

Curriculum Map

Subject: Religious Education (RE)

		Autumn		Spring		Summer	
		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Content, Knowledge & Skills	<p>Human Questions. Students are introduced to some of the key ‘human questions,’ such as ‘is there a God?’ and ‘Does anything happen when we die?’ etc. that form the core of many systems of religious belief but also the human experience. Students develop the ability to analyse arguments around philosophical claims.</p>	<p>Christian Beliefs and Teachings 1. Students learn about the development of religion from polytheism to monotheism and then study key beliefs within Christianity, including the nature of God, the trinity and Jesus as the incarnation of God. Students</p>	<p>Christian Beliefs and Teachings 2. Students study the life and teachings of Jesus, considering his role as the incarnation of God, his death and resurrection and the influence of his life and teachings on Christianity and the world more broadly.</p>	<p>Muslim Beliefs and Teachings 1. Students study the nature of God within Islam and the way in which this is similar or different to the Christian view, as well as beginning to study the six articles of faith followed within the majority of Islam.</p>	<p>Muslim Beliefs and Teachings 2. Students complete their study of the articles of faith and consider the place of prophethood in Islam, culminating with a study of the life and teachings of Muhammad (PBUH) and his influence on Muslim thought and practice.</p>	<p>Hindu Beliefs and Teachings. Students complete an assessment to show their progress over the year and study the role of the Trimurti at the core of Hindu belief about God and the role of Karma, Dharma and Moksha.</p>
	Prior Knowledge	<p>Students have studied world religions at KS1 and KS2 but often at a surface level. The early baseline assessment indicates their level of knowledge.</p>	<p>Students have developed an understanding of the core questions that religion is ‘built around.’ They have also considered the way in which monotheism developed from</p>	<p>Students can now understand that Jesus <i>is</i> God within mainstream Christian thinking, and therefore be able to understand more fully the impact of his life and teachings.</p>	<p>Students have studied one monotheistic approach through Christianity and can now see a different approach, in which the concept of how to perceive one God is very different.</p>	<p>Students have studied Jesus as a leader and as the incarnation of God in Christianity and can now understand the different approach to both God and leadership within</p>	<p>Students have studied the beliefs and teachings of monotheistic faiths, which enables them to now contrast this approach with the polytheistic view within Hinduism.</p>



			this.			Islam.	
	Assessment	Regular formative, self and peer, and baseline assessment (multiple choice).	Regular formative, self and peer.	Regular formative, self and peer.	Regular formative, self and peer.	Regular formative, self and peer.	Regular formative, self and peer, and final summative assessment (multiple choice).
	Key Vocabulary/ reading materials	<ul style="list-style-type: none"> • Atheism • Diversity • Monotheism • Omnibenevolent • Omnipotent • Omniscient • Origin • Polytheism 	<ul style="list-style-type: none"> • Bible • Incarnation • Messiah • Ministry • Monotheism • Omnibenevolent • Omnipotent • Omniscient • Polytheism • Prophecy • Trinity 	<ul style="list-style-type: none"> • Bible • Incarnation • Messiah • Ministry • Monotheism • Omnibenevolent • Omnipotent • Omniscient • Polytheism • Prophecy • Trinity 	<ul style="list-style-type: none"> • Hadith • Monotheism • Omnibenevolent • Omnipotent • Omniscient • Prophet • Qur'an 	<ul style="list-style-type: none"> • Hadith • Monotheism • Omnibenevolent • Omnipotent • Omniscient • Prophet • Qur'an 	<ul style="list-style-type: none"> • Avatar • Dharma • Karma • Moksha • Polytheism • Trimurti
	Enrichment/ Co-Curricular offer	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.
Year 8	Content, Knowledge & Skills	Hindu Beliefs and Teachings. Students complete their study of beliefs and teachings from last year, starting with a review of the year and then completing a study	Prayer and Worship 1. Students build upon their knowledge of beliefs and teachings within Christianity, Islam and Hinduism by learning about the	Prayer and Worship 2. Students build upon their knowledge of beliefs and teachings within Christianity, Islam and Hinduism by learning about the	Prayer and Worship 3. Students build upon their knowledge of beliefs and teachings within Christianity, Islam and Hinduism by learning about the	Festivals 1. Students learn about the key festivals celebrated by believers of the three big faiths (as well as by many others in Britain), including the	Festivals 2. Students learn about the key festivals celebrated by believers of the three big faiths (as well as by many others in Britain), including the



