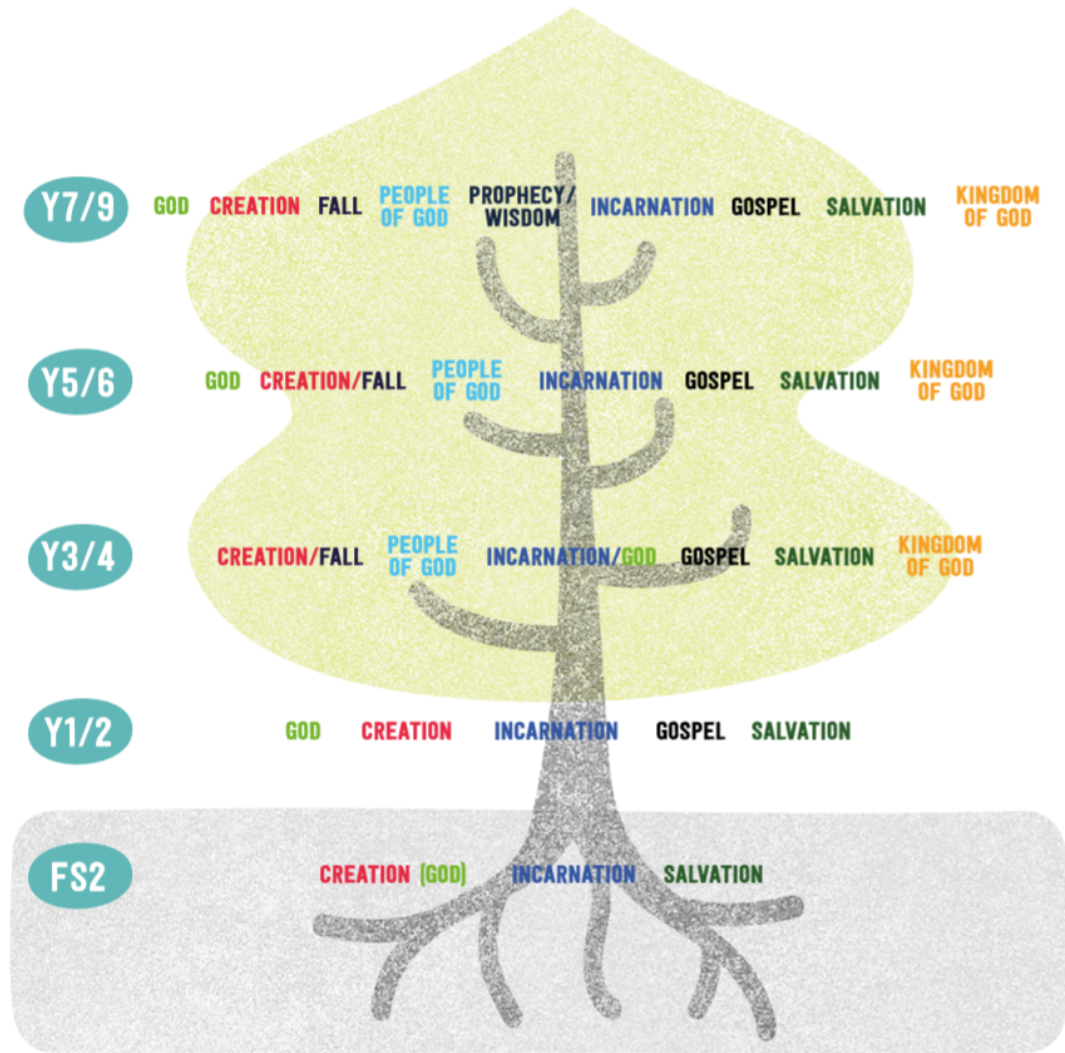




Key content

KS3 is a continuation and cumulations of a spiral curriculum that begins at KS1 at St Mary Magdalene. As a Church of England school, at least 50% of our curriculum time is dedicated to the teaching of Christianity. In terms of content for Christianity, the ‘Understanding Christianity’ document developed by The Church of England is the foundation of our spiral curriculum. However, we are inclusive and celebrate the diversity of Britain. Therefore, each of the other world faiths has a discreet place in our curriculum. The content and comparison of the other world faiths is supported by the latest SACRE document from The Royal Borough of Greenwich.



