

### Philosophy Religion and Ethics Curriculum Map

| Year Group |  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|------------|--|---|--|---|--|--|---|
| Y7         | KS3 spiral thematic topic                  | What can we learn about society from the Island?  | What does it mean to be Jewish?  | What does it mean to be a Christian?  | What have sports and religion got in common?   | How can we encourage a more tolerant society?  | How could the Holocaust have happened?  |
|            | Topic                                      | Exploring societal concepts through local examples.<br><br><b>Objective:</b> Identify and describe key concepts such as survival, community, and remembrance. | Exploration of Jewish beliefs and practices.<br><br><b>Objective:</b> Understanding Jewish faith and its significance in the modern context. | Study of Christian beliefs and practices.<br><br><b>Objective:</b> Understanding Christianity's role in contemporary society. | Exploration of parallels between sports culture and religious practices.<br><br><b>Objective:</b> Analyzing the nature of devotion and community in sports and religion. | Promoting tolerance and understanding in society.<br><br><b>Objective:</b> Develop an understanding of fundamental British values and the importance of tolerance. | Understanding the Holocaust and its religious implications.<br><b>Objective:</b> Explore the causes, events, and consequences of the Holocaust. |
|            | Topic vocabulary                           | Survival<br>Community<br>Remembrance<br>Identity  | Torah<br>Synagogue<br>Kosher<br>Covenant   | Bible<br>Church<br>Salvation<br>Trinity   | Ritual<br>Devotion<br>Community<br>Passion   | Tolerance<br>Diversity<br>Prejudice<br>Inclusion   | Genocide<br>Anti-Semitism<br>Holocaust<br>Persecution   |
|            | Disciplinary literacy link                 | Enhance speaking, reading, and writing skills through analyzing local societal issues.  | Develops reading comprehension, essay writing, and presentation skills through studying religious texts.                                     | Develops critical thinking through reading, analyzing, and writing about religious doctrines.                                 | Integrates speaking, reading, and writing skills through comparative analysis.   | Develops communication skills through discussions, research, and presentations.  | Develops critical thinking and empathy through historical analysis and reflective writing.  |
|            | SMSC/International dimension link to build | Builds cultural capital by understanding societal values  | Cultivates respect for cultural diversity and religious tolerance.   | Fosters moral and spiritual development through   | Explores cultural values and rituals in different contexts.  | Enhances social awareness and moral responsibility.  | Enhances understanding of moral responsibility  |

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|  | cultural capital                 | and local community dynamics.   |   | understanding Christian values.   |  |   | and historical awareness.   |
|  | Horizon Skills (Link to careers) |   |   |   |  |   |   |
|  | Knowledge and skills             | <p><b>Define:</b> Define concepts of survival and community.</p> <p><b>Identify:</b> Identify local examples of remembrance.</p> <p><b>Explain:</b> Explain the importance of community cohesion.</p> <p><b>Analyse:</b> Analyse the impact of societal values on local identity.</p> <p><b>Evaluate:</b> Evaluate different perspectives on community resilience.</p> <p><b>Craft/Write/Create:</b> Create a community project proposal.</p> | <p><b>Define:</b> Define key terms in Jewish faith.</p> <p><b>Identify:</b> Identify significant figures in Jewish history.</p> <p><b>Explain:</b> Explain the concept of covenant in Judaism.</p> <p><b>Analyse:</b> Analyse the impact of Jewish traditions on daily life.</p> <p><b>Evaluate:</b> Evaluate ethical dilemmas from a Jewish perspective.</p> <p><b>Craft/Write/Create:</b> Create a multimedia presentation on Jewish festivals.</p> | <p><b>Define:</b> Define key Christian concepts.</p> <p><b>Identify:</b> Identify key figures in Christian history.</p> <p><b>Explain:</b> Explain the significance of Jesus Christ in Christianity.</p> <p><b>Analyse:</b> Analyse Christian responses to contemporary issues.</p> <p><b>Evaluate:</b> Evaluate the impact of Christian ethics on social justice.</p> <p><b>Craft/Write/Create:</b> Create a reflective essay on personal faith journey.</p> | <p><b>Define:</b> Define rituals in both sports and religion.</p> <p><b>Identify:</b> Identify examples of community-building in sports and religion.</p> <p><b>Explain:</b> Explain the role of passion in fostering dedication.</p> <p><b>Analyse:</b> Analyse the impact of sports on societal values.</p> <p><b>Evaluate:</b> Evaluate ethical dilemmas in sports and religious contexts.</p> <p><b>Craft/Write/Create:</b> Create a comparative analysis essay on sports and religious rituals.</p> | <p><b>Define:</b> Define key terms related to tolerance and diversity.</p> <p><b>Identify:</b> Identify examples of prejudice and discrimination.</p> <p><b>Explain:</b> Explain the importance of inclusion in society.</p> <p><b>Analyse:</b> Analyse the impact of intolerance on communities.</p> <p><b>Evaluate:</b> Evaluate strategies to promote tolerance.</p> <p><b>Craft/Write/Create:</b> Create a campaign to promote tolerance in school.</p> | <p><b>Define:</b> Define key terms related to the Holocaust.</p> <p><b>Identify:</b> Identify the causes and events leading to the Holocaust.</p> <p><b>Explain:</b> Explain the impact of the Holocaust on Jewish communities.</p> <p><b>Analyse:</b> Analyse the philosophical questions raised by the Holocaust.</p> <p><b>Evaluate:</b> Evaluate the importance of Holocaust education.</p> <p><b>Craft/Write/Create:</b> Create a reflective piece on the importance of remembering the Holocaust.</p> |

