

Curriculum Map

Subject: Religious Education (RE)

		Aut	umn	Spr	ing	Sum	mer
		Half Term 1	Half Term 2	Half Term 3	Half Term 3 Half Term 4		Half Term 6
Year 7	Content, Knowledge & Skills	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.	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	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.	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.	Half Term 5 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.	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.
	Prior Knowledge	Students have studied world religions at KS1 and KS2 but often at a surface level. The early baseline assessment indicates their level of knowledge.	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	Students can now understand that Jesus is God within mainstream Christian thinking, and therefore be able to understand more fully the impact of his life and teachings.	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.	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	Students have studied the beliefs and teachings of monotheistic faiths, which enables them to now contrast this approach with the polytheistic view within Hinduism.



			this.			Islam.	
	Assessment	Regular formative,	Regular formative,	Regular formative,	Regular formative,	Regular formative,	Regular formative,
		self and peer, and	self and peer.	self and peer.	self and peer.	self and peer.	self and peer, and
		baseline assessment					final summative
		(multiple choice).					assessment
	W	Attaches	nul.i.	D'ILL.	111211.	111211.	(multiple choice).
	Key Vocabulary/	• Atheism	• Bible	• Bible	Hadith Monotheism	Hadith Monotheism	Avatar Dharma
	reading	Diversity Monotheism	IncarnationMessiah	Incarnation Messiah		Omnibenevolent	
	materials	Omnibenevolent			Omnibenevolent Omnipetent		Karma Moksha
		Omnipotent	MinistryMonotheism	Ministry Monotheism	Omnipotent Omniscient	Omnipotent Omniscient	Polytheism
		Omniscient	Omnibenevolent	Omnibenevolent	Prophet	Prophet	• Trimurti
		Origin	Omnipotent	Omnipotent	• Qur'an	• Qur'an	Tilliuru
		Polytheism	Omniscient	Omniscient	Qui all	Qui all	
		- 1 Ory cricisiii	Polytheism	Polytheism			
			Prophecy	Prophecy			
			• Trinity	• Trinity			
	Enrichment/	Understanding of	Understanding of	Understanding of	Understanding of	Understanding of	Understanding of
	Co-Curricular	world faiths will be	world faiths will be	world faiths will be	world faiths will be	world faiths will be	world faiths will be
	offer	further enhanced	further enhanced	further enhanced	further enhanced	further enhanced	further enhanced
		through SMSC-	through SMSC-	through SMSC-	through SMSC-	through SMSC-	through SMSC-
		related assemblies	related assemblies	related assemblies	related assemblies	related assemblies	related assemblies
		and form time	and form time	and form time	and form time	and form time	and form time
		activities, as well as	activities, as well as	activities, as well as	activities, as well as	activities, as well as	activities, as well as
		within activities on	within activities on	within activities on	within activities on	within activities on	within activities on
		our Enrichment	our Enrichment	our Enrichment	our Enrichment	our Enrichment	our Enrichment
		Days.	Days.	Days.	Days.	Days.	Days.
	Content,	Hindu Beliefs and	Prayer and Worship 1. Students build	Prayer and Worship 2. Students build	Prayer and Worship 3. Students build	Festivals 1. Students learn	Festivals 2. Students learn
	Knowledge	Teachings . Students complete their	upon their	upon their	upon their	about the key	about the key
_	& Skills	study of beliefs and	knowledge of	knowledge of	knowledge of	festivals celebrated	festivals celebrated
ar 8		teachings from last	beliefs and	beliefs and	beliefs and	by believers of the	by believers of the
Year 8		year, starting with a	teachings within	teachings within	teachings within	three big faiths (as	three big faiths (as
		review of the year	Christianity, Islam	Christianity, Islam	Christianity, Islam	well as by many	well as by many
		and then	and Hinduism by	and Hinduism by	and Hinduism by	others in Britain),	others in Britain),
		completing a study	learning about the	learning about the	learning about the	including the	including the



