



Holy Trinity School

A Church of England Secondary School



Religion, Philosophy and Ethics
(RPE)

Curriculum Guide

WHOLE SCHOOL CURRICULUM INTENT STATEMENT

Curriculum Intent:

- As a Church of England School, we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.
- Whilst acknowledging the importance of academic success the curriculum will not bow down to the demands of governments for results, nor allow itself to become just an exam factory, rather serving the needs of our students.

We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.



- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g. Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work.

Whole School Curriculum Principles:

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the 'big ideas' within each subject area.
- Knowledge is considered as a 'big idea' within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1 hour lessons plus assembly and Tutor time every day.



- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.

Whole School Learning Principles:

- Progress at Holy Trinity is informed by 'Accelerated Learning' which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; "Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned".

Religion, Philosophy and Ethics (RPE) Intent Statement: An ambitious approach for broadened horizons!

The entitlement of each student at HTS is to have an opportunity to study and respond to religion and worldviews (Commission on RE 2018). We think this links directly to the mission and vision statements of HTS: Deeply Christian; Open to all. The RPE curriculum seeks to provide an educational experience which enables students to examine religion and worldviews, preparing them for positive participation in today's diverse society.¹ And to provide students with the best GCSE and A Level qualifications.

As a team it is our intention and common practice to provide regular opportunities for implementing and cascading information from CPD to monitor subject development. These include examiners reporting, subject information, articles and information from RS Today, feedback from training, information from Diocesan sources and so on.

The introduction of road maps for KS3 and KS4, allows us to clearly map the key terms and assessment points which are scheduled throughout years 7-11 (formative and summative). At KS5 the GCE syllabus outline forms the scaffold of the course and directs students to materials and skills needed for progression

¹ *Religion, world views the way forward: A National Plan for RE 2018* Commission on Religious Education



Having curriculum road maps for each element of our programmes of study at KS3 and KS4 enables us to identify the big questions that lie at the heart of the knowledge content, weaving in from an early point the structuring of written responses focussing on knowledge, explanation and evaluation skills: teaching to the top and scaffolding down. All maps reference the inclusion of the Church of England requirements and, West Sussex Agreed syllabus (KS3) and Eduqas guidance (KS4 & KS5).

Whilst our curriculum is not traditionally 'spiral', it is designed to revisit key aspects year on year. These are the underpinning elements of belief (Theology), thinking (Philosophy) and living (Human and Social Sciences)². **At a macro** level there is repetition, recall and reinforcement of KS4 & KS5 elements in the early years of KS3 & KS4 respectively. **At a micro** level it is common practice to use a number of strategies to reinforce recall and revision including: NED tests, recall starters, key terms and key knowledge quizzes and lesson reviews.

The contextual priorities of Religious Education at HTS include responding to the fact that our learners come from over 40 primary schools and that we are a V.A. Church of England School: therefore the bespoke curriculum at KS3 provides Yr 7 foundational work focused on 'Why RPE?'; it further implements the Understanding Christianity Project and the W Sussex Agreed syllabus; and at GCSE and A level the Eduqas Syllabus Route A provides opportunity for the features of education outlined in the 2018 CoRE Final Report³ Our curriculum builds in such a way that the core skills are developed across the Key Stages, beginning with knowledge, then understanding and building up to evaluation. We aim to engage our students in appreciating a spectrum of religions and worldviews. Opportunities are also provided for them to reflect from their own experience and worldview.

The RPE curriculum supports literacy at a high level through the systematic use of a focus on SPaG and key terms, In addition, we use structure strips to scaffold extended written work. We also mark for literacy using HTS marking policy. We intend to widen our opportunities for numeracy at various stages whilst presently using things such as: use of number reference systems for Bible and Qur'an, graphs/ data indicating responsibility/faith journey and working out percentages.

² 'Religion and world-views in a broad and balanced curriculum, a practical tool' 2019 National Society for Promotion of Education) pg 12.

³ 'Religion and Worldviews: The Way Forward A National Plan for RE' 2018 Commission on Religious Education pg 13



We explicitly support students to be informed about the possible future pathways to further training and employment opportunities by having and regularly updating an RPE display focussing on Career paths. Students are asked to consider how the subject will impact on their life (Key Question: 'Why RPE?'). Similar links are made in Year 9 Options booklet and Sixth Form Prospectus.

We deliberately support PP students by issuing hard copies revision resources (KS3,4 &5). From GCSE, we introduce a top set alongside mixed ability classes.

Our KS3 has learning journeys for all 3 years within KS3 to allow students to see where their learning is heading have been created. So too, a more consistent approach to marking and feedback that genuinely moves the learning on.

Our meetings include small sections in which we keep each other informed of a range of subject foci: CPD, national reforms, teaching and learning and shared resources. A specific focus will be built into Learning Walks and agreed and informed by RPE Development Plan.

Finally, in connection with all of the above, we are providing an opportunity for all our learners to experience Jesus in that we are seeking to show that: 'I have come that you may have life and have it to the full' John 10:10

Curriculum Aim: ⁴

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Curriculum Principles: ⁵

⁴ NB source RE in Church of England Schools A Statement of Entitlement February 2019



- Religious education at the Holy Trinity Church of England Secondary School should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together
- The RPE curriculum gives pupils a safe space to critically reflect on their own religious, spiritual, and /or philosophical convictions. Questioning and discussion are encouraged.
- The RPE curriculum helps pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text. It also helps them consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide. ⁶

⁵ Sources: 'RE in Church of England Schools A Statement of Entitlement' February 2019
SIAMS Self Evaluation Form Strand 7: the effectiveness of religious education.

⁶ This is achieved by studying units from the Understanding Christianity project at KS3 and the beliefs, teachings and practices of Christianity at KS4.

- The RPE curriculum develops religious literacy. This is done by developing a set of skills supporting an attitude of respect and curiosity.
- The RPE curriculum is designed to meet the requirements of the Church of England Statement of Entitlement.
- The RPE curriculum meets statutory obligations. All students follow an RPE programme. A sequential RPE programme is followed to cover Christianity and other religions and world views. e.g. Buddhism and Sikhism are taught at KS3 to be in line with the West Sussex Agreed RE Syllabus. CE model ethos statement: RPE '... encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils': 'Deeply Christian, Serving the Common Good'.

Key Stage 3:

- The RPE curriculum enables all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture. At KS3 the religions of Buddhism, Islam and Sikhism are studied as world faith and they also look at aspects of Hinduism. Students should be able to



describe and explain and evaluate concepts studies with increasing accuracy, depth and confidence.

- Year 7 has one hour a week with Year 8 & 9 having 3 hours a fortnight.

Key Stage 4:

- The RPE curriculum is designed around the key knowledge and skills required in preparation for the GCSE examination (Eduqas)
- As a Church of England school, Christianity is our primary focus of study and this also follows the West Sussex Agreed syllabus guidelines. Islam is the other religion studied at GCSE as this is the 2nd largest religion represented in the school.
- The RPE curriculum develops learners' knowledge and understanding of religions and worldviews, such as atheism and humanism. NB This is a specific requirement of the Ethics Life and Death topic
- It develops learners' ability to construct well-argued, well-informed, balanced, and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- The topic order is arranged so that at the beginning of the course students study an Ethics topic, i.e. Good and Evil to engage their interest and enthusiasm. This is followed in Year 10 with the study of the Beliefs and Practices of Christianity and Islam. This provides a foundation of knowledge which students can then apply to the Ethics topics they will study in Year 11, e.g. sources of authority. In Year 11 they cover the remaining 3 Ethics topics when they are at a more mature stage to consider the ethical dilemmas involved.
- The GCSE course is followed by all students and is regarded as a Core subject by the school. They are taught in mixed ability groups with the exception of a top set on both sides of the cohort.
- Students also build on their experience and expertise in describing and explaining areas of study to an even greater level of depth, confidence, and competency.
- We have 5 hours of lessons over a fortnight timetable.



Key Stage 5:

- The KS5 RPE curriculum is designed around key knowledge and skills required in preparation for the A level examination. NB This builds on work at KS4 and is the reason for choosing the Eduqas course for both GCSE and A Level.
- The KS5 exam course offers 9 hours of teaching a fortnight.
- As a Church of England school, Christianity is the religion studied for the Religion part of the syllabus.
- The KS5 RPE curriculum is designed to identify, investigate and critically analyse questions, arguments, ideas and issues arising from the study of religion, philosophy and ethics including religious thought by studying specific scholars and also the social, religious and historical factors that have influenced developments in these disciplines
- There is an emphasis on finding links between the 3 areas of study, i.e. Christianity, Philosophy and Ethics
- Students are offered a course that suits them, covering the AS material in their first year, should this be more appropriate for an individual.
- KS5 have RPE curriculum enhancement days to ensure their entitlement at KS5 is met. This involves two days set aside for investigation and debate on issues of topical relevance and a year 12 off-site visit.

Curriculum Overview for Year 7:

Year 7 – RPE



Key topics		Assessment
Autumn 1: Christian Beliefs	<p>Beliefs & God: this unit attempts to cover the fundamental beliefs within Christianity. It also focuses on the link between belief and practices. It introduces the core skills of recall, respond and reflect. It includes:</p> <ul style="list-style-type: none"> World views Ideas about the nature of God Doctrine of Salvation Doctrine of the Trinity Teaching on the Afterlife 	<p>Key word recall, quizzes and flip learning tasks</p> <p>Unit Assessment which requires students to recall, respond and reflect.</p>
Autumn 2: Festivals of Light Spring 1 Holy books	<p>This covers the concepts of 'Good fighting Evil' in narrative and the symbolism used in religions to present this concept. Lesson material includes:</p> <ul style="list-style-type: none"> The symbolism of light overcoming darkness in– Diwali Hanukah Christmas <p>Holy Books This topic introduces the idea of sacred text and the impact it has on religious believers. The topic includes:</p> <ul style="list-style-type: none"> What is a holy Book? The Torah Guru Granth Sahib The Vedas The structure of the Bible The ways the Bible is used 	<p>Key word recall, quizzes and flip learning tasks</p> <p>Unit assessment which requires students to recall, respond and reflect</p> <p>Key word recall, quizzes and flip learning tasks</p> <p>End of unit assessment which requires students to recall, respond and reflect</p>
Spring2: Sikhi	<p>This topic covers the fundamentals of the Sikhi faith and introduces a variety of religious practices including initiation, leadership, religious clothing.</p> <p>The lessons include:</p> <ul style="list-style-type: none"> The Origins of Sikhism – Guru Nanak The Khalsa The 5Ks Gurdwara Sikhism in Britain today 	<p>Key word recall, quizzes and flip learning tasks</p> <p>End of unit assessment which requires students to recall, respond and reflect</p>
Summer 1: Creation and Christian Social Action	<p>This topic covers the way in which the Christian religious beliefs about creation impact on attitudes to and responsibility for our environment. It includes:</p> <ul style="list-style-type: none"> Biblical accounts of creation Human responsibility 	<p>Key word recall, quizzes and flip learning tasks</p>



	<ul style="list-style-type: none"> Creation and the treatment of the environment with a focus on Operation Noah 	End of unit assessment.
<p>Summer 2:</p> <p>Hinduism</p>	<p>This topic covers the fundamentals of the Hindu belief system and looks at beliefs related to deities, reincarnation, and karma. It includes:</p> <ul style="list-style-type: none"> Passport to Hinduism: three lessons covering, vocabulary of Hinduism, Deities & Puja in the home Reincarnation & Karma Gandhi & non-violence 	<p>Key word recall, quizzes and flip learning tasks</p> <p>END OF YR 7 ASSESSMENT</p>
For homework we use Class charts where we link this to Carousel Learn – an online quizzing platform to assess recall of key terms and concepts		
KEY SKILLS		
<p>Literacy:</p> <p>Literacy (keyword link)</p> <p>Wider reading</p> <p>Extended writing</p> <p>Structuring paragraphs</p> <p>Including sources</p> <p>Types of language i.e. descriptive, explanatory and evaluative</p>	<p>Numeracy:</p> <p>Biblical referencing system</p>	<p>Other:</p> <p>Independent learning</p> <p>Research skills</p> <p>Communication- debating skills.</p> <p>Source skills</p> <p>Analytical and evaluation skills</p>

Curriculum Overview for Year 8:

Key topics		Assessment
Autumn 1: Community and Islam	<p>This unit of study covers an exploration of the main beliefs and practices of Islam and looks at the impact of the Islamic faith in the world and in Britain.</p> <p>It covers the following:</p> <ul style="list-style-type: none"> • What is a community? – the Islamic Community • Origins of Islam and Prophet Muhammad(pbuh) • Qur'an • Prayer and Mosque 	<p>Key word recall, quizzes and flip learning tasks</p> <p>Other assessments: Week 1 Project TEACHER assessed Week 4 Islam & prior learning from Yr 7</p>
Autumn 2: Islam	<p>This term continues the exploration of the main beliefs and practices of Islam and looks at the impact of the Islamic faith in the world and in Britain.</p> <p>It covers the following:</p> <ul style="list-style-type: none"> • Hajj • Sunni & Shi'a differences • Religious hijab for women • Islamophobia • Islam in Britain 	<p>Key word recall, quizzes and flip learning tasks</p> <p>End of unit assessment</p>
Spring 1: Salvation	<p>This unit covers the story of the Christian Bible and the plan of Salvation in Christian doctrine. It includes the study of religious concepts such as covenant, Messiah and salvation and studies key figures in God's relationship with His people.</p> <p>It includes:</p> <ul style="list-style-type: none"> • Creation & the Fall • Noah and the covenant • Abraham and the covenant • Moses and the Exodus • Covenant with Israel • Covenant with David 	<p>Key word recall, quizzes and flip learning tasks</p>
Spring 2: Salvation	<p>This term continues with the exploration of the plan for salvation as revealed in the whole Bible, progressing from the Old to the New Testament. It considers Jesus' place in Salvation.</p>	<p>Key word recall, quizzes and flip learning tasks</p>



	<p>It includes:</p> <ul style="list-style-type: none"> • Isaiah – Messiah foretold • Jesus – the Messiah • Jesus' - Death and Resurrection in the plan of salvation • Jesus – God and Man • Jesus - Eschatology 	End of unit Assessment
<p>Summer 1:</p> <p>Motivational People</p>	<p>This unit investigates the lives of Christians who have sought social justice and evaluate their impact</p> <ul style="list-style-type: none"> • Sojourner Truth – Civil and Women's Rights in 19th Century America • Jackie Pullinger - • The Booths • Peter Benenson • The Work of Amnesty International 	Key word recall, quizzes and flip learning tasks
<p>Summer 2:</p> <p>People of God</p> <p>Key Christian Practice</p>	<p>This unit covers the study of Biblical prophets. Who were they? What did they say? The importance of justice. It includes:</p> <ul style="list-style-type: none"> • Amos • Isaiah • Paul • Revelation • A vision for my town <p>This unit focuses on the two sacraments of Baptism and Eucharist. It includes:</p> <ul style="list-style-type: none"> • What is baptism? Infant baptism & Symbols • Believers Baptism – comparing this to Infant Baptism • Eucharist – significance and denominational differences 	<p>Key word recall, quizzes and flip learning tasks</p> <p>End of unit Assessment combination of Motivational People & People of God</p>

Suggestions for independent study and home support:

For homework we use Class charts where we link this to Carousel Learn – an online quizzing platform to assess recall

Use of internet www.bbcschools/religion.co.uk Bible Project videos: [Explore All BibleProject Videos](#)

KEY SKILLS



<p>Literacy:</p> <p>Literacy (keyword link) Extended writing Structuring paragraph How to include sources Types of language i.e. descriptive, explanatory and evaluative</p>	<p>Numeracy:</p> <p>Use of 'faith graph' for impact on individuals Bible referencing system</p>	<p>Other:</p> <p>Independent learning –project research using internet and other resources -Interviewing believers as part of HW options -Presenting information in tidy and coherent ways using a variety of sources</p> <p>Developing empathy for the beliefs of others</p>
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Curriculum Overview for Year 9:

Year 9 Religious Studies

Key topics

Assessment



<p>Autumn 1:</p> <p>Buddhism</p>	<p>This unit covers the religion/philosophy of Buddhism and its main teachings. It introduces the concept of 'enlightenment' and the Precepts or guidelines which Buddhists follow. It aims to develop a wider understanding of how a religion without a deity can contribute to religious and spiritual development and includes:</p> <ul style="list-style-type: none"> • Who was the Buddha? • The 4 Noble Truths – is suffering inevitable? • Eightfold Path – the habits of enlightenment • 5 Precepts – guidelines for living • Monastic living – following the Buddha's example • Meditation – stilling the mind & mindfulness 	<p>Key word recall, quizzes and flip learning tasks</p> <p>Other assessments: Start of Year test on Buddhism and prior learning from Yr 8</p>
<p>Autumn 2:</p> <p>Love & Marriage</p>	<p>This unit covers the Christian teachings on marriage, sex and relationships. It introduces the teachings on 'value of the human body', chastity, marriage and agape. It includes:</p> <ul style="list-style-type: none"> • What is love? – definitions • Christian Agape – St Paul's teachings • Christian teachings on marriage – Genesis • Christian Marriage ceremony • Islam & Christian marriages compared • The value of the human body – St Paul • Chastity in relationships • 	<p>Key word recall, quizzes and flip learning tasks</p> <p>End of unit Assessment</p>
<p>Spring 1:</p> <p>Ultimate Questions</p>	<p>This unit covers a number of philosophical questions about life and uses religion, scientific and humanist approaches to attempt answers and discussion.</p> <p>It includes:</p> <ul style="list-style-type: none"> • What are Ultimate Questions? • Types of reasoning: inductive and deductive • What is the purpose of life? • Does God exist? • How did the universe get here? • The Classic Design Argument by William Paley 	<p>Key word recall, quizzes and flip learning tasks</p>
<p>Spring 2:</p> <p>Wisdom</p>	<p>This unit covers the issues of evil and the problem it presents to religious believers. It then uses examples of how wisdom is used to combat difficult situations and experiences of natural and moral evil.</p>	<p>Structuring a 15 mark evaluation question marked according to GCSE criteria</p>



	<p>It includes:</p> <ul style="list-style-type: none"> • The worst evil? • Wisdom & the Book of Job • Wisdom – the experience of Solomon • Wisdom – St Paul's teachings <p>Wisdom – a case study of the Vicar of Baghdad</p>	
<p>Summer 1:</p> <p>Ethics</p>	<p>This unit covers the concept of morality and the impact it has on decision making. Students will consider their own morality and on what it is based and its implications. It then looks at two ethical theories.</p> <p>It includes:</p> <ul style="list-style-type: none"> • What is morality? • Where does it come from? • How should we approach ethical dilemmas? • Absolute and relative morality • Situation Ethics • Utilitarianism • Divine Command Theory • Feminism 	<p>Key word recall, quizzes and flip learning tasks</p>
<p>Summer 2:</p> <p>GCSE begins Component 1: Theme 3 Issues of Good and Evil</p>	<p>This unit is the start of the EDUQAS G.C.S.E Route A Component 1: ISSUES OF GOOD & EVIL. Alongside the content covered there are elements of skills-based development in answering questions using the exam specific criteria of 'KISS'. The content includes: Crime and Punishment: Causes of crime and Aims of punishment. Treatment of criminals and the work of prison reformers and chaplains. Various responses to the death penalty. Forgiveness: Christian teaching on forgiveness. Examples of forgiveness. Good, evil and suffering: Philosophical perspectives on the origin of evil. Philosophical challenges posed by evil and suffering.</p>	<p>N.B. GCSE revision guides can be bought from most book shops and are a good basic grounding for the whole course</p> <p>Assessment GCSE exam style question selected.</p> <p>Assessment: End of unit test will take place either in end of summer or in the early autumn of Year 10</p>
<p>Suggestions for independent study and home support: For homework we use Classcharts where we link this to Carousel Learn – an online quizzing platform to assess recall</p> <p>www.bbc/religion.co.uk - Buddhism pages www.biblegateway.com SMHW – key word definition quizzes EDUQAS GCSE Route A – revision guide www.eduqas.co.uk – search religious studies GCSE Route A for syllabus content</p>		
<p>KEY SKILLS</p>		
Literacy:	Numeracy:	Other:



<p>Key word definitions and concepts</p> <p>Researching and collating</p> <p>Descriptive writing using religious information</p> <p>Explanations linked to Biblical or other religious or humanist texts</p> <p>Evaluation of a religious debate using structured argument</p>	<p>Bible skills – referencing system</p>	<p>Evaluation of religious and humanist views in relation to key issues</p> <p>Independent research projects to show skill of knowledge, understanding and evaluation</p> <p>Evaluation skills using applied religious text</p> <p>Textual analysis and application</p>
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Year 10 – Religion, Philosophy and Ethics GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Eduqas C120P3	Component 1: Philosophical & Ethical Studies in the Modern World	Summer – Year 11	50%
	Component 2: Study of Christianity	Summer – Year 11	25%
	Component 3: Study of Islam	Summer – Year 11	25%
Key topics	Course content	Assessment	
Autumn 1: Issues of Good and Evil Christianity: Beliefs	Issues of Good and Evil Complete, revise and test unit of work started in Year 9. NB Includes RS & REACH Citizenship Unit 1.2 Rights & Responsibilities - SMSC. Christianity: Beliefs The nature of God Creation Jesus Christ Salvation The afterlife	End of unit test Preparation: Key concept word test Practice Exam questions Other assessments: End of unit test	
Autumn 2: Christianity: Practices	Christianity: Practices Forms of worship Sacraments: Baptism and Eucharist Pilgrimages to Walsingham and Taize Celebrations of Christmas and Easter Christianity in Britain* The Church in the local community The worldwide Church: mission and evangelism, the work of Tearfund, Christian persecution, the World Council of Churches and the Ecumenical Movement Link to REACH: British Values* -SMSC	Preparation: Key concept word test Practice Exam questions Other assessments: End of unit test	



Spring 1: Islam: Beliefs	Islam: Beliefs The nature of Allah Prophethood Angels Afterlife Foundations of faith: six articles of faith in Sunni Islam, five roots of religion in Shi'a Islam and Islamic attitudes to kutub (books.)	Preparation: Key concept word test Practice Exam questions Other assessments: End of unit test
Spring 2: Islam: Practices	Islam: Practices 5 pillars of Sunni Islam 10 Obligatory Acts of Shi'a Islam Jihad: greater and lesser Festivals and commemorations: Id-ul-Adha, Id-ul-Fitr, Ashura and the Night of Power.	Preparation: Key concept word test Practice Exam questions Other assessments: End of unit test
Summer 1: Islam: Practices	Islam: Practices	Preparation: Key concept word test Practice Exam questions Other assessments: End of unit test
Summer 2:	Revision and preparation for Year 10 RPE exam Begin looking at Human Rights What are Human Rights? Religious Attitude to Human Rights Conflict and Personal Conviction Censorship Prejudice and Discrimination	Preparation: Key concept word test Practice Exam questions Other assessments: End of Year 10 exam



<p>Suggestions for independent study and home support:</p> <p>GCSE Bitesize https://www.bbc.com/education/examspecs/zy7spbk, Revision Guide: My Revision Notes WJEC Eduqas GCSE Religious Studies Route A. Resources on Pupil Shared Area.</p> <p>For homework we use Classcharts where we link this to Carousel Learn – an online quizzing platform to assess recall</p>		
KEY SKILLS		
<p>Literacy:</p> <p>Focus on spelling, grammar and punctuation. Developing vocabulary through key terms and definition learning. Developing the skills of descriptive, explanatory and evaluative writing.</p>	<p>Numeracy:</p> <p>Test analysis to identify areas of strength and weakness to assist future development.</p>	<p>Other:</p> <p>Empathy and compassion Respect for others' right to their own beliefs, values and opinions Discernment in evaluating the arguments and opinions of others Communication Presentation Team work Independent skills Research development Time management</p>
<p>Careers</p> <ul style="list-style-type: none"> Links to independent learning skills which transfer to the workplace – Good use of English Language. Knowledge, understanding and empathy of and with people of different backgrounds. Also see Key Skills (Other) above. Links to Pathways – using RS as a pathway onto further & higher education, i.e. degrees in Philosophy & Ethics, Religious Studies and Theology. Also, a recognised entry subject for degrees in other subjects, e.g. Law, Education, Social work, Psychology, Politics, Medicine and Media. Apprenticeships, e.g. YES Scheme and employment, e.g. Teaching, Youth work, Community work, Health and Social work, Journalism and Administration. 		



Curriculum Overview for Year 11:

Year 11 – Religion, Philosophy and Ethics GCSE			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Eduqas Route A3 C120P3	Component 1: Religious, Philosophical & Ethical Studies in the Modern World	Summer – Year 11	50%
	Component 2: Study of Christianity	Summer – Year 11	25%
	Component 3: Study of Islam	Summer – Year 11	25%
Key topics	Course content	Assessment	
Autumn 1:	Complete Issues of Human Rights: - What are Human Rights? – UN Declaration of Human Rights Social Justice and the need for a fair society Extremism & Censorship - case study Charlie Hebdo attacks Christian teachings on creating a society for all: Agape (Salvation Army example) and Beatitudes Oscar Romero – case study of a Christian who stood against social injustice as a matter of personal religious conviction Prejudice & Discrimination – definitions and examples Causes of prejudice Martin Luther King Jr and the Montgomery Bus boycott – Christian principles of agape applied to a situation Poverty – Absolute & Relative poverty Acquiring and Using Wealth Christian teachings on the use of money Christian Aid – charity for others	Preparation: Key concept word test Practice Exam questions Other assessments: End of unit test	



	<p>Poverty – Absolute & Relative poverty</p> <p>Acquiring and Using Wealth</p> <p>Christian teachings on the use of money</p> <p>Christian Aid – charity for others</p>	
Autumn 2:	<p>Issues of Relationships: -</p> <p>Relationships: Families, roles of men and women, Christian marriage. Christian attitudes to adultery, divorce, separation, annulment and remarriage.</p> <p>Sexual Relationships: Nature and purpose of sex. The use of contraception. Attitudes to same sex relationships.</p> <p>Issues of equality – gender prejudice and discrimination: different attitudes to the roles of men and women in worship and authority.</p> <p>Links to REACH: Relationships.</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>Other assessments:</p> <p>RS Pre-Public Exam</p>
Spring 1:	<p>Issues of Life and Death: -</p> <p>The world: diverse views about the accounts of the origin of the universe in Genesis. Christian and non-religious views about origin of universe, Big Bang Theory. Diverse views about dominion, stewardship, environmental responsibility, sustainability and global citizenship.</p> <p>Origin and value of human life: diverse views about abortion and euthanasia. Non-religious views about human and animal life.</p> <p>Beliefs about death and the afterlife: Life after death. Diverse teaching on the afterlife. Christian and Humanist funerals.</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>Other assessments:</p>
Spring 2:	<p>Issues of Life and Death complete</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>Other assessments:</p> <p>End of unit test</p> <p>Christianity Pre-Public Exam</p>



Summer 1:	Revision of all RPE GCSE units	Preparation: Key concept words tests Practice Exam questions RS Public Exams
<p>Suggestions for independent study and home support: For homework we use Classcharts where we link this to Carousel Learn – an online quizzing platform to assess recall GCSE Bitesize https://www.bbc.com/education/examspecs/zy7spbk, Revision Guide: My Revision Notes WJEC Eduqas GCSE Religious Studies Route A. Resources on Pupil Shared Area.</p>		
KEY SKILLS		
Literacy: Focus on spelling, grammar and punctuation. Developing vocabulary through key terms and definition learning. Developing the skills of evaluative writing.	Numeracy: Test analysis to identify areas of strength and weakness to assist future development.	Other: Empathy and compassion Respect for others' right to their own beliefs, values and opinions Discernment in evaluating the arguments and opinions of others Communication Presentation Team work Independent skills Research development Time management
Careers <ul style="list-style-type: none"> • Links to independent learning skills which transfer to the work place – Good use of English Language. Knowledge, understanding and empathy of and with people of different backgrounds. Also see Key Skills (Other) above. • Links to Pathways – using RS as a pathway onto further & higher education, i.e. degrees in Philosophy & Ethics, Religious Studies, and Theology. Also a recognised entry subject for degrees in other subjects, e.g. Law, Education, Social work, Psychology, Politics, Medicine and Media. Apprenticeships, e.g. YES Scheme and employment, e.g. Teaching, Youth work, Community work, Health and Social work, Journalism and Administration. 		



Curriculum Overview for Year 12:

Year 12 – Religious Studies A Level: Christianity			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Eduqas Religious Studies6 01/8700/1	Component 1: Christianity	Summer – Year 12	33.3%
Key topics	Course content	Assessment	
Autumn 1:	<p>Theme 2: Religious Concepts</p> <p>A) The Nature of God</p> <p>Is God Male? Sallie McFague's ecofeminist view Examination of the validity of referring to God as 'Mother'. Can God Suffer? Traditional views compared with Moltmann The theological implications of a suffering God.</p> <p>B): The Trinity</p> <p>The need for the doctrine of the Trinity Biblical foundations Filioque Controversy The Imminent Trinity and the Economic Trinity</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>NED Test</p> <p>Practice Exam questions</p>	



	<p>Modern development of the Trinity (Bart) and problems with these</p> <p>With the doctrine of the Trinity, is Christianity truly Monotheistic?</p> <p>Evaluate whether the doctrine is necessary to understand the God of Christianity.</p>	
Autumn 2:	<p>Theme 3: Religious Life</p> <p>B) The Community of Believers</p> <p>The New Testament community of believers: Consider what it means to be devoted to 'teaching and fellowship', 'to the breaking of bread' and 'to the prayers' and 'had all things in common'</p> <p>Study early church commitment to mission, service, and outreach.</p> <p>Evaluate whether the main role of the church is teaching or evangelism.</p> <p>Evaluate the extent to which the church of Acts is a model church.</p> <p>Theme 1: Religious Figures and Sacred Texts</p> <p>A) Jesus: his birth</p> <p>Compare birth narratives of Matthew and Luke</p> <p>Examine the historicity of the accounts</p> <p>Redaction Criticism</p> <p>The Doctrine of the Incarnation</p> <p>Incarnation as kenosis</p> <p>Evaluate the extent the birth narratives provide insight into the doctrine of the incarnation</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>NED Test</p> <p>Practice Exam questions</p>



	Evaluate the importance of redaction criticism for understanding Biblical birth narratives.	
Spring 1:	<p>Theme 2: Religious Concepts</p> <p>B) The Atonement – Early models of i) sacrifice and ransom, modern model of Christus Victor (Aulén’s development of ransom model), ii) the cross as Satisfaction (Anselm) and Penal Substitution (Protestant reformers) and as iii) Moral Example (Augustine and Abelard). Criticisms of these different models Evaluate the extent the three models are contradictory. Evaluate the extent the three models suggest the Christian God is cruel.</p> <p>Theme 1: Religious Figures and Sacred Texts</p> <p>C) Jesus: His Resurrection – the resurrection account according to John’s Gospel. Paul’s understanding of the Resurrection (1 Corinthians 15) Modern interpretations: Bultmann and N.T. Wright Evaluate the historical reliability of the resurrection. Evaluate the nature of the resurrection body</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>RS Pre-Public Exam</p>
Spring 2:	<p>Theme 3: Religious Life</p> <p>C: Key Moral Principles Love of Neighbour, God’s love as a model for Christian behaviour, a regard for truth, the role of conscience and the need for forgiveness Evaluate which is the most important moral principle.</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>NED Tests</p> <p>Practice Exam questions</p>



	<p>Evaluate the extent that God's behaviour is the basis for Christian morality</p> <p>Theme 1: Religious Figures and Sacred Texts</p> <p>D) The Bible as a source of wisdom and authority in daily life What is the Bible? It's meaning and purpose for life? The Bible as a guide, a source of comfort and encouragement Evaluate the value of the Bible as teaching on the meaning and purpose of life. Evaluate the extent to which the texts studied offer a guide to living as Christians</p>	<p>Other assessments: End of unit test</p>
Summer 1:	<p>Theme 4: Religious Practices that shape religious identity</p> <p>A) Religious Identity through diversity in baptism – infant baptism, believers' baptism, Bart's view on baptism Evaluate the most appropriate criteria for baptism for expressing commitment The extent to which baptism is simply a symbolic act</p> <p>B) Religious Identity through diversity in Eucharist – Roman Catholic view (Transubstantiation), Transfiguration, