

RE Curriculum Map

Year 7

Unit/Topic	Lesson Title	Lesson Objective	Basic lesson content
What is Religion, Philosophy and Morality	What is RPM?	To think about and discuss what Religion, Philosophy and Morality are and their part in British society.	Looking at the key words and their meanings (religion, philosophy and morality). Speaking about student's own beliefs – whether they are religious or not and why. Discussion of socialisation and who affects moral decisions in society (i.e. the law, faith, parents, schools etc.).
	Baseline assessment	To discover what students already know, understand and can do in RE.	Test
	What religions are there in Britain?	To know and understand religious diversity in Britain and how this affects society.	Looking at recent census data on the religious make-up of the UK. Discussing the history of religion in the UK and the arrival of Christianity. Talking about the basic tenets of Christianity and discussing the idea of people who are 'christened' and not Christian and how they may fit in to this belief system. Looking at recent numbers of church attendees comparing them with census data on the number of Christians. Then discussing how religion may affect us in society.
	What is morality?	To think about the difference between right and wrong and how we decide this as a society.	Discussing in more detail where we may get our moral codes from and looking at moral dilemmas and discussing them. Then comparing our moral codes with the codes set down in law. Discussing what a conscience is and a brief discussion on people who believe conscience is evidence that God exists – then thinking about if this is true, why do atheists have a sense of conscience?
	What is Philosophy?	To know and understand what Philosophy is and how it helps us to understand the world we live in.	Looking at the Greek roots words of philosophy and a love of wisdom. Looking at what philosophy is and what philosophers do. Discussing whether there is a point to philosophy and some of the philosophical schools of thought and their ideas.
	What is secularism?	To know and understand what secularism is and how it links to British society.	Looking at the rise of secularism, comparing old census data with the most recent census looking at the rise of the 'no religion' group. Discussing the monarchy's links with the Church of England and how this impacts on society and the fact that in Britain we are not a secular country because of this link.
	What is Critical Thinking?	To learn and understand how to think critically and to analyse the impact of critical thinking in other subjects.	Looking at what critical thinking is, why it is important and then doing some critical thinking exercises.

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Who are our leaders?	Why do we have leaders?	To think about why society has leaders and what affect that has on us.	Looking at leaders in society – teachers, parents, the government etc. What leaders do, why we follow them and what leadership skills are.	1) Find out who the leading political party is in Britain. 2) Find out who is the current Prime Minister in Britain is and what her job involves. 3) Find out which politicians in the House of Commons are happy to say they are religious and what religions they belong to. 4) Find an example in the media or history where religious people have disagreed with each other because of their religion.
	Who is Abraham?	To know and understand who Abraham is and his impact on Christianity, Islam and Judaism.	Looking at the story of Abraham and his family tree explaining the link between Abrahama, Sarah, Isaac, Ishmael and Hagar and how this links to the three Abrahamic faiths.	
	Who is Jesus?	To know and understand who Jesus is and his impact on Christianity.	Looking at who Jesus was and his link to Abraham, discussing Jesus’s own faith as a Jew. Talking about Jesus as a social revolutionary as well as a religious leader and then discussing why he was executed and the Jewish blasphemy laws he broke.	
	Who is Muhammed?	To know and understand who Muhammed is and his impact on Islam.	Looking at Muhammed’s story and his role as a prophet. A discussion about the Qur’an and it being the literal word of God for Muslims and how this feeds into Muhammed’s importance in Islam and the Shahadah.	
	Who is Guru Nanak?	To know and understand who Guru Nanak is and his impact on Sikhism.	Looking at the story of Guru Nanak and his message from God. Then looking at how he changed religious belief in the Punjab area of India – the Golden temple, the Adi Granth and the other Gurus.	
	Who is The Buddha?	To know and understand who The Buddha was and his impact on Buddhism.	Looking at who the Buddha was, his enlightenment, the four sights and teachings on rebirth and karma.	
	Test	Assessment on the above topic comparing religious stories with each other and leaders in our society (using the information gathered as homework)		