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|            |   |  |  |  |   |   |  |
| Assessment | <b>Exit Ticket or Writing Burst Title:</b><br>"Understanding Local Community Resilience"<br><b>Cumulative Assessment Title:</b><br>"Community Project Presentation" | <b>Exit Ticket or Writing Burst Title:</b><br>"Significance of Torah in Jewish Faith"<br><b>Cumulative Assessment Title:</b><br>"Jewish Festivals Project" | <b>Exit Ticket or Writing Burst Title:</b><br>"Role of Church in Modern Christianity"<br><b>Cumulative Assessment Title:</b><br>"Christian Ethics Project" | <b>Exit Ticket or Writing Burst Title:</b><br>"Comparative Analysis of Sports and Religious Rituals"<br><b>Cumulative Assessment Title:</b><br>"Sports and Religion Essay" | <b>Exit Ticket or Writing Burst Title:</b><br>"Impact of Prejudice on Society"<br><b>Cumulative Assessment Title:</b><br>"Tolerance Promotion Campaign" | <b>Exit Ticket or Writing Burst Title:</b><br>"Impact of the Holocaust on Modern Society"<br><b>Cumulative Assessment Title:</b><br>"Reflective Essay on Holocaust Education" |  |

| Year Group |                           | Autumn 1  | Autumn 2 | Spring 1  | Spring 2 | Summer 1  | Summer 2 |
|------------|---------------------------|---|----------|---|----------|---|----------|
| Y8         | KS3 spiral thematic topic | Should animals have rights?   |          | What Does It Mean to Be a Muslim?   |          | What Does It Mean to Be a Philosopher?  |          |
|            | Topic                     | Exploration of ethics and animal rights.<br><b>Objective:</b> Develop understanding of ethical considerations regarding animal rights and their relationship to religion. |          | Exploring Islamic beliefs, practices, and historical figures.<br><b>Objectives:</b> Understanding what it means to be a Muslim in the 21st century. Gain knowledge of key beliefs and practices in the Islamic faith. |          | Understanding the purpose of philosophy and key philosophical questions.<br><b>Objectives:</b> Develop an understanding of the purpose of philosophy and its relationship with religion. Gain knowledge of key philosophical questions. |          |
|            | Topic vocabulary          | Ethics, Rights, Sentience, Conservation.  |          | Quran, Mosque, Ramadan, Hajj.   |          | Philosophy, Ethics, Logic, Metaphysics.   |          |

