

Course Rationale

Year 9 – Pupils will be taught part of Section A for the GCSE Short course in Religious Studies focusing on Religious Practices. This will serve as an introduction and taster to GCSE RS.

Year 10 – Pupils will be taught during a modular group of subjects including study skills and statutory PE on a rotation basis. They will be taught half of the Christianity and Buddhism/Sikhism units during this time and the Relationships and Families unit.

Year 11 – Pupils will be taught the remainder of the Christianity and Buddhism/Sikhism units and the Religion, Peace and Conflict units. Those who wish to proceed may be entered for the GCSE RS Short Course examination.

Christian Beliefs (Year 9)

	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
	God	Pupils will already have learned about different ideas about God in other units they have studied in Key Stage 3 from a variety of different religions including Christianity.	This topic is all about the nature of God in Christianity and what Christians believe about this. They will look at the idea of the Trinity and the qualities of God.	Pupils will next go on to study how Christians believe God created the world. Later they will look at Christian practices where some knowledge of basic Christian beliefs will be useful.	Know the key denominations of Christianity Know key Christian beliefs about God (Monotheistic, Holy) Know key beliefs about the nature of God (Omnipotent, loving, just) Know the key principles of the Trinity	Pupils will be assessed on these end goals in Key Assessment Point 3 for this year.
	Creation	Pupils will have done some work already on the creation and may have some understanding of different creation stories from other cultures and religions.	This short topic will explain key Christian beliefs about creation and where these beliefs come from.	Pupils will next go on to study the life of Jesus Christ and key beliefs about him. Later they will look at Christian practices where some knowledge of basic Christian beliefs will be useful.	Know how Christians believe the world was created. Know key sources for Christian belief on creation.	Pupils will be assessed on these end goals in Key Assessment Point 3 for this year.
	Jesus Christ	Pupils have already studied units on Jesus and Christianity including the Year 7 unit "Jesus the Radical".	This topic aims to look at key points in the life of Jesus Christ and what Christians believe about him. This includes looking the incarnation, the idea of Jesus being the son of God, the crucifixion, the resurrection and ascension of Jesus.	The key ideas of the life of Jesus and what Christians believe about him will be relevant in the next topic about death, sin and salvation. Later they will look at Christian practices where some knowledge of basic Christian beliefs will be useful.	Know the key features of the incarnation Know key beliefs and sources for the idea that Jesus is the son of God. Know the key events and significance of the crucifixion. Know the key events and significance of the resurrection and ascension of Jesus.	Pupils will be assessed on these end goals in Key Assessment Point 3 for this year.
	Death, Sin and Salvation	Pupils will already have looked at different ideas about death and the afterlife from other religions they have studied and will bring their own views on this subject.	This final topic will aim to bring together some of the ideas from earlier in the unit to explain Christian beliefs about life and death. These will include the idea of heaven and hell, sin and salvation and Jesus' role in it.	Next pupils will go on to study key Buddhist beliefs. Pupils will use what they have learned about the basic beliefs and Christians to aid their study of Christian practices and their views on Relationships and Families and Peace and Conflict.	Know key Christian beliefs about life after death Know key beliefs about the idea of a day of judgement Know key Christian beliefs about the idea of heaven and hell. Know the origins and meaning of the concepts of sin and salvation. Know why Jesus is considered important for the idea of salvation and atonement	Pupils will be assessed on these end goals in Key Assessment Point 3 for this year.

Buddhist Beliefs (Year 9)

