

Levenshulme High School – Curriculum Map – RE

		Term 1		Term 2		Term 3	
No. of Weeks		8	7	6	6	5	7
Year 7	Topic Title	Me and Myself LAS Link: What difference does it make to believe in a certain religion?	Me and My School LAS Link: Does religion help people to be good?	Me and My City LAS Link: Is religion a power for peace or conflict in the world today?	Me and My Country LAS Link: How can people express the spiritual through the arts?	Me and My World LAS Link: Should religious buildings be sold to feed the starving?	Me and my future LAS Link: Should happiness be the purpose of life?
	<i>Pupils should know...</i>	In this unit student will be introduced to the idea that religions and world views have an enormous impact on how people live their lives. Through the medium of introducing students to a brand-new civilisation students will be given the opportunity to think about how they would introduce new customs and rituals into their lives to mark special events. Students will then be given the opportunity to examine the key human question of 'What difference does it make to believe in a religion?'	In this unit students will examine beliefs about the concepts of right and wrong and how these concepts are developed. Students will compare different religious and non-religious viewpoints on morality and justice to gain an overall understanding of how religions may influence the actions of believers.	In this unit students will be delicately introduced to ways in which religion can be seen as a power for peace in the world also given an insight into the reasons why religions can be seen as a cause of conflict. Students will then be given an opportunity evaluate views of religion in relation to peace and conflict.	In this unit students are taking part in a national competition against other schools around the country. They are expected to those a variety of interpretations for 'spirituality' and explain the impact of art to help believers understand big ideas in their tradition. They will also explore how religious traditions are expressed in different way around the country.	In this unit students draw on a range of religions and evaluate the opportunities that different places of worship create. They will explore a different religion each week and discuss the different uses and benefits for religious buildings.	In this unit students will explore what happiness is, what it means to people and should happiness be the purpose of life. They will investigate how different terms of happiness (happiness as pleasure, as an emotion, as life-satisfaction) are used by people. Once this is understood the students will be introduced to religious and

							non-religious attitudes to happiness.
	<i>Pupils should be able to do...</i>	By the end of the topic students should be able to develop an understanding of how different religions and worldviews help humans to answer key questions throughout their lives. Compare similarities and differences between world religions. Develop empathy by understanding the reactions of human to special human events.	By the end of the topic students should be able to describe religious teachings which encourage morally good actions and which principles within these guide people to live good lives. Students will also analyse and evaluate a range of ways that religion can inspire moral and perhaps immoral behaviour.	By the end of the topic students should be able to consider examples of conflict in everyday life, its causes, and consequences. Students will then consider how peace is achieved focusing on the practical work done by several religious charities.	By the end of the topic students should have considered and evaluated different views surrounding religious art with a particular focus on the UK. They will have created a piece of artwork to enter the national competition and meets the requirements of the entry. They will develop oracy skills by creating a speech to go with their piece of art and present it to the class.	By the end of the topic students should have considered the benefits and challenges of religious buildings. They should be able to come to a conclusion as to whether religious buildings should be sold to feed the starving and be able to explain their own views on this.	By the end of this unit the students should be able to understand what happiness is, how it is used by people and whether we can measure happiness effectively. The students should be able to understand how to read the Bible, be able to find relevant quote and understand the Christian concept of happiness. They should be able to understand the Four Noble Truths, how it links to happiness and overcoming

							suffering within Buddhism. Finally, by the end of this unit students should be able to understand the non-religious views on happiness and be able to compare what a 'good life' for religious people to non-religious people.
	<i>How does it build on prior learning?</i>	During primary school students should have been introduced to the main religious traditions. Students will build upon this knowledge throughout this unit.	Students have already learnt about the foundations of their own and other people's beliefs and will now learn the ways in which religious teachings and scripture influences the lives and behaviour of believers.	Students will already have the learnt how different religions teach people how to treat others. For example, 'Love thy neighbour' within Christianly and Ahimsa within Buddhism.	Students will have already looked at different ways that people express themselves within religious in a previous unit. This builds on that unit and encourages students to express their views through art. They will continue to develop their evaluation skills	Students will have learnt about a variety of different beliefs throughout year 7 and into year 7. They can use this knowledge to help them to develop their skill of evaluating and looking at a range of points of view.	This is the final unit in the Dream Day concept and ties in all of the learning from the whole year. Students get to reflect on learning from Dream Day 1-5 and apply to the 'future' and how both themselves and others may be affected by it.