		and form time activities, as well as within activities on our Enrichment Days.	and form time activities, as well as within activities on our Enrichment Days.	and form time activities, as well as within activities on our Enrichment Days.	and form time activities, as well as within activities on our Enrichment Days.	and form time activities, as well as within activities on our Enrichment Days.	and form time activities, as well as within activities on our Enrichment Days.
Year 9	Content, Knowledge & Skills	Moral Dilemmas. Students begin their study of ethical issues with a review of the teachings and practices they learnt about over the last two years. They then examine the concept of ethical dilemmas, looking at ideas related to absolutism and situationism.	Life and Death 1. Students study the medical ethical issues of abortion and euthanasia, considering the way in which the laws around these issues have changes over time, as well as applying religious teachings to these concepts.	Life and Death 2. Students study the medical ethical issues of abortion and euthanasia, considering the way in which the laws around these issues have changes over time, as well as applying religious teachings to these concepts.	Crime and War. Students study the justice system and consider the main purposes of punishment: retribution, protection, deterrence, and reform. They also consider concepts around war, including Just War Theory.	The Problem of Evil. Students learn about the classic problem of evil: how can there be an all-powerful and all-loving God if evil exists in the world? They also study some religious theodicies that seek to answer this important question.	Festivals 2. Students learn about the way in which views about marriage and the family have changed over time, as well as considering religious teachings and views on these issues.
	Prior Knowledge	Students have studied the beliefs and teachings of major world faiths, enabling them to apply these worldviews to the ethical issues we study.	Students have studied the beliefs and teachings of major world faiths, enabling them to apply these worldviews to the ethical issues we study.	Students have studied the beliefs and teachings of major world faiths, enabling them to apply these worldviews to the ethical issues we study.	Students have studied the beliefs and teachings of major world faiths, enabling them to apply these worldviews to the ethical issues we study.	Students have studied the beliefs and teachings of major world faiths, enabling them to apply these worldviews to the ethical issues we study.	Students have studied the beliefs and teachings of major world faiths, enabling them to apply these worldviews to the ethical issues we study.
	Assessment	Regular formative, self and peer, and baseline assessment (multiple choice).	Regular formative, self and peer.	Regular formative, self and peer.	Regular formative, self and peer.	Regular formative, self and peer.	Regular formative, self and peer, and final summative assessment (multiple choice).
	Key Vocabulary	<ul style="list-style-type: none"> • Absolutist • Consequence 	<ul style="list-style-type: none"> • Abortion • Assisted Suicide 	<ul style="list-style-type: none"> • Abortion • Assisted Suicide 	<ul style="list-style-type: none"> • Capital Punishment 	<ul style="list-style-type: none"> • Problem of Evil • Theodicy 	<ul style="list-style-type: none"> • Marriage • Nuclear Family



		<ul style="list-style-type: none"> • Intention • Quality of Life • Sanctity of Life • Situationist 	<ul style="list-style-type: none"> • Euthanasia • Humanism • Natural Law • Viability 	<ul style="list-style-type: none"> • Euthanasia • Humanism • Natural Law • Viability 	<ul style="list-style-type: none"> • Deterrence • Just War • Reform • Retribution 		
	Enrichment/ Co-Curricular offer	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.
Year 10	Content, Knowledge & Skills	Introduction unit. We begin by building upon our KS3 foundation with a summary 'introduction' unit exploring the Old Testament of the Bible. This helps students to understand the Jewish roots that underpin much of the meaning of Christianity. This is mainly taught through story narratives, but it must be emphasised that these stories form	Christian Beliefs and Teachings 1. This unit helps students to develop a strong understanding of the core Christian beliefs. Christianity will be the 'main faith' within this course (as it will also be applied to the Themes paper), so students must be able to have a strong understanding of the faith. At this time, they will also be developing their understanding of	Christian Beliefs and Teachings 2. This unit helps students to develop a strong understanding of the core Christian beliefs. Christianity will be the 'main faith' within this course (as it will also be applied to the Themes paper), so students must be able to have a strong understanding of the faith. At this time, they will also be developing their understanding of	Christian Practices 1. This unit teaches students the clear links between the things Christians believe, the teachings that support these beliefs, and the way this translates into practices – the things Christians do or avoid doing as a result. The main focuses are on worship, festivals and pilgrimages. Students should now be confident in identifying the different skills	Christian Practices 2. This unit teaches students the clear links between the things Christians believe, the teachings that support these beliefs, and the way this translates into practices – the things Christians do or avoid doing as a result. The main focuses are on worship, festivals and pilgrimages. Students should now be confident in identifying the different skills	Theme 1: Relationships. This unit looks at the key issues of relationships, sexual relationships and equality. Here students also need to consider a different skill set to apply to the '(c) explain' questions as the concept of 'diversity between faiths and within faiths' is required.