	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
Buddhist Beliefs (Year 9)	The Buddha and his teachings	Pupils will already have studied some elements of Buddhism in Key Stage 3 such as in the Year 7 unit on Buddhism and the Year 8 unit on Morality.	In the life of the Buddha, we can learn much about the basic beliefs of Buddhism and how the Buddha came to achieve enlightenment. This is then an example to Buddhists of how to live their life.	Now that pupils are aware of the story of the Buddha, particularly the Four Sights, Pupils can next go on to study the basic beliefs and teachings of Buddhism including the Three Marks of Existence and the Four Noble Truths and the Eightfold Path.	<p>Know key features of the early life of Siddhartha Gautama</p> <p>Know the Four Sights and their importance</p> <p>Know key features of the Buddha's ascetic life</p> <p>Know key features of the Buddha's enlightenment</p> <p>Know the meaning and importance of Dhamma and Dependent Arising</p>	Pupils will be assessed on these end goals in Key Assessment Point 3 for this year.
	The Three Marks of Existence	<p>Pupils will already have studied some elements of Buddhism in Key Stage 3 such as in the Year 7 unit on Buddhism and the Year 8 unit on Morality.</p> <p>Their understanding of the life of the Buddha and his teachings will help them to understand elements of this topic.</p>	Buddhism teaches that there are three characteristics that are fundamental to all things. These can be found in the Three Marks of Existence. Buddhists believe these are important for achieving enlightenment.	Pupils will now go on to study the Four Noble Truths and the Eightfold Path.	<p>Know the meaning, types and importance of Dukkha including the seven states of suffering</p> <p>Know the meaning of Anicca and how it relates to Dukkha</p> <p>Know the meaning of anatta and the Five Aggregates</p>	Pupils will be assessed on these end goals in Key Assessment Point 3 for this year.
	The Four Noble Truths	<p>Pupils will already have studied some elements of Buddhism in Key Stage 3 such as in the Year 7 unit on Buddhism and the Year 8 unit on Morality.</p> <p>Their understanding of the life of the Buddha and his teachings will help them to understand elements of this topic.</p>	In the previous topic, pupils learned about the Four Sights. These would lead the Buddha onto the Four Noble Truths which form the basis of Buddhist beliefs. Pupils will study the Four Noble Truths and how by following the Eightfold Path they can reach the end of the cycle of life – Nirvana.	Pupils will now go on to study some of the ethical teachings of Buddhism.	<p>Know the Four Noble Truths</p> <p>Know the importance of Dukkha and impermanence</p> <p>Know the concept of Tanha and the Three Poisons</p> <p>Know Buddhist teachings of overcoming craving and ignorance</p> <p>Know the Eightfold Path</p>	Pupils may be assessed on these end goals in Key Assessment Point 3 for this year.
	Schools of Buddhism and Ethical Teachings	<p>Pupils will already have studied some elements of Buddhism in Key Stage 3 such as in the Year 7 unit on Buddhism and the Year 8 unit on Morality.</p> <p>Their understanding of the life of the Buddha and his teachings will help them to understand elements of this topic.</p>	Whilst many ethical teachings of Buddhism can be found in the basic teachings of other major world religions, some of their wider beliefs about Karma and the practice of meditation have been widely used outside of the religion and due to aiding mindfulness are worthy of study.	Pupils will use what they have learned about the basic beliefs and ethics of Buddhists to aid their study of Buddhist practices and their views on Relationships and Families and Peace and Conflict.	<p>Know the key features of Theravada Buddhism.</p> <p>Know the key features of Mahayana Buddhism including the Buddha-nature</p> <p>Know the meaning of Arhat and Bodhisattva</p> <p>Know the features of Pure Land Buddhism</p>	Pupils may be assessed on these end goals in Key Assessment Point 3 for this year.