	of Hinduism, looking at the role of the Trimurti at the core of Hindu belief about God and the role of Karma and Dharma.	way in which people of faith worship though prayer, both within and beyond their places of worship.	way in which people of faith worship though prayer, both within and beyond their places of worship.	way in which people of faith worship though prayer, both within and beyond their places of worship.	Christian festivals of Christmas and Easter, the Muslim practice of Sawm in Ramadan and Diwali in Hinduism.	Christian festivals of Christmas and Easter, the Muslim practice of Sawm in Ramadan and Diwali in Hinduism.
Prior Knowledge	Students have studied the beliefs and teachings of monotheistic faiths, which enables them to now contrast this approach with the polytheistic view within Hinduism.	Students have studied the beliefs and teachings of the three major faiths, allowing them to see how these beliefs translate into regular practices in the lives of believers.	Students have studied the beliefs and teachings of the three major faiths, allowing them to see how these beliefs translate into regular practices in the lives of believers.	Students have studied the beliefs and teachings of the three major faiths, allowing them to see how these beliefs translate into regular practices in the lives of believers.	Students have studied the beliefs and teachings of the three major faiths, allowing them to see how these beliefs translate into regular practices in the lives of believers.	Students have studied the beliefs and teachings of the three major faiths, allowing them to see how these beliefs translate into regular practices in the lives of believers.
Assessment	Regular formative, self and peer, and baseline assessment (multiple choice).	Regular formative, self and peer.	Regular formative, self and peer, and final summative assessment (multiple choice).			
Key Vocabulary	AvatarDharmaKarmaMokshaPolytheismTrimurti	 Altar Eucharist Mandir Masjid/Mosque Murti Prayer Rakah Salah Wudu 	 Altar Eucharist Mandir Masjid/Mosque Murti Prayer Rakah Salah Wudu 	 Altar Eucharist Mandir Masjid/Mosque Murti Prayer Rakah Salah Wudu 	 Christmas Diwali Easter Incarnation Ramadan Resurrection Sawm 	 Christmas Diwali Easter Incarnation Ramadan Resurrection Sawm
Enrichment/ Co-Curricular offer	Understanding of world faiths will be further enhanced through SMSC- related assemblies	Understanding of world faiths will be further enhanced through SMSC- related assemblies	Understanding of world faiths will be further enhanced through SMSC- related assemblies	Understanding of world faiths will be further enhanced through SMSC- related assemblies	Understanding of world faiths will be further enhanced through SMSC- related assemblies	Understanding of world faiths will be further enhanced through SMSC- related assemblies



		and form time	and form time	and form time	and form time	and form time	and form time
		activities, as well as	activities, as well as	activities, as well as	activities, as well as	activities, as well as	activities, as well as
		within activities on	within activities on	within activities on	within activities on	within activities on	within activities on
		our Enrichment	our Enrichment	our Enrichment	our Enrichment	our Enrichment	our Enrichment
		Days.	Days.	Days.	Days.	Days.	Days.
	Content,	Moral Dilemmas.	Life and Death 1.	Life and Death 2.	Crime and War.	The Problem of Evil.	Festivals 2.
	Knowledge	Students begin their	Students study the	Students study the	Students study the	Students learn	Students learn
	& Skills	study of ethical	medical ethical	medical ethical	justice system and	about the classic	about the way in
		issues with a review	issues of abortion	issues of abortion	consider the main	problem of evil:	which views about
		of the teachings and	and euthanasia,	and euthanasia,	purposes of	how can there be	marriage and the
		practices they	considering the way	considering the way	punishment:	an all-powerful and	family have
		learnt about over	in which the laws	in which the laws	retribution,	all-loving God if evil	changed over time,
		the last two years.	around these issues	around these issues	protection,	exists in the world?	as well as
		They them examine	have changes over	have changes over	deterrence, and	They also study	considering
		the concept of	time, as well as	time, as well as	reform. They also	some religious	religious teachings
		ethical dilemmas,	applying religious	applying religious	consider concepts	theodicies that seek	and views on these
		looking at ideas	teachings to these	teachings to these	around war,	to answer this	issues.
		related to	concepts.	concepts.	including Just War	important question.	
		absolutism and			Theory.		
Year 9	Prior	situationism. Students have	Students have	Students have	Students have	Students have	Students have
		studied the beliefs	students have	studied the beliefs	studied the beliefs	studied the beliefs	studied the beliefs
	Knowledge	and teachings of	and teachings of	and teachings of	and teachings of	and teachings of	and teachings of
		major world faiths,	major world faiths,	major world faiths,	major world faiths,	major world faiths,	major world faiths,
		enabling them to	enabling them to	enabling them to	enabling them to	enabling them to	enabling them to
		apply these	apply these	apply these	apply these	apply these	apply these
		worldviews to the	worldviews to the	worldviews to the	worldviews to the	worldviews to the	worldviews to the
		ethical issues we	ethical issues we	ethical issues we	ethical issues we	ethical issues we	ethical issues we
		study.	study.	study.	study.	study.	study.
	Assessment	Regular formative,	Regular formative,	Regular formative,	Regular formative,	Regular formative,	Regular formative,
		self and peer, and	self and peer.	self and peer.	self and peer.	self and peer.	self and peer, and
		baseline assessment					final summative
		(multiple choice).					assessment
							(multiple choice).
	Key	 Absolutist 	Abortion	Abortion	Capital	Problem of Evil	Marriage
	Vocabulary	 Consequence 	 Assisted Suicide 	Assisted Suicide	Punishment	Theodicy	Nuclear Family



		Intention	Euthanasia	Euthanasia	Deterrence		
		Quality of Life	Humanism	Humanism	Just War		
		Sanctity of Life	Natural Law	Natural Law	Reform		
		Situationist	Viability	Viability	Retribution		
	Enrichment/	Understanding of	Understanding of	Understanding of	Understanding of	Understanding of	Understanding of
	Co-Curricular	world faiths will be	world faiths will be	world faiths will be	world faiths will be	world faiths will be	world faiths will be
	offer	further enhanced	further enhanced	further enhanced	further enhanced	further enhanced	further enhanced
		through SMSC-	through SMSC-	through SMSC-	through SMSC-	through SMSC-	through SMSC-
		related assemblies	related assemblies	related assemblies	related assemblies	related assemblies	related assemblies
		and form time	and form time	and form time	and form time	and form time	and form time
		activities, as well as	activities, as well as	activities, as well as	activities, as well as	activities, as well as	activities, as well as
		within activities on	within activities on	within activities on	within activities on	within activities on	within activities on
		our Enrichment	our Enrichment	our Enrichment	our Enrichment	our Enrichment	our Enrichment
		Days.	Days.	Days.	Days.	Days.	Days.
	Content,	Introduction unit.	Christian Beliefs	Christian Beliefs	Christian Practices	Christian Practices	Theme 1:
	Knowledge	We begin by	and Teachings 1.	and Teachings 2.	1. This unit teaches	2. This unit teaches	Relationships. This
	& Skills	building upon our	This unit helps	This unit helps	students the clear	students the clear	unit looks at the key
	G. 5	KS3 foundation with	students to develop	students to develop	links between the	links between the	issues of
		a summary	a strong	a strong	things Christians	things Christians	relationships, sexual
		'introduction' unit	understanding of	understanding of	believe, the	believe, the	relationships and
		exploring the Old	the core Christian	the core Christian	teachings that	teachings that	equality. Here
		Testament of the	beliefs. Christianity	beliefs. Christianity	support these	support these	students also need
		Bible. This helps	will be the 'main	will be the 'main	beliefs, and the way	beliefs, and the way	to consider a
10		students to	faith' within this	faith' within this	this translates into	this translates into	different skill set to
Year 10		understand the	course (as it will	course (as it will	practices – the	practices – the	apply to the '(c)
Ye		Jewish roots that	also be applied to	also be applied to	things Christians do	things Christians do	explain' questions
		underpin much of	the Themes paper),	the Themes paper),	or avoid doing as a	or avoid doing as a	as the concept of
		the meaning of	so students must be	so students must be	result. The main	result. The main	'diversity between
		Christianity. This is	able to have a	able to have a	focuses are on	focuses are on	faiths and within
		mainly taught	strong	strong	worship, festivals	worship, festivals	faiths' is required.
		through story	understanding of	understanding of	and pilgrimages.	and pilgrimages.	
		narratives, but it	the faith. At this	the faith. At this	Students should	Students should	
		must be	time, they will also	time, they will also	now be confident in	now be confident in	
		emphasised that	be developing their	be developing their	identifying the	identifying the	
		these stories form	understanding of	understanding of	different skills	different skills	