By the end of KS3, students will have a secure understanding of the main beliefs and practices of Christianity as they arise from studying the concepts outlined in this document. Students should begin to grasp the ‘big story’ and recognize its significance for how many Christians understand the Bible and its importance in exploring God’s dealings with humanity. Tying these concepts with the ‘big story’ frieze is one simple way to help students gain this coherent understanding of Christian theology, biblical study, and Christian living.

The core concepts fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as students move through the school. These are explored through key questions, however, and so are not applied exclusively – links and connections will be made between concepts during units.

Pupils will also explore how central beliefs of the world's largest religions can be seen within the Royal Borough of Greenwich. A specific focus will be given to comparing beliefs and active engagement with the faith community of the Royal Borough of Greenwich.

Teachers can see what has been studied earlier in the primary school by looking at the diagram contained in the SOW. When introducing these materials for the first time, you may not be able to count on this prior learning and so using some of the materials from upper KS2 might be appropriate.

Across all topics students will be expected to focus on reflective AO2 tasks that ask them to critically engage with subjects. The specific focus of this will be; how they can develop their own spiritual and civil responsibilities in response to the class topics.

## **Christianity**

### **Beliefs**

While exploring Christianity students will be introduced to ways of investigating and categorizing aspects of a religion.

Pupils will be investigate core religious beliefs. Pupils will expand their understanding of these beliefs using Scripture. Pupils will investigate the principle of different groups within a given faith or tradition. Pupils will also begin to look at the different ways scripture can be interpreted.

### **Sources of Wisdom and Authority**

Students will look at groups, traditions and individuals that have shaped and informed beliefs.

This will focus on roles within faith that influence an entire tradition, roles that might impact sections of society and the role each individual might play

### **Practices**

Students will investigate what practices believers will engage in. They will explore how beliefs, cultures and traditions impact the way in which practices are carried out. Students will evaluate the relative importance of practices to believers and their place within a believers faith journey.

Students will also look at conflicts between religious expectations and the views of wider British society

### **Influences**

Students will examine religious symbols, art, architecture, media and modern representation of beliefs and practices. They will critically evaluate the use and importance of such artefacts and consider their relevance in modern society.

## **Introduction to Christianity**

Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity.

Pupils will investigate Christian beliefs about the following:

- About God's nature
- Jesus' nature
- Jesus' teachings
- The Trinity's nature
- Religious experience
- Human nature

In exploring this students will use scripture, Christian sources of wisdom and authority, religious art and examples of faith in practice seen throughout the world and as practiced in the Royal Borough of Greenwich. Pupils will begin to explore the principles of common and divergent views within a faith (Christianity) in the way beliefs and teachings are understood and expressed should be included throughout. With reference to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant. They must study the specific differences identified below.

British values of tolerance and understanding of differences within the diverse religious traditions of the UK.

God's nature as omnipotent, omniscient, omnipresent, transcendent and omnibenevolent.  
Jesus' nature as the incarnate son of God. Both fully human and fully divine.  
Jesus' nature as saviour. Placed on the earth with the intention of saving humanity.  
Jesus' teachings focussed on improving the relationship between humans and God  
The nature of God as a single being with three persons. Aspirational learning comparing God's Triune nature  
Representing belief through art. Divergent opinions on this practices and how it compares to Hindu, Islamic and Jewish practice  
Religious experiences- exploring different ways humans will try and encounter God with a focus on Christian acts of worship and charity  
Different expressions of belief in Christianity. This will focus on practices within modern society that might be avoided and

### **The nature of God**

Students will know that Christians believe:

Students will know that:

- Christians believe in God as Trinity, and that the different roles of the three persons in one God can be seen as exemplifying the relational nature of God and the importance of self-giving love in Christian practice.
- Ideas of God have varied (and still do) within the Christian Church, and different emphases lead to different ways of living, for example, some Christians explain how and why God allows suffering; others cannot, but still trust God.
- Christians can use the Bible to describe God in different ways.
- It is not simple to talk about God, and language about God might use analogy, symbol or metaphor and still not get close to what God is 'really' like. Christians believe that trying to express the inexpressible mystery of God is still worthwhile. Not all Christians agonise over such theological problems – some might say it is more important to get on with loving God and their neighbour.