	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
Relationships and Families (Year 10/11)	Human Sexuality	Pupils will have studied areas of Christianity, Sikhism and Buddhism already in Years 7 and 8 whilst the themes of sexuality will have come up in the PSHE curriculum.	Some attitudes towards sex, sexuality and homosexuality are shaped by religious viewpoints. This topic will allow pupils to explore what adherents actually believe and the origins of these beliefs in scripture.	Now they have an understanding of religious views of sexuality, pupils will next go on to study Buddhist/Sikh and Christian attitudes towards marriage. They may revisit some of these issues in PSHE lessons. They will also revisit these ideas in Year 10 Study Skills lessons where they will form the focus of revision sessions.	<p>Knowledge and Understanding Human Sexuality, Homosexuality, Heterosexuality, British Law on Homosexuality, Bible Attitudes towards Homosexuality, The Buddhist Lay Community, the Buddhist Monastic Community, Khalsa, Sewa, chastity, Rahit Maryada, Responsible parenthood</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	
	Marriage and Divorce	Pupils will already have looked at some life ceremonies in previous units such as coming of age ceremonies in the 'Being a Teenager' unit. Again, pupils will have studied some elements of Christianity, Sikhism and Buddhism in Years 7 and 8.	Beliefs about marriage are central to Christian, Sikh and Buddhist attitudes towards the family. These lessons will allow pupils to study why this is. It will also look at religious beliefs on contraception and sex before and outside of marriage allowing pupils to gain a fuller understanding of religious beliefs about family and relationships.	Now pupils have an understanding of religious views of marriage, pupils can go on to study religious beliefs about the family. They may revisit some of these issues in PSHE lessons. They will also revisit these ideas in Year 10 Study Skills lessons where they will form the focus of revision sessions.	<p>Knowledge and Understanding Sex before Marriage, Adultery/Sex outside of Marriage, Contraception, Family Planning, Marriage, Divorce, Cohabitation, the Purpose of Marriage, Re-marriage</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	<p>Explain Question Assessment</p> <p>Pupils could complete a set of explain exam-style questions on the subject of marriage and divorce.</p>
	Families	The role of the family may have come up on the PSHE curriculum in Key Stage 3. Again, pupils will have studied some elements of Christianity, Sikhism and Buddhism in Years 7 and 8.	In this topic pupils will look at different religious viewpoints on the family, different types of family and the purpose of family in a religious context.	Now they are aware of religious views on the role of women within families, pupils will go on to study gender equality. They may revisit some of these ideas if they go on to take GCSE Sociology. They will also revisit these ideas in Year 10 Study Skills lessons where they will form the focus of revision sessions.	<p>Knowledge and Understanding Family types (Nuclear, extended), Polygamy, Same-sex parents, Purpose of Families, Procreation, Stability</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	<p>Evaluation Assessment</p> <p>Pupils could complete an evaluation question on families.</p> <p>"Same sex parents are just as good at bringing up children as other parents" Evaluate this statement</p>
	Gender Equality	Pupils looked at gender equality during the unit 'Jesus the Radical' where they looked at Jesus and the Church's attitudes towards women. They will also have studied this in the PSHE curriculum. Again, pupils will have studied some elements of Christianity, Sikhism and Buddhism in Years 7 and 8.	In this final topic of the unit, pupils will study different religious viewpoints about the role of women and gender equality in religion. They will look at the issues of discrimination and stereotyping and Christian, Sikh and Buddhist responses to these.	Now they have completed this unit, pupils will go on to study RS either as a GCSE Option or as part of the GCSE Short Course. The ideas in these unit will be revisited during Study Skills lessons where pupils will learn how to study using the knowledge from this unit as a starting point.	<p>Knowledge and Understanding Gender Equality, Christian Beliefs about Gender Equality, Prejudice, Stereotyping, Gender Discrimination</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	<p>End of Unit Test</p> <p>Pupils could complete an online multiple choice quiz in the style of multiple choice quizzes from the GCSE Short Course exam.</p>

Christianity – Practices (Year 10/11)