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Rules we live by	Why do we have rules?	To think about and question what rules are for and why we have them in society.	Looking at why we have rules (to keep us safe etc.) the difference between rules and laws and how they impact on us. Looking at rules and laws we follow and whether rules are important.	1) Find out the difference between Government and Parliament. 2) Find out what The House of Lords is and what it does. 3) Find out how Christianity and British law are connected with specific examples. 4) Find an example of when religious law and the laws of a country might clash or conflict.
	Judaism and the ten commandments	To know and understand Mosaic law and how these laws affect the lives of believers.	Looking at the ten commandments, where they came from – who follows them and why they are important. We also look at whether the ten commandments are similar or different to laws we have in our society.	
	Christianity and the two great commandments	To know and understand the two commandments of Jesus and how they affect the lives of believers.	Looking at the two commandments 'love your God and love your neighbour' and comparing these with the ten commandments. We also look at the impact of love in Christianity and how easy or difficult it may be to try and keep these commandments in modern society.	
	The Five Pillars of Islam	To know and understand the five pillars of Islam and how they affect the lives of believers.	Looking at pillars as a support for buildings like the five pillars are a support for Islam. What the five pillars say and how easy or difficult it may be to keep these rules in modern society. Comparing these rules with the ten commandments (Shahadah compared with the first commandment etc.) how similar and different these rules are.	
	The Eightfold Path	To know and understand what the Noble Eightfold Path is and how it affects the lives of believers.	Looking at the Eightfold Path and what each rule says and what it might mean and how to live by them. Comparing these rules with the other rules we have looked at specifically focusing on the fact that God isn't mentioned.	

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Rules we live by	Sikhism and the three duties	To know and understand what the three duties are and how they affect the lives of believers.	Thinking about the nature of duty and the three duties in Sikhism. Also, looking at the five vices and what a vice is. Comparing these rules with the other rules we have looked at. Thinking about how easy or difficult it may be to keep these rules in modern society.	1) Find out the difference between Government and Parliament. 2) Find out what The House of Lords is and what it does. 3) Find out how Christianity and British law are connected with specific examples. 4) Find an example of when religious law and the laws of a country might clash or conflict.
	Hinduism and the Ten Traditional Niyama	To know and understand what the Ten Traditional Niyama are and how they affect the lives of believers.	Discussing the Ten Traditional Niyama and what they are and say. Comparing these rules with the other rules we have looked at. Thinking about how easy or difficult it may be to keep these rules in modern society.	
	How does religion affect the laws in Britain?	To understand and question how Christian values affect the way the law is in Britain.	Looking at the role of the House of Lords in more detail (continuation of homework) then talking about the Lord's Spiritual and their role and the impact they have.	
	Test	Assessment on the above topic.		
The purpose of religion	What is God?	To think about and question the concept of God and to think about what the qualities of God are.	Looking at the nature of God and religious belief – exploring key words: Atheist, Agnostic, Polytheist, Theist, Humanist, Monotheist. Then thinking about which of these key words apply to their own beliefs and why. Then thinking about how 'God' may mean different things to different people and why.	Revise for the end of topic test.
	Why do people believe in God?	To think about and question why people have belief in God.	Looking at the key arguments for the existence of God and whether it is important to prove God exists.	
	Why do people not believe in God?	To think about and question why people don't have any belief in God.	Looking at reasons why people don't believe in God and thy key arguments given. Looking at whether scientific belief affects religious belief and why.	
	Does belief in God make you moral?	To think about and question whether belief in God makes you a more moral person with modern day examples.	Looking in more detail about the nature of morality and whether belief in God makes you nicer. Discussing the idea that conscience is used as evidence of the existence of God.	

