

## KEY 4 STAGE OVERVIEW (Long Term Planning)

**Subject: Religious Education**

**Year 10**

Week/ Lesson	Term	Topic	Knowledge	Skills Reading and writing tasks:
1	Autumn T1	Area of study 1: Christian beliefs.	<ul style="list-style-type: none"> <li><b>1.1 The Trinity: the nature and significance of the Trinity as expressed in the Nicene Creed; the nature and significance of the oneness of God; the nature and significance of each of the Persons individually: including reference to Matthew 3:13–17; how this is reflected in Christian worship and belief today.</b></li> <li><b>1.2 The creation of the universe and of humanity: the biblical account of creation and divergent ways in which it may be understood by Christians, including as literal and metaphorical; the role of the Word and Spirit in creation including John 1:1–18 and Genesis 1–3; the importance of creation for Christians today.</b></li> </ul>	<ul style="list-style-type: none"> <li>Examine what is meant by the Trinity, be able to provide examples of how the Trinity is shown in the Nicene Creed</li> <li>Examine the nature and significance of each of the Persons individually including reference to Matthew 3:13-17</li> <li>Explore how the Trinity is shown in worship, liturgical and non-liturgical</li> <li>Discuss and analyse why the Trinity is important to Christians and how this is reflected in Christian worship and belief today</li> <li>Examine the biblical creation and how it is shown in the Old Testament (Genesis 1-3) and in the New Testament (John 1:1-18)</li> <li>Explore why the biblical creation is important to Christians today, including stewardship</li> <li>Discuss and analyse the divergent ways in which the biblical creation may be understood by Christians, including as literal and metaphorical</li> </ul>

2			<ul style="list-style-type: none"> <li>• <b>1.3 The Incarnation: the nature and importance of the person of Jesus Christ as the incarnate Son of God; the biblical basis of this teaching, including John 1:1–18 and 1 Timothy 3: 16 and its significance for Christians today.</b></li> <li>• <b>1.4 The last days of Jesus' life: The Last Supper, betrayal, arrest, trial, crucifixion, resurrection and ascension of Jesus; the accounts of these within the Bible, including Luke 22–24 and the significance of these events to understanding the person of Jesus Christ.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Examine the concept of the incarnation of God as Jesus including references to John 1:1-18 and 1 Timothy 3:16</li> <li>• Discuss and analyse why the incarnation is important to Christians</li> <li>• Explore how the incarnation is reflected in the liturgical year</li> <li>• Examine the relevance of the last days of Jesus' life to his whole life and to the fulfilment of Old Testament prophecy</li> <li>• Explore the Gospel descriptions from the Last Supper preparations to the ascension, including Luke 22-24</li> <li>• Explore why the events in the last days of the life of Jesus are important for Christians today, the significance of these events to understanding the person of Jesus Christ and how they are remembered in liturgical celebrations today</li> </ul>
3			<ul style="list-style-type: none"> <li>• <b>1.5 The nature and significance of salvation and the role of Christ within salvation: law, sin, grace and Spirit, the role of Christ in salvation, including John 3:10–21 and Acts 4:8–12; the nature and significance of atonement within Christianity and its link to salvation.</b></li> <li>• <b>1.6* Christian eschatology: divergent Christian teachings about life after death, including the nature and</b></li> </ul>	<ul style="list-style-type: none"> <li>• Examine the concepts of atonement, law, sin, grace and Spirit and how Jesus brings these, including John 3:10-21 and Acts 4:8-12</li> <li>• Explore what the nature and significance of atonement within Christianity</li> <li>• Examine why atonement is needed is needed by Christians today, especially with regard to salvation</li> <li>• Examine the concept of eschatology with regard to Christian ideas of what it might mean</li> </ul>

			<b>significance of resurrection, judgment, heaven, and hell and purgatory, with reference to the 39 Articles of Religion and Catholic teachings; how beliefs about life after death are shown in the Bible, including reference to 2 Corinthians 5:1–10 and divergent understandings as to why they are important for Christians today.</b>	<ul style="list-style-type: none"> <li>• Explore divergent Christian teachings about life after death, including references to life after death as described in the 39 Articles of Religion and Catholic teachings and 2 Corinthians 5:1-10</li> <li>• Discuss and analyse the divergent understandings as to why belief in life after death is important for Christians today</li> <li>• <i>Compare and contrast beliefs about the afterlife and their significance within Christianity and one of the main religions (Buddhism, Hinduism, Islam, Judaism or Sikhism) practiced in Great Britain</i></li> </ul>
4			<ul style="list-style-type: none"> <li>• <b>1.7 The problem of evil/suffering and a loving and righteous God: the problems it raises for Christians about the nature of God, including reference to omnipotence and benevolence, including Psalm 103; how the problem may cause believers to question their faith or the existence of God; the nature and examples of natural suffering, moral suffering.</b></li> <li>• <b>1.8 Divergent solutions offered to the problem of evil/suffering and a loving</b></li> </ul>	<ul style="list-style-type: none"> <li>• Examine the concepts of evil and suffering, moral suffering and natural suffering be able to describe them and be able to give examples of them and the problems they cause, with reference to Psalm 103</li> <li>• Examine what the problem of evil and suffering is, including the contradiction to the characteristics of God as loving, powerful and righteous (inconsistent triad)</li> <li>• Discuss and analyse why this might lead some people to question their belief in God</li> <li>• Examine the divergent solutions offered to the problem of evil: in the Bible examine Psalm 119 and Job</li> </ul>