	<p><i>Why are we doing this now?....</i></p>	<p>This is an introduction unit. Introducing students to idea that the aim of RE is to engage students into systematic enquiry into significant human questions which religion and worldwide views address.</p>	<p>Students have learned about different beliefs and will go onto learn about the role religion plays in people's lives. By learning about the moral dimension of religious teachings, students will have a greater understanding of religious tenets.</p>	<p>Students move on from their own personal thoughts and experience to looking at how religion is displayed in a wider setting.</p>	<p>when looking at previous other entries from around the country.</p> <p>The competition runs from Christmas until July however we need to have put the foundations of RE in place before moving on to work on the competition. Also, students will have started to develop skills in previous units that they can use in this one. It allows time for entries to be judged by the class teachers and entered into the competition.</p>	<p>Before students move on to think about their own beliefs and how it will affect their future, they discuss how it has an impact on a global scale. Students draw in the ideas from a range of different beliefs to apply them to people's beliefs and behaviour around the world.</p>	<p>By the end of this unit the students will have covered a wide range of religious content from various different themes and concepts. This provides good foundations for when they move on to Year 8 and study RE in the more 'traditional' manner.</p>
	<p><i>How does it prepare for learning to come?</i></p>	<p>This lays the foundations for students to have a successful educational journey though the study of RE. By completing this unit</p>	<p>Students will be able to apply what they have learned in this unit to the role religion can play</p>	<p>It provides students with knowledge and understanding of how religion plays a part within the cities</p>	<p>Students have learnt about the foundations to their own and other people's beliefs and start to apply it to the context of art</p>	<p>Students will need to understand the uses of religious buildings when they continue with their study in Year 8 and</p>	<p>This prepares students for some of the philosophical units in Year 8. By thinking about their future and how that can</p>

		students will gain an insight into how religion impacts themselves and others around them.	in peace and conflict.	that we live in, which will be developed on a larger scale in the next unit.	within the country. Dream Day builds on each unit, with Me and my World following this one. Students can use the individual, local and national effects of religion and ethics later to look at religion on a global scale.	then into Year 9. This unit will help with the foundations of this. It also allows them to look at religions on a global scale which they are not likely to have done before.	relate to happiness, they are starting to draw on philosophical topics and issues.
Year 8	Topic Title	What is good/challenging about being a teenage Sikh/Buddhist/Muslim in Britain today?	Is death the end? Does it matter?	Why is there suffering? Are there any good solutions?	Do we need to prove God's existence?	Does living Biblically mean obeying the whole Bible?	What rites of passage do religious people go through?
	<i>Pupils should know...</i>	This unit enables pupils to learn in depth from Buddhists, Muslims and Sikhs and their ways of living,	Students will learn about different beliefs about heaven and hell and be	Students will learn about the causes of suffering and understand the	Students will explore the difference beliefs about the existence of	Students will explore how Christians interpret the teachings of The	Students will learn about different types of rites of passage, from a range of