### **Creation and fall**

Students will know that Christians believe:

- Creation reveals something about the nature of God (for example, powerful, involved in human life, source of all life on earth), and reminds humans of their place as dependent upon the Creator.
- Humans have a responsibility to Creation, as stewards.
- Genesis 1 and Genesis 2 present different pictures of God.
- There are various ways of resolving the perceived conflict between science and religion, such as by interpreting Genesis in different ways.
- Being made 'in the image of God' can be interpreted widely, but implies a significance for human beings, and an intimate connection between them and the Creator.
- The story of the Fall (Genesis 3) is interpreted differently by Christians (for example, Augustine and Irenaeus).
- The idea that sin spoils creation is fundamental to Christian belief, but it is tied with the idea that God brings salvation through Jesus – sin does not have the last word. Evil and suffering need not destroy faith in God.
- The idea that human beings are flawed and in need of God's salvation has influenced Christian thought over centuries. Reactions against it include ideas of Freud, Marx and positive psychology.
- Christians celebrate being created by God, and also respond to sin through confession, believing that God forgives, by his grace, through Jesus.

### **People of God**

Students will know that Christians believe:

The People of God did not always live according to the Law. Prophets spoke out through words and symbolic actions, declaring 'the word of the Lord'.

- Prophets called people back to God's Law – they reminded the People of God that their relationship with God was a covenant, or agreement; if they kept breaking the terms of the agreement, there will be difficulties.
- The People of God often ignored the voice of the prophet, but sometimes would repent and come back to God. Then the cycle would start all over again. The idea that sin spoils creation is fundamental to Christian belief, but it is tied with the idea that God brings salvation through Jesus - sin does not have the last word. Evil and suffering need not destroy faith in God.
- Christians today often focus on the call for social justice as an indicator of how far they are living as the People of God.
- The Bible has a rich 'wisdom' strand which gives a way of seeing the world, and guidance on responding to the challenges of life.

### **Incarnation**

Students will know that Christians believe:

Christians believe the incarnate Jesus embodies the nature of God and shows them what God is like.

- Christians believe Jesus' life offers a pattern for humans and models the way humans should be.
- Christians have used artwork of Jesus to show rich and diverse ways of understanding the incarnation and to reflect on the nature of God.
- Christians believe the incarnation validates the physical creation, and the human body (for example, in the Orthodox tradition).
- For Christians, Jesus' life and teaching exemplify God's interest in, care for and love of the poor and vulnerable.

### **Gospel**

Students will know that Christians believe:

Jesus' teachings challenged social structures as well as individuals, disappointing some of his contemporaries, who wanted the Romans out and the People of God to rule.

- The Bible teaches that the good news is for all people and should bring liberation in individuals' lives, and transform communities.
- Jesus' teaching challenges Christians to embody this transformation in their individual lives, church communities, and within the wider world.
- Christians believe the good news points towards a future rule of God when wisdom will prevail and evil and suffering will end (see also Kingdom of God).
- Jesus' teachings have influenced Christians and others beyond the Christian tradition.

### **Salvation**

Students will know that Christians believe:

- For Christians, salvation is a deep concept that incorporates all the others in this scheme. It includes healing of the whole person, of society and of the natural world.
- For Christians, different ways of understanding how Jesus brings salvation depend upon which aspect of Jesus' significance they emphasise, for example, his teaching, his example, his death, his resurrection, and so on.
- For Christians, the Holy Spirit carries on the work of sanctification in their lives, helping them to be more like Jesus, restoring the image of God.

### **Prophecy / Wisdom**

What do we do when life gets hard?

- Suggest meanings of biblical concepts and texts to do with wisdom, in Proverbs and Paul's letters, explaining their ideas with reasons and evidence.
- Give reasons and examples to explain the range of ways Christians respond to and are influenced by Bible wisdom texts and the key concepts studied.
- Respond to the challenges raised by biblical ideas and teachings about wisdom in the world today and in their own lives, offering reasons and justifications for their responses.