	the core of the academic study.	the exam papers they will sit and develop the skills to answer different question types.	the exam papers they will sit and develop the skills to answer different question types.	needed to approach exam questions.	needed to approach exam questions.	
Prior Knowledge	At KS3 students were given an introduction to the key beliefs, teachings and practices of Christianity and Islam.	At KS3 students were given an introduction to the key beliefs, teachings and practices of Christianity and Islam. This combines with the introduction unit, which explores more deeply the Jewish foundations of the Bible and how these lead to the basis of the Christian faith.	At KS3 students were given an introduction to the key beliefs, teachings and practices of Christianity and Islam. This combines with the introduction unit, which explores more deeply the Jewish foundations of the Bible and how these lead to the basis of the Christian faith.	Students have studied the key beliefs and teachings of Christianity within the first half of the year. These beliefs, such as those around the Trinity, incarnation, salvation, resurrection and salvation, form the basis for understanding Christian practices.	Students have studied the key beliefs and teachings of Christianity within the first half of the year. These beliefs, such as those around the Trinity, incarnation, salvation, resurrection and salvation, form the basis for understanding Christian practices.	Students have studied Christian Beliefs and Teachings and Christian Practices. In studying the 'Themes' we learn how Christians apply their views to events in the world. The students' prior learning allows them to do this, knowing what key teachings can be applied to Relationships.
Assessment	Regular formative, self and peer, and exam practice at roughly every 6 hours	Regular formative, self and peer, and exam practice at roughly every 6 hours	Regular formative, self and peer, and exam practice at roughly every 6 hours	Regular formative, self and peer, and exam practice at roughly every 6 hours	Regular formative, self and peer, and exam practice at roughly every 6 hours	Regular formative, self and peer, and exam practice at roughly every 6 hours
Key Vocabulary	<ul style="list-style-type: none"> • Omnibenevolent: the state of being all-loving and infinitely good – a characteristic often attributed to God • Omnipotent: the all-powerful, almighty and 	<ul style="list-style-type: none"> • Omnibenevolent: the state of being all-loving and infinitely good – a characteristic often attributed to God • Omnipotent: the all-powerful, almighty and 	<ul style="list-style-type: none"> • Omnibenevolent: the state of being all-loving and infinitely good – a characteristic often attributed to God • Omnipotent: the all-powerful, almighty and 	<ul style="list-style-type: none"> • Omnibenevolent: the state of being all-loving and infinitely good – a characteristic often attributed to God • Omnipotent: the all-powerful, almighty and 	<ul style="list-style-type: none"> • Omnibenevolent: the state of being all-loving and infinitely good – a characteristic often attributed to God • Omnipotent: the all-powerful, almighty and 	<ul style="list-style-type: none"> • Adultery: voluntary sexual intercourse between a married person and a person who is not their spouse • Divorce: to legally end a marriage