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|  | Disciplinary literacy link                                  | <b>Critical reading of ethical arguments, persuasive writing, structured debates.</b>   | <b>Analysis of religious texts, essay writing, oral presentations on Islamic themes.</b>   | <b>Critical analysis of philosophical texts, structured essay writing, engaging in debates.</b>   |
|  | SMSC/International dimension link to build cultural capital | Exploring moral responsibility, discussing ethical treatment of animals, reflecting on societal values.   | <b>Promoting religious tolerance, exploring cultural traditions, discussing moral teachings.</b>   | <b>Exploring ethical and existential questions, discussing philosophical perspectives, reflecting on personal beliefs.</b>  |
|  | Horizon Skills (Link to careers)                            |   |  |   |
|  | Knowledge and skills  | <p><b>Define:</b> Key ethical terms.<br/> <b>Identify:</b> Ethical issues related to animal rights.<br/> <b>Explain:</b> Different perspectives on animal rights.<br/> <b>Analyse:</b> Ethical arguments for and against animal rights.<br/> <b>Evaluate:</b> The impact of animal rights on society.<br/> <b>Craft/Write/Create:</b> Persuasive essays on animal rights.</p> | <p><b>Define:</b> Core Islamic beliefs.<br/> <b>Identify:</b> Key Islamic practices.<br/> <b>Explain:</b> The significance of Islamic rituals.<br/> <b>Analyse:</b> The impact of Islam on modern society.<br/> <b>Evaluate:</b> The role of Islam in historical and contemporary contexts.<br/> <b>Craft/Write/Create:</b> Essays on Islamic beliefs and practices.</p> | <p><b>Define:</b> Key philosophical terms.<br/> <b>Identify:</b> Major philosophical questions.<br/> <b>Explain:</b> Different philosophical perspectives.<br/> <b>Analyse:</b> Philosophical arguments.<br/> <b>Evaluate:</b> The impact of philosophy on thought and society.<br/> <b>Craft/Write/Create:</b> Argumentative essays on philosophical issues.</p> |
|  | Assessment  | <p><b>Component Knowledge Exit Ticket:</b> Quiz on ethical concepts.</p> <p><b>Cumulative Assessment:</b> Extended writing on animal rights ethics.</p>   | <p><b>Component Knowledge Exit Ticket:</b> Quiz on Islamic beliefs.</p> <p><b>Cumulative Assessment:</b> Extended writing on Islamic practices and their significance.</p>   | <p><b>Component Knowledge Exit Ticket:</b> Quiz on philosophical concepts.</p> <p><b>Cumulative Assessment:</b> Extended writing on philosophical questions.</p>  |

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| Year Group |   | Autumn 1   | Autumn 2 | Spring 1   | Spring 2 | Summer 1   | Summer 2 |
|------------|---|--|----------|--|----------|--|----------|
| Y9         | KS4 spiral thematic topic                                   | How Can We Encourage a More Tolerant Society?  |          | What Does It Mean to Be a Sikh?  |          | How Could the Holocaust Have Happened?   |          |
|            | Topic   | <p>Understanding the importance of tolerance and fundamental British values.</p> <p><b>Objectives:</b> Develop an understanding of fundamental British values and the importance of tolerance in modern society.</p> |          | <p>Understanding Sikh beliefs, practices, and historical figures.</p> <p><b>Objectives:</b> Understanding what it means to be a Sikh in the 21st century. Gain knowledge of key beliefs and practices in the Sikh faith.</p> |          | <p>Understanding the causes, events, and consequences of the Holocaust.</p> <p><b>Objectives:</b> Develop an understanding of the causes, events, and consequences of the Holocaust in relation to religion. Understand the philosophical questions raised by the Holocaust.</p> |          |
|            | Topic vocabulary  | Tolerance, Respect, Diversity, Inclusion.  |          | Guru, Gurdwara, Khalsa, Seva.  |          | Genocide, Anti-Semitism, Holocaust, Remembrance.   |          |
|            | Disciplinary literacy link                                  | <b>Analysis of societal texts, reflective essay writing, oral presentations on tolerance.</b>  |          | <b>Analysis of religious texts, essay writing, oral presentations on Sikhism.</b>  |          | <b>Critical analysis of historical texts, reflective essay writing, discussions on historical events.</b>  |          |
|            | SMSC/International dimension link to build cultural capital | Promoting social harmony, discussing ethical values, reflecting on personal and societal beliefs.  |          | <b>Promoting religious tolerance, exploring cultural traditions, discussing moral teachings.</b>   |          | <b>Promoting historical awareness, discussing moral and ethical lessons, reflecting on the importance of remembrance.</b>  |          |
|            | Horizon Skills (Link to careers)                            |  |          |  |          |  |          |
|            | Knowledge and skills  | <p><b>Define:</b> Key societal values.</p> <p><b>Identify:</b> Examples of tolerance in</p>  |          | <p><b>Define:</b> Core Sikh beliefs.</p> <p><b>Identify:</b> Key Sikh practices.</p> <p><b>Explain:</b> The significance of Sikh rituals.</p> <p><b>Analyse:</b> The impact of Sikhism on modern society.</p>                |          | <p><b>Define:</b> Key terms related to the Holocaust.</p> <p><b>Identify:</b> Major events of the Holocaust.</p> <p><b>Explain:</b> Causes and consequences of the Holocaust.</p>  |          |

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|  |            | <p>society.</p> <p><b>Explain:</b> The importance of diversity and inclusion.</p> <p><b>Analyse:</b> The impact of intolerance.</p> <p><b>Evaluate:</b> Strategies for promoting tolerance.</p> <p><b>Craft/Write/Create:</b> Essays on promoting tolerance in society.</p> | <p><b>Evaluate:</b> The role of Sikhism in historical and contemporary contexts.</p> <p><b>Craft/Write/Create:</b> Essays on Sikh beliefs and practices.</p>         | <p><b>Analyse:</b> Ethical and moral lessons from the Holocaust.</p> <p><b>Evaluate:</b> The impact of Holocaust education.</p> <p><b>Craft/Write/Create:</b> Reflective essays on the Holocaust.</p> |
|  | Assessment | <p><b>Component Knowledge Exit Ticket:</b> Quiz on societal values.</p> <p><b>Cumulative Assessment:</b> Reflective essay on the importance of tolerance.</p>   | <p><b>Component Knowledge Exit Ticket:</b> Quiz on Sikh beliefs.</p> <p><b>Cumulative Assessment:</b> Extended writing on Sikh practices and their significance.</p> | <p><b>Component Knowledge Exit Ticket:</b> Quiz on Holocaust events.</p> <p><b>Cumulative Assessment:</b> Reflective essay on the importance of learning about the Holocaust.</p>                     |

| Year Group |                           | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1 | Summer 2 |
|------------|---------------------------|--|---|---|--|----------|----------|
| Y10        | KS4 spiral thematic topic | What Are the Core Beliefs of Islam?  | What Are the Core Beliefs of Christianity?  | How Do Christians and Muslims Respond to Issues Surrounding Crime and Punishment? | How Does a Muslim Practice Their Faith?  |          |          |
|            | Topic                     | <p>Exploring the beliefs and teachings of Islam.</p> <p><b>Objectives:</b></p> | <p>Exploring the beliefs and teachings of Christianity.</p> <p><b>Objectives:</b> Study the beliefs and teachings of Christianity, including their basis in Christian sources of wisdom and</p> | <p>Examination of religious perspectives on crime, punishment, and justice.</p>   | <p>Study of Islamic practices, rituals, and their significance in Muslim life.</p> <p><b>Objective:</b> Understand the importance of Islamic practices and their role in shaping individual and communal identity.</p> |          |          |

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|  |                            | Study the beliefs and teachings of Islam, including their basis in Islamic sources of wisdom and authority. | authority.   | <b>Objective:</b> Analyse ethical and theological views on crime and punishment from Christian and Islamic standpoints.  |   |
|  | Topic vocabulary           | Tawhid, Sharia, Ummah, Five Pillars.  | Trinity, Sacraments, Redemption, Salvation.  | Retribution, rehabilitation, forgiveness, justice.   | Salah, Zakat, Sawm, Hajj.   |
|  | Disciplinary literacy link | Analysis of religious texts, essay writing, oral presentations on Islamic teachings.                        | Analysis of religious texts, essay writing, oral presentations on Christian teachings. | Students will engage in an interdisciplinary approach that includes analyzing religious texts, particularly scriptural passages concerning justice and mercy. They will develop their writing skills through comparative analysis essays on crime and punishment, while also honing their spoken language abilities by participating in ethical debates centered on Christian teachings, covering topics like capital punishment and rehabilitation. | Students will explore Hadiths and scholarly interpretations through reading, enhance their writing skills by composing descriptive essays on Islamic rituals, and improve their spoken language abilities through presentations focused on the Five Pillars of Islam. |