	<p>beliefs and communities, providing opportunities to consider challenging questions about the place of religion in Britain today and in pupils' own thinking. Students will focus on a different religion each week to look at the benefits and challenges of living as a follower of the faith-with a particular focus on young people.</p>	<p>able explain beliefs such Reincarnation and Purgatory. Students should be able to apply the belief of reincarnation to designing a board game. Pupils should know about Humanism and life after death and how it different from religious beliefs</p>	<p>difference between natural and moral evil. They should understand the Christian message on suffering through the story of Job, the Islamic reasoning of life being a test, as well as Atheist views on evil and suffering. They will also explore how the media can influence our view of evil and suffering.</p>	<p>God. They will understand philosophical arguments for believing in God and explain why some people believe in God and others don't. Students will explore and evaluate what really matters to people and consider whether a belief in God makes a difference to how people view what matters.</p>	<p>Bible as a guide for living. They will use teachings from the New and Old Testaments to build an understanding of how the moral commands are used by Christians across the world and how injustice and inequality is or is not tackled in 'Christian' countries.</p>	<p>different religions. They will focus on rites such as marriage, birth ceremonies and funerals. Students will discuss if it is as important for a non-religious person as a religious person. They are to focus on developing their oracy skills and learn about the techniques for successful presenting.</p>
<p><i>Pupils should be able to do...</i></p>	<p>Students will be able to explain key beliefs and evaluate how we can learn from different religious beliefs. Students will use their own experiences to draw upon a range of content that is both relevant and new to their day-to-day life.</p>	<p>Students should be able to explain key beliefs in different religions and go on to compare and contrast different ceremonies within religions. Students should be able to extract information from religious texts and sources and interpret</p>	<p>Students should be able to explain key beliefs and compare differences and similarities within religions to explain the existence of evil and suffering. They will describe the key religious stories and use their</p>	<p>Students should be able to explain key philosophical and religious beliefs about the existence of God. They should also be able to contrast these with views, religious and non-religious, that suggest that we do not need</p>	<p>Students should be able to evaluate how far Christians treat the Bible as a strict set of commands for living as well as investigating whether people need to obey the Bible fully or even be Christian to live a life in balance</p>	<p>Students should be able to compare and contrast rites of passage from 2 different religions for each rite of passage that is covered. Students should be able to use key religious teachings and stories to explain the importance</p>

			information in religious texts and quotes	ability of extracting information from religious texts to interpret information in religious texts and quotes.	to prove the existence of God and evaluate the differing perspectives.	with the teachings and messages of the Bible.	and significance of the different celebrations. Students will be able to draw upon a range of examples to support the points that they make. Students will use their knowledge to create presentations to deliver at the end of the unit, based on 2 rites of passage of their choice.
<i>How does it build on prior</i>	Key content from Year 7 will help students to progress within this unit. Concepts such as 'The Golden Rule' and the 10 commandments will help students in their application and evaluation of content. Also, they have done lots of work on how religion fits within society which will be relevant to this unit.	How young people are influenced in their lives and how it will have an effect on their beliefs for after they die. Students should have remembered that they need to use evidence and teachings to support the points that they make.	How beliefs in life after death will influence and affect how a religious person may view and explain evil and suffering in the world. They should also be able to draw upon Year 7 knowledge and understanding of concepts such as how several religious	Key content from students' exploration of life after death and suffering in the world gives students a solid base to build on as they learn about philosophical and religious views on proof of the existence of God.	Key content from Year 7 and 8 regarding how religious people live their lives will provide a foundation for exploring in more depth the teachings of the Bible as well as linking in how far Christian teachings of 'living Biblically' may apply to other religion's	Key content from all of the previous units of work as they will all in part tie in to different aspects of this unit. They should use their familiarity with religious teachings to use them confidently within their answers and presentations.	

	<p><i>Why are we doing this now?....</i></p>	<p>This unit builds on content from the Dream Day units which allows a smooth transition from Year 7 to 8.</p>	<p>‘Is death the end’ explores different religious beliefs which was also briefly touched upon in Year 7. It also allows for discussions that will become more relevant as the year continues.</p>	<p>charities work for peace.</p>	<p>This unit builds well upon the two previous units and will allow students to engage further with prior learning and make links that will assist in creating a deeper understanding of the topic as well as addressing more challenging evaluative questions.</p>	<p>ideas of living a moral life.</p>	<p>This is a good unit to end the year on as it not only ties in content right back from the beginning of Year8, but also allows students to complete their own independent research project and present it to the class. They enjoy this unit as it builds on evaluation skills they have gained and content that they have learnt from various different religious beliefs and puts it all together in one project of their choice.</p>
	<p><i>How does it prepare for learning to come?....</i></p>	<p>Students will do evaluation and analysis work which will help throughout Year 8 and</p>	<p>Students start to really ‘evaluate’ content and religious beliefs</p>	<p>Students continue to</p>	<p>Students will develop their evaluative skills</p>	<p>Students will continue to</p>	<p>This unit allows students to gain some research and presenting</p>

