The Sutton Academy

Knowledge Rich Curriculum Plan

Religious Education

Year 10 GCSE

Unit 1 Christian Beliefs				
Lesson/Learning Sequence	**Intended Knowledge:** *Students will know that…*	**Tiered Vocabulary**	**Prior Knowledge:** *In order to know this students, need to already know that…*	**Assessment**
Lesson 1 -Trinity **W1, L1** **Update number of lessons/weeks as we teach 2025-2026**	• Students will know that Christians believe in one God. The Trinity is God the Father, God the Son and God the Holy Spirit. • Examples of how the Trinity is shown in the Nicene Creed (an important statement of belief in Christianity), God the father almighty, the maker of Heaven and Earth, that Jesus is 'the only Son of God, God from God, Light from Light, true God from true God; begotten not made, one in being with the Father' and that the Holy Spirit is 'the Lord, who proceeds from the Father and the Son. With the Father and the Son, He is worshipped...' Students may paraphrase the SoWA (Sources of Wisdom and Authority)" • Students will know the events of the baptism of Jesus, baptised by John the Baptist, a dove representing the Holy Spirit appeared and God the Father spoke the words 'This is my beloved Son, with Him I am well pleased' • Students will know how the Trinity is referred to in worship - the sign of the cross, praying in the name of the Father, Son and Holy Spirit."	Tier 2: **Tier 3:** Trinity Apostle	***Students need to already know that most Christians believe in the Trinity and that the Trinity is God the Father, Son and Holy Spirit.*** ***Students need to already know how baptism is important to many Christians as it welcomes children into the family of the Church and is a symbol of the cleansing of sin.***	TPT/HL Characteristics of God
Lesson 2&3 – Interpretations of Creation **W1, L2,3**	• Students will know the biblical story of creation and how it is shown in the Old Testament (Genesis 1-3) and in the New Testament (John 1:1-18 -'1 In the beginning was the Word, and the Word was with God, and the Word was God. 2 He was with God in the beginning. 3 Through him all things were made; without him nothing was made that has been made.') • Students will know that the biblical creation is important to many Christians today, they will know why this is including how it impacts on stewardship, the belief that the world was given to people for us to take care of. • Students will know that there are divergent ways in which the biblical creation may be understood by Christians, including as literal and metaphorical"	Tier 2: **Tier 3:** Stewardship Genesis Lesson 2 Creationist Literalist	***Students need to already know about the Christian teaching of the Trinity*** ***Students need to already know what Genesis says about creation and will also need to know about the Big Bang Theory.***	
Lesson 4&5 – The Incarnation **W2 L4,5**	• Students will know the concept of the incarnation of God as Jesus including references to John • 1 '1 In the beginning was the Word, and the Word was with God, and the Word was God. 2 He was with God in the beginning...14 The Word became flesh and made his dwelling among us. ' and 1 Timothy 3 '16 Beyond all question, the mystery from which true godliness springs is great: • He appeared in the flesh, was vindicated by the Spirit, [d] was seen by angels, was preached among the nations, was believed on in the world, was taken up in glory.'	Tier 2: **Tier 3:** L.4 Incarnation L.5 Liturgy	***Students need to already know that the incarnation is celebrated by Christians at Christmas.***	TPT/HL: Reasons why Christians believe JC was wholly man.