	<p>unlimited nature of God</p> <ul style="list-style-type: none"> • Trinity: the three persons of God: God the Father, Son and Holy Spirit • Incarnation: God becoming human in the form of Jesus • Atonement: the belief that Jesus' death on the cross healed the rift between humans and God • Resurrection: the belief that Jesus rose from the dead on Easter Sunday, conquering death • Sacraments: an outward sign of an invisible and inward blessing by God. For example: Baptism and Eucharist • Evangelism: preaching of the gospel with the intention of converting others to the Christian faith <p>Additional Key Tier 2 and Tier 3 Language:</p>	<p>unlimited nature of God</p> <ul style="list-style-type: none"> • Trinity: the three persons of God: God the Father, Son and Holy Spirit • Incarnation: God becoming human in the form of Jesus • Atonement: the belief that Jesus' death on the cross healed the rift between humans and God • Resurrection: the belief that Jesus rose from the dead on Easter Sunday, conquering death • Sacraments: an outward sign of an invisible and inward blessing by God. For example: Baptism and Eucharist • Evangelism: preaching of the gospel with the intention of converting others to the Christian faith <p>Additional Key Tier 2 and Tier 3 Language:</p>	<p>unlimited nature of God</p> <ul style="list-style-type: none"> • Trinity: the three persons of God: God the Father, Son and Holy Spirit • Incarnation: God becoming human in the form of Jesus • Atonement: the belief that Jesus' death on the cross healed the rift between humans and God • Resurrection: the belief that Jesus rose from the dead on Easter Sunday, conquering death • Sacraments: an outward sign of an invisible and inward blessing by God. For example: Baptism and Eucharist • Evangelism: preaching of the gospel with the intention of converting others to the Christian faith <p>Additional Key Tier 2 and Tier 3 Language:</p>	<p>unlimited nature of God</p> <ul style="list-style-type: none"> • Trinity: the three persons of God: God the Father, Son and Holy Spirit • Incarnation: God becoming human in the form of Jesus • Atonement: the belief that Jesus' death on the cross healed the rift between humans and God • Resurrection: the belief that Jesus rose from the dead on Easter Sunday, conquering death • Sacraments: an outward sign of an invisible and inward blessing by God. For example: Baptism and Eucharist • Evangelism: preaching of the gospel with the intention of converting others to the Christian faith <p>Additional Key Tier 2 and Tier 3 Language:</p>	<p>unlimited nature of God</p> <ul style="list-style-type: none"> • Trinity: the three persons of God: God the Father, Son and Holy Spirit • Incarnation: God becoming human in the form of Jesus • Atonement: the belief that Jesus' death on the cross healed the rift between humans and God • Resurrection: the belief that Jesus rose from the dead on Easter Sunday, conquering death • Sacraments: an outward sign of an invisible and inward blessing by God. For example: Baptism and Eucharist • Evangelism: preaching of the gospel with the intention of converting others to the Christian faith <p>Additional Key Tier 2 and Tier 3 Language:</p>	<ul style="list-style-type: none"> • Cohabitation: to live together in a sexual relationship without being married or in a civil partnership • Commitment: a sense of dedication and obligation to someone or something • Contraception: methods used to prevent a woman from becoming pregnant during or following sexual intercourse • Gender equality: people of all genders enjoying the same rights and opportunities in all aspects of their lives • Responsibilities: actions/duties you are expected to carry out • Roles: position, statues of function of a person in society, as well as the characteristics and social behaviour expected of them
--	---	---	---	---	---	---



		<ul style="list-style-type: none"> • Sacrifice • Omniscient • Faith • Prophecy • Denomination • Sin • Messiah 	<ul style="list-style-type: none"> • Sacrifice • Omniscient • Faith • Prophecy • Denomination • Sin • Messiah 	<ul style="list-style-type: none"> • Sacrifice • Omniscient • Faith • Prophecy • Denomination • Sin • Messiah 	<ul style="list-style-type: none"> • Sacrifice • Omniscient • Faith • Prophecy • Denomination • Sin • Messiah 	<ul style="list-style-type: none"> • Sacrifice • Omniscient • Faith • Prophecy • Denomination • Sin • Messiah 	<p>Additional Key Tier 2 and Tier 3 Language:</p> <ul style="list-style-type: none"> • Secular • Annulment • Consent • 'Glass ceiling' • Vows • LGBT
	Enrichment/ Co-Curricular offer	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.	Understanding of world faiths will be further enhanced through SMSC-related assemblies and form time activities, as well as within activities on our Enrichment Days.
Year 11	Content, Knowledge & Skills	Theme 2: Life and Death. This unit looks at the world, the origin and value of human life and beliefs about the afterlife. Here students also need to consider a different skill set to apply to the '(d) discuss' questions with the requirement to discuss non-	Theme 3: Good and Evil. This unit looks at the way in which society and religion attempt to define good and evil. Students will analyse the difference between crime and sin and be able to evaluate the way in which society treats offenders.	Theme 4: Human Rights. This unit looks at the impact of the human rights movement and its work towards eliminating forms of prejudice and discrimination, such as sexism and racism. Students will evaluate the extent to which religion supports these moves.	Muslim Beliefs and Teachings. This unit looks at the Nature of Allah, prophethood, angels, akhira (the afterlife) and foundations of faith. In many cases there is direct correlation to Christian Beliefs and Teachings.	Muslim Practices. This unit looks at the Five Pillars of Sunni Islam, the Ten Obligatory Acts of Shi'a Islam, Jihad and festivals and commemorations in Britain and elsewhere.	EXAMS COMPLETED. Exam in RE are always completed by the half term.