		beyond. They will also look at topical issues in society today which can be used in future lessons.	in this unit which will be a key skill for them to have within RE. They start to evaluate statements relating to life after death and give their own opinions on them.	develop their evaluation skills by having in depth discussions on 'big' moral and ethical human questions. This not only prepares them for the upcoming philosophy unit, but also content that they will cover in Years 9-11.	in this unit, looking at a variety of different perspectives for 'answers' to one of the most contentious and discussed questions in the world – Does God exist? How do we know?	develop their analytical and evaluative skills when considering how far does a set of beliefs have to be followed for them to be considered Biblical – this will also develop critical skills as they consider what this means for other religious believers and those without a faith living morally.	skills that they may not have spent much time on earlier in the year. Students will be developing their evaluation skills but in a way that allows them to share their ideas with the class and become confident in their presenting skills. It also prepares them for content they will cover in Year 9 when looking at Christianity and Islam, it will allow some foundations of key beliefs to be built upon.
Year 9	Topic Title	The history of Islam		Understanding the Islamic way of life		The history of Christianity	
	<i>Pupils should know...</i>	Pupils should know the key beliefs of Islam including the six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam examining the key similarities and differences. Pupils should know about		Pupils should know the five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam. Pupils will focus on; The Shahadah which is the declaration of faith and its place		Pupils should know about the Christian idea of the nature of God, God as omnipotent, loving and just and the problem of evil and suffering. Also, the idea that	

		<p>Tawhid (the Oneness of God), and the nature of God: His omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world whether that be immanence and transcendence. Pupils should know about the role of angels within Islam, including their nature, with a focus on Jibril and Mika'il. Pupils should know about predestination and human freedom and its relationship to the Day of Judgement. Pupils will examine akhirah (life after death) thinking through the effect of human responsibility and accountability. Pupils will examine authority within Islam looking at the Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. Pupils will know about the holy books of Islam including the Qur'an, the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. Finally, Pupils will know about the imamate in Shi'a Islam including its role and significance.</p>	<p>within Muslim practice; Salah and its significance, how and why Muslims pray including times and movements; Salah in the home and mosque, Friday prayer and the key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer. Pupils will then move on to focus on Sawm, the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power. Zakah is the next pillar pupils should know, they will explore the role and significance of giving alms including origins, how and why it is given, benefits of receipt and Khums in Shi'a Islam. Finally, pupils should know about Hajj, including the role and significance of the pilgrimage to Makkah, how hajj is performed, the actions pilgrims perform at sites and their significance. The end of the unit will look at festivals and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.</p>	<p>Christianity is a monotheist religion in light of the concept of The Holy Trinity. Pupils will cover the different Christian beliefs about the creation of the world including the role of the Word, The Holy Spirit and Genesis. Pupils will examine the different Christian beliefs about the afterlife and their importance, including: resurrection; life after death; judgement, heaven and hell. Pupils will study Jesus Christ and His salvation, including beliefs and teachings about the incarnation, Jesus as the Son of God, the crucifixion, resurrection and ascension, sin, including original sin. Pupils should know about the means of salvation, including law, grace and Spirit and the role of Jesus Christ has in salvation including the idea of atonement.</p>
	<p><i>Pupils should be able to do...</i></p>	<p>By the end of the unit Pupils should be aware that Islam is one of the diverse religious traditions in Great Britain today. Pupils should be able to recognise the beliefs and teachings of Islam and Islamic</p>	<p>Pupils should be able to describe and explain the key concepts and knowledge from the unit, applying religious beliefs to these in context. Pupils will need to understand and</p>	<p>Pupils should be able to recognise that Christianity is the main religious tradition in Great Britain. Pupils should be able to refer to scripture and sacred texts by studying the</p>