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	the core of the academic study.	the exam papers they will sit and develop the skills to answer different	the exam papers they will sit and develop the skills to answer different	needed to approach exam questions.	needed to approach exam questions.	
		question types.	question types.			
Prior	At KS3 students	At KS3 students	At KS3 students	Students have	Students have	Students have
Knowledge	were given an	were given an	were given an	studied the key	studied the key	studied Christian
	introduction to the	introduction to the	introduction to the	beliefs and	beliefs and	Beliefs and
	key beliefs,	key beliefs,	key beliefs,	teachings of	teachings of	Teachings and
	teachings and	teachings and	teachings and	Christianity within	Christianity within	Christian Practices.
	practices of	practices of	practices of	the first half of the	the first half of the	In studying the
	Christianity and	Christianity and	Christianity and	year. These beliefs,	year. These beliefs,	'Themes' we learn
	Islam.	Islam. This	Islam. This	such as those	such as those	how Christians
		combines with the	combines with the	around the Trinity,	around the Trinity,	apply their views to
		introduction unit,	introduction unit,	incarnation,	incarnation,	events in the world
		which explores	which explores	salvation,	salvation,	The students' prior
		more deeply the	more deeply the	resurrection and	resurrection and	learning allows
		Jewish foundations	Jewish foundations	salvation, form the	salvation, form the	them to do this,
		of the Bible and	of the Bible and	basis for	basis for	knowing what key
		how these lead to the basis of the	how these lead to the basis of the	understanding	understanding	teachings can be
		Christian faith.		Christian practices.	Christian practices.	applied to
A	Dogular formative		Christian faith.	Dogular formative	Dogular formative	Relationships.
Assessment	Regular formative,	Regular formative,	Regular formative,	Regular formative,	Regular formative,	Regular formative,
	self and peer, and	self and peer, and	self and peer, and	self and peer, and	self and peer, and	self and peer, and
	exam practice at	exam practice at	exam practice at	exam practice at	exam practice at	exam practice at
	roughly every 6	roughly every 6	roughly every 6 hours	roughly every 6	roughly every 6 hours	roughly every 6 hours
W	• Omnibenevolent:	• Omnibenevolent:	Omnibenevolent:	• Omnibenevolent:	Omnibenevolent:	
Key	the state of being	the state of being	the state of being	the state of being	the state of being	Adultery:
Vocabulary	all-loving and	all-loving and	all-loving and	all-loving and	all-loving and	voluntary sexual intercourse
	_	_	_	_		
	infinitely good – a characteristic often	infinitely good – a characteristic often	infinitely good – a characteristic often	infinitely good – a characteristic often	infinitely good – a characteristic often	between a married person and a person
	attributed to God	attributed to God	attributed to God	attributed to God	attributed to God	who is not their
	Omnipotent: the	Omnipotent: the	Omnipotent: the	Omnipotent: the	Omnipotent: the	spouse
	all-powerful,	all-powerful,	all-powerful,	all-powerful,	all-powerful,	Divorce: to legally and a marriage
	almighty and	almighty and	almighty and	almighty and	almighty and	end a marriage