	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
Christianity – Practices (Year 10/11)	Worship and Prayer	Pupils will have studied some elements of Christian worship and prayer in previous units and in History lessons. They will have some knowledge of key Christian beliefs from their Year 9 unit on Christian Beliefs.	Worship and prayer are religious ways of communicating with God and are therefore very important to all Christians. Pupils will learn about different types of worship and prayers and the seven sacraments, specifically Baptism and Holy Communion.	Next pupils will go on to study different types of worship found in pilgrimage and festivals	<p>Knowledge and Understanding Worship, Liturgical and Non-Liturgical Worship Informal Worship, Prayer, the Lord’s Prayer, Sacraments, Baptism, Believer’s Baptism, Holy Communion, Divine Liturgy, Mass, Eucharist.</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	Pupils could complete a 4 mark question contrasting two forms of Christian worship.
	Pilgrimage and Festivals	Pupils will have studied some elements of festivals before in work in Key Stage 2 and 3 RE lessons. They will have studied different forms of Christian Worship and will have some knowledge of key Christian beliefs.	Going on pilgrimage, either to a national centre of pilgrimage or to an international centre such as the Holy Land is a major form of worship for many Christians whilst the more familiar worship of Christian festivals often goes beyond the religion itself and adds insights to British culture.	Next pupils will go on to look at the role of the Church in the community where people show their devotion to God in other ways.	<p>Knowledge and Understanding Pilgrimage, places of pilgrimage, Lourdes, Iona, Christian festivals, Christmas, Easter.</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	Pupils could complete some ‘example’ 2 mark questions on these topics.
	The Role of the Church in the Community	Pupils will have already studied some ways that Christians help those in the community in Key Stage 3, for example in the unit on Morality. They will also have studied different forms of Christian worship and key Christian beliefs.	Christians believe that an important role for them is in giving to charity and in volunteering – values that come from the example of Jesus Christ. In this unit they will look at the various different types of outreach work that Churches do within their local communities.	Next pupils will go on to look at the concept of mission and how the Church seeks to grow in a time where attendances at many Churches are dwindling.	<p>Knowledge and Understanding Church, Foodbank, Trussell Trust, Street Pastors, Parish Nursing</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	Pupils could complete a 12 mark evaluate question after the next topic using what they have learned.
	Mission and Evangelism	Pupils will have already looked at some ways the Church interacts with its local community and will have studied important key Christian beliefs that will be relevant.	Another way that the Church reaches out to its community is when it seeks to grow the Church and spread the good news to others. In this unit, pupils will look at ways that Christians do this.	Finally, pupils will go on to study the role and state of the Church in the world.	<p>Knowledge and Understanding Mission, Evangelism, Alpha Course</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	Pupils could now complete the 12 mark evaluate question: “The most important duty of the Church is to help people in need”
	The Worldwide Church	Pupils will have studied mainly the state of the Church in England or at least within a Western tradition. They will also have studied key Christian beliefs and the beliefs of other relevant major world religions.	This unit focuses on the state of the Church in the world and some of the wider aid work that it does including its response to worldwide poverty and also the persecution of Christians throughout the world	In the next unit, pupils will go on to study Buddhist practices, Relationships or Families and then Peace and Conflict	<p>Knowledge and Understanding Church Growth, Discipleship, Reconciliation, Persecution, Christian responses to persecution, problems of world poverty, Christian responses to world poverty, CAFOD, Christian Aid, Tearfund.</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	Pupils could complete an online multiple choice quiz in the style of multiple choice quizzes from the GCSE Short Course exam.

Buddhism – Practices (Year 10/11)

	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
	Worship	Pupils have already learned about some of the key Buddhist beliefs in their first unit on Buddhism. They will also have studied some elements of Buddhism at Key Stage 3.	Buddhist worship allows Buddhists to focus on their faith and the importance of Buddhism in their lives. In this unit pupils will become more familiar with Buddhist forms and places of worship.	Pupils will be able to develop their understanding of Buddhist worship as they move on to study different forms and uses of meditation.	<p>Knowledge and Understanding Temples, Shrines, Monasteries, Puja, Changing, Mantras, Mala.</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	Pupils could complete the 5 mark question 'Explain two ways that Buddhists can perform Puja in the home'
	Meditation	Pupils will already have learned about meditation during their Key Stage 3 lessons and will therefore have some understanding of what it is and how to do it. They may also have done some mindfulness practice as part of PSHE lessons.	Meditation is a practice that is synonymous with, though not exclusive to, Buddhism. As it allows people to focus their minds it is not specifically a method of worship but it can be used for this. In this topics, pupils will learn more about meditation in the Buddhist tradition.	Next pupils will go on to study Buddhist festivals and ceremonies.	<p>Knowledge and Understanding Meditation, Samatha Meditation, Mindfulness, Vipassana Meditation, Zazen, Visualisation, Thangkas, Mandalas</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	Pupils could complete a 12 marks evaluation 'Meditation is the most important practice for Buddhists'
	Ceremonies and Festivals	Pupils may have already studied Buddhist festivals as part of their key Stage 2 studies. They have also studied key Buddhist beliefs in the first unit on Buddhism.	This topic looks at the rituals associated with Buddhism, which are perhaps less well known than other world religions such as Christianity and Hinduism.	Next pupils will go on to study more ethical teachings to compliment what they studied in the first unit on Buddhist beliefs.	<p>Knowledge and Understanding Ritual, Theravada Funeral, Funerals in Tibet and Japan, Wesak, Parinirvana Day, Retreats</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	Pupils could complete a 4 mark question such as Explain two contrasting Buddhist rituals associated with death and mourning.
	Ethical Teaching	In the first unit, pupils began to look at some of the ethical teaching of Buddhism focusing on their core beliefs. They will also have studied some elements of this unit, such as the Five Moral Precepts in units such as Year 8 Morality.	This topic looks at a variety of Buddhist ethical beliefs and practices to compliment what they learned in their unit on Buddhist beliefs.	In the next unit, pupils will go on to study Christian practices, Relationships or Families and then Peace and Conflict	<p>Knowledge and Understanding Kamma, Skilful and Unskilful Actions, Ethics, Karuna, Loving Kindness (Metta), Five Moral Precepts, The Six Perfections.</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	Pupils could complete an online multiple choice quiz in the style of multiple choice quizzes from the GCSE Short Course exam.

