



PRE Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	<p>1. Stories from the prophets</p> <ul style="list-style-type: none"> • Creation • Noah • Abraham • Moses • The Law <p>2. Christianity through the life of Jesus</p> <ul style="list-style-type: none"> • Who is Jesus? • The kingdom of God • Sources of wisdom and authority • Practices – Holy Communion • Beliefs – Crucifixion and Resurrection • Festivals – Easter and Christmas • The kingdom of God today. <p>3. Islam</p> <ul style="list-style-type: none"> • What is Islam • Sources of wisdom and authority • Practices • Beliefs • Festivals 	<p>These stories form the basis of the Abrahamic faiths and are an important background to learn about Christianity and Islam. They can all be referenced in GCSE questions.</p> <p>These stories are important cultural capital, they teach students how their religious backgrounds overlap – this improves tolerance and understanding in communities.</p> <p>Students will need a good understanding of Christianity and the life of Jesus at GCSE. Students will need to be able to reference examples from the Christian religion in GCSE questions.</p> <p>The knowledge gained in this unit will provide students with important cultural capital.</p> <p>Students will also learn how their religious backgrounds overlap – this improves tolerance and understanding in communities.</p> <p>Students will need a good understanding of Islam at GCSE. Students will need to be able to reference examples from the Islamic religion in GCSE questions.</p>	<p>Creatio ex nihilo Genesis Idols Blaspheme Monotheism Polytheism Henotheism Pharaoh Hebrew Sabbath Adultery Covet</p> <p>Incarnation Resurrection Trinity Good Samaritan 'Prodigal' or 'Lost' Son Passover Holy Communion Eucharist Mass Last Supper Crucifixion Easter Christmas Advent Midnight Mass Stations of the Cross</p> <p>Tawhid Shirk Umma 5 Pillars Hajj Zakat</p>	<p>Prophecy Commandment Covenant Abrahamic faiths Role model Famine Plague Bible Torah</p> <p>Saviour Gospel Sin Sinner Festival Parable Neighbour Mentor</p> <p>Islam Muslim Prophet Allah Qu'ran</p>	<p>Writing Key word tests to develop terminology Guided scaffolding of extended writing</p> <p>Reading Class reading – and annotating passages of scripture together Students encouraged to read around current affairs issues in relation to PRE.</p> <p>Oracy Class discussion in every lesson Debating in pairs and groups Next step activities to improve writing</p>	<p>Term 3 DOYA Formal assessment at the end of each unit Term 6 DOYA</p>

	<ul style="list-style-type: none"> Islam in the world. 	<p>The knowledge gained in this unit will provide students with important cultural capital.</p> <p>Students will also learn how their religious backgrounds overlap – this improves tolerance and understanding in communities and counters Islamophobic messages which some students may pick up from elsewhere.</p>	<p>Salat Shahadah Sawm Tahwid Risalah Al Malaa’ikah Akirah Al Kitub Al Qadr Predestination Eid-ul-Fitr Ramadan Eid-ul-Adha Hadith Sunni Shi’a</p>			
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
8	<p>1. The Afterlife</p> <ul style="list-style-type: none"> What’s the evidence? What do Christians believe? What do Muslims believe? What do Sikhs believe? How can you live on once you die? <p>2. Sikhism</p> <ul style="list-style-type: none"> Guru Nanak The Gurus The Guru Granth Saib The 5Ks The Khalsa and Vaisakhi Beliefs – Equality Sikhism in Britain 	<p>AO1: All students will be asked about beliefs about the afterlife and funeral rites at GCSE. This is also a good area of study to explore ideas about evidence and proofs as in introduction to philosophical thought.</p> <p>AO2: This helps students to engage with death and morality in a healthy and structured way, and develop empathy. It also enables them to critique their own beliefs about an unknown reality. It should help children to explore the meaning of life and the legacy they wish to create.</p> <p>Students will need a good understanding of Sikhism at GCSE. Students will need to be able to reference examples from the Sikh religion in GCSE questions.</p> <p>The knowledge gained in this unit will provide students with important cultural capital.</p> <p>Students will also learn how their religious backgrounds overlap – this improves tolerance and understanding in communities and counters</p>	<p>Resurrection Reincarnation Judgement Day Karma Physical Resurrection Spiritual Resurrection Purgatory Barzakh Jahannan Mukti Waheguru</p> <p>Guru Granth Saib Langar Waheguru Gurdwara Khanda Amritsar Amrit Diwali Karah parshad Adi Granth Gurmukhi The 5Ks Khalsa</p>	<p>Afterlife Rituals Theologian Archbishop Judgement 5 Pillars Qu’ran Judgement Paradise Heaven Hell Allah Eternity</p> <p>Guru Sikhism Equality Fellowship Punjab Mughal Empire Cremated Caste System Reincarnation</p>	<p>Writing Key word tests to develop terminology Guided scaffolding of extended writing</p> <p>Reading Class reading – and annotating passages of scripture together Students encouraged to read around current affairs issues in relation to PRE.</p> <p>Oracy Class discussion in every lesson Debating in pairs and groups Next step activities to improve writing</p>	<p>Term 3 DOYA Formal assessment at the end of each unit Term 6 DOYA</p>

