articles of Faith, Five Roots of Usul ad-Din, Ummah, Caliph, Prophet, Al Qadr, Malaikah, Nubuwwa, Kutub, Akhirah, Risalah, Qur'an, Hadith, Sunna, Sunni, Shia, Imamate, Al Ma'ad, Adalat, Injil, Tawrat, Zabur, Scrolls of Abraham, Isa, Musa, Ibrahim, Iblis.</p>	
Terms 3 & 4  Religion, Human Rights & Social Justice	<p>What are the contrasting religious beliefs about the roles of woman?</p> <p>What are the contrasting religious beliefs about the uses of wealth? What are the contrasting religious beliefs about freedom of religious expression?</p> <p>How are rights and responsibilities intertwined?</p> <p>What are the religious teachings about prejudice and discrimination? What are the contrasting religious beliefs about solving the exploitation of the poor?</p>	<p>Oracy, critical thinking, questioning, self reflection, explanation, evaluation, empathy, application.</p>	<p>Religion, Human Rights &amp; Social Justice is best undertaken after both Christianity and Islam beliefs and teachings have been taught. The impact of religious belief on social issues and particularly issues of justice is tangible. Furthermore, students are increasingly engaging with the cultural debates of our time at this age, so it is only appropriate to not only engage with these debates – but to do so in the context of the major traditions of Christianity and Islam that we have just studied. The impact of religious literacy and critical thinking is something that will be a key focus.</p>	<p>Religious expression, prejudice, discrimination, social justice, exploitation, trafficking, charity.</p>	



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	<p>Terms 5 &amp; 6</p> <p>Christianity : Practices</p>	<p>What are the different types of Christian worship? What role does prayer play in the life of a Christian? What role do the sacraments play in the Christian community? What are the contrasting Christian beliefs about the Eucharist and Baptism? What importance does pilgrimage have within Christianity? What importance do Christmas and Easter have within Christianity? What role does Christianity play locally and globally?</p>	<p>Oracy, critical thinking, questioning, self reflection, explanation, evaluation, empathy, application.</p>	<p>Building on the impact that religion can have on the views of its adherents, students will return to Christianity to focus on its practices and activities within the Church that are uniquely Christian. This will give students an opportunity to consider the importance of action/ritual within the human experience as well as being able to understand the importance of Christian rituals to Christians themselves.</p>	<p>Liturgical, Non-Liturgical, The Lord's Prayer, Sacrament, Baptism, Eucharist, Transubstantiation, Lourdes , Iona, Christmas, Easter, Evangelism, Missio Dei.</p>
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## Cleveland School Learning Overview – RPE

# Year 11 RPE

Topic:	Enquiry Questions:	Subject Skills	Justification	Subject Vocabulary:
Terms 1 & 2 Religion and Life	<p>What are the contrasting religious beliefs about abortion?</p> <p>What are the contrasting religious beliefs about euthanasia?</p> <p>What are the contrasting religious beliefs about animal experimentation?</p> <p>What are the contrasting Christian approaches to the book of Genesis? Are religion and science compatible? How does belief in an afterlife impact our lives?</p>	Oracy, critical thinking, questioning, self reflection, explanation, evaluation, empathy, application.	<p>Studying Christianity Practices prior to this topic enables students to grasp why certain things are valuable within Christianity. This topic also engages students in the philosophical investigation of there being something rather than nothing and how this impacts the discussion around the value of life itself.</p> <p>This topic is also best suited to Year 11 given the nature of the abortion and euthanasia debates</p>	Quality of Life, Sanctity of Life, Foetus, Abortion, Euthanasia, Stewardship, Dominion, Creationism, theistic evolution, Big Bang, Fossil Record, sentience, imago dei.
Term 3 Islam Practices	<p>What are the Five Pillars and how do they impact the lives of Muslims? What are the 10 Obligatory Acts within Shia Islam?</p> <p>How do Sunni and Shia Muslims differ in their practice of prayer?</p> <p>How is jihad understood within Islam?</p> <p>What is significant about the festivals: Id-ul-Adha, Id-ul-Fitr &amp; Ashura?</p>	Oracy, critical thinking, questioning, self reflection, explanation, evaluation, empathy, application.	<p>The content of Islam Practices builds on the theme of belief informing action. By exploring the nature of religious ritual within Islam, students can grow in their understanding of value within Islam. Students will have been exposed to most of the content in this topic previously when studying Islam: Practices.</p> <p>Given that students have historically found Islamic teachings and key terms more difficult to remember than other units, re-visiting Islam at the end of the course allows invaluable recapping of more difficult religious studies concepts.</p>	Shahadah, Salah, Zakat, Sawm, Hajj, Eid-ul-Fitr, Eid-ul-Adha, Ashura, jihad, wudu, rak'ahs, Jummah, Ramadan, Night of Power, Khums, Ka'aba, Makkah, Mina, Arafat, Muzdalifah.
Terms 4 & 5 Course Recap & Exam Technique	<p>How to effectively evaluate? What are the most important scriptural references for each topic? What are the main areas of disagreement across the course? How to revise for a Religious Studies GCSE?</p>	Planning, critical thinking, questioning, self reflection, explanation, evaluation, empathy, application.	<p>With all units on the GCSE Specification covered, students will now focus on exam technique and key religious knowledge that will aid in exhibiting their religious literacy and ability to think critically throughout an exam.</p> <p>Drawing attention to central quotes/scriptural references in order to highlight the applicability of religious teaching to the full spectrum of topics they will be examined on will enable students to understand key, fundamental themes and beliefs that run through the religious traditions of Christianity &amp; Islam.</p>	Identify, describe, give, explain, evaluate, refer, sacred writings, reasoned arguments, justified conclusions, religious traditions, religious arguments, nonreligious arguments
Term 6	Exam Period			