Buddhism – Religion, Peace and Conflict (Year 11)

Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
Beliefs and Religion and Conflict	Pupils will already have studied different religious beliefs about Peace and Conflict in the Year 8 unit of the same name. They will have knowledge of Buddhism from units in Key Stage 3 and from the two Buddhism units in Year 9 and 10. This unit will allow direct comparisons with Christian beliefs learned alongside this unit.	Whilst Buddhism may not be thought of by pupils as being related especially to war and conflict in the world, its adherents are no less susceptible to participation in war, conflict, violence and protest as much as other religions. In this topic, pupils will learn about the basic beliefs of Buddhists regarding peace and conflict.	Now they have studied the basic beliefs and related to these to the beliefs and ethics they studied in Year 10, pupils can now go on to look at specifically at more peace and conflict and Buddhists views on these.	<p>Knowledge and Understanding War, peace, justice, forgiveness, reconciliation,</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	
Violence and Terrorism	Pupils will already have studied different religious beliefs about Peace and Conflict in the Year 8 unit of the same name. They will have knowledge of Buddhism from units in Key Stage 3 and from the two Buddhism units in Year 9 and 10. This unit will allow direct comparisons with Christian beliefs learned alongside this unit.	In this topic pupils will look at Buddhists views around the use of violence and terrorism, whether there can be a justification for these and how Buddhists respond to these in the context of their beliefs.	Pupils will now go on to study Buddhist views about warfare including case studies of Buddhist participation in conflict.	<p>Knowledge and Understanding Protest, Violence, Terrorism</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	
War	Pupils will already have studied different religious beliefs about Peace and Conflict in the Year 8 unit of the same name. They will have knowledge of Buddhism from units in Key Stage 3 and from the two Buddhism units in Year 9 and 10. This unit will allow direct comparisons with Christian beliefs learned alongside this unit.	In this topic, pupils will look at general Buddhist beliefs about warfare and whether war can ever be justified in the context of a just or holy war. They will also discuss examples of where Buddhists have been involved in warfare and conflict.	Now pupils have studied the beliefs of Buddhists about warfare and their role in it, they can look at how Buddhism and Buddhist beliefs have played a role in peace-making.	<p>Knowledge and Understanding Reasons for war, greed, self-defence, retaliation, Nuclear War, weapons of mass destruction – chemical and biological weapons, Just War, Holy War, Japanese Buddhism and War,</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	Explain Question Assessment Pupils will complete a set of explain exam-style questions on the subject of violence, terrorism and war.
Pacifism and Peace-making	Pupils will already have studied different religious beliefs about Peace and Conflict in the Year 8 unit of the same name. They will have knowledge of Buddhism from units in Key Stage 3 and from the two Buddhism units in Year 9 and 10. This unit will allow direct comparisons with Christian beliefs learned alongside this unit.	The first moral precept teaches that Buddhists should not kill or harm any living beings and so Buddhists naturally by following their beliefs should be pacifists. In this topic pupils will look at why this is and examples of how Buddhists have sought to play the role of peacemaker in conflicts.	Pupils will be able to compare the views and beliefs of Buddhists with those of Christians whose beliefs they will study alongside those of Buddhists. Following the end of these units, pupils will make a decision on whether they wish to sit their short course examination.	<p>Knowledge and Understanding Pacifism, Peace-making, Victims of War, Parable of the Saw, Tzu-Chi Foundation</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	<p>Evaluation Assessment Pupils will complete an evaluation question on pacifism “Pacifism is the approach that religious believers should take when discussing the right to fight” Evaluate this statement.</p> <p>End of Unit Test Pupils will complete an online multiple choice quiz in the style of multiple choice quizzes from the GCSE Short Course exam.</p>

