

Long Term Plan Pre Sixth GCSE RS Eduqas

2 lessons a week.

'Religiously literate, culturally aware and philosophically curious'

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to 'religiously literate, culturally aware and philosophically curious'.	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	C1 Relationships & revision of C2 Christianity beliefs	C1 Relationships: Christian beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation The nature and	AO1: Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom. AO2: Analysis and evaluation.	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups.	Misconception about families, sex and marriage. Also misconceptions about Christi	Links back to KS3 units - Salvation, Incarnation, God, Gospel, wisdom.	Links to Unit 3 A level - Ethics. Links to Christianity unit at	Bible passages where appropriate HPA given more challenge for passages - they select the appropriate sections rather than narrowed down. Christian Education project (CEP) In Conversation:	Social - understanding of Christianity in society today through relationships and their beliefs and practices. Moral - Is there a right way	Speaker Background of Christianity beliefs.	Law - solicitor Minister Registrar Counsellor Charity worker Vocation roles.

		<p>purpose of marriage as expressed through Christian marriage ceremonies in Britain and teachings: Mark 10:6-8 and the Church of England Synod</p> <p>Varying Christian attitudes towards adultery, divorce and annulment and separation and re-marriage. Interpretations of Matthew 19:8-9, Mark 10:9</p> <p>Sexual relationships: Christian teachings about the nature and purpose of sex and the use of contraception including varied interpretations of the Natural Law/Absolutist approach of Thomas Aquinas' Five Primary Precepts with reference to the</p>		<p>Philosophically curious: why do different groups of Christians have different views about relationships?</p>	<p>an beliefs and teachings and why different Christians believe different things.</p>		<p>KS5 - A level</p> <p>. Inca rnati on, Salv atio n, aton eme nt.</p>	<p>The Nature and Purpose of Families</p> <p>CEP in Conversation: The Role of Christ in Salvation</p> <p>CEP In Conversation: the Nature of God.</p> <p>CEP in Conversation: the resurrection and afterlife.</p>	<p>to have a relationships?</p> <p>Spiritual - Concepts of God and beliefs and practices of Christainity .</p> <p>Cultural - Different interpretations by different groups of Christians.</p> <p>BV - Christian rules and how they have influenced the law.</p>		
--	--	---	--	---	--	--	--	--	---	--	--

[illegible]

[illegible]

		Matthew 25:31-46, Luke 16:19-31 Resurrection: 1 Corinthians 15:42-55 Traditional and contemporary beliefs about heaven and hell									
2	Revision of C1 Christianity beliefs and C2 Christianity practices	C2 Practices: Forms of worship: The nature and significance of liturgical, informal and individual worship: Matthew 18:20 The nature and importance of prayer: The Lord's Prayer Set prayers and informal prayers: different forms of worship across the different Christian traditions with reference to Society of Friends and Evangelical worship Sacraments: Diverse beliefs	AO1: Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom. AO2: Analysis and evaluation.	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophically curious: why if they are all Christian	Misconception about Christianity and their practices.	Links back to KS3 Understanding Christianity units: God, The Fall, Creation, Incarnation, Gospel and Wisdom. Links to KS4 Eduqas GCSE Route A - Component 1: Philosophy and Ethical	Links to Christianity unit at KS5 - A level	Bible passages where appropriate HPA given more challenge for passages - they select the appropriate sections rather than narrowed down. Christian Education Project In conversation - worship pentecostal and anglican Christian Education Project in conversation - Pilgrimage	Social - importance of Christian practices in society today. Moral - Are these practices morally right? Spiritual - Following practices show a connection to God. Cultural - Do all Christians practice in	Speaker Background of Christianity practices.	Charity worker Vocational roles. Minister

		<p>regarding Sacraments The role, meaning and celebration of Baptism and Eucharist: John 3:3-6 Diverse interpretations of Baptism and Eucharist with reference to the beliefs of the Catholic and Protestant Churches</p> <p>Pilgrimage and celebration: The importance of pilgrimage: Walsingham, Taizé How Christians celebrate Christmas and Easter</p> <p>Christianity in Britain and the Church in the local community: Christianity in Britain; results of the 2011 census compared to the 2001 census, showing an increase in diverse</p>		do they have slightly different beliefs and practices?		Issues. Component 2: Christianity beliefs and Practices.			the same way? BV - tolerance		
--	--	--	--	--	--	--	--	--	-------------------------------------	--	--