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|  | SMSC/International dimension link to build cultural capital | Promoting religious tolerance, exploring cultural traditions, discussing moral teachings.  | Promoting religious tolerance, exploring cultural traditions, discussing moral teachings.   | Promoting social justice, moral responsibility, legal ethics, discussing moral teachings.  | Promoting cultural diversity, spiritual development, communal harmony, discussing moral teachings.   |
|  | Horizon Skills (Link to careers)                            | .  |   |  |  |
|  | Knowledge and skills  | <p><b>Define:</b> Core Islamic beliefs.</p> <p><b>Identify:</b> Key Islamic teachings.</p> <p><b>Explain:</b> The significance of Islamic doctrines.</p> <p><b>Analyse:</b> The impact of Islam on modern society.</p> <p><b>Evaluate:</b> The role of Islam in historical and contemporary contexts.</p> <p><b>Craft/Write/Create:</b> Essays on Islamic beliefs and their influence.</p> | <p><b>Define:</b> Core Christian beliefs.</p> <p><b>Identify:</b> Key Christian teachings.</p> <p><b>Explain:</b> The significance of Christian doctrines.</p> <p><b>Analyse:</b> The impact of Christianity on culture.</p> <p><b>Evaluate:</b> The role of Christianity in historical and contemporary contexts.</p> <p><b>Craft/Write/Create:</b> Essays on Christian beliefs and their influence.</p> | <p><b>Define:</b> Different forms of punishment in religious contexts.</p> <p><b>Identify:</b> Religious perspectives on justice and forgiveness.</p> <p><b>Explain:</b> Application of religious teachings to contemporary legal issues.</p> <p><b>Analyse:</b> Comparison of Christian and Islamic responses to criminal justice.</p> <p><b>Evaluate:</b> Ethical dilemmas in punishment policies.</p> | <p><b>Define:</b> Five Pillars of Islam and their significance.</p> <p><b>Identify:</b> Variations in practice among Sunni and Shi'a Muslims.</p> <p><b>Explain:</b> Importance of Islamic rituals in daily life.</p> <p><b>Analyse:</b> Impact of Islamic practices on personal ethics and community cohesion.</p> <p><b>Evaluate:</b> Challenges faced by Muslims in practicing their faith.</p> |
|  | Assessment  | <p><b>Component Knowledge Exit Ticket:</b> Quiz on Islamic beliefs.</p>  | <p><b>Component Knowledge Exit Ticket:</b> Quiz on Christian beliefs.</p> <p><b>Cumulative Assessment:</b> Extended writing on Christian teachings and their</p>  | <p><b>Component Knowledge Exit Ticket:</b> Quiz on religion, crime, and</p>  | <p><b>Component Knowledge Exit Ticket:</b> Quiz on Islamic Practices.</p> <p><b>Cumulative Assessment:</b> Extended</p>  |



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|  |  | <p><b>Cumulative Assessment:</b><br/>Extended writing on Islamic teachings and their significance.</p> | significance. | punishment. | <p><b>Cumulative Assessment:</b><br/>Extended writing on religion, crime, and punishment and their significance.</p> | writing on Islamic Practices and their significance.. |
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| Year Group |                           | Autumn 1  | Autumn 2 | Spring 1   | Spring 2  | Summer 1  | Summer 2 |
|------------|---------------------------|---|----------|--|---|---|----------|
| Y11        | KS4 spiral thematic topic | How Does a Christian Practice Their Faith?  |          | How Do Christians and Muslims Respond to Issues Surrounding Relationships and Families?  | How do Christians and Muslims respond to issues surrounding life and death?     | How do Christians and Muslims respond to issues surrounding peace and conflict? |          |
|            | Topic                     | <p>Exploration of Christian practices, sacraments, and their role in spiritual life.</p> <p><b>Objective:</b> Understand the significance of Christian rituals and practices in fostering religious identity and community.</p> |          | <p>Examination of religious perspectives on relationships, marriage, and family life.</p> <p><b>Objective:</b> Analyse ethical and theological views on relationships and family structures from Christian and Islamic perspectives.</p> | Understand religious teachings and ethical debates about life and death issues. | Study religious teachings and ethical arguments regarding peace and conflict.   |          |

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|--|---|--|--|--|--|--|
|  | Topic vocabulary  | Baptism, Eucharist, Confirmation, Worship.   | Marriage, divorce, gender roles, parental responsibilities.  | Abortion, Euthanasia, Sanctity, Afterlife.   | Pacifism, Just War, Conflict, Reconciliation.  |  |
|  | Disciplinary literacy link                                  | <b>Analysis of religious texts, essay writing, oral presentations on Christian practices.</b>  | <b>Critical analysis of texts, persuasive writing, structured debates.</b>   | Analysis of ethical texts, argumentative writing, oral debates.  | Analysis of religious and ethical texts, comparative writing, structured debates.  |  |
|  | SMSC/International dimension link to build cultural capital | Spiritual growth, moral development, communal worship.   | Family values, gender equality, social cohesion.   | Engage with moral and ethical issues, enhancing spiritual and cultural understanding.  | Explore moral and ethical dimensions of conflict, fostering social and cultural understanding.   |  |
|  | Horizon Skills (Link to careers)                            | .  |  |  |  |  |
|  | Knowledge and skills  | <p><b>Define:</b> Sacraments and their theological significance.</p> <p><b>Identify:</b> Different Christian denominational practices.</p> <p><b>Explain:</b> Meaning and purpose of Christian worship.</p> <p><b>Analyse:</b> Impact of sacraments on personal faith and communal identity.</p> <p><b>Evaluate:</b> Diversity of Christian worship practices.</p> | <p><b>Define:</b> Religious views on marriage and family.</p> <p><b>Identify:</b> Cultural and historical contexts of family ethics.</p> <p><b>Explain:</b> Application of religious teachings to modern family dynamics.</p> <p><b>Analyse:</b> Comparison of</p> | <p><b>Define:</b> Define key life and death ethical terms.</p> <p><b>Identify:</b> Identify religious stances on abortion and euthanasia.</p> <p><b>Explain:</b> Explain the concept of the sanctity of life.</p> <p><b>Analyse:</b> Analyse ethical arguments for and against euthanasia.</p> | <p><b>Define:</b> Define key terms related to peace and conflict.</p> <p><b>Identify:</b> Identify religious perspectives on war and peace.</p> <p><b>Explain:</b> Explain concepts like pacifism and just war.</p> <p><b>Analyse:</b> Analyse ethical arguments</p> |  |

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|--|------------|--|--|---|--|--|
|  |            |  | <p>Christian and Islamic perspectives on gender roles.<br/> <b>Evaluate:</b> Ethical challenges in family relationships.</p>   | <p><b>Evaluate:</b> Evaluate the impact of religious beliefs on life and death decisions.<br/> <b>Craft/Write/Create:</b> Write essays on ethical debates related to life and death.</p>  | <p>on the use of violence.<br/> <b>Evaluate:</b> Evaluate religious teachings on conflict resolution.<br/> <b>Craft/Write/Create:</b> Write essays on peace and conflict from a religious perspective.</p>             |  |
|  | Assessment | <p><b>Component Knowledge Exit Ticket or Writing Burst Title:</b> Short essay on the significance of a chosen Christian practice.<br/> <b>Cumulative Assessment Title:</b> Analytical essay on the role and impact of Christian practices.</p> | <p><b>Component Knowledge Exit Ticket or Writing Burst Title:</b> Brief analysis of religious perspectives on contraception.<br/> <b>Cumulative Assessment Title:</b> Comparative essay on family and relationship ethics in Christianity and Islam.</p> | <p><b>Component Knowledge Exit Ticket or Writing Burst Title:</b> Short essay on religious views on euthanasia.<br/> <b>Cumulative Assessment Title:</b> Analytical essay on life and death issues in Christianity and Islam.</p> | <p><b>Component Knowledge Exit Ticket or Writing Burst Title:</b> Brief analysis of pacifism in Christianity.<br/> <b>Cumulative Assessment Title:</b> Comparative essay on religious views on peace and conflict.</p> |  |