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The purpose of religion	Does belief in God cause arguments?	To think about and analyse why religion might cause conflict with examples.	Looking at the nature of arguments versus discussion and debate. Discussing the idea that if people have inflexible viewpoints are they more likely to argue or not? Looking at the key words: Knowledge, Faith, Truth, Trust. Discussing the nature of faith and fact.	Revise for end of topic test.
	Who is to blame? Humanity or God?	To think about and analyse whether suffering and evil are the fault of God or humanity.	Looking at different types of suffering and the nature of good and evil. Discussing whether humanity or God is to blame for evil and suffering or whether evil and suffering is evidence that God doesn't exist.	
	Test	Assessment on the above topic.		
The Book of Truth	What is the Book of Truth?	To think about and question what the Book of Truth might be like.	Students are asked to 'Imagine a book that has the answer to every question you ever want to know.' Then then think about the nature of the book and what questions they would ask it. They are encouraged to think of deep meaningful questions. The topic then involves them researching the answers to their questions (i.e. of the question is 'what happens when we die?' they put their own views and religious views as their answer). They then make the book.	Researching answers to their questions.
	What questions would you like to ask the Book of Truth?	To think about the questions that puzzle you about life.		
	Research lessons in the library.	To think about and analyse answers for the questions you wish to put in your final Book of Truth.		
	Making the 'Book of Truth.'	To make your Book of Truth using the assessment levels as a guide.		
	Evaluating our book of truth	To evaluate and reflect upon our own books of truth.		

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Government and monarchy	Why do we have a government and a monarchy?	To understand the concept of government and monarchy.	Looking at the key words: Government, Monarchy, Democracy. Looking at how parliament works and the magna carta and the monarchy's role in government.	1) Find out how the reformation affected European churches 2) Compare French government (secular republic) with the British system (constitutional monarchy and the house of lords). 3) Find an example of when a religious person has put their faith before their country
	The divine right of monarchy	To understand and know what the concept of 'divine right to rule' means and its impact on Britain.	Looking at the historical concept of the 'divine right to rule.' Discussing how this validates and strengthens a monarchy's position. Looking at the Biblical justification of the idea that monarchs are put on earth by God by James I and comparing this with the ancient idea of pharaohs being living Gods.	
	The Reformation	To understand how the reformation in England affected the Church and its split from The Catholic Church.	Looking at the reformation as a timeline and the monarch's role in the Church of England.	
	Christianity and Government	To know and understand the links between the Church of England, the Government and the Monarchy.	Looking at Biblical verses that discuss the authority of man and law. Looking at politicians who discuss their faith – Davide Cameron's views on the role of Christianity on government and society in the UK.	
	France and secularism	To understand the impact that Secularism has had on France.	Looking at Laïcité in France and discussing the burqa ban and its impact on society. Looking at the law on religious symbols in state run institutions and comparing it with religious freedoms in the UK.	
	To whom does your loyalty lie?	To think about and question whether religious people put faith before national identity.	Looking at whether religious people follow the rules of their religion over the laws of the country and looking at the case study of Hazelmary and Peter Bull, who ran a hotel in Cornwall refused to let a room to a gay couple on religious grounds and the legal case that followed.	
	Test	Assessment on the above topic.		