		religious and nonreligious beliefs and practices (including those of Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism), whilst also showing that over half of those who responded considered themselves Christian U.K. laws, festivals and traditions are rooted in the Christian tradition whilst also celebrating the festivals, beliefs and cultures of other religious and non-religious traditions. The role of the Church in the local community; a place of worship, social and community functions The worldwide								
--	--	---	--	--	--	--	--	--	--	--

		church: The importance of mission, evangelism and church growth. The work of Tearfund: Christian beliefs in action Persecution of Christians past and present Working for reconciliation: World Council of Churches, The Ecumenical Movement									
3	Revision of C3 Judaism beliefs and teachings	The nature of God: Issues of God as: One, Creator: Genesis 1: 3-5; 1: 26-28, The Shema ➤ Law-Giver and Judge: Exodus 20:1-15 ➤ The nature and significance of shekhinah (the divine presence) Messiah (Mashiach): Different views within Orthodox and Reform	AO1: Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom. AO2: Analysis and evaluation.	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophy	Misconceptions about Jewish beliefs and teachings.	Links to KS3 unit on Judaism in Year 8	No appropriate links	Jewish scriptures where appropriate HPA given more challenge for passages - they select the appropriate sections rather than narrowed down.	Social - understanding of Judaism in society today through their beliefs and practices. Moral - is there a right way to live? Spiritual - Concepts	Background to Judaism and its links to Christianity.	Charity worker Vocational roles. Community worker

		<p>Judaism about the nature and role of the Mashiach (Messiah); special person who brings an age of peace, ourselves, his arrival as signaling the end of the world, praying for his coming, concerned more with living life according to the mitzvot.</p> <p>Covenant: The meaning and significance of the Abrahamic Covenant: Genesis 12:1-3, 17:6-8, 17:11-14 including the importance of the 'Promised Land'</p> <p>The meaning and significance of the Covenant with Moses at Sinai: Exodus 3:11-15 including the continuing importance of the idea of a 'Promised Land'</p> <p>Importance of the</p>		<p>cally curious: why if they are all Jewish do they have slightly different beliefs?</p>					<p>of G_d and beliefs and practices of Judaism</p> <p>Cultural - Different interpretations by different groups of Jews.</p> <p>BV - Jewish rules and how they have influenced the law.</p>		
--	--	---	--	---	--	--	--	--	--	--	--

		in the next life.									
4	Revision of C3 Judaism practices	<p>Worship: practices in Britain and elsewhere: The nature and importance of Orthodox and Reform synagogue services; Shabbat service, the significance of prayer including the standing prayer (Amidah) Worship in the home; siddur, recitation of Shema and Modeh Ani, display of mezuzah. The importance of preparing for and celebrating Shabbat: Exodus 20:8-10 Items worn for worship; tallith, tefillin and kippah</p> <p>The Synagogue: Features of different</p>	<p>AO1: Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom.</p> <p>AO2: Analysis and evaluation.</p>	<p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally aware - different interpretations from different groups.</p> <p>Philosophically curious: why if they are all Christian do they have slightly different practices?</p>	Misconceptions about Judaism and their practices in general.	Links to KS3 unit on Judaism in year 8	No appropriate links	Jewish scriptures where appropriate HPA given more challenge for passages - they select the appropriate sections rather than narrowed down.	<p>Social - importance of Jewish practices in society today.</p> <p>Moral - Are these practices morally right?</p> <p>Spiritual - Following practices show a connection to G_d.</p> <p>Cultural - Do all Jews practice in the same way?</p> <p>BV - tolerance</p>	Background to Judaism and its links to Christianity.	<p>Charity worker</p> <p>Vocational roles</p> <p>Community worker</p>

		<p>2: 24, features of the ceremony</p> <p>Mourning rituals: onan, kaddish, sheva, yarzheit.</p> <p>Role of chevra kaddisha</p> <p>Daily Life: Significance of use of the Tenakh and the Talmud in daily life;</p> <p>Dietary laws: kosher/treyfah, parev, the prohibition of milk with meat, requirements of a kosher kitchen: Leviticus 11:1-23 Keeping kosher in Britain: benefits and challenges</p> <p>Festivals: practices in Britain and elsewhere: The origin, meaning and celebration of the following festivals among different Jewish communities in Britain Rosh Hashanah</p>								
--	--	--	--	--	--	--	--	--	--	--

		Yom Kippur Pesach: Exodus 12:14 Sukkot Diversity of practice between different Jewish traditions									
5	Revision	Revision of C1 topics from year 10.	Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom.								
6	GCSE exam										