	<p>3. Good and Evil</p> <ul style="list-style-type: none"> • What is evil? • Religious responses to evil • Moral dilemmas • Punishment • Prisons • The Death Penalty • Overcoming evil 	<p>messages which some students may pick up from elsewhere.</p> <p>This theme is explored in further depth at GCSE, so it is sensible for students to receive s grounding in the key issues at KS3</p> <p>This is also an opportunity for students to gain experience in discussing, reading and writing about moral and ethical issues, a skill which they will need to develop at GCSE.</p> <p>The knowledge gained in this unit will provide students with important cultural capital.</p>	<p>Kesh Kangha Kara Kirpan Vaisakhi Ascetics Moksha Celibates Sewa. Court</p> <p>Natural evil Moral evil Absolutism Relativist Omniscient Omnipotent Omnibenevolent Consequentialist Intentionalist Teleological Approach Deontological Approach</p>	<p>Morality Free Will The fall Soul Reformation Restoration Retribution Reparation Capital punishment Beheading Lethal injection Forgiveness Hypocritical Secular</p>		
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
9	<p>1. Christian beliefs</p> <ul style="list-style-type: none"> • Creation • Nature of God • Oneness of God • Why did Jesus live? • Why did Jesus die? • Why did Jesus rise again? • How do Christians use the Bible • The role of the Holy Spirit 	<p>Not only do students need a good understanding of Christianity and the life of Jesus to answer questions in this specific unit, but they also need to be able to reference examples from the Christian religion in some of the questions in other units.</p> <p>The knowledge gained in this unit will provide students with important cultural capital.</p> <p>Students will also learn how their religious backgrounds overlap – this improves tolerance and understanding in communities.</p>	<p>Eternal Transcendent Immanent Benevolent Omniscient Omnipotent Monotheistic Judge Trinity Nicene Creed Incarnate Resurrection Literal creationists Liberal Creationists Original Sin Stewardship Moral Evil</p>	<p>Doctrine Eternal Personal Forgiving Judge Evolution Creation The Fall Conception Reconciliation Repentance Sacrifice Soul Hell/ She'ol Heaven Immortal</p>	<p>Writing Key word tests to develop terminology Guided scaffolding of extended writing</p> <p>Reading Class reading – and annotating passages of scripture together Students encouraged to read around current affairs issues in relation to PRE.</p> <p>Oracy</p>	<p>Y9 PPE (June)</p> <ul style="list-style-type: none"> • Formal assessment at the end of each unit • Past exam questions at teacher discretion

	<p>2. Christian Practices</p> <ul style="list-style-type: none"> • How do Christians worship God? • How do Christians pray? • What is baptism? • What is the Eucharist • What is pilgrimage? • Is Britain Christian? • Is Christianity growing? • Faith in action tearfund • One church or many churches? • Easter and Christmas <p>3. Islamic Beliefs</p> <ul style="list-style-type: none"> • The nature of Allah • Sunni and Shi'a • Risalah and the Prophet Muhammad • Angels • The Holy Boks of islam • Life after death • Predestination 	<p>Not only do students need a good understanding of Christianity and the life of Jesus to answer questions in this specific unit, but they also need to be able to reference examples from the Christian religion in some of the questions in other units.</p> <p>The knowledge gained in this unit will provide students with important cultural capital.</p> <p>Students will also learn how their religious backgrounds overlap – this improves tolerance and understanding in communities.</p> <p>Not only do students need a good understanding of Islam to answer questions in this specific unit, but they also need to be able to reference examples from the Islamic religion in some of the questions in other units.</p> <p>The knowledge gained in this unit will provide students with important cultural capital.</p> <p>Students will also learn how their religious backgrounds overlap – this improves tolerance and understanding in communities and counters Islamophobic messages which some students may pick up from elsewhere.</p>	<p>Natural Evil Theodicy Incarnation Blasphemy Ascension Salvation Atonement Redemption Sanctified Grace Covenant Sacrament Eschatology Parousia</p> <p>Baptism Eucharist Confirmation Holy Orders Palm Sunday Anglican Roman Catholic Maundy Thursday Disciples Good Friday Crucifixion Ash Wednesday Pentecost</p> <p>Salah Sunnah Hadith Makkah Sunni Shia Sufi Hafiz Risalah Kuftub Malaikah Akhirah .</p>	<p>Mission Worship Sacraments Prayer Pilgrimage Reconciliation Marriage Jerusalem Meditation Hymns Prayers Sermons Lent</p> <p>Qur'an Revelation Muhammad Arabic</p>	<p>Class discussion in every lesson Debating in pairs and groups Next step activities to improve writing</p>	
Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment

<p>10</p>	<p>1. Islamic Practices</p> <ul style="list-style-type: none"> • The Five Pillars, the Ten Obligatory Acts and the Shahadah. • Salah and daily prayers • Why do Muslims fast? • Zakah – almsgiving • Hajj – Pilgrimage • Jihad • The Festival of Id • The Festival of Ashura <p>2. Good and Evil</p> <ul style="list-style-type: none"> • What makes an act wrong? • Are we free to choose? • Crime and punishment • Prisons and taking action • Is it right to kill for justice? • Can we truly forgive? • Where does evil come from? • The problem of evil <p>3. Human Rights</p> <ul style="list-style-type: none"> • Why should humans have rights? • Prejudice and discrimination • How we can become more equal? • Can we use money fairly? • What do religious charities do? • Personal conviction vs the Law • Should we have religious freedom? 	<p>Not only do students need a good understanding of Islam to answer questions in this specific unit, but they also need to be able to reference examples from the Islamic religion in some of the questions in other units.</p> <p>The knowledge gained in this unit will provide students with important cultural capital.</p> <p>Students will also learn how their religious backgrounds overlap – this improves tolerance and understanding in communities and counters Islamophobic messages which some students may pick up from elsewhere.</p> <p>This is also an opportunity for students to gain experience in discussing, reading and writing about moral and ethical issues.</p> <p>The knowledge gained in this unit will provide students with important cultural capital.</p> <p>This is also an opportunity for students to gain experience in discussing, reading and writing about moral and ethical issues.</p> <p>The knowledge gained in this unit will provide students with important cultural capital.</p> <p>This is also an opportunity for students to gain experience in discussing, reading and writing about moral and ethical issues.</p> <p>The knowledge gained in this unit will provide students with important cultural capital.</p> <p>This is also an opportunity to explore key issues which impact on students’ lives, such as prejudice and discrimination.</p>	<p>Shahadah Zakah Hajj Salah Sawm Ramadan Sunni Shi’a Sadaqah Khums Tawhid Prophethood “Risalah” Halal Haram Jihad Greater jihad Lesser jihad Mosque or Masjid Shari’ah (straight path) Ummah Id Ashurah</p> <p>Free will Justice Morality Fate Predestination Free Will Protection Retribution Deterrence Reformation Vindication Reparation</p> <p>Absolute poverty Relative poverty Social justice Ummah Agape Zakat Sadaqar Source of authority Conflict of authority</p>	<p>prophet 5 pillars 10 Obligatory Acts Pilgrimage Fast Almsgiving Prayer Festival</p> <p>Good Evil Forgiveness Punishment Sin Suffering Terrorism Unjust Equality</p> <p>Censorship Discrimination Extremism Human rights Personal Conviction Prejudice Equality Scripture</p>	<p>Writing Key word tests to develop terminology Guided scaffolding of extended writing</p> <p>Reading Class reading – and annotating passages of scripture together Students encouraged to read around current affairs issues in relation to PRE.</p> <p>Oracy Class discussion in every lesson Debating in pairs and groups Next step activities to improve writing</p>	<ul style="list-style-type: none"> • Y10 PPE (June) • Formal assessment at the end of each unit • Past exam questions at teacher discretion
------------------	--	--	---	---	--	---

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
11	<p>1. Life and Death</p> <ul style="list-style-type: none"> • How did the world begin? • Scientific views • Science vs, Religion • Stewardship • The sanctity of life • Abortion • Euthanasia • Beliefs about the afterlife • What happens when we die? <p>2. Relationships</p> <ul style="list-style-type: none"> • What is a family? • What is safe sex? • Whom should I marry? • What does marriage mean? • Does gender matter? • What happens when marriages go wrong? • Are men and women equal in worship? <p>3. Revision</p>	<p>This is also an opportunity for students to gain experience in discussing, reading and writing about moral and ethical issues.</p> <p>The knowledge gained in this unit will provide students with important cultural capital.</p> <p>This is also an opportunity for students to gain experience in discussing, reading and writing about moral and ethical issues.</p> <p>The knowledge gained in this unit will provide students with important cultural capital.</p> <p>This is also an opportunity to explore key issues which impact on students' lives, such as safe sex. Marriage and divorce.</p>	<p>Afterlife Environmental Sustainability Euthanasia Evolution Abortion Quality of life Sanctity of life Soul Atheist Humanist Monotheism Creationist Literal creationist Liberal creationist Young Earth Creationism Old Earth Creationism</p> <p>Interfaith marriage Arranged marriage Forced marriage Mahr Walimah Nikah Complementarian Gender equality</p>	<p>Chance Design Faith Evidence, Change, Accident, Purpose Plan origin Probability, Value Life Beliefs, Reasoning, Hope Trust Facts Proof</p> <p>Submissiveness Responsibilities Roles Adultery Divorce Cohabitation Commitment Contraception Gender equality</p>	<p>Writing Key word tests to develop terminology Guided scaffolding of extended writing</p> <p>Reading Class reading – and annotating passages of scripture together Students encouraged to read around current affairs issues in relation to PRE.</p> <p>Oracy Class discussion in every lesson Debating in pairs and groups Next step activities to improve writing</p>	<p>Term 2 Y11 PPE(1)</p> <ul style="list-style-type: none"> • Formal assessment at the end of each unit • Past exam questions at teacher discretion <p>Term 3 Y11 PPE (2)</p>