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The Middle East	Why is the Middle East so important?	To understand the geographical and historical importance of the Middle East. To understand the place of Abraham and its impact on history.	Talking about the covenant made with Abraham and revisiting the story of Abraham from year 7. Exploring the idea that this area is valuable to all three of the Abrahamic religions.	Watch or read the news for stories on the Middle East and write a paragraph or two on what you have seen.
	Jesus and the Roman Empire	To understand the historical context surrounding Jesus' life and the occupation of Judea by the Roman Empire.	Talking about Jesus' life in the Middle East and the nature of its status as an occupied territory. The impact Jesus' death had at the time and the lasting importance of this area for modern Christians.	
	Islam and the Middle East	To know and understand the importance of the Middle East and Islam	Discussing the emergence of the new religion of Islam. Looking at the story of Medina and Mecca and why these places are important. Discussing the Hajj. We also discuss the Miraculous night journey and the Dome of the Rock.	
	The crusades	To know and understand the reasons behind the crusades and their religious and political importance.	Looking at the importance of the Holy Land throughout history and the crusades as part of this.	
	Palestine and Israel	To know and understand why there is conflict in this area and its implication on the modern political landscape.	A brief history of the issues that occurred after WWII and the lasting impact and tensions in the area linking this back to the covenant made to Abraham.	
	Colonialism and the Middle East	To know and understand how the policies of foreign powers have destabilised the Middle East.	Looking at how Britain and other world powers have affected the Middle East situation (basic history and discussions on this topic).	

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What are we working towards?	What is the meaning of life?	To think about and discuss the purpose to life, why we are here and what we hope to achieve.	Discussion on fundamental questions and the purpose of existence.	Research three religious ideas on the meaning of life (goals, rules to live by life after death etc.).
	Heaven and Hell	To think about the Abrahamic concept of Heaven and Hell and why people believe being good will lead to a reward in the afterlife.	Looking at descriptions on Heaven and Hell from Holy Books and comparing the three Abrahamic religion's views on the afterlife and how to get there.	
	Reincarnation and Karma	To know and understand what Karma is and how Hindus and Sikhs view its effects on reincarnation.	Looking at Hindu and Sikh views on reincarnation, the cycle of life and death and teachings on karma.	
	Enlightenment and rebirth	To know and understand how Buddhists see the effect of Karma on rebirth and enlightenment.	Looking at Buddhist teachings on rebirth and how this is different to Sikh and Hindu views.	
	Doing something good	To think about and question why someone without faith may still want to be 'good.'	Thinking about and discussing the idea that people would want to be good without God – that humanity can still be moral without the threat of punishment in the afterlife.	
	Faith, hope and charity	To know what the word altruism means and to think about why people have faith that being charitable gives hope of a reward.	Looking at the idea of altruism and the nature of giving. Questioning and discussing whether being good is inherent or that we are good because it makes us feel better and why this might be the case. Is being nice a social convention or could it be something from God?	
	Test	Assessment on the above topic.		

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Religion and the media	Why do we read the news?	To think about the purpose of news programming and newspapers and why they are important to society.	Getting students to reflect on the importance of the news but also how the news may be inaccurate and how we find accuracy in media reporting.	1) Find some examples of positive and negative representation of religion on television. 2) Try to watch a whole episode of a religious programme, and then write a report explaining how it portrays the religion. 3) Search for newspapers and journals on one of the religions we have studied, what types of stories are published and how are they reported?
	Religion in the news	To think about and question the representation of religion in the media. To read a newspaper article on religion and ask questions about it.	Reading various articles with a religious theme and discussing how they choose to represent religion in them – positively or negatively and why this may be the case.	
	A religious story with bias	To read through an article that has a clear religious bias and to ask questions about it.	Students read through stories with a clear and evident bias and discuss how religion is represented in the article and whether they think this is fair or not and the impact biased reporting may have on people's views of religion.	
	How and why do religions use the media?	To investigate the ways that religions use the media and why. To evaluate the effectiveness of religions' use of the media.	Looking at religious media owned and produced by religious institutions and how this compares with how the mainstream media reports on religion. Thinking about why and how religions use the media to their advantage.	
	Censorship and blasphemy	To understand the purpose of censorship. To evaluate the need for censorship to protect religious believers.	Looking at how and why censorship is used in the media. Looking at old blasphemy rules and laws and how these were sued in the past. Looking at other laws that protect religious viewpoints.	
	Censorship and religious influence	To understand the purpose of censorship. To evaluate censorship in film and the internet.	Discussions on whether the internet should be censored especially when social networking might be used to spread factually incorrect information about religion. Also, looking at films and how they represent religion and whether censorship should be enforced.	