### **Kingdom of God**

Students will know that Christians believe:

For Christians, the future element of the Kingdom of God suggests a renewed heaven and earth, transforming the current creation, but taking account of human achievement (as humans are made 'in the image of God'), rather than wiping it away.

- There are different Christian understandings about life after death (soul; resurrection or re-creation; timeless beatific vision or everlasting life), but God's rule is seen as fundamental.
- Different readings of apocalyptic texts (for example, Revelation) are a feature of contemporary Christian beliefs, and these have an impact on how some Christians live now.

### **Islam**

Pupils will consider the nature of Islam as a growing part of world culture and consider how their own beliefs and ideologies might be influenced by this. Students will explore central beliefs about Islam. They will consider how beliefs can be interpreted with different intentions. Students will consider the importance of socially conscious teaching.

Students will consider the place of Holy texts in informing moral and ideological decision making.

Students will explore principles of sacrifice and how Ramadan compares to the sacrifices expected of varying faith communities. Students will explore the nature of Pilgrimage through Hajj. Developing the idea of devotion they will examine the role of food laws in Islam. Students will consider how devotion responds to central beliefs such as the sanctity of life and responsibility to share God-given gifts.

Students will also use this topic to continue to develop their critical analysis of ethical decision making.

### **Hinduism**

Pupils will consider how Hinduism engages with the wider cultural responsibilities within the UK.

A focus will be given to the significant differences in perspective and language when discussing Hinduism in contrast to faiths that have a greater focus on a single life and resulting afterlife.

Pupils will explore similarities and differences between Hinduism and Christianity in terms of:

Beliefs about the nature of the divine

Human nature

Human purpose

The role of holy Texts

Religious authority

An individual's vocation or social responsibility

Students will also consider Hindu acts of devotion including Sewa and participation in Divali.

Students will develop their understanding of differences within a Faith and how this impacts on and is impacted by British society. This will be investigated through a consideration of Gender roles and responses to conflict

### **Judaism**

Students should be aware that Judaism is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Students will develop the principle of; common and divergent views within Judaism in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Jewish perspectives in their answers, for example, Orthodox, Reform and Liberal Judaism.

Students should focus on similarities and differences that might exist between Judaism and Christianity

Beliefs and teachings

Key beliefs:

- The nature of God: • God as one • God as Creator • God as Law-Giver and Judge, loving and merciful.
- The Covenant and the mitzvot • The promised land and the Covenant with Abraham, Genesis 12:1-3. • The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments, Exodus 20:1-17. • 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). • The relationship between free will and the 613 mitzvot. • The impact this has on beliefs about life after death, including judgement
- The nature and role of the Messiah, including different views on the role and importance of the Messiah.

Practices:

Where relevant Pupils will consider how the practices of Orthodox and Reform Jews differ

The synagogue and its varied uses • The design and religious features of synagogues and their associated practices

Festivals and Rituals: • Rituals and their significance: • ceremonies associated with birth including Brit Milah. • Bar and Bat Mitzvah • the marriage ceremony • mourning rituals. • Rosh Hashanah and Yom Kippur • Pesach.

• Dietary laws and their significance, including different Jewish views about their importance. • kosher and trefah

### **Sikhism**

Students will look at Sikhism's founding in responding to social injustice and perceived differences with Hinduism and Islam. Students will use the topic to investigate social issues and how Faith holders may choose to dedicate themselves.

Students will also consider the nature of beliefs in divinity and life after death. A comparison with other faith traditions will be made in regards to the role of prophets, teachers and Holy texts.

Devotion will be considered in light of the use of the Gurdwara, Seva, The five K's

Moral questioning will continue, examining a Sikh's moral duty and beliefs that affect this such as an understanding of the sanctity of human life.

### **Buddhism**

Buddhism will be considered with recognition of the westernisation of the tradition and the many different ways it is engaged with. From the divine oriented origins in Hinduism and a seeking of enlightenment which is comparable to Moksha. This should be compared to the traditions more often seen adopted by western society that focus' on the individual and their own enlightenment.

Students will compare the different notions of spiritual dedication with Christianity.

Students will focus on the many guidelines to living a good life with the expectation of seeking enlightenment and positive resurrection. This will include reference to resurrection, the five precepts, the righteous path, a pursuit of happiness and the response to a belief in the value of all life and how this impacts conflict.