unlimited nature of God God • 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 Additional Key Tier 2 and Tier 3 Language: unlimited nature of God God • 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 • 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 • Atonement: the belief that Jesus' death on the cross healed the rift between humans and God • Atonement: the belief that Jesus' death on the cross healed the rift between humans and God • Atonement: the belief that Jesus' death on the cross healed the rift between humans and God • Atonement: the belief that Jesus' death on the cross healed the rift between humans and God • Atonement: the belief that Jesus' death on the cross healed the rift between humans and God • 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 faster 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 • Evangelism: preaching of the gospel with the intention of converting others to the Christian faith • Christ						<u> </u>
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God the Father, Son and Holy Spirit on 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 Pevangelism: preaching of the gospel with the intention of converting others to the Christian faith Additional Key Tier 2 and Tier 3 God the Father, Son and Holy Spirit Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becoming human in the form of Jesus Incarnation: God becomine human in the form of Jesus Incarnation: God becomine human in the form of Jesus	Trinity: the three					
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the Christian faith the Ch	intention of	statues of function				
Additional Key Tier 2 and Tier 3 the characteristics and social behaviour expected	converting others to	of a person in				
Additional Key Tier 2 and Tier 3 behaviour expected	the Christian faith	society, as well as				
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		 Sacrifice Omniscient Faith Prophecy Denomination Sin Messiah 	 Sacrifice Omniscient Faith Prophecy Denomination Sin Messiah 	 Sacrifice Omniscient Faith Prophecy Denomination Sin Messiah 	 Sacrifice Omniscient Faith Prophecy Denomination Sin Messiah 	 Sacrifice Omniscient Faith Prophecy Denomination Sin Messiah 	Additional Key Tier 2 and Tier 3 Language: • 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, akhirah (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	In year 10 students	In year 10 students	In year 10 students	Students have a	Students have a	
Knowledge	have studied	have studied	have studied	deep understanding	deep understanding	
J	Christian Beliefs and	Christian Beliefs and	Christian Beliefs and	of Christianity at	of Christianity at	
	Teachings and	Teachings and	Teachings and	this point from prior	this point from prior	
	Christian Practices.	Christian Practices.	Christian Practices.	learning. They will	learning. They will	
	In studying the	In studying the	In studying the	use this to be able	use this to be able	
	'Themes' we learn	'Themes' we learn	'Themes' we learn	access an early	access an early	
	how Christians	how Christians	how Christians	understanding of	understanding of	
	apply their views to	apply their views to	apply their views to	Muslim beliefs by	Muslim beliefs by	
	events in the world.	events in the world.	events in the world.	seeing the	seeing the	
	The students' prior	The students' prior	The students' prior	comparable	comparable	
	learning allows	learning allows	learning allows	elements, such as	elements, such as	
	them to do this,	them to do this,	them to do this,	shared prophets	shared prophets	
	knowing what key	knowing what key	knowing what key	from the Bible and	from the Bible and	
	teachings can be	teachings can be	teachings can be	Qur'an. They will	Qur'an. They will	
	applied to Life and	applied to Good and	applied to Human	also be able to draw	also be able to draw	
	Death.	Evil.	Rights.	similarities and	similarities and	
				differences	differences	
				between beliefs and	between beliefs and	
				practices.	practices.	
Assessment	Regular formative,	Regular formativ				
	self and peer, and	self and peer, an				
	exam practice at	exam practice at				
	roughly every 6	roughly every 6				
	hours	hours	hours	hours	hours	hours
Key	Afterlife: life after	Good/evil: Good:	Censorship: the	• Tawhid: 'oneness'	• Tawhid: 'oneness'	N/A
Vocabulary	death; the belief	that which is	practice of	in reference to God.	in reference to God.	
	that existence	considered morally	suppressing and	The basic Muslim	The basic Muslim	
	continues after	right, beneficial and	limiting access to	belief in the	belief in the	
	physical death	to our advantage.	materials	oneness of Allah	oneness of Allah	
	Environmental	Evil: that which is	considered	Prophethood:	Prophethood:	
	Sustainability:	considered	obscene, offensive	('risalah' in Arabic)	('risalah' in Arabic)	
	ensuring that	extremely immoral,	or a threat to	is the term used of	is the term used of	
	demands placed on	wicked and wrong	security. People	the messengers of	the messengers of	
	natural resources	Forgiveness: to	may also be	Allah, beginning	Allah, beginning	



reducing capacity to
allow people and
other species of
animals, as well as
plant life, to live
well now and in the
future
• 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

can be met without

reducing capacity to

grant pardon for a wrongdoing; to give up resentment and the desire seek revenge against a wrongdoer • Free will: the ability to make choices voluntarily and independently. The belief that nothing is predetermined • 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

restricted in their speech by censorship laws • 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: prejudging; judging people to be inferior or superior without cause Relative and absolute poverty:

Absolute poverty:

with Adam and ending with the Prophet Muhammad • 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: 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

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			Sanctity			
			Social			
Enrichment/	Understanding of					
Co-Curricular	world faiths will be					
offer	further enhanced					
	through SMSC-					
	related assemblies					
	and form time					
	activities, as well as					
	within activities on					
	our Enrichment					
	Days.	Days.	Days.	Days.	Days.	Days.