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	• Explore how the incarnation is reflected in the liturgical year			
Lesson 6 – The Last Days of Jesus Life **W3, L6**	• Students will know the relevance of the last days of Jesus' life. • They will know the Gospel descriptions from the Last Supper (Jesus sharing bread and wine with his followers) to the ascension (Jesus going back to Heaven 40 days after the resurrection) • Students will know that the events in the last days of the life of Jesus are important for Christians today because they offer hope for life after death, they help Christians to understand the sacrifice Jesus made and how they are remembered in liturgical celebrations (the Eucharist) today.	Tier 2: Sacrifice Tier 3: Ascension	*Students need to already know that Christian share Holy Communion. They need to know that Jesus was crucified and resurrected and that this brought about salvation for them.* *Students need to already know about different types of worship, liturgical and non-liturgical.*	TPT/HL: CB3 3 events of crucifixion 3 reasons why crucifixion is important
Lesson 7&8 – Salvation **W3 L7,8**	• Students will know the concepts of atonement (mending the relationship with God through the sacrifice of Jesus), law (following rules set by God), sin (being disobedient to God), grace (being forgiven for what we have done wrong) and how Jesus brings these, including John 3:16 'For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.' • Students will know why atonement is needed by Christians today (because of the Fall), especially regarding salvation (being forgiven for sin through the sacrifice of Jesus	Tier 2: Tier 3: Atonement Salvation	*Students need to already know that some Christians believe in the Fall - Adam and Eve sinned in the garden of Eden.* *Students need to already know about the Trinity and Jesus as God dying and resurrecting.*	
Lesson 9 – Life After Death **W4, L9**	• Students will know about the concept of eschatology (teachings about life after death) regarding Christian ideas of what it might mean • Students will know that different Christian believe different things about life after death, they will know that Catholics believe in purgatory, a place of waiting after death and before Heaven/Hell. " • Students will know how Christian ideas of life after death are similar to, or differ from Muslim views.	Tier 2: Prophesy Tier 3: Eschatology	*Students need to already know about the death and resurrection of Jesus.* *Students need to already know different Christian views on what happens when we die.*	TPT/HL: Eschatology key term exposition
Lesson 10 – Evil & Suffering **W4, L10**	• Students will know about the concepts of evil and suffering, moral suffering (caused by humans) and natural suffering (caused naturally). They will be able to give examples of them and the problems they cause. • Students will know that the problem of evil and suffering is that God is omnibenevolent, omnipotent and yet evil exists, students will also know that this is referred to as 'the inconsistent triad'.	Tier 2: Inconsistent Moral Tier 3:	*Students need to already know the meaning of the omni words, omnipotent, omniscient, omnibenevolent.* *Students need to already know how suffering can affect belief in God.*	

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	• Students will know that the idea of the inconsistent triad might lead some people to question their belief in God.			
Lesson 11-12 – Solutions to Evil & Suffering **W5, L11,12**	• Students will know the divergent solutions offered to the problem of evil: in the Bible examine Psalm 119 • *'Before I was afflicted I went astray, but now I obey your word... 71 It was good for me to be afflicted so that I might learn your decrees.'* • and the story of Job who suffered greatly but kept his faith and was rewarded. • Students will know different 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." • Students will know how these arguments can support belief in God in a world where suffering exists.	Tier 2: Afflict Tier 3:	***Students need to already know the story of the Fall, that sin is disobedience to God and can cause others harm.*** ***Students need to already know how sin can cause hurt or suffering to others.***	TPT/HL: Explain 2 ways the PoE may affect belief in God
Lesson 13-14 - Review, Revise, Assess and Improve **W5 L13, W6, L14 15**				**TPT/HL: Revision**

Unit 2 Marriage & The Family				
Lesson/Learning Sequence	**Intended Knowledge:** *Students will know that…*	**Tiered Vocabulary**	**Prior Knowledge:** *In order to know this students, need to already know that…*	**Assessment**
Lesson 1 – Marriage **W7, L16**	• Students will know about the nature, purpose and importance of marriage for Christians including Mark 10:6-9 6 "But at the beginning of creation God 'made them male and female.' 7 'For this reason a man will leave his father and mother and be united to his wife, 8 and the two will become one flesh.' So, they are no longer two, but one flesh. 9 Therefore what God has joined together, let no one separate." • Students will know reasons why marriage is seen as important by both Christians (as a sacrament, a gift from God within which to have sexual relations and procreate) and society (as a stable foundation within which to procreate)" • Students will know how to 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	Tier 2: Procreate Tier 3: Sacrament Humanist Atheist	***Students need to already know that marriage is a legal commitment between two people.*** ***Students need to already know how different religious traditions have a variety of views about who can/cannot be married and whether people should have sex before marriage.***	TPT/HL: Explain two features of a Christian wedding ceremony.

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Lesson 2and 3 – Sexual Relationships W7, L17 L18	• Students will know that Christian teachings about the nature and importance of the different types of sexual relationships include reference to homosexuality and sex outside marriage, including a paraphrasing of: • 1 Corinthians 6:7-20 9 Or do you not know that wrongdoers will not inherit the kingdom of God? Do not be deceived: Neither the sexually immoral nor idolaters nor adulterers nor men who have sex with men[a] 10 nor thieves nor the greedy nor drunkards nor slanderers nor swindlers will inherit the kingdom of God. 11 And that is what some of you were. But you were washed, you were sanctified, you were justified in the name of the Lord Jesus Christ and by the Spirit of our God. • Sexual Immorality – What the Bible says • 12 “I have the right to do anything,” you say—but not everything is beneficial. “I have the right to do anything”—but I will not be mastered by anything. 13 You say, “Food for the stomach and the stomach for food, and God will destroy them both.” The body, however, is not meant for sexual immorality but for the Lord, and the Lord for the body. 14 By his power God raised the Lord from the dead, and he will raise us also. 15 Do you not know that your bodies are members of Christ himself? Shall I then take the members of Christ and unite them with a prostitute? Never! 16 Do you not know that he who unites himself with a prostitute is one with her in body? For it is said, “The two will become one flesh.”[b] 17 But whoever is united with the Lord is one with him in spirit.[c] 18 Flee from sexual immorality. All other sins a person commits are outside the body, but whoever sins sexually, sins against their own body. 19 Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; 20 you were bought at a price. Therefore, honour God with your bodies. • Students will know about 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 " • Students will know that there are mixed views about homosexuality within the Church of England, some believe that homosexual relationships are allowed, others believe homosexuals should be celibate. The Catholic Church teaches there is nothing wrong with being homosexual but homosexual relationships are not allowed. Liberal Christians believe there is nothing wrong with homosexuality and homosexual relationships are no different to heterosexual ones.	Tier 2: Slanderers Tier 3: Immoral	*Students need to already know what homosexuality is and how some religious traditions and followers view homosexuality.* *Students need to already know how some Christians view different sexual relationships, they will know the terms adultery and premarital sex.* *Students need to already know what homosexuality is.* *Students need to already know the Bible says 'man shall not lie with another man'.*	

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Lesson 4 5 – Review **W8 L19 20**				TPT/HL: Key word exposition
Lesson 6 – Family **W9 L21**	• Students will know that there are divergent 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 6 Children, obey your parents in the Lord, for this is right. 2 "Honour your father and mother"—which is the first commandment with a promise— 3 "so that it may go well with you and that you may enjoy long life on the earth." 4 Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord. • Students will know about the different types of family and the way that family types have changed over the last century, know examples of the different types (Single parent, blended, same sex, nuclear) and the advantages and disadvantages of each type." • Students will know how to discuss and analyse divergent Christian attitudes to the different types of family within 21st century society	Tier 2: Divergent Tier 3: Sacred	*Students need to already know that there are different Christian attitudes to homosexuality.* *Students need to already know that family is important to Christians (Honour your father and mother).*	
Lesson 7 – The Local Parish Church & The Family **W9, L22**	• Students will know 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 13 Then people brought little children to Jesus for him to place his hands on them and pray for them. But the disciples rebuked them. • 14 Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these." • Students will know the reasons why these ways might help and why they are important to both the family and to the Christian community	Tier 2: Tier 3: Parish Diocese Rites of Passage	*Students need to already know that the local church helps families by providing charity, access to sacraments and through rites of passage.* *Students need to already know what the local parish church is.*	TPT/HL: Key word exposition Parish
Lesson 8 – Family Planning **W9, L23**	• Students need to already know that there are divergent 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 Humane Vitae • Students need to know the nature and purpose of contraception (to plan a family), the different types (natural, artificial, permanent and non-permanent) and how they function (before or after conception), including the advantages and disadvantages of the different types of contraception	Tier 2: Conception Tier 3: Humanae Vitae	*Students need to already know what the terms atheist and humanist refer to.* *Students need to already know what contraception is.*	