### **Religious and philosophical studies** (Religion vs Science to be combined with the topic of Wisdom literature)

Students will explore why Science is seen as the enemy or challenger of religion. Pupils will explore the contrast between "How" and "why".

Students will consider how different faith traditions and interpretations of Holy texts will interact differently with science.

Students will explore how issues that arise from scientific exploration are challenged by faith holders due to moral reasons.

Students will consider areas where faith and scientific communities share common interests such as preserving life and the response to global issues such as climate change.

Key assessment points

Half termly testing will focus on the beliefs, influences, sources of wisdom and authority and practices of Christianity, Judaism, Islam, Hinduism, Buddhism and Sikhism.  
Students will be expected to engage in half termly low stakes testing focussing on identifying and describing This will represent core content and will reflect working towards the skills needed at GCSE for 1 & 2 mark questions.

Pupils will also be tested on their ability to complete “explain”, “Compare” and “Contrast “ questions. These will be targeted on developing skills relevant to GCSE 4 & 5 mark questions as well as structured building block approaches to 12 mark questions.

Finally, Pupils will be asked to engage in extended writing. Extended writing will focus on pupils ability to critically evaluate stated positions. Pupils will be expected to identify and explain arguments for and against the stated position. This will be done with reference to more than one faith perspective. Developed answers will consider the strengths and weaknesses of arguments that could be made. This will be structured towards advancing skills needed to answer 12 mark GCSE questions.

**Christian ethos**

All topics will employ a comparative approach that will consider the impact of belief on faith holders. This will allow for a diversity of topics that still focus on individual pupil spiritual development. Pupils will be encouraged to actively critically engage with belief to consider the potential positive impact of belief and how they might apply this to their own life.  
The KS3 curriculum followed will seek to develop on ideas presented throughout KS1/2 which will be delivered in line with the faith and cultural values of the school.  
Students will be able to draw direct comparison between the investigation within lessons and the faith message and practices of the school.

**British values**

Content will be prepared and delivered with consideration given to the Royal Borough of Greenwich’s agreed KS3 curriculum.  
Students should consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They should be introduced to how the religious traditions of Great Britain are represented by the Royal Borough of Greenwich Christian, and that religious traditions in Great Britain are diverse. They include Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religious and nonreligious beliefs such as atheism and humanism. This knowledge may be applied throughout the assessment of the subject content.

Subject: Religious Studies  
Annual plan: Year 7



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Month	Key Questions
September	<p><b>Introduction to Christianity and Studying Religious studies</b></p> <ul style="list-style-type: none"> <li>To understand expectations within the RS classroom</li> <li>To explore which big questions RS uniquely helps us answer</li> <li>To identify and explain key beliefs about the nature of God</li> <li>To explore the nature of Jesus by considering of the term incarnation</li> </ul>
October	<ul style="list-style-type: none"> <li>To explore the nature of Jesus by considering of the term Salvation</li> <li>To Explore the importance of key teachings of Jesus</li> <li>To explore the nature of the Trinity and its importance for Christians</li> <li>To explore the representation of the divine in artwork</li> <li>To explore what it means to experience God</li> <li>To explore the different ways in which Christians express worship</li> <li>To explore what social injustice is and how it inspires faith in action</li> </ul>