			<p><b>and righteous God: biblical, theoretical and practical, including reference to Psalm 119, Job, free will, vale of soul-making, prayer, and charity; the success of solutions to the problem.</b></p>	<ul style="list-style-type: none"> <li>• Explore Christian responses to the problem both theoretical such as the free-will argument, the idea of a vale of soul-making and practical such as prayer and charity work, be able to provide examples of these responses and who might use them</li> <li>• Discuss and analyse the varying success of these responses together with the idea that there can never be a solution to the problem</li> </ul>
5			<p><b>Area of study one assessment: Christian Beliefs</b></p>	<ul style="list-style-type: none"> <li>● Assessment</li> <li>● Reteach lesson</li> </ul>
6		<p><b>Area of study 1- Section 2-Marriage and the Family</b></p>	<ul style="list-style-type: none"> <li>• <b>2.1 The importance and purpose of marriage for Christians: Christian teachings about the significance of marriage in Christian life; the purpose of marriage for Christians including Mark 10:6–9; divergent Christian and non-religious (including atheist and Humanist) attitudes to the importance of marriage in society; including the sanctity of marriage, a lack of importance, cohabitation and Christian responses to these attitudes.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Examine the nature, purpose and importance of marriage for Christians including Mark 10:6-9</li> <li>• Explore why marriage is seen as important by both Christians and society</li> <li>• Discuss and analyse different attitudes (including atheist and Humanist) to marriage and cohabitation including why some people might question the importance of marriage and the Christian responses to them</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>2.2 Christian teachings about the nature and importance of sexual relationships: divergent Christian teachings about sexual relationships; Christian attitudes towards sexual relationships outside of marriage and homosexuality, including interpretations of 1 Corinthians 6:7–20; divergent Christian and non-religious (including atheist and Humanist) attitudes to sexual relationships, including the acceptance of sexual relationships outside marriage and homosexuality and Christian responses to them.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Examine Christian teachings about the nature and importance of the different types of sexual relationships including reference to homosexuality and sex outside marriage, including 1 Corinthians 6:7-20</li> <li>• Explore the nature and importance of the different types of sexual relationships including homosexuality and sex outside marriage and the way attitudes towards them have changed in the last century</li> <li>• Discuss and analyse different attitudes to sexual relationships including the acceptance of homosexuality and sex outside marriage, including those of Humanists and atheists and the Christian responses to them</li> </ul>
7			<ul style="list-style-type: none"> <li>• <b>2.3 Christian teachings about the purpose and importance of the family including: procreation, security and education of children, with reference to Ephesians 6:1–4; divergent Christian responses to different types of family within 21st-century society (nuclear, single parent, same-sex parents, extended and blended families).</b></li> </ul>	<ul style="list-style-type: none"> <li>• Examine Christian teachings about the nature, purpose and importance of the family, including reference to procreation and importance to the security and education of children with reference to Ephesians 6:1-4</li> <li>• Explore the different types of family and the way that family types have changed over the last century, know examples of the different types and the advantages and disadvantages of each type</li> <li>• Discuss and analyse divergent Christian attitudes to the different types of family within 21<sup>st</sup> century society</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>2.4 Support for the family in the local parish: how and why the local church community tries to support families, including through family worship, including interpretations of Matthew 19:13–14, rites of passage, classes for parents, groups for children, including Sunday schools and counselling; the importance of the support of the local parish for Christians today.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Examine the ways that the Christian community encourages family life, including how and why the local church community works to support families, including interpretations of Matthew 19:13-14</li> <li>• Discuss and analyse the reasons why these ways might help and why they are important to both the family and to the Christian community</li> </ul>
8			<ul style="list-style-type: none"> <li>• <b>2.5 Christian teaching about family planning and regulation of births: divergent Christian attitudes about contraception and family planning, including teachings about the artificial methods of contraception by some Protestant Churches and the Catholic Church, with reference to Humanae Vitae; different non-religious (including atheist and Humanist) attitudes to family planning and the application of ethical theories, such as situation ethics, and Christian responses to them.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Examine Christian attitudes and teachings about the different types of contraception and family planning, including teachings about the artificial methods of contraception by some Protestant Churches and the Catholic Church with reference to Humanae Vitae</li> <li>• Explore the nature and purpose of contraception, the different types and how they function, including the advantages and disadvantages of the different types of contraception</li> <li>• Discuss and analyse different non-religious (including Humanist and atheist) attitudes to family planning and the application of ethical theories such as situation ethics and the Christian responses to them</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>2.6 Christian teachings and attitudes towards divorce and remarriage: Christian teachings about divorce and remarriage, including Matthew 19:1–12; divergent Christian, non-religious (including atheist and Humanist) attitudes to divorce and remarriage, including the application of ethical theories, such as situation ethics, and Christian responses to them.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Examine the different Christian attitudes and teachings about divorce and remarriage, including Matthew 19:1-12</li> <li>• Explore the nature and purpose of divorce and re-marriage, including the UK law on divorce</li> <li>• Discuss and analyse divergent Christian, non-religious (including atheist and Humanist) attitudes to divorce and re-marriage including the application of ethical theories, such as situation ethics, and the Christian responses to them</li> </ul>
9	Autumn T2	Area of study 1- Section 2-Marriage and the Family	<ul style="list-style-type: none"> <li>• <b>2.7 Christian teaching about the equality of men and women in the family: Christian teachings and attitudes about the role of men and women in the family, including reference to Genesis 1–3 and Ephesians 5:21–30; divergent Christian attitudes about the equality and role of men and women in the family and Christian responses to them.</b></li> <li>• <b>2.8 Christian teachings about gender prejudice and discrimination: Christian opposition to gender prejudice and discrimination,</b></li> </ul>	<ul style="list-style-type: none"> <li>- Examine Christian beliefs, teachings and attitudes towards the role of men and women within the family</li> <li>- Explore the role of men and women as shown in the scriptures including Genesis 1-3 and Ephesians 5:21-30</li> <li>- Discuss and analyse divergent Christian attitudes about the equality and role of men and women within the family and the Christian responses to them</li> <li>- Examine Christian teachings about gender prejudice and discrimination and how Christians show gender quality</li> </ul>

			<p><b>including Galatians 3:23–29; examples of Christian opposition to gender prejudice and discrimination; divergent Christian attitudes to gender differences, including the role of women in the Church, prejudice and discrimination and Christian responses to them.</b></p>	<ul style="list-style-type: none"> <li>- Explore examples of Christian opposition to gender prejudice and discrimination, including Galatians 3:23-29</li> <li>- Discuss and analyse divergent Christian attitudes to gender differences including the role of women in the Church, prejudice and discrimination and the Christian responses to them</li> </ul>
10		<p><b>Area of Study 1 - Section 3 – Living the Christian Life</b></p>	<ul style="list-style-type: none"> <li>• <b>3.1 * Christian worship: liturgical and non-liturgical forms of worship, including activities which are informal and individual, including reference to the Book of Common Prayer; when each form might be used and why; divergent Christian attitudes towards the practices, meaning and significance of liturgical and non-liturgical forms of worship in Christian life today, with reference to denominations which worship with less structure, such as some Pentecostal churches.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Examine the nature of Christian worship (individual, informal and liturgical) including reference to the Book of Common Prayer</li> <li>- Explore why Christians worship in different ways and the importance of the different types of worship, be able to give examples of each of the different types of worship</li> <li>- Discuss and analyse divergent Christian attitudes towards worship and why it is important to have a variety of types of worship for Christians with reference to denominations which worship with less structure, such as some Pentecostal churches</li> <li>- <i>* Compare and contrast the practice and significance of worship within Christianity and one of the main religions (Buddhism, Hinduism, Islam, Judaism or Sikhism) practiced in Great Britain</i></li> </ul>



			<ul style="list-style-type: none"> <li>• <b>3.2 The role of the sacraments in Christian life and their practice in two denominations: the role of the sacraments/ordinance as a whole; the nature and importance of the meaning and celebration of baptism and the Eucharist in at least two denominations, including reference to the 39 Articles XXV-XXXVI; divergent Christian attitudes towards the use and number of sacraments in Orthodox, Catholic and Protestant traditions.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Examine the nature of sacraments, know why different Christians have different views about sacraments and celebrate sacraments in different ways</li> <li>- Explore the biblical history and the importance of Baptism today, know how and why it may be celebrated (infant and adult)</li> <li>- Explore the biblical history and the importance of the Eucharist today, know how and why it may be celebrated with reference to the 39 Articles XXV-XXXVI</li> <li>- Discuss and analyse divergent Christian attitudes towards the use and number of sacraments in Orthodox, Catholic and Protestant traditions</li> </ul>
11			<ul style="list-style-type: none"> <li>• <b>3.3 The nature and purpose of prayer: the nature of and examples of the different types of prayer; set prayers; informal prayer and the Lord's Prayer including Matthew 6:5-14; when each type might be used and why; divergent Christian attitudes towards the importance of each type of prayer for Christians today.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Examine the nature of the different types of prayer, set (formulaic) and informal (extempore)</li> <li>- Explore why Christians pray in different ways and the importance of the different types of prayer, be able to give examples of each of the different types of prayer</li> <li>- Examine the Lord's Prayer in detail, understand its history, including Matthew 6:5-14 and the importance of the prayer for Christians today</li> <li>- Discuss and analyse divergent Christian attitudes towards the importance of each type of prayer for Christians today</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>3.4 Pilgrimage: the nature, history and purpose of pilgrimage, including interpretations of Luke 2:41–43; the significance of the places people go on pilgrimage; divergent Christian teachings about whether pilgrimage is important for Christians today, with specific reference to Catholic and Protestant understandings; the activities associated with, and significance of, Jerusalem, Iona, Taize and Walsingham.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Examine the nature and purpose of pilgrimage in Christianity with reference to Luke 2:41-43</li> <li>- Explore the history of pilgrimage, Church teachings about pilgrimage and explain why pilgrimage is important for Christians today</li> <li>- Examine in detail places of Christian pilgrimage: a historical pilgrimage site - Jerusalem, ecumenical pilgrimage sites - Iona and Taize and a Marian site – Walsingham, know why Christians go on pilgrimage to these places and what they do there</li> <li>- Discuss and analyse the divergent Christian teachings about whether pilgrimage is important to Christians today</li> </ul>
12			<ul style="list-style-type: none"> <li>• <b>3.5 Christian religious celebrations: the nature and history of Christian festivals in the church year, including Christmas and Easter; the significance of celebrating Advent and Christmas; the significance of celebrating Holy Week and Easter, with reference to interpretations of 1 Corinthians 15:12–34.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Examine the nature of Christian religious celebrations of Christmas and Easter</li> <li>- Explore the history and the importance of Advent and Christmas today, know how and why it may be celebrated</li> <li>- Explore the biblical history and the importance of Lent, Holy Week and Easter today, know how and why it may be celebrated with reference to the interpretations of Corinthians 15:12-34</li> <li>- Discuss and analyse why Celebrations of Christmas and Easter are important to Christians</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>3.6 The future of the Christian Church: Church growth, the history and purpose of missionary and evangelical work including reference to Mark 16:9–20; divergent ways this is put into practice by the Church locally, nationally and globally; Christian attitudes to why evangelical work is important for the Church and for individual Christians.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Examine the future of the Church; what its role will be in the future, how it will grow</li> <li>- Explain the nature, history and purpose of missionary and evangelical work including reference to Mark 16:9-20 and the divergent ways this is put into practice by the Church locally, nationally and globally</li> <li>- Discuss and analyse different and divergent Christian attitudes towards missionary and evangelical work and why it is important both for the Church and for individuals</li> </ul>
13			<ul style="list-style-type: none"> <li>• <b>3.7 The role and importance of the local church in the local community: how and why it helps the individual believer and the local area; local parish activities, including interpretations of 1 Peter 5:1–4, ecumenism, outreach work, the centre of Christian identity and worship through living practices.</b></li> <li>• <b>3.8 The role and importance of the Church in the worldwide community: how and why it works for</b></li> </ul>	<ul style="list-style-type: none"> <li>- Examine the role and importance of the local (parish) church</li> <li>- Explore the different roles that a church (parish) has, especially as a focus of identity and a place of worship and why there is a need for the role including interpretations of 1 Peter 5:1-4</li> <li>- Explore how the activities of the church might be important to the individual, the local area and the diocese</li> <li>- Discuss and analyse the importance of the local church for Christians</li> <li>- Examine the role and importance of the Church in the worldwide community</li> </ul>

			<b>reconciliation and the problems faced by the persecuted Church; divergent Christian responses to teachings about charity, including 1 Corinthians 13 and Matthew 25:31–46; the work of Christian Aid, what it does and why.</b>	<ul style="list-style-type: none"> <li>- Explore the different roles that the worldwide Church has, especially as a force for reconciliation and harmony and the problems it faces as a persecuted Church</li> <li>- Explore the charitable activities of the Church, know how and why they do them, including divergent Christian responses to teaching about charity with reference to 1 Corinthians 13 and Matthew 25: 31-46</li> <li>- Examine the work of Christian Aid, know what they do and why</li> </ul>
14			Area of study one assessment: Living the Christian Life	<ul style="list-style-type: none"> <li>● Assessment</li> <li>● Reteach</li> </ul>
15		<b>Area of Study 1 - Section 4 – Matters of Life and Death</b>	<ul style="list-style-type: none"> <li>• <b>4.1 Christian teachings about the origins and value of the universe: scientific explanations for the origins of the universe and Christian responses to them, including the work of Georges Lemaître; the value of the universe in Christian teaching; Christian responses to the possible view that the universe can be used as a commodity, including interpretations of Genesis 1–2.</b></li> <li>• <b>4.2 Christian teachings about the sanctity of life: why human life is holy; how the Bible can be interpreted to show life as special,</b></li> </ul>	<ul style="list-style-type: none"> <li>- Examine the scientific explanations for the existence of the universe and the Christian responses to them including reference to compatibility with Christian teachings and Georges Lemaître</li> <li>- Explore the value of the universe for Christians</li> <li>- Discuss and analyse Christian responses to the possible view that the universe is a commodity to be used, including interpretations of Genesis 1-2</li> <li>- Examine the concept of the sanctity of life, why Christians regard life as holy, including reference to Genesis 1-3 which show life as holy</li> </ul>

			<p><b>including reference to being created in the image of God as shown in Genesis 1–3; the importance of sanctity of life for Christians today.</b></p>	<ul style="list-style-type: none"> <li>- Explore why belief in the sanctity of life is important to Christians</li> <li>- Discuss and analyse the issues raised in Christian life by belief in the idea of sanctity of life</li> </ul>
16	Spring T1		<ul style="list-style-type: none"> <li>• <b>4.3 Christian responses to scientific and non-religious explanations about the origins and value of human life, such as evolution and survival of the fittest, including Special Agenda IV Diocesan Synod motions compatibility of science and Christian belief (Diocese of Manchester); the significance of the responses to scientific and non-religious explanations, such as evolution and survival of the fittest, for Christians today.</b></li> <li>• <b>4.4 Implications of the value and sanctity of life for the issue of abortion: the nature of abortion; divergent Christian pro-life and pro-choice teachings about abortion, including reference to Humanae Vitae; non-religious (including atheist and Humanist) arguments surrounding its use, including the application of ethical theories, such as situation ethics, and Christian responses to them.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Examine Christian responses to the scientific and non-religious explanations about the origins and value of human life such as evolution and survival of the fittest, including Special Agenda IC Diocesan Synod motions compatibility of science and Christian belief (Diocese of Manchester)</li> <li>- Explore the significance of the responses to scientific and non-religious explanations, such as evolution and survival of the fittest, for Christians today</li> <li>- Explain Christian teachings about the value and sanctity of life for the issue of abortion: the nature of abortion and divergent Christian pro-life and pro-choice teachings about abortion, including reference to Humanae Vitae</li> <li>- Explore the nature of abortion, why some people feel that it should be allowed and why some people think it should not be used</li> <li>- Discuss and analyse non-religious (including atheist and Humanist)</li> </ul>

				arguments surrounding its use, including the application of ethical theories, such as situation ethics and Christian responses to them.
17			<ul style="list-style-type: none"> <li>• <b>4.5 Christian teachings and beliefs about life after death: Christian teachings and beliefs that support the existence of a life after death, including the resurrection of Jesus and Ephesians 2:1–10; divergent Christian arguments for life after death (including remembered lives, paranormal, logic, reward, comfort and meeting loved ones who have passed on); the significance of belief in life after death for Christians.</b></li> <li>• <b>4.6 Christian responses to non-religious arguments against life after death: why Christians reject arguments against belief in life after death (including as a source of comfort, lack of evidence, fraudulent accounts and social control), including 1 Peter 3:18–22.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Explore Christian beliefs and teachings about life after life including the resurrection of Jesus and Ephesians 2:1-10</li> <li>- Examine divergent Christian arguments for life after death e.g. remembered lives, paranormal, logic, reward, comfort and meeting loved ones who have passed on</li> <li>- Discuss and analyse reasons for belief in life after death for Christians</li> <li>- Examine the non-religious reasons why some people might not accept belief in life after death (including as a source of comfort, lack of evidence, fraudulent accounts and social control) including 1 Peter 3:18-22</li> <li>- Explore why Christians reject these arguments</li> <li>- Discuss and analyse the importance of belief in life after death for Christians and non-Christians</li> </ul>
18			<ul style="list-style-type: none"> <li>• <b>4.7 Implications of Christian teachings about the value and sanctity of life for the issue of euthanasia: the</b></li> </ul>	<ul style="list-style-type: none"> <li>- Explain various Christian teachings about euthanasia and the value and sanctity of life including</li> </ul>

			<p><b>nature of euthanasia; Christian teachings and divergent responses to euthanasia, including support for hospice care and interpretations of Job 2:1–10; non-religious (including atheist and Humanist) arguments surrounding its use, including the application of ethical theories, such as situation ethics, and Christian responses to them.</b></p> <ul style="list-style-type: none"> <li>• <b>4.8 Christian responses to issues in the natural world: Christian responses to threats to the world, including pollution, global warming and the use of natural resources; stewardship and humanity’s role as stewards, including The Christian Declaration on Nature, Assisi 1986; differing Christian responses to animal rights, including animal experimentation and the use of animals for food, including the application of ethical theories such as utilitarianism.</b></li> </ul>	<p>interpretation of Job 2:1-10 and support for hospices</p> <ul style="list-style-type: none"> <li>- Explore the nature of euthanasia and non-religious (including atheist and Humanist) arguments surrounding its use, including the application of ethical theories, such as situation ethics</li> <li>- Discuss and analyse the issues raised by euthanasia for Christians, Humanists and atheists</li> </ul> <ul style="list-style-type: none"> <li>- Explain the nature of threats to the natural world such as pollution, global warming and the use of natural resources; stewardship and humanity’s role as stewards including The Christian Declaration on Nature, Assisi 1986. Explore differing Christian responses to animal rights including animal experimentation and using animals for food, including the application of ethical theories such as utilitarianism</li> <li>- Discuss and analyse the issues raised by threats to the natural world for Christians</li> </ul>
19			Area of study 1 – Section 4 Matters of life and death	Assessment week Reteach

20		Area of study 2 – Section 1 Sikh Beliefs	<ul style="list-style-type: none"> <li>• <b>1.1 Know and understand the nature of God and how the characteristics are shown in the Mool Mantar</b></li> <li>• <b>Why the characteristics are important and the significance of the Mool Mantar for Sikhs</b></li> <li>• <b>Assess and analyse the importance of these beliefs for Sikhs</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>1.2 Know and understand the nature and importance of God as creator (Karta Purakh)</b></li> <li>• <b>Know and understand the Sikh teachings on God as creator, including Guru Granth Sahib 12 and 94</b></li> </ul> <p><b>Assess and analyse the importance of these beliefs for Sikhs</b></p>	<p><b>Know and understand the nature of God and how the characteristics are shown in the Mool Mantar</b></p> <p>Students should know and understand the nature of God, how the characteristics are shown in the Mool Mantar and why they are important for Sikhs</p> <p><b>Assess and analyse the importance of these beliefs for Sikhs</b></p> <p>Students should assess the importance of these beliefs for Sikhs</p> <p><b>Know and understand the nature and importance of God as creator (Karta Purakh) A01</b></p> <p>Students should be introduced to the nature and importance of God as creator (Karta Purakh)</p> <p><b>Know and understand the Sikh teachings on God as creator, including Guru Granth Sahib 12 and 94</b></p> <p>Students should be given the opportunity to summarise the main beliefs looking at Guru Granth Sahib 12 and 94.</p> <p>Students may wish to swap glossaries and assess each other's work</p> <p><b>Assess and analyse the importance of these beliefs for Sikhs (A02)</b></p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed</p>
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22			<ul style="list-style-type: none"> <li>• <b>1.5 Know and understand the nature and importance of being gurmukh (God-centred), not manmukh (man-centred) and the elimination of haumai (ego-pride), including reference to Guru Granth sahib 125 and 226</b></li> <li>• <b>Know and understand what actions make a gurmukh Sikh</b></li> <li>• <b>Assess and analyse the importance of why being gurmukh and eliminating haumai is important in Sikh life today</b></li> </ul>          <ul style="list-style-type: none"> <li>• <b>1.6 Know and understand the oneness of humanity: how the equality of humans is shown in the Guru Granth Sahib 349</b></li> <li>• <b>Know and understand the stories of the lives of the Gurus, including the example of Mai Bhago, and the appointment of women teachers</b></li> <li>• <b>Assess and analyse how and why complete equality of men and women is important for Sikhs today</b></li> </ul>	<p><b>Know and understand the nature and importance of being gurmukh not manmukh, and how these actions make a gurmukh Sikh (AO1)</b></p> <p>Students should be able explain why it is important for Sikhs to become gurmukh and not manmukh</p> <p><b>Know and understand the elimination of haumai with reference to the Guru Granth Sahib 125 and 226 (AO1)</b></p> <p>Students need to have studied the two references and be able to explain what they teach about haumai</p> <p><b>Assess and analyse the importance of why being gurmukh and eliminating haumai is important in Sikh life today (AO2)</b></p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> <p><b>Know and understand the oneness of humanity: how the equality of humans is shown in the Guru Granth Sahib 349 (AO1)</b></p> <p>Students should know how the Guru Granth Sahib teaches the equality of humans</p> <p><b>Know and understand the stories of the lives of the Gurus, including the example</b></p>
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				<p><b>of Mai Bhago, and the appointment of women as teachers (AO1)</b></p> <p>Students should be given the opportunity to summarise the main events in the lives of Guru Nanak and Guru Gobind Singh.</p> <p><b>Assess and analyse how and why complete equality for men and women is important for Sikhs today (AO2)</b></p>
23			<ul style="list-style-type: none"> <li>• <b>1.7 Know and understand sewa, the nature of sewa including tan, man and dhan.</b></li> <li>• <b>Know and understand the origins of sewa and its importance in the development of Sikhism including Guru Granth Sahib 25</b></li> <li>• <b>1.8 Know and understand the nature and history of the sangat including divergent understandings of why the sangat is important for Sikhs</b></li> <li>• <b>Know and understand the concept of Sat Sangat</b></li> <li>• <b>Know and understand the problems of living without a sangat</b></li> </ul>	<p><b>Know and understand the nature sewa including tan man and dhan (AO1)</b></p> <p>Students should know what sewa means and how it links to tan, man and dhan.</p> <p><b>Know and understand the origins of sewa and the importance in the development of Sikhism today including Guru Granth Sahib 25 'you shall find peace, doing seva (selfless service)' (AO1)</b></p> <p>Students should understand why Sikhs take part in sewa and its importance.</p> <p><b>Know and understand the nature and history of the sangat including divergent</b></p>

				<p><b>understandings of why the sangat is important for Sikhs(A01)</b> Students should know what the Sangat is and how important it is for Sikhs</p> <p><b>Know and understand the concept of Sat Sangat (A01)</b> Students should investigate what the Sat Sangat means</p> <p><b>Know and understand the problems of living without a sangat (A02)</b></p>
24			Area of study 2 – Section 1 Sikh Beliefs	Assessment week Reteach
25		Area of study 2- Section 2 Crime and Punishment	<ul style="list-style-type: none"> <li>• <b>2.1 Know and understand the nature of justice for Sikhs</b></li> <li>• <b>Know and understand the Sikh responses to why justice is important for the victim</b></li> <li>• <b>Assess and analyse the importance of beliefs about justice for non-religious people</b></li> </ul>	<p><b>Know and understand the nature of justice for Sikhs (A01)</b> Students should be given the opportunity to summarise the main beliefs about what justice is and why it is regarded as important for people as individuals, especially victims and for society</p> <p><b>Know and understand the Sikh responses to why justice is important for the victim (A01)</b> Students need to read and understand Guru Granth Sahib 274 and what it teaches about justice and why it is important for the victims of crime</p> <p><b>Assess and analyse the importance of justice for non-religious people (A02)</b> Students should assess why the beliefs are important for non-religious people and whether Sikhs agree or disagree with their reasons</p>

			<ul style="list-style-type: none"> <li>• <b>2.2 Know and understand Sikh teachings and responses to the nature causes and problems of crime</b></li> <li>• <b>Know and understand what action is taken by Sikhs to end crime</b></li> <li>• <b>Assess and analyse the importance of these beliefs for Sikhs today</b></li> </ul>	<p><b>Know and understand Sikh teachings and responses to the nature causes and problems of crime (AO1)</b></p> <p>Students should know about the nature, causes and problem of crime as a background to the Sikh teachings about it including the Guru Granth Sahib 61 (avoiding the Five Thieves)</p> <p><b>Know and understand the Sikh teachings about crime (AO1)</b></p> <p>Students should specifically know about Sikh teachings about crime and working to end the causes of crime and help rehabilitate criminals</p> <p><b>Assess and analyse the work and the action taken by Sikh to end crime (AO2)</b></p> <p>Students should assess the work of Sikh organisations which help to end crime and find out what they do and how important it is, including the work of Sikh Welfare Awareness Team (SWAT)</p>
26			<ul style="list-style-type: none"> <li>• <b>2.3 Know and understand Sikh teachings about good, evil and suffering</b></li> <li>• <b>Know and understand non-religious attitudes about why people suffer</b></li> <li>• <b>Assess and analyse divergent Sikh teachings about why people suffer</b></li> </ul>	<p><b>Know and understand Sikh teachings about good, evil and suffering (AO1)</b></p> <p>Students should be able explain the nature of a good action and how they are rewarded and the nature of evil actions and how they are rewarded</p> <p><b>Know and understand non-religious attitudes about why people suffer, including believing in religion and Sikh responses to them (AO1)</b></p> <p>Students need to know about non-religious reasons why people suffer, including that religion may cause suffering and also know</p>

			<ul style="list-style-type: none"> <li>• <b>2.4 Know and understand the nature of punishment and Sikh attitudes towards punishment</b></li> <li>• <b>Know and understand the nature and meaning of Sikh teachings about punishment</b></li> <li>• <b>Assess and analyse the Sikh teachings about why punishment might be regarded as justice and why it might be needed by society</b></li> </ul>	<p>Sikh responses to these ideas, including Guru Granth Sahib 767.</p> <p><b>Assess and analyse divergent Sikh teachings about why people suffer (AO2)</b> Students should assess why the beliefs are important and link the importance to how the beliefs are expressed</p> <p><b>Know and understand the nature of punishment and Sikh attitudes towards punishment (AO1)</b> Students should know what punishment is and what the Sikh view of punishment is</p> <p><b>Know and understand nature and meaning of Sikh teachings about punishment including reference to the Rahit Maryada section 6-chapter 8 article XXV (AO1)</b> Students should be given the opportunity to learn about Sikh teachings on punishment and summarise the appropriate section in the Rahit Maryada</p> <p><b>Assess and analyse the Sikh teachings about why punishment might be regarded as justice and why it might be needed by society (AO2)</b> Students should discuss what justice is again as a reminder of the concept. They should then know why punishment might support justice or why it might be perceived as injustice</p>
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27	Summer T1		<ul style="list-style-type: none"> <li>• <b>2.5 Know and understand Sikh attitudes towards the aims of punishment</b></li> <li>• <b>Know and understand Sikh teachings about the nature of punishment</b></li> </ul>	<p><b>Know and understand the Sikh attitude towards the aims of punishment specifically protection, retribution, deterrence and reformation (AO1)</b></p> <p>Students should know what the different aims of punishment are, examples of them and Sikh attitudes towards them</p> <p><b>Know and understand Sikh teachings about the nature of punishment including Guru Granth Sahib 148 (AO1)</b></p> <p>Students should understand why Sikhs may support the use of punishment</p>
			<ul style="list-style-type: none"> <li>• <b>2.6 Know and understand the nature and importance of Sikh teachings about forgiveness</b></li> <li>• <b>Know and understand how offenders are forgiven by the community and restorative justice</b></li> <li>• <b>Analyse and assess the significance of restorative justice</b></li> </ul>	<p><b>Know and understand the nature and importance of Sikh teachings about forgiveness (AO1)</b></p> <p>Students should know what Sikhs believe about forgiveness and how the Guru Granth Sahib shows forgiveness is important, including 1378</p> <p><b>Know and understand how offenders are forgiven by the community and restorative justice(AO1)</b></p> <p>Students need to understand the nature of restorative justice and how it is part of forgiveness by the community. They must</p>

				<p>know examples of how restorative justice is used by Sikhs</p> <p><b>Assess and analyse the importance of restorative justice (AO2)</b></p> <p>Students should assess the importance of restorative justice, whether it works to heal communities or whether it has little effect</p>
28			<ul style="list-style-type: none"> <li>• <b>2.7 Know and understand Sikh teachings about the treatment of criminals including the opportunity of reformation and the seeking of God</b></li> <li>• <b>Know and understand the divergent Sikh attitudes towards the use of torture, human rights, fair trial and trial by jury</b></li> <li>• <b>Analyse and assess the reasons why situation ethics might allow the use of different forms of punishment</b></li> </ul>	<p><b>Know and understand Sikh teachings about the treatment of criminals including the opportunity of reformation and the seeking of God in Guru Granth Sahib 245 (AO1)</b></p> <p>Students should know what Sikh teachings towards the use of torture and about the treatment of criminals with reference to Guru Granth Sahib 245</p> <p><b>Know and understand the divergent Sikh attitudes towards the use of torture, human rights, fair trial and trial by jury (AO1)</b></p> <p>Students should understand the problems and benefits of the use of torture, human rights for prisoners, fair trials and trial by jury</p> <p><b>Assess and analyse why the application of situation ethics might affect the treatment of offenders (AO2)</b></p> <p>Students should be able to apply situation ethics to the use of torture, human rights for prisoners, fair trials and trial by jury</p>



			<ul style="list-style-type: none"> <li>• <b>2.8 Know and understand Sikh attitudes towards the death penalty</b></li> <li>• <b>Know and understand divergent Sikh teachings about capital punishment</b></li> <li>• <b>Assess and analyse non-religious attitudes to capital punishment and the Sikh responses to them including situation ethics</b></li> </ul>	<p><b>Know and understand the nature and purpose of capital punishment (AO1)</b> Students should know what capital punishment is and what it aims to achieve</p> <p><b>Know and understand divergent Sikh teachings about capital punishment including interpretations of God's power of life and death in Guru Granth Sahib 7(AO1)</b> Students should know Sikh attitudes to capital punishment shown in the Guru Granth Sahib, as an interpretation of God's power of life and death</p> <p><b>Assess and analyse non-religious attitudes to capital punishment and the attitude of situation ethics towards capital punishment (AO2)</b> Students should assess why the beliefs are important and link the importance to how the beliefs are expressed</p>
29			Area of study 2 – Section 2 Sikh Crime and Punishment	Assessment week reteach
30		Area of Study – Section 3 Sikh Living the Sikh Life	<ul style="list-style-type: none"> <li>• <b>3.1 Know and understand the features of the gurdwara including the nature, history and purpose of the design as the 'Door/Gate of the Guru', including Rahit Maryada Chapter 4-6</b></li> <li>• <b>Know and understand how and why objects of devotion are used within the gurdwara</b></li> <li>• <b>Assess and analyse the divergent understandings of the importance of these features in Sikh life today</b></li> </ul>	<p><b>Know and understand the features of the gurdwara including the nature, history and purpose of the design as the 'Door/Gate to the Guru' including Rahit Maryada chapter 4-6 (AO1)</b> Students should be given the opportunity to understand the main features of the gurdwara looking at the history of the gurdwara and its purpose</p> <p><b>Know and understand how and why objects of devotion are used within the gurdwara(AO1)</b></p>

			<ul style="list-style-type: none"> <li>• <b>3.2 Know and understand the role and importance of the gurdwara within the Sikh community</b></li> <li>• <b>Know and understand the activities that take place within the gurdwara and why</b></li> <li>• <b>Know and understand the importance of visiting historical gurdwaras</b></li> </ul>	<p>Students need to know about the different objects used for devotion</p> <p><b>Assess and analyse the divergent understandings of the importance of these features in Sikh life today (AO2)</b></p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed</p> <p><b>Know and understand the role and importance of the gurdwara within the Sikh community (AO1)</b></p> <p>Students should know about the role and importance of the gurdwara</p> <p><b>Know and understand the activities that take place within the gurdwara (AO1)</b></p> <p>Students should specifically know about the various activities that take place in the gurdwara</p> <p><b>Know and understand the importance of visiting Sikh historical gurdwaras and analyse why it is important to make such visits (AO2)</b></p> <p>Students should recognise the different attitudes to visiting the historical gurdwaras</p>
31			<ul style="list-style-type: none"> <li>• <b>3.3 Know and understand the history of the langar including Guru Granth Sahib 967</b></li> <li>• <b>Know and understand the nature and purpose of the langar and how it is</b></li> </ul>	<p><b>Know and understand the history of the langar including Guru Granth Sahib 967 (AO1)</b></p> <p>Students should be able to explain the history of the Langar and where it is written in the Guru Granth Sahib</p>

			<p><b>significant for Sikhs today, especially as a form of sewa</b></p> <ul style="list-style-type: none"> <li>• <b>3.4 Know and understand the Nam Japna- meditating on the name of God, the nature and significance of Nam Japna and ways in which it is used in the gurdwara and in Sikh daily life including Guru Granth Sahib 1142</b></li> </ul>	<p><b>Know and understand the nature and purpose of the langar and how it is significant for the Sikhs today, especially as a form of sewa (AO1)</b></p> <p>Students need to know about the purpose of the langar especially relating it to sewa</p> <p><b>Know and understand the Nam Japna, its nature and significance and the ways it is used in the gurdwara (AO1)</b></p> <p>Students should know what the Nam Japna is, the nature and its significance and how it is used</p>
32			<ul style="list-style-type: none"> <li>• <b>3.5 Know and understand prayer including, reference to Guru Granth Sahib 305</b></li> <li>• <b>Know and understand the nature, role and purpose of prayer in the home, the different types of prayer, when it may take place and why.</b></li> <li>• <b>Assess and analyse the importance of having different prayers</b></li> </ul>	<p><b>Know and understand prayer including reference to Guru Granth Sahib 305 (AO1)</b></p> <p>Students should know why prayer is important to Sikh as shown in the Guru Granth Sahib</p> <p><b>Know and understand nature, role and purpose of prayer in the home, the different types of prayer, when it may take place and why. (AO1)</b></p> <p>Students should understand the purpose of prayer in the home and the different types of prayer</p> <p><b>Assess and analyse the importance of having different prayers (AO2)</b></p> <p>Students should assess the importance of having different prayers</p>

			<ul style="list-style-type: none"> <li>• <b>3.6 Know and understand the nature, history, role and purpose of the akhand path</b></li> <li>• <b>Know and understand how and why Sikhs may take part in the akhand path and its importance for the Sikh community</b></li> <li>• <b>Analyse and assess the importance of the akhand path</b></li> </ul>	<p><b>Know and understand the nature, history, role and purpose of the akhand path (AO1)</b></p> <p>Students should know that the akhand path is an important part of worship including the reference in the rahit maryada chapter 7</p> <p><b>Know and understand how and why Sikhs may take part in the akhand path and its importance for the Sikh community (AO1)</b></p> <p>Students need to know how Sikhs take part in the akhand path and why it is important</p> <p><b>Assess and analyse the importance of the akhand path (AO2)</b></p> <p>Students should assess the importance of the akhand path, whether it works or whether it has little effect</p>
33	Summer T2		<ul style="list-style-type: none"> <li>• <b>3.7 Know and understand divergent understandings of the nature, history and purpose of gurburbs and commemorations</b></li> <li>• <b>Know and understand why gurburbs are important to Sikhs today including the origins and meaning of the gurburbs with reference to the birthday of Guru Nanak, Vaisakhi, Divali and the martyrdom of Guru Arjan and Guru Tegh Bahadur</b></li> <li>• <b>Analyse and assess the importance of gurburbs and commemorations</b></li> </ul>	<p><b>Know and understand divergent understandings of the nature, history and purpose of gurburbs and commemorations (AO1)</b></p> <p>Students should know the nature, history and purpose of gurburbs and commemorations and consider differing understandings</p> <p><b>Know and understand why gurburbs are important to Sikhs today including the origins and meaning of the gurburbs with reference to the birthday of Guru Nanak, Vaisakhi, Divali and the martyrdom of Guru Arjan and Guru Tegh Bahadur (AO1)</b></p> <p>Students should understand why gurburbs are important and commemorations especially with reference to Vaisakhi and the account of the events found in Gurbillas Parshabi 10. Divali</p>

			<ul style="list-style-type: none"> <li>• <b>3.8 Know and understand birth and naming rituals including the celebration and significance of Naam Karan and Hukamnama</b></li> <li>• <b>Know and understand the significance of Amrit sanskar for Sikh families</b></li> <li>• <b>Know and understand the significance of the names Singh and Kaur in the naming and Amrit ceremonies and for the Sikh today</b></li> <li>• <b>Analyse and assess the importance of these ceremonies especially in connection between khalsa and non khalsa Sikhs</b></li> </ul>	<p>and why Guru Arjan and Guru Tegh Bahadur were martyred</p> <p><b>Assess and analyse the importance of a gurburb and commemorations (AO2)</b> Students should analyse the importance of a gurburb and commemorations</p> <p><b>Know and understand birth and naming rituals including the celebration and significance of Naam Karan and Hukamnama (AO1)</b> Students should know what the whay the ceremonies entail and its significance</p> <p><b>Know and understand the significance of Amrit sanskar for Sikh families (AO1)</b> Students should know the importance of the Amrit sanskar ceremony for Sikhs today including reference to the Rahit Maryada Chapters 11 and 13</p> <p><b>Know and understand the significance of the names Singh and Kaur in the naming and Amrit ceremonies and for the Sikh today (AO1)</b></p> <p><b>Assess and analyse the importance of these ceremonies especially in connection between khalsa and non khalsa Sikhs (AO2)</b> Students should assess why these ceremonies are important to khalsa and non khalsa Sikhs</p>
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34			Area of study 2 section 3- Living the Sikh life	Assessment reteach
35			Reteach	
36			Reteach	
37			Reteach	
38			Reteach	
39			Reteach	
40			Reteach	

### KAT KEY 4 STAGE OVERVIEW (Long Term Planning)

## Year 11

Week/ Lesson	Term	Topic	Knowledge	Skills Reading and writing tasks:
1	Autumn T1	Area of study 2- Section 4: Peace and Conflict	<ul style="list-style-type: none"> <li>• <b>4.1 Know and understand the nature and purpose of peace for Sikhs</b></li> <li>• <b>Know and understand Sikh teachings about peace</b></li> <li>• <b>Assess and analyse the importance of peace for Sikhs</b></li> </ul>	<p><b>Know and understand the nature and purpose of peace for Sikhs (AO1)</b></p> <p>Students should be given the opportunity to summarise the divergent Sikh beliefs about what peace is and why Sikhs may regard it as</p>

			<p>important for people as individuals and for society</p> <p><b>Know and understand Sikh teachings about peace (AO1)</b></p> <p>Students need to understand Sikh teachings about peace. They should study Guru Granth Sahib 671</p> <p><b>Assess and analyse the importance of peace for Sikhs (AO2)</b></p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed</p> <p>Students should attempt some exam (d) style questions on this bullet and attempt to peer mark them using the levels in the Sample Assessment Materials.</p> <p><b>Know and understand the role of Sikhs in peacemaking (AO1)</b></p> <p>Students should know about why Sikhs feel they should be involved in peacemaking. They</p>
		<ul style="list-style-type: none"> <li>• <b>4.2 Know and understand the role of Sikhs in peacemaking</b></li> <li>• <b>Know and understand the work of one Sikh group working for peace today</b></li> <li>• <b>Assess and analyse the importance of justice, forgiveness and reconciliation in peacemaking</b></li> </ul>	

				<p>should to link qur'anic teachings to the way Sikhs should act today</p> <p><b>Know and understand the work of Sikhs working for peace today (AO1)</b></p> <p>Students should specifically know about Sikhs that work for peace and refer to Guru Granth Sahib 599</p> <p><b>Assess and analyse the importance of justice, forgiveness and reconciliation in peacemaking (AO2)</b></p> <p>Students should assess the work of Sikhs who help to end conflict and bring peace and find out what they do about justice, forgiveness and reconciliation and how important it is</p>
2			<ul style="list-style-type: none"> <li>• <b>4.3 Know and understand Sikh teachings about the nature and causes of conflict</b></li> <li>• <b>Know and understand Sikh responses to conflict</b></li> <li>• <b>Assess and analyse non-religious attitudes to the causes of conflict</b></li> </ul>	<p><b>Know and understand Sikh teachings about the nature and causes of conflict (AO1)</b></p> <p>Students should know Sikh teachings about conflict</p> <p><b>Know and understand Sikh responses to conflict (AO1)</b></p> <p>Students should discuss why Sikhs might have different views about conflict</p> <p><b>Assess and analyse non-religious attitudes to the causes of conflict (AO2)</b></p> <p>Students need to know about non-religious attitudes to the causes of conflict</p>



			<ul style="list-style-type: none"> <li>• <b>4.4 Know and understand Sikh attitudes to pacifism</b></li> <li>• <b>Know and understand divergent Sikh teachings about passive resistance</b></li> <li>• <b>Assess and analyse the efficacy of pacifism</b></li> </ul>	<p><b>Know and understand Sikh attitudes to pacifism (AO1)</b></p> <p>Students should know what pacifism is, they should know the history of pacifism generally and the Sikh attitude towards pacifism</p> <p><b>Know and understand Sikh teachings about passive resistance (AO1)</b></p> <p>Students should be given the opportunity to summarise the divergent attitude to the use of passivism using the example of the Akali movement</p> <p><b>Assess and analyse the efficacy of pacifism (AO2)</b></p> <p>Students should discuss whether pacifism is a good way to solve conflicts</p>
3			<ul style="list-style-type: none"> <li>• <b>4.5 Know and understand the conditions of a just war</b></li> <li>• <b>Know and understand the conditions of a just war within Sikhism</b></li> <li>• <b>Assess and analyse whether a just war is possible</b></li> </ul>	<p><b>Know and understand the nature history and conditions of a just war (AO1)</b></p> <p>Students should know what a just war is, including the conditions of a just war and the history behind them</p> <p><b>Know and understand the conditions of a just war within Sikhism (AO1)</b></p> <p>Students should understand the condition of a just war within Sikhism with reference to Dharam Yudh and Dasam Granth</p> <p><b>Assess and analyse whether a just war is possible (AO2)</b></p> <p>Students need to know reasons for and against the possibility that there can ever be a truly just war (one that meets all conditions)</p>

			<ul style="list-style-type: none"> <li>• <b>4.6 Know and understand Sikh teachings and responses to the nature of a holy war</b></li> <li>• <b>Know and understand Sikh teachings about war and peace</b></li> <li>• <b>Analyse and assess divergent Sikh and non-religious views about holy war</b></li> </ul>	<p><b>Know and understand Sikh teachings and responses to the nature of a holy war (AO1)</b></p> <p>Students should know what a holy war is and what Sikhs are taught about holy war</p> <p><b>Know and understand Sikh teachings about war and peace (AO1)</b></p> <p>Students need to understand and be able to apply Sikh teaching about war with particular reference to the concept of saint-soldier, including Bhai Nand's Tankah Nama</p> <p><b>Assess and analyse divergent Sikh and non-religious views about holy war (AO2)</b></p> <p>Students should assess different views on holy war (be aware that some non-religious people maintain that religion causes wars rather than solves them) and the Sikh response that those 'religious people' starting wars are doing so for political reasons rather than religious ones</p>
4			<ul style="list-style-type: none"> <li>• <b>4.7 Know and understand Sikh attitudes to weapons of mass destruction (WMD)</b></li> <li>• <b>Know and understand the divergent Sikh attitudes towards the use of WMD</b></li> <li>• <b>Analyse and assess the reasons why utilitarian ethics might allow the use of WMD and non-religious views towards their acquisition and use</b></li> </ul>	<p><b>Know and understand Sikh attitudes to weapons of mass destruction (WMD) (AO1)</b></p> <p>Students should know Sikh teachings about weapons of mass destruction (WMD) and Sikh responses to the problems and benefits of having WMD</p> <p><b>Know and understand the divergent Sikh attitudes towards the use of WMD (AO1)</b></p> <p>Students should understand the divergent Sikh attitudes to the problems and benefits of the use of WMD, including reference to Guru</p>

			<p>Granth Sahib 146 and the possible damage WMD can do to the earth</p> <p><b>Assess and analyse the reasons why utilitarian ethics might allow the use of WMD and non-religious views towards their acquisition and use (AO2)</b></p> <p>Students should be able to apply utilitarian ethics to the acquisition of WMD and to the use of them</p> <p>Students should be able to assess non-religious attitudes towards WMD and note the similarity and differences to the Sikh attitudes</p> <ul style="list-style-type: none"> <li>• <b>4.8 Know and understand Sikh teachings and responses to issues surrounding conflict</b></li> <li>• <b>Know and understand how Sikh have worked to overcome these issues</b></li> <li>• <b>Assess and analyse non-religious attitudes to issues surrounding conflict and the Sikh responses to them</b></li> </ul> <p><b>Know and understand Sikh teachings and responses to issues surrounding conflict (AO1)</b></p> <p>Students should know and understand the issues involved in conflict and the Sikh teachings and responses to them, including links to the Five Thieves and Guru Granth Sahib 1330</p> <p><b>Know and understand how Sikhs have worked to overcome these issues (AO1)</b></p> <p>Students should know how Sikhs have worked to end the problems caused by conflict</p> <p><b>Assess and analyse non-religious attitudes to issues surrounding conflict and the Sikh responses to them (AO2)</b></p> <p>Students should assess the non-religious attitudes to the issues and whether they are the same as religious ones and why</p>
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5			<b>Area of study 4 –Section 4 peace and Conflict</b>	Assessment Reteach
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