Unit/Topic	Lesson Title	Lesson Objective	Basic lesson content	Homework tasks for this topic.
Religion and the media	Case study: Religion and Social Networking	To look at how religions use social networking and how it aids them (by looking at specifically Twitter).	Looking at various case studies where religions use social networking.	1) Find some examples of positive and negative representation of religion on television. 2) Try to watch a whole episode of a religious programme, and then write a report explaining how it portrays the religion. 3) Search for newspapers and journals on one of the religions we have studied, what types of stories are published and how are they reported?
	Case study 2: The Vicar of Dibley	To study a television programme focused on religion. To evaluate the affect the programme has on real life.	Watching the first episode and discussing how it represents Christianity.	
	Case study 3: Magazines	To look at how religious use magazines and how it aids them (by looking at specifically Watchtower magazine).	Looking at Watchtower magazine as an example of religious media as well as other religious magazines.	
	Test	Assessment on the above topic.		
Love	What is Love?	To think about what love is and to question whether it is the goal of life.	Discussing how popular culture represents the ideal of romantic love and how we feel about it and whether it is realistic.	N/A
	Storge	To understand and evaluate what 'storge' means and to think about contemporary and historical examples.	Looking at the Greek word for family love and discussing the nature of family love in contemporary society and how it may have differed over time.	
	Philos	To understand and evaluate what 'philos' means and to think about contemporary and historical examples.	Discussing the nature of friendship and love. Looking at the nature of friendship in contemporary society and how it may have differed over time.	
	Agape	To understand and evaluate what 'agape' means and to think about contemporary and historical examples.	Looking at the nature of agape and how this love may link to the love God has for humanity.	

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Love	Eros	To understand and evaluate what 'eros' means and to think about contemporary and historical examples.	Thinking about and discussing the idea of romantic love and whether this can be successful in a relationship on its own or do you need the other types of love to support it.	N/A
	The Dark Side of Love	To understand how love can go wrong	Discussing the idea of love and loneliness, of humanity's relationships with each other and when love may change or be lost and what to think about this situation.	
	Religion and Love	To think about and assess what religions believe about love and why love is important.	Looking at and evaluating the nature of love in religion and looking at scripture.	
	Love your neighbour	To think about and understand the religious view on neighbourly conduct. To think about and evaluate how we could use this teaching in our own lives.	Looking at the idea of love for each other. Discussing the case study of 'the good Samaritan.'	

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War and morality	Morality and War	To think about and question whether war can ever be justified.	Looking at the nature of war and peace and pacifism, justice and conflict. Discussing why people may want to go to war and the reasons governments give for justifying it.	<ol style="list-style-type: none"> 1. Find out what jihad is according to Muslim scholars (NOT according to the news or terrorists – you're looking for the <i>real</i> religious view rather than how some people interpret it nowadays). 2. Research the second Iraq war – what happened and why did war start? 3. Research the Russian revolution – why did people want to get rid of the Tsar? 4. Find out what happened in the Rwandan genocide. 5. Find out what the Cuban Missile Crisis was and why it happened.
	Just War Theory	To understand what Just War Theory is and the Christian approach to war and morality.	Looking at the rules of JWT and discussing whether there can be such a thing as a just war.	
	Revolution, morality and utopia	To discuss whether revolutionary ideals are more important than human lives.	Learning and investigating the key words: Revolution, morality and utopia. Being able to discuss whether you can have a utopia after a revolution if people die.	
	Nihilism, Nazis and genocide	To analyse and discuss amorality in conflict.	Thinking about why people such as the Nazis would have conducted themselves the way they did and the concept of morality in this situation.	
	Nuclear War	To discuss whether nuclear war can ever be moral with historical examples.	Looking at the morality of nuclear weapons and their use and ownership. Looking at Hiroshima and Nagasaki as case studies on the use of nuclear weapons and WMDs. The looking at how the use of nuclear weapons would compare with JWT.	
	Religious War	To question and reflect upon whether religion is the cause of war.	Looking at religious teachings on killing and comparing these to war and JWT and Jihad. How people use religion as justification for war but how in reality, most of the time politics is the cause of war and religious can be used an excuse.	
Test	Assessment on the above topic.			