	<p>To understand how the nature of the trinity influences Christian beliefs about the value of Human life</p> <p>HALF TERM</p>
November	<p><b>The Nature of God</b></p> <p>To consider which sources are the best to help us learn about God</p> <p>To explore what the Bible teaches us about the different parts of the Trinity</p> <p>To explore how different Bible passages might lead to different beliefs about God</p>
December	<p>To compare the beliefs about the nature of God held by different Christian groups and traditions</p> <p>To analyse strengths and weaknesses of representing God through Art</p> <p>To explore how useful analogies are for helping us understand God</p> <p>To explore issues in the world and in stories in the Bible that do not match our understanding of God</p> <p>To explore why God's nature as mysterious is important to believers</p> <p>To explore why Christians can love a God that allows suffering</p> <p>Christmas holiday</p>
January	<p><b>Islam</b></p> <p>To explore what makes someone a Muslim</p> <p>To explore what is meant by the term prophet in Islam</p> <p>To explore central beliefs of Islam</p>
February	<p>To explore the belief in divine revelations</p> <p>To explore the importance of self restraint with Islamic fasting</p> <p>To explore the spiritual principles of pilgrimage through Hajj</p> <p>To explore the reasons for food laws in Islam</p> <p>To explore the reason for Islamic attitudes towards death and loss</p> <p>To explore Islamic principles of responsibility towards the poor and needy</p> <p>To Explore how the belief that life is sacred affects a Muslims actions</p> <p>Half term holiday</p>
March	<p><b>Creation and the Fall</b></p> <p>To explore what Christians learn from the Genesis 1</p> <p>To explore what Christians learn from the Genesis 2</p> <p>To explore how different perspectives of religious texts changes their meaning</p> <p>To explore how art can be used to show the meaning of Genesis 1 &amp; 2</p> <p>To explore the impact of "the Fall" on humanity</p> <p>To explore Christian beliefs about our relationship with God since the fall</p> <p>To explore how different Christian interpretations of the fall</p> <p>To explore why humans might reject the idea that we are flawed</p> <p>To explore the impact of believing human life is sacred</p> <p>To explore the belief humanity is responsible for how the planet is treated</p> <p>Easter holiday</p>
April	<p><b>Hinduism</b></p> <p>To explore what the term divine means to Hindus</p> <p>To explore the connection between life and death for Hindus</p>
May	<p>To explore how Hindus view and use Holy Texts</p> <p>To explore Hindu ideas of religious authority</p> <p>To explore the importance of Karma in a Hindu's daily life</p> <p>To explore the belief in a person's purpose or Dharma</p> <p>To explore the purpose of Religious celebrations and festivals</p> <p>To explore why Hindu's would want to help the less fortunate?</p> <p>To explore the role of women in Hindu faith and culture</p> <p>To explore the reasons for conflict within Hindu belief and social custom</p>



June	Half term holiday <b>People of God</b> To explore what is meant by people of God To explore how the Law was intended to guide people in following God
July	To explore the role of prophets in trying to keep the Hebrews as People of God To explore the role of Kings in creating a nation where God's kingdom could flourish To explore the role of prophets in challenging corrupting authority To explore how Jesus fulfils the need for kings, law and prophets in creating a People of God To explore how Christians might seek to show they are People of God in practical ways To explore how a Christian response to gender equality shows a commitment to social justice To explore how a Christian response against prejudice shows a commitment to social justice To explore how a Christian response to the needs of the poor shows a commitment to social justice

**Subject: Religious Studies**  
**Annual plan: Year 8**



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Month	Key Questions
September	<b>incarnation</b> To explore what is meant by incarnation To explore how Christians use the incarnation to learn about God To explore the significance of Mary and Joseph in the incarnation To explore how the incarnation shows the value of the creation to God
October	To explore why Jesus' role as God's word is so important to Christians To explore Christian beliefs about the Messiah To explore why Christians would use Jesus as a template for good leadership To explore the belief that Jesus is a sacrifice God provided To explore how the incarnation influences the use of art in Christianity To explore how the incarnation affects beliefs about abortion