	religious views.					
Prior Knowledge	In year 10 students have studied Christian Beliefs and Teachings and Christian Practices. In studying the 'Themes' we learn how Christians apply their views to events in the world. The students' prior learning allows them to do this, knowing what key teachings can be applied to Life and Death.	In year 10 students have studied Christian Beliefs and Teachings and Christian Practices. In studying the 'Themes' we learn how Christians apply their views to events in the world. The students' prior learning allows them to do this, knowing what key teachings can be applied to Good and Evil.	In year 10 students have studied Christian Beliefs and Teachings and Christian Practices. In studying the 'Themes' we learn how Christians apply their views to events in the world. The students' prior learning allows them to do this, knowing what key teachings can be applied to Human Rights.	Students have a deep understanding of Christianity at this point from prior learning. They will use this to be able access an early understanding of Muslim beliefs by seeing the comparable elements, such as shared prophets from the Bible and Qur'an. They will also be able to draw similarities and differences between beliefs and practices.	Students have a deep understanding of Christianity at this point from prior learning. They will use this to be able access an early understanding of Muslim beliefs by seeing the comparable elements, such as shared prophets from the Bible and Qur'an. They will also be able to draw similarities and differences between beliefs and practices.	
Assessment	Regular formative, self and peer, and exam practice at roughly every 6 hours	Regular formative, self and peer, and exam practice at roughly every 6 hours	Regular formative, self and peer, and exam practice at roughly every 6 hours	Regular formative, self and peer, and exam practice at roughly every 6 hours	Regular formative, self and peer, and exam practice at roughly every 6 hours	Regular formative, self and peer, and exam practice at roughly every 6 hours
Key Vocabulary	<ul style="list-style-type: none"> • Afterlife: life after death; the belief that existence continues after physical death • Environmental Sustainability: ensuring that demands placed on natural resources 	<ul style="list-style-type: none"> • Good/evil: Good: that which is considered morally right, beneficial and to our advantage. Evil: that which is considered extremely immoral, wicked and wrong • Forgiveness: to 	<ul style="list-style-type: none"> • Censorship: the practice of suppressing and limiting access to materials considered obscene, offensive or a threat to security. People may also be 	<ul style="list-style-type: none"> • Tawhid: 'oneness' in reference to God. The basic Muslim belief in the oneness of Allah • Prophethood: ('risalah' in Arabic) is the term used of the messengers of Allah, beginning 	<ul style="list-style-type: none"> • Tawhid: 'oneness' in reference to God. The basic Muslim belief in the oneness of Allah • Prophethood: ('risalah' in Arabic) is the term used of the messengers of Allah, beginning 	N/A