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Religion and crime	What is crime?	To know and understand what crime is and the legal position on criminal responsibility.	Looking at and discussing what crime is, the law surrounding it and the different types of crime. Thinking about and discussing the impact crime has on society.	Collect a story from the media of a crime that has been committed. Write a review of the crime saying how you think the criminal should be dealt with, then comparing it with two DIFFERENT religious views points on how the criminal should be dealt with – using scripture to support your answer.
	What is sin?	To know and understand what sin is and some key religious teachings on sin.	Looking at sin in Abrahamic religions and learning the story of Adam and Eve and original sin. Thinking about the impact this story has on religious believers.	
	Why do people commit crime?	To think and question the reasons for why people commit crime.	Thinking about and discussing why people might commit crime – looking at poverty, addiction, homelessness, fear etc.	
	Religion and Crime	To know some key religious views and attitudes towards people who commit crime	To look at the six major world religion's views on crime and punishment referring to scripture.	
	Religion and punishment - forgiveness	To know some key religious views and attitudes toward forgiveness and crime.	Looking at religious teachings on forgiveness and crime – focussing specifically on Christian teachings but also looking at the other 5 major world faiths.	
	Religion and punishment - retribution	To know some key religious views and attitudes toward retribution and crime.	Looking at the verse 'an eye for an eye' as a focus for the concept of retribution and punishment and the death sentence and religious attitudes toward the death penalty.	
	Crime and freewill	To know and understand religious views on freewill and its impact on criminal behaviour.	Looking at the idea of freewill in religion and how this impacts on teachings about crime looking at case studies and arguing about the nature of freewill and moral codes.	

Unit/Topic	Lesson Title	Lesson Objective	Basic lesson content	Homework tasks for this topic.
Religion and prejudice	Christianity and prejudice.	To know and understand key Christian ideas surrounding racism, homophobia, sexism, ageism and disability discrimination.	Discussing what the words prejudice and discrimination mean, then researching and learning about Christian teachings on prejudice and examples of prejudice within the religion (women priests and homophobia) and how this juxtaposes with teachings like 'love your neighbour.'	Research the equal opportunities act and the UN declaration of human rights, compare them with religious ideas on prejudice.
	Prejudice and Buddhism	To know and understand key Buddhist ideas surrounding racism, homophobia, sexism, ageism and disability discrimination.	Researching and learning about Buddhist teachings on prejudice and how they compare with other faiths.	
	Prejudice and Islam	To know and understand key Muslim ideas surrounding racism, homophobia, sexism, ageism and disability discrimination.	Researching and learning about Muslim teachings on prejudice and how they compare with other faiths.	
	Prejudice and Judaism	To know and understand key Jewish ideas surrounding racism, homophobia, sexism, ageism and disability discrimination.	Researching and learning about Jewish teachings on prejudice and how they compare with other faiths.	
	Prejudice and Sikhism	To know and understand key Sikh ideas surrounding racism, homophobia, sexism, ageism and disability discrimination.	Researching and learning about Sikh teachings on prejudice and how they compare with other faiths.	