	<b>Half term holiday</b>
November	<p><b>Judaism</b></p> <p>To explore what Jews believe about God</p> <p>To explore the relationship between God and the Jews and the covenants that bind the relationship</p>
December	<p>To consider the differences between Orthodox and Reform Jews</p> <p>To consider the nature and role of the Torah and the Mitzvoh</p> <p>To explore the Jewish belief in the Sanctity of Life</p> <p>To explore the importance of promises made to the Jewish people</p> <p>To explore the function of the Synagogue</p> <p>To explore how a child is welcomed into the Jewish faith</p> <p>To explore the purpose of celebrations and ceremonies a Jew will repeat throughout their life</p> <p>To explore the nature and purpose of Jewish Dietary laws</p>
	<b>Christmas holiday</b>
January	<p><b>Gospels</b></p> <p>To explore why the Gospels are important to Christians today</p> <p>To explore how the Synoptic gospels are different depending on who they were written for</p> <p>To explore what makes the Gospel of John different to the others</p>
February	<p>To explore how the Golden rule should be motivation to seek equality in society</p> <p>To explore how Oscar Romero demonstrated a commitment to the values of the Gospels</p> <p>To explore how Christians used the example of the Gospels to transform communities</p> <p>To explore how the message of the Gospels has informed other thinkers motivated by social liberation</p> <p>To explore the purpose of improving the world around us</p>
	<b>Half term holiday</b>
March	<p><b>Sikhism</b></p> <p>To explore the root of Sikh beliefs</p> <p>To explore beliefs about the characteristics of Waheguru</p> <p>To explain how Sikhs will try and affect where they go after death</p> <p>TO explore the impact of the key teachings of Guru Nanak on a Sikhs life</p> <p>To explore the role of the Guru Holy text and the 10 human Gurus</p> <p>To explore the deeper significance of the Five K's</p> <p>To explore the role of the Gurdwara and its role in Sikh worship</p> <p>To explore the purpose and benefits of Seva</p> <p>To explore how Sikh beliefs about the sanctity of life are reflected in modern medical issues.</p> <p>To explore how Sikhs believe they should challenge Injustice</p>
	<b>Easter holiday</b>
April	<p><b>Salvation</b></p> <p>To explore Jesus' role in saving us</p> <p>To explore how Christians represent beliefs about Salvation in a church</p> <p>To explore the significance of Jesus' death and burial, Resurrection and ascension</p>
May	<p>To explore how Salvation was not a one off event</p> <p>To explore the role of the Holy Spirit in Salvation</p> <p>To explore beliefs about natural law and its role in Salvation</p> <p>To explore how asking for forgiveness is central to salvation for Catholics</p> <p>To explore the metaphors used throughout history to explain Salvation</p> <p>To explore a Christians responsibility to repeat Jesus teachings of Justice, Peace and Reconciliation</p> <p>To explore how Christian belief in Salvation is represented in movies</p>
June	<b>Half term holiday</b>
	<b>Buddhism</b>

	<p>To explore who the Buddha was</p> <p>To explore the importance of the four sights</p>
July	<p>To explore Buddhist principles of life, death and rebirth and the role of Karma in this</p> <p>To explore how Buddhists would respond to the teachings on finding the right path</p> <p>To explore how the five precepts support a Buddhist in living a good life</p> <p>To explore the meaning of worship to Buddhists</p> <p>To explore other paths for seeking enlightenment within Buddhism</p> <p>To explore the importance of happiness within Buddhism</p> <p>To explore why Karma impacts Buddhist beliefs on animal rights</p> <p>To explore how a Buddhist would respond to conflict</p>

**Subject: Religious Studies**

**Annual plan: Year 9**



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Month	Key Questions
September	<p><b>The Kingdom of God</b></p> <p>To explore what God's kingdom looks like</p> <p>To explore the nature of God's Kingdom as past, present and future</p> <p>To explore Christian beliefs about God's Kingdom in Heaven</p> <p>To explore what the Lord's prayer teaches us about the Kingdom of God</p>
October	<p>To explore how justice, peace and reconciliation are signs of God's church</p> <p>To explore how church organisations support and demonstrate Kingdom values</p> <p>To explore how Christian vocations can help build God's Kingdom</p> <p>To explore how Pope Francis tries to demonstrate Kingdom values in his life?</p> <p>To explore how spreading God's word helps build the Kingdom of God</p> <p>To explore how movies can be used to represent beliefs about creating the Kingdom of God</p>

	<b>Half term holiday</b>
November	<b>Wisdom and Religion VS. Science</b> To explore the concept and purpose of wisdom literature To explore the nature of turning to God when you are facing adversity To explore liberal, conservative and fundamentalist approaches to prophecy and its role in the origins of the universe in Holy Texts
December	To explore the relationship between scientific and Christian beliefs about the origin of the universe To explore why science is seen as being opposed to religion in seeking "Truth" To explore how science has been used to disprove or prove God To explore the confrontation between the scientific "can" and the religious "should" To explore how science and faith interact when discussing environmental issues To explore the morality of Stem Cell Research To explore the morality of Euthanasia
	<b>Christmas holiday</b>
January	AQA GCSE begins
February	
	<b>Half term holiday</b>
March	
	<b>Easter holiday</b>
April	
May	