Christianity – Religion, Peace and Conflict (Year 11)

	Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
	Beliefs on Peace and Conflict	Pupils will already have studied different religious beliefs about Peace and Conflict in the Year 8 unit of the same name. They will have knowledge of Christianity from units in Key Stage 3 and from the two Christianity units in Year 9 and 10. This unit will allow direct comparisons with Buddhist beliefs learned alongside this unit.	Whilst the belief in peace and love for their neighbour is a fundamental belief in Christianity there is little doubt that Christians have been involved directly in many wars throughout history. This unit seeks to look at Christian beliefs about peace and conflict and this first topic serves as an introduction to this.	Now they understand the basic Christian viewpoints about peace and conflict, they will go on to study more specifically the issues of violence, terrorism and protest and how Christian beliefs affect these.	<p>Knowledge and Understanding War, peace, justice, forgiveness, reconciliation,</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	
	Protest and Terrorism	Pupils will already have studied different religious beliefs about Peace and Conflict in the Year 8 unit of the same name. They will have knowledge of Christianity from units in Key Stage 3 and from the two Christianity units in Year 9 and 10. This unit will allow direct comparisons with Buddhist beliefs learned alongside this unit.	In this topic pupils will look at the basic UK law regarding protesting, try to understand terrorism as a means of conflict and look at Christian beliefs about these and whether violence can ever be justified.	Now pupils have an understanding of the basic beliefs of Christians about conflict and violence, they will study war specifically and whether there can be a just war.	<p>Knowledge and Understanding Protest, Violence, Terrorism</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	<p>Explain Question Assessment</p> <p>Pupils will complete a set of explain exam-style questions on the subject of Christian beliefs about Peace, Conflict, Protest and Terrorism.</p>
	War	Pupils will already have studied different religious beliefs about Peace and Conflict in the Year 8 unit of the same name. They will have knowledge of Christianity from units in Key Stage 3 and from the two Christianity units in Year 9 and 10. This unit will allow direct comparisons with Buddhist beliefs learned alongside this unit.	In this topic pupils will look at Christian beliefs about warfare, weapons of mass destruction and the reasons for going to war. They will also discuss the idea of a just war or holy war and whether warfare can ever be justified by people of faith or ethically.	Finally pupils will go on to study the role of Christianity in peace making and whether all Christians should be pacifists	<p>Knowledge and Understanding Reasons for war, greed, self-defence, retaliation, Nuclear War, weapons of mass destruction – chemical and biological weapons, Just War, Holy War</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	<p>Evaluation Assessment</p> <p>Pupils will complete an evaluation question on Christian views on war.</p> <p>“The Just War Theory is the best religious response to whether it is right to fight.” Evaluate this statement.</p>
	Pacifism and Peace-making	Pupils will already have studied different religious beliefs about Peace and Conflict in the Year 8 unit of the same name. They will have knowledge of Christianity from units in Key Stage 3 and from the two Christianity units in Year 9 and 10. This unit will allow direct comparisons with Buddhist beliefs learned alongside this unit.	By their belief to love their neighbour, Christians are taught to be peace makers and many Christians are consummate pacifists believing that warfare can never be justified. In this topic pupils will look at the issue of pacifism and the role of Christianity in peace making and helping the victims of warfare.	Pupils will be able to compare the views and beliefs of Christians with those of Buddhists whose beliefs they will study alongside those of Christians. Following the end of these units, pupils will make a decision on whether they wish to sit their short course examination.	<p>Knowledge and Understanding Pacifism, Peace-making, Victims of War, Caritas, Christian Aid</p> <p>Skills Constructing well-argued, well-informed balanced and structured arguments; engaging with questions of belief, value, meaning, purpose, truth and influence on human life; developing own values, beliefs and attitudes</p>	<p>End of Unit Test</p> <p>Pupils will complete an online multiple choice quiz in the style of multiple choice quizzes from the GCSE Short Course exam.</p>