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Religion and prejudice	Prejudice and Hinduism	To know and understand key Hindu ideas surrounding racism, homophobia, sexism, ageism and disability discrimination.	Researching and learning about Hindu teachings on prejudice and how they compare with other faiths.	Research the equal opportunities act and the UN declaration of human rights, compare them with religious ideas on prejudice.
	The Holocaust and religious responses	To think about and analyse religious responses to the Holocaust.	To discuss the Holocaust (they have already done this from a historical perspective in History). Then discuss how Jews felt about God at the time. Then looking at how other religions responded to the holocaust at the time and since.	
	Modern day prejudice	To know and understand key secular ideas surround racism, homophobia, sexism, ageism and disability discrimination.	Looking at the law that protects people from discrimination. How these laws are implemented and discussing why prejudice may still exist in the modern world.	
	Why are people prejudiced?	To think about and analyse why people are prejudiced and to discuss and evaluate historical arguments for the justification of prejudice.	Looking at historical sources used to justify prejudice in the past. Some 'scientific' sources on race and gender etc.	
	The UN declaration of human rights	To discuss and understand the UN declaration of human rights.	Looking at the UN declaration of human rights and its impact historically and politically and what countries do when other countries breach this declaration.	
	Test	Assessment on the above topic.		
	UN declaration of human rights part 2	To know what the declaration of human rights is and how it affects our own lives	Creating our own charter.	
	Prisoners of Conscience	To know about and understand what religious prisoners of conscience are.	Discussing amnesty international case studies on prisoners of conscience.	

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Origins of the universe	Abrahamic religions and creation.	To know and understand Abrahamic religious teachings about the origins of the universe, including different interpretations of these.	Looking at the Genesis story of creation and discussing its impact on three of the major world faiths.	Revise for assessment.
	Science and creation	To know and understand relationship between scientific views, such as the Big Bang theory, and religious views.	Comparing scientific views on creation with Genesis and discussing the concept of metaphor in religious creation myths and whether scientific and religious stories are compatible or not and why. Looking at the Anthropic Principle (FR Tennant).	
	Stewardship	To know and understand religious teachings about the value of the world and the duty of human beings to protect it, including stewardship, dominion, responsibility, awe and wonder.	Looking at religious views on the protection and ownership of the planet.	
	Religion and the environment	To know and understand religious teachings, beliefs and attitudes about the use and abuse of the environment, including the use of natural resources, pollution.	Looking at religious views on the environment, global warming, pollution and the affect these teachings have on people's attitudes.	
	Religion and animals	To know and understand religious teachings, beliefs and attitudes about the use and abuse of animals, including animal experimentation and the use of animals for food.	Looking at religious views on the treatment of animals and the affect these teachings have on people's attitudes.	
	Test	Assessment on the above topic.		

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The value of human life	Genesis and the fall	To know and understand the story of the fall of man and the origin of sin from an Abrahamic religious perspective.	Recapping the story of Adam and Eve and discussing the important of the story to believers in understanding where humanity came from and its purpose on Earth.	Research salvation and its link to original sin in the three Abrahamic religions: Christianity, Judaism and Islam. Compare UK laws on abortion with laws in other countries worldwide.
	Evolution	To know and understand the scientific views on evolution and compare it with an Abrahamic religious perspective.	To think about evolution and its place within religious views on design in the world. To see if evolution and religious viewpoints are compatible or not and why.	
	The Sanctity of Life	To know and understand what the term 'sanctity of life means' and its impact on religious believers.	To think about humanity's place on Earth and the religious concept that humans are designed in the 'image' of God and the importance religion places on that idea.	
	When does life begin?	To think about and evaluate your own opinions and religious views on the beginning of life.	To think about and question when 'life' begins from a medical, legal and religious viewpoint.	
	Abortion and religion	To know and understand some key religious views on abortion and compare them with your own.	Looking and scripture and religious leader's views on abortion. Then thinking about and discussing how these views have impacted on the law in different countries.	
	Abortion and secularism	To know and understand the legal view on abortion in the UK and compare this with religious viewpoints.	To look at the legal position and non-religious views on abortion and compare them with religious viewpoints discussed in the previous lesson.	
	Reflection: Is life sacred?	To summarize what you have learnt during this topic.	Summarising and reflecting upon all the issues raised in the final two topics about humanity's place on the earth and whether there is a sacredness to life.	