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	• Students will know how 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			
Lesson 9 10 – Review W9 L24 W10 L25				
Lesson 11 – Divorce & Remarriage W10 L26	• Students will know that there are divergent Christian attitudes and teachings about divorce and remarriage, including: • Matthew 19:1-12 3 Some Pharisees came to him to test him. They asked, "Is it lawful for a man to divorce his wife for any and every reason?"4 "Haven't you read," he replied, "that at the beginning the Creator 'made them male and female,' 5 and said, 'For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh'? 6 So they are no longer two, but one flesh. Therefore, what God has joined together, let no one separate."7 "Why then," they asked, "did Moses command that a man give his wife a certificate of divorce and send her away?"8 Jesus replied, "Moses permitted you to divorce your wives because your hearts were hard. But it was not this way from the beginning. 9 I tell you that anyone who divorces his wife, except for sexual immorality, and marries another woman commits adultery." 10 The disciples said to him, "If this is the situation between a husband and wife, it is better not to marry." 11 Jesus replied, "Not everyone can accept this word, but only those to whom it has been given. 12 For there are eunuchs who were born that way, and there are eunuchs who have been made eunuchs by others—and there are those who choose to live like eunuchs for the sake of the kingdom of heaven. The one who can accept this should accept it." • They will explore the nature and purpose of divorce and remarriage, including the UK law on divorce " • Students will know how to 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	Tier 2: Divergent Tier 3: Pharisees Adultery	*Students need to already know that divorce is a legal ending of the contract of marriage.* *Students need to already know how situations ethics may affect a person's belief.*	TPT/HL: Explain two different Christian attitudes towards divorce

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Lesson 12 – Men and Women in the Family **Week 11** **Lesson 27**	• Students will know that Christian beliefs, teachings and attitudes towards the role of men and women within the family are different. Jesus and early Christians lived in a male-dominated society and the Bible reflects this. • *"Wives, submit to your husbands as to the Lord. For the husband is the head of the wife as Christ is the head of the church, his body, of which he is the Saviour. Now as the church submits to Christ, so also wives should submit to their husbands in everything."* • The belief that men and women should have different roles is still common in some Christian communities today. This is because they believe that God made men and women differently. Other Christians believe that men and women were both made in the image of God and should be treated equally – they should share responsibilities and privileges. Many Catholics believe husbands and wives should respect each other's roles within a marriage and value both equally. These roles include those of care within the home, and that of earning money to provide for the family.	Tier 2: Patriarchal Tier 3:	***Students need to already know that different Christian denominations often have different views on issues like abortion, euthanasia and homosexuality.*** ***Students need to already know that the Bible can be interpreted in different ways.***	TPT/HL: Key word exposition Patriarchal
Lesson 13 – Gender, Prejudice & Discrimination **Week 11** **Lesson 28**	• Students will know that there are different Christian teachings about gender prejudice and discrimination and how Christians show gender equality. • In the Catholic Church only men can become priests and bishops. They have to remain celibate because their position means they are married to the Church and need to be free of family responsibilities to be able to perform their duties fully. Women have different roles in the Catholic Church. • Unordained members, called laymen and laywomen, are equally allowed to help in giving out the Eucharist at Mass, to read and to perform social roles such as visiting the sick. • Nowadays, most Protestant churches allow women to become ministers or priests. In 2014 the Church of England finally voted, after years of debate, to allow women to become bishops and the first women bishops were ordained in 2015. • In many denominations of Christianity, men and women can devote their lives to God by becoming a monk or nun. • Students will explore examples of Christian opposition to gender prejudice and discrimination, including Galatians 3:23-29 • *"There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus."*	Tier 2: Tier 3: Egalitarian Ordained	***Students need to already know that in different denominations, the roles of men and women in family life are viewed differently.*** ***The Bible is interpreted differently by different Christians when looking at modern day issues.***	TPT/HL: revision of M&F unit
Lessons 14 15 – Revisit lessons on Christian Beliefs (Unit 1) Week 11 L29 W12 L30				

Unit 3 Living the Christian Life				
Lesson/Learning Sequence	**Intended Knowledge:** *Students will know that…*	**Tiered Vocabulary**	**Prior Knowledge:** *In order to know this students, need to already know that…*	**Assessment**
Lesson 1 – Christian Worship **W12 L31**	• Students will know that there are two types of Christian worship: liturgical (which follows a set pattern) and non-liturgical (which is less structured). Worship includes activities which are informal and individual, Students will know that the Book of Common Prayer is commonly used in CofE churches and that other denominations may worship with less structure, such as some Pentecostal churches. • Students will know that the way Christians worship has some similarities to the way Muslims worship (meeting together, prayer, reading from holy books) but also some differences (typically Muslims don't sing hymns as part of their worship).	Tier 2: Tier 3: Liturgical Charismatic Glossolalia	***Students will know that Christians worship using hymns/songs, reading the Bible and Prayer and that they gather together to do this. They will know that Holy Communion is part of worship for a Christian.*** ***Students will also know that Muslims prayer 5 times per day and that Salah is one of the 5 Pillars of Islam..***	TPT/HL: Sort out features/examples of liturgical worship
Lesson 2 & 3 – Sacraments **W12 32 W13 L33**	• Students will know that the role of the sacraments in Christian life is important. They will know that Baptism is important as Jesus was baptised and because Jesus told his disciples to 'make disciples of all nations, baptising them in the name of the father, son and Holy Spirit'. • Students will know the meaning of Baptism (welcoming into the church, cleansing from sin) in different denominations (adult Baptism in the Baptist denomination, infant Baptism in the Church of England and the Catholic Church. Students will know the term Eucharist is used for Holy Communion and will know how this links to the Last Supper (Jesus sharing bread and wine and asking his disciples to 'do this in remembrance of me'). • Students will know that different denominations believe different things about the Eucharist (Catholics believe in transubstantiation - the bread and wine become the body and blood of Jesus other denominations do not share this belief, the bread and wine are representative of the body and blood).	Tier 2: Tier 3: Sacrament Ordination Believers baptism	***Christians take Holy Communion - bread and wine to remember the sacrifice of Jesus.*** ***Christians welcome babies into the family of the church with a Christening service which is Baptism, this also symbolises the washing away of sin.***	
Lesson 4 – Prayer **W 13 L34**	• Students will know that Christians have different types of prayer - set (formulaic) and informal (extempore). They will be able to give examples of each of the different types of prayer, prayers of intercession (praying for others), prayers of petition (requests), prayers of confession (repentance), prayers of adoration and worship and prayers of thanksgiving. • Students will know the Lord's Prayer end will be able to paraphrase parts of it, they will understand its history, including Matthew 6:5-14. 5 • "And when you pray, do not be like the hypocrites, for they love to pray standing in the synagogues and on the street corners to be seen by others. Truly I tell you, they have received their reward in full. 6 But when you pray, go into your room, close the door and pray to your Father, who is unseen. Then your Father, who sees what is done in secret, will reward you. 7 And when you	Tier 2: Spontaneous Posture Tier 3:	***Different types of worship.*** ***The book of common prayer. The eucharistic prayer.***	TPT/HL: Use KO, create 5 flash cards about prayer

Unit 3 Living the Christian Life				
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	pray, do not keep on babbling like pagans, for they think they will be heard because of their many words. 8 Do not be like them, for your Father knows what you need before you ask him.9 "This, then, is how you should pray: • "'Our Father in heaven, hallowed be your name, 10 your kingdom come, • your will be done, on earth as it is in heaven. 11 Give us today our daily bread. 12 And forgive us our debts, as we also have forgiven our debtors. • 13 And lead us not into temptation, [a] but deliver us from the evil one.[b]' • 14 For if you forgive other people when they sin against you, your heavenly Father will also forgive you. 15 But if you do not forgive others their sins, your Father will not forgive your sins."			
Lesson 5 6 – Review **W13 L35 W14 L36**				
Lesson 7 – Pilgrimage **W14 L37**	• Students will know that pilgrimage is important in Christianity they will refer to Luke 2:41-43. 41 Every year Jesus' parents went to Jerusalem for the Festival of the Passover. 42 When he was twelve years old, they went up to the festival, according to the custom. 43 After the festival was over, while his parents were returning home, the boy Jesus stayed behind in Jerusalem, but they were unaware of it. Students will know that historically pilgrimage is important for Christians today. They will know places of Christian pilgrimage: a historical pilgrimage site - Jerusalem, ecumenical (different denominations together) pilgrimage sites - Iona and Taize and a Marian (related to Mary the mother of Jesus) site – Walsingham, they will know that Christians go on pilgrimage to these places because they can feel closer to God/Jesus by visiting the sites he visited 'walking in his shoes', to meet and share fellowship with other Christians and to spend time in worship and prayer.	Tier 2: Tier 3: Pilgrimage	*What worship is. Different types of prayer.* *Muslim pilgrimage to Hajj as the final pillar of Islam.*	TPT/HL: Key word exposition Pilgrimage
Lesson 8 9 – Religious Celebrations **W15 L38-39**	• Students will know that Christians celebrate Advent, Christmas, Lent and Easter. They will know that Advent and Christmas are celebrated to remember the importance of the incarnation. Students will know that Lent, Holy Week and Easter are still important today because they remember the final events in Jesus life, his death and his resurrection. They will know that this relates to Christians beliefs about salvation.	Tier 2: Tier 3: Advent Lent	*The incarnation is the Christian belief that God came to Earth in the person of Jesus.* *The events of Holy week, Jesus death and resurrection and how they relate to salvation.*	TPT/HL: 3m questions
Lesson 10 – Review **W15 L40 W16 L41**				
Lesson 11 – The Local Church in the Local Community **W16 L42**	• Students will know that the local Parish Church is important because it unites the local community, provides support when necessary, gives advice from vicar/sources of authority and gives a sense of belonging and identity.	Tier 2: Tier 3: Minister Chaplain	*Christian celebrations of Christmas and Easter* *The importance of Christian worship*	TPT/HL: key word exposition parish

Unit 3 Living the Christian Life				
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	• Students will know that a Parish is a geographical area with a church or churches that serve the community. It can give a sense of Christian identity through Sunday services, Bible study, children's groups and social events. The church helps the local community through ecumenical events to bring Christians together. The local church can take part in outreach by working in hospitals, prisons or schools and organising community activities. Finally they help by offering special services at Christmas and Easter and to mark special events such as births, marriage and funerals.			
Lesson 12 – The Future of the Church **W17 43**	• Students will know that a missionary is a person who is sent out on a religious mission, especially to promote Christianity in foreign places and and that evangelical work refers to the spreading of the Christian faith by missionaries. Students will know a paraphrasing of Mark 16:15 "He said to them, "Go into all the world and preach the gospel to all creation. 16 Whoever believes and is baptized will be saved" and the divergent ways this is put into practice by the Church locally, nationally and globally. • Students will know that there are different ways for the Church to grow locally (funding community projects, open events to invite people into the church and ecumenical events bringing people from different denominations together), nationally (faith based events such as conferences, summer camps or community projects) and globally (creating faith based links between nations, funding education and community projects in poorer nations).	Tier 2: Tier 3: Evangelism Proselytise	***Baptism is an important sacrament.*** ***Christian teachings about salvation***	TPT/HL: Explain two ways Christians evangelise.
Lesson 13 14 – The Worldwide Church and Christian Aid **W17 L44 45**	• Students will know that the worldwide Church has different roles, it is a force for reconciliation and harmony and that it faces problems as it is a persecuted Church. • Students will know that the church is involved in reconciliation (bringing people who were once opposed back together). • Christian Aid fights poverty, because everyone should have the opportunity to thrive. We work in partnership with churches, individuals and local organisations in communities worldwide, supporting people of all faiths and none to rise out of poverty.'	Tier 2: Reconciliation Tier 3: Samaritan	Christian Aid is a Christian charity	
Lesson 15 16 – Revision **W18 L46 47**				TPT/HL: flash cards
Lesson 17 – Extended Assessment **W19 L47**				

Unit 3 Living the Christian Life				
Lesson/Learning Sequence	**Intended Knowledge:** *Students will know that…*	**Tiered Vocabulary**	**Prior Knowledge:** *In order to know this students, need to already know that…*	**Assessment**
Lesson 18 – Whole Class Feedback and Work Improvement Time W19 L48				

Unit 4 Life After Death				
Lesson/Learning Sequence	**Intended Knowledge:** *Students will know that…*	**Tiered Vocabulary**	**Prior Knowledge:** *In order to know this students, need to already know that…*	**Assessment**
Lesson 1 – Origins of Life W19 L49	• There are divergent Christian teachings about the origins and value of the universe: scientific explanations for the origins of the universe (the basics of the big Bang Theory) and Christian responses to them, many Christians accept the theory, some suggest it is how God created the Universe. Some Christians are creationists, they believe God created the universe exactly as it is described in Genesis. Students will know about the significance of Georges Lemaître, a Catholic Priest, physicist and astronomer who proposed the Big Bang Theory. Students will know that Christians value of the universe, some Christians believing that they are stewards of the universe and should therefore take care of it, others believing that it is a commodity to be used as they see fit. Students will study Genesis 1–2 and know that some Christians see the two accounts as two totally separate stories that have a similar meaning. Others see the two chapters as part of one continuous story. Most Christians would accept that the central message of both Genesis 1 and 2 is that God made everything good and that humanity is the highpoint of creation.	Tier 2 commodity Tier 3 Creationist Stewardship	*There are different Christian views about the creation of the universe.* *Genesis is the first book of the Bible* *The Big Bang is a scientific theory of how the universe came into existence.*	TPT/HL: Stewardship key word exposition
Lesson 2 – SoL W20 L50	• Students will know what Christians teach about the sanctity of life: human life is holy and sacred because it is created by God, humans are created in God's image. why human life is holy. • Students will know that the Bible can be interpreted to show life as special: • 'Then the Lord God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and man became a living being' (Genesis 2:7). • '…your bodies are temples of the Holy Spirit…' (1 Corinthians 6:19). • 'You shall not murder' (Exodus 20:13). • Students will know that bioethics is an area of medical ethics concerned with issues of right and wrong of certain aspects of healthcare.	Tier 2 Bioethics Tier 3 Sanctity of life	*The 10 Commandments were given by God, Christians see these as important rules to follow.* *You shall not murder is one of the 10 Commandments* *Christians believe that God created the universe and that human beings are thought to be the highpoint of that creation*	TPT/HL: SoL 4m Q

Unit 4 Life After Death				
Lesson/Learning Sequence	**Intended Knowledge:** *Students will know that…*	**Tiered Vocabulary**	**Prior Knowledge:** *In order to know this students, need to already know that…*	**Assessment**
Lesson 3 – W20 L51	• Evolution is the process whereby individuals with characteristics most suited to their environment are more likely to survive and reproduce. The genes that allow these individuals to be successful are passed to their offspring. This is survival of the best adapted • One Christian response to scientific and non-religious explanations about the origins and value of human life, such as evolution and survival of the best adapted, is the Special Agenda IV Diocesan Synod motions that showed compatibility of science and Christian belief (Diocese of Manchester) Members of the Church of England voted overwhelmingly in favour of a motion that religion and science are compatible including those of evolution and the age and origin of the universe.	Tier 2 Evolution Tier 3 Humanism	*Evolution is the theory of how humans evolved from other animals.* *The Church of England is a Christian denomination*	
Lesson 4 – W21 L52	• Review			TPT/HL: Flash Cards
Lesson 5&6 – W21 L53&54	• Christians see the value and sanctity of life as important for the issue of abortion. Abortion can be defined as the ending of a pregnancy or the removal of a foetus from the womb. There are different Christian beliefs about abortion. Most Christians are pro-life, they would argue against abortion because of the sanctity of life. Some people are pro-choice, these would argue that the woman has a right to choose abortion. The Humanae Vitae, in summary says, sex should be between a husband and wife and it should be unitive and creative. It also says that according to God's moral law, it is not permitted to directly interrupt the life already begun and, above all, it is forbidden to wilfully procure an abortion. Non-religious (including atheist and Humanist) on abortion may be pro-life or pro-choice. Some may use ethical theories to decide the rights and wrongs of abortion such as situation ethics.	Tier 2 Unitive creative Tier 3 Humanae Vitae	*Abortion is the ending of a pregnancy.* *The sanctity of life is the Christian belief that life is special and sacred because we were created by God in God's likeness.* *Situation ethics is doing the most loving thing in any situation.*	
Lesson 7 – W22 L55	• Christian teachings and beliefs about life after death: Christian teachings and beliefs that support the existence of a life after death, including that Christians believe that the resurrection of Jesus is proof that there is life after death. Christians believe they are saved by grace and will go to Heaven when they die, Ephesians 2:6 says 'And God raised us up with Christ and seated us with him in the heavenly realms in Christ Jesus, 7 in order that in the coming ages he might show the incomparable riches of his grace, expressed in his kindness to us in Christ Jesus. 8 For it is by grace you have been saved, through faith—	Tier 2 Paranormal Tier 3 Resurrection	*Christians believe in Heaven and Hell* *Catholics also believe in purgatory* *The Christian belief in salvation. Christians can be saved by grace and works.*	TPT/HL: 3 mark questions

Unit 4 Life After Death				
Lesson/Learning Sequence	**Intended Knowledge:** *Students will know that…*	**Tiered Vocabulary**	**Prior Knowledge:** *In order to know this students, need to already know that…*	**Assessment**
	and this is not from yourselves, it is the gift of God— 9 not by works, so that no one can boast.' • There are divergent Christian arguments for life after death, students will study different Christian and non-Christian beliefs and the reasons for them reasons studied will be: remembered lives, paranormal, logic, reward, comfort and meeting loved ones who have passed on. • Students will know that Christians believe life after death is significant for Christians.			
Lesson 8&9 – **W22 L56** **W23 L57**	• There are different non-religious arguments against life after death: source of comfort, lack of evidence, fraudulent accounts and social control • Christians reject these arguments against belief in life after death because the Bible is a source of authority for them and in 1 Peter 3:18–22 it says 18 For Christ also suffered once for sins, the righteous for the unrighteous, to bring you to God. He was put to death in the body but made alive in the Spirit. 19 After being made alive,[d] he went and made proclamation to the imprisoned spirits— 20 to those who were disobedient long ago when God waited patiently in the days of Noah while the ark was being built. In it only a few people, eight in all, were saved through water, 21 and this water symbolizes baptism that now saves you also—not the removal of dirt from the body but the pledge of a clear conscience toward God.[e] It saves you by the resurrection of Jesus Christ, 22 who has gone into heaven and is at God's right hand—with angels, authorities and powers in submission to him. Students will know a paraphrase of this.	Tier 2 Fraudulent Tier 3 Righteous	*Christians believe in Heaven and Hell* *Catholics also believe in purgatory* *The Christian belief in salvation. Christians can be saved by grace and works.* *Reasons for belief in the afterlife are remembered lives, paranormal, logic, reward, comfort and meeting loved ones who have passed on.*	
Lesson 10 – **W23 L58**	• Review			
Lesson 11 – **W23 L59**	Students will know the implications of Christian teachings about the value and sanctity of life for the issue of euthanasia, namely, if life is special and sacred euthanasia is wrong. Students will know the nature of euthanasia, the painless killing of someone who may be terminally ill or have a life limiting illness. Students will know two Christian teachings and divergent responses to euthanasia: support for hospice care and interpretations of Job 2:9–10 '9 His wife said to him, "Are you still maintaining your integrity? Curse God and die!" 10 He replied, "You are talking like a foolish[b] woman. Shall we accept good from God, and not trouble?" Students will know non-religious (atheist and Humanist) arguments surrounding its use (Quality of life, right to choose), including the application	Tier 2 Euthanasia Hospice Tier 3 Ethical Situation Ethics	*Euthanasia is the ending of a life in a painless way to relieve suffering* *Job is a book and character in the Bible who was tormented by the devil but chose to continue to follow God. God rewarded Job in the end.* *Situation ethics is doing the most loving thing* *The sanctity of life is the belief that life is created by God and is sacred.*	TPT/HL: Explain two reasons why Christians may be against euthanasia

Unit 4 Life After Death				
Lesson/Learning Sequence	**Intended Knowledge:** *Students will know that…*	**Tiered Vocabulary**	**Prior Knowledge:** *In order to know this students, need to already know that…*	**Assessment**
	of ethical theories, such as situation ethics (doing the most loving thing), and Christian responses to them (better to love others by caring for them, trust in God).			
Lesson 12&13 – W24 L60	Students will know that issues in the natural world include pollution, global warming and the use of natural resources; stewardship and humanity's role as stewards. Students will know a paraphrasing of The Christian Declaration on Nature, Assisi 1986. Leaders from five different world religions met in the town of Assisi. They were brought together by the World Wildlife Fund. The purpose of the meeting was to decide how their faiths could and should help to care for the environment. Each faith wrote a response to issues facing the natural world. Christians said that being in charge of creation does not give people the right to abuse, spoil, waste, or destroy what God has created. The Christian Declaration on Nature drawn up at Assisi in 1986 is summarised here: All creation is designed to work together: God made it this way to show his Glory. Humans were created to look after everything in the world; they should not destroy it. The world's resources, including animals, are not to be exploited. Humans must avoid damaging the world at all costs, including avoiding nuclear warfare. There are differing Christian responses to animal rights, including animal experimentation (some agree as people are the highpoint of creation and humans are given dominion over animals) and the use of animals for food (The Christian vegetarianism association disagree with this), including the application of ethical theories such as utilitarianism (The greatest good for the greatest number).	Tier 2 Experimentation Tier 3 Utilitarianism	***Stewardship is looking after the earth for future generations.*** ***Genesis explains the account of creation from a creationist point of view.***	
L14-18 W24 25 L61-65	Revision			TPT/HL: Create 24 flash cards
L19-20 W26 27 L66-70	Mock Exam			

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