		<p>can be met without reducing capacity to allow people and other species of animals, as well as plant life, to live well now and in the future</p> <ul style="list-style-type: none"> • Euthanasia: from Greek, eu 'good' + 'thanatos 'death.' Sometimes referred to as 'mercy killing.' The act of killing or permitting the death of a person who is suffering from a serious illness • Evolution: the process by which different living creatures are believed to have developed from earlier, less complex forms during the history of the earth • Abortion: when a pregnancy is ended so that it does not result in the birth of a child • Quality of Life: the extent to which life is meaningful and 	<p>grant pardon for a wrongdoing; to give up resentment and the desire seek revenge against a wrongdoer</p> <ul style="list-style-type: none"> • Free will: the ability to make choices voluntarily and independently. The belief that nothing is pre-determined • Justice: fairness; where everyone has equal provisions and opportunity • Morality: principles and standards determining which actions are right or wrong • Punishment: a penalty given to someone for a crime or wrong they have done • Sin: deliberate immoral action, breaking a religious or moral law • Suffering: pain or distress caused by injury, illness or loss. Suffering can 	<p>restricted in their speech by censorship laws</p> <ul style="list-style-type: none"> • Discrimination: acts of treating groups of people or individuals differently, based on prejudice • Extremism: believing in and supporting ideas that are very far from what most people consider correct or reasonable • Human rights: the basic entitlements of all human beings, afforded to them simply because they are human • Personal conviction: something a person strongly feels or believes in • Prejudice: pre-judging; judging people to be inferior or superior without cause • Relative and absolute poverty: Absolute poverty: 	<p>with Adam and ending with the Prophet Muhammad</p> <ul style="list-style-type: none"> • Halal (permitted): actions or things which are permitted within Islam, such as eating permitted foods • Haram (forbidden): any actions or things which are forbidden within Islam, such as eating forbidden foods • Greater/lesser jihad: the word jihad means 'to strive' and there are two forms of jihad: <ul style="list-style-type: none"> • greater jihad is the daily struggle and inner spiritual striving to live as a Muslim • lesser jihad is a physical struggle or 'holy war' in defence of Islam • Mosque: ('masjid' in Arabic), a 'place of prostration' for Muslims; it is a communal place of 	<p>with Adam and ending with the Prophet Muhammad</p> <ul style="list-style-type: none"> • Halal (permitted): actions or things which are permitted within Islam, such as eating permitted foods • Haram (forbidden): any actions or things which are forbidden within Islam, such as eating forbidden foods • Greater/lesser jihad: the word jihad means 'to strive' and there are two forms of jihad: <ul style="list-style-type: none"> • greater jihad is the daily struggle and inner spiritual striving to live as a Muslim • lesser jihad is a physical struggle or 'holy war' in defence of Islam • Mosque: ('masjid' in Arabic), a 'place of prostration' for Muslims; it is a communal place of 	
--	--	--	---	--	--	--	--



		<p>pleasurable</p> <ul style="list-style-type: none"> • Sanctity of Life: the belief that life is precious, or sacred. For many religious believers, only human life holds this special status • Soul: the spiritual aspect of a being; that which connects someone to God. The soul is often regarded as non-physical and as living on after physical death, in an afterlife <p>Additional Key Tier 2 and Tier 3 Language:</p> <ul style="list-style-type: none"> • Eschatological • Stewardship • Assisted Dying • Foetus • Termination • Probability • Purgatory 	<p>be physical, emotional/psychological or spiritual</p> <p>Additional Key Tier 2 and Tier 3 Language:</p> <ul style="list-style-type: none"> • Capital punishment • Retribution • Reform • Law • Chaplain • Absolutist • Relativist • Soul • Inconsistent 	<p>an acute state of deprivation, whereby a person cannot access the most basic of their human needs.</p> <p>Relative poverty: a standard of poverty measured in relation to the standards of a society in which a person lives, e.g. living on less than X% of average UK income</p> <ul style="list-style-type: none"> • Social justice: promoting a fair society by challenging injustice and valuing diversity. Ensuring that everyone has equal access to provisions, equal opportunities and rights <p>Additional Key Tier 2 and Tier 3 Language:</p> <ul style="list-style-type: none"> • Wealth • Agape • Dignity • Declaration 	<p>worship for a Muslim community</p> <ul style="list-style-type: none"> • Shariah (straight path): a way of life; Muslims believe Allah has set out a clear path for how Muslims should live. Shariah Law is the set of moral and religious rules that put the principles set out by the Qur'an and the Hadith into practice • Ummah: means 'community' and refers to the world-wide community of Muslims who share a common religious identity <p>Additional Key Tier 2 and Tier 3 Language:</p> <ul style="list-style-type: none"> • Qur'an 	<p>worship for a Muslim community</p> <ul style="list-style-type: none"> • Shariah (straight path): a way of life; Muslims believe Allah has set out a clear path for how Muslims should live. Shariah Law is the set of moral and religious rules that put the principles set out by the Qur'an and the Hadith into practice • Ummah: means 'community' and refers to the world-wide community of Muslims who share a common religious identity <p>Additional Key Tier 2 and Tier 3 Language:</p> <ul style="list-style-type: none"> • Qur'an 	
--	--	--	---	--	---	---	--