		sources of wisdom and authority. They should be able to refer to scripture and other sacred writings and the influence they have on the beliefs and teachings studied on individuals, communities and societies.	interpret information from religious texts and quotes to support analysis and evaluation of religious practices with evidence to support their points.	main sources of wisdom and authority in Christianity. Pupils should be able to explain the beliefs and teachings of Christianity influences individuals, communities and societies.
	<i>Why are we doing this now?.... How does it build on prior learning?.... How does it prepare for learning to come?.....</i>	As the majority of our pupils follow the religion of Islam, it makes sense that we start with a unit that they are familiar with. Pupils will examine key ideas from Islam in order to have a foundation on which to build for future units of work. This includes the Islamic ideas of the nature of God, the sources of authority, the Islamic idea of the afterlife and the impact this belief has on a person's life. This study will allow pupils to have the foundations for the next topic which is learning about how Muslims put their beliefs into practice.	Having studied the history of Islamic beliefs pupils will now see how those beliefs impact on a Muslims life by studying the practices that Muslims perform, such as following the five pillars of Islam and the ten obligations of Shi'a Muslims. This will build upon prior knowledge from the previous Islamic belief's unit. This will help pupils with the subsequent thematic units as pupils will gain an understanding of how and why Muslims react to life issues.	At this stage pupils are introduced to an in-depth study of Christianity as it is the main religious tradition in Great Britain. Pupils will examine key ideas in order to have a foundation on which to build, this includes the Christian ideas of the nature of God and focus on who is Jesus Christ, students will cover beliefs around the effects of a person's life on the afterlife and what the afterlife may look like. This will allow pupils to access the thematic studies in Year 10 and 11, as this will give pupils the context of how Christians approach different issues.
	Topic Title	Christian Practices	Relationships and Family	Religion and Life
Year 10	<i>Pupils should know...</i>	Pupils should know how Christians worship and celebrate their religion. Pupils will look at different forms of worship and their significance, including liturgical, non-liturgical and informal worship including the use of the Bible in private worship. They will exam prayer and its significance,	Pupils should know the issues surrounding human sexuality including: heterosexual and homosexual relationships. Pupils should know the religious views of sex before and outside of marriage	Pupils should know the origins of the universe, including different interpretations of religious teachings and the relationship between scientific views, such as the Big Bang theory, and religious views. Pupils should know the value of the

	<p>including the Lord's Prayer, set prayers and informal prayer. Pupils should know the role and meaning of the sacraments. The role and importance of pilgrimage and celebrations of Christians including their importance in Great Britain today. Pupils will examine the role of the church in the local and worldwide community, including food banks, street pastors and the work of Christian Aid. Pupils should know the place of mission and evangelism within Church growth and the importance of the worldwide Church including, working for reconciliation and how Christian churches respond to persecution</p>	<p>as well as contraception and family planning. Pupils will then gain an understanding of the nature and purpose of marriage including same-sex marriage, cohabitation, divorce, and remarrying. Pupils should know about the nature of families, including the role of parents and children. Pupils will examine extended and nuclear families. Pupils should know there are a range of contemporary families including same-sex parents and polygamy. Finally, pupils should know the roles of men and women within society including gender equality, gender prejudice and discrimination.</p>	<p>world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. Pupils should know about the uses and abuses of the environment and animals, including: animal experimentation, the use of animals for food. Next, Pupils should explore the issues surrounding abortion, including the ethical arguments related to abortion, involving those based on the sanctity of life versus the quality of life. Finally, pupils should know the issues surrounding euthanasia, focusing on the beliefs about death and an afterlife, and how these impact the value of human life.</p>
<p><i>Pupils should be able to do...</i></p>	<p>Pupils should be able to recall the practices within Christianity based on the Christian sources of wisdom and authority. They should be able to refer to scripture and sacred texts to give meaning as to why Christians practice in such ways. Pupils should be able to explain the influence these practices have on individuals, communities and societies.</p>	<p>Pupils should be able to describe and explain the key concepts and knowledge from the unit, applying religious beliefs to these in context. Pupils will need to understand and interpret information from religious texts and quotes to support analysis and evaluation of religious practices with evidence to support their points.</p>	<p>Pupils should be able to describe and explain the key concepts and knowledge from the unit, applying religious beliefs to these in context. Pupils will need to understand and interpret information from religious texts and quotes to support analysis and evaluation of religious practices with evidence to support their points.</p>
<p><i>Pupils should have remembered...</i></p>	<p>Having previously studied Christian beliefs pupils will now progress onto learning about how Christians put their beliefs into practice. This topic leads nicely from the previous topic of learning about the beliefs</p>	<p>Having completed their in-depth studies of Christianity and Islam Pupils are now well equipped to look at issues affecting human life. This will build upon previous knowledge</p>	<p>Having previously studied Christianity and Islam in depth and analysed relationships within religions pupils should now have the knowledge and skills needed to</p>

	<p><i>Why are we doing this now?....</i> <i>How does it build on prior learning?....</i> <i>How does it prepare for learning to come?....</i></p>	<p>of the Christian religion to how that religious person puts their beliefs into practice. Pupils will cover how Christians live their lives, this includes the way Christians believe they should worship their faith looking at festivals and celebrations. Also, how Christians should respond to people in need and the reasons for their reactions. This will prepare pupils for future topics in Year 11, as pupils will gain an understanding of how Christians respond to issues particularly those issues affecting others.</p>	<p>of the studied religions and also build upon their skills of analysing philosophical and ethical arguments relating to issues that impact and influence the modern world. Pupils will be made aware of contrasting perspectives in contemporary British society. Pupils will then be able to use these skills in the coming units of work.</p>	<p>study the religious teachings, and religious, philosophical and ethical arguments, relating to the issues around religion and life. Pupils should be prepared to discuss how these religious beliefs have an impact and influence in the modern world as they should be able to explain contrasting beliefs abortion, euthanasia and animal experimentation by referencing Islam and Christianity. The skills developed will enable students to analyse future thematic topics.</p>
<p>Year 11</p>	<p>Religion and Life</p>	<p>Religion, Crime and Punishment</p>	<p>Religion, Human Rights and Social Justice</p>	
<p><i>Pupils should know...</i></p>	<p>Pupils should know the origins of the universe, including different interpretations of religious teachings and the relationship between scientific views, such as the Big Bang theory, and religious views. Pupils should know the value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. Pupils should know about the uses and abuses of the environment and animals, including: animal experimentation, the use of animals for food. Next, Pupils should explore the issues surrounding abortion, including the ethical arguments related to abortion, involving those based on the sanctity of life versus the quality of life. Finally, pupils should know the issues surrounding euthanasia, focusing on the beliefs about death and an afterlife, and how these impact the value of human life.</p>	<p>Pupils should know about the individual's reasons to commit crime and the different aims of the punishments meted to those who transgress; this will include investigation of the use of capital and corporal punishment, how criminals are treated by law and society and the idea of forgiveness. Pupils should know all aspects include the study of the religious viewpoints on the topic from both Christian and Muslim perspectives.</p>	<p>Pupils should know about the concept of social justice and how the religions enact this, the reasons why prejudice develops, how resulting discrimination manifests (both positive and negative) and reasons for wealth inequality and the role religion plays from both Christian and Muslim perspectives.</p>	

<p><i>Pupils should be able to do...</i></p>	<p>Pupils should be able to describe and explain the key concepts and knowledge from the unit, applying religious beliefs to these in context. Pupils will need to understand and interpret information from religious texts and quotes to support analysis and evaluation of religious practices with evidence to support their points.</p>	<p>Pupils should be able to describe and explain the key concepts and knowledge from the unit, applying religious beliefs to these in context. Pupils will need to understand and interpret information from religious texts and quotes to support analysis and evaluation of religious beliefs and practices regarding crime and punishment.</p>	<p>Pupils should be able to describe and explain the key concepts and knowledge from the unit, applying religious beliefs to these in context, giving practical examples where appropriate. Pupils will need to understand and interpret information from religious texts and quotes to support analysis and evaluation of religious beliefs and practices regarding human rights.</p>
<p><i>Why are we doing this now?.... How does it build on prior learning?.... How does it prepare for learning to come?....</i></p>	<p>Having previously studied Christianity and Islam in depth and analysed relationships within religions pupils should now have the knowledge and skills needed to study the religious teachings, and religious, philosophical and ethical arguments, relating to the issues around religion and life. Pupils should be prepared to discuss how these religious beliefs have an impact and influence in the modern world as they should be able to explain contrasting beliefs abortion, euthanasia and animal experimentation by referencing Islam and Christianity. The skills developed will enable students to analyse future thematic topics.</p>	<p>Pupils have developed their critical thinking skills in the previous topics which allows pupils to critically analyse both crime and punishment in Great Britain. Pupils will use key ideas from Christian and Islamic beliefs and practices in order to have a foundation on which to build in the thematic ideas. Pupils will then be able use the knowledge and skills from learning about crime and punishment and apply those to the issue of examining social justice in the next topic.</p>	<p>Pupils should be also to use the knowledge from previous units of work to discuss the key Christian and Islamic beliefs surrounding human rights and social justice. This includes the religious teachings of treating those different to ourselves (e.g.: Good Samaritan) and practical application of scripture to charity. This will allow pupils to access all content on their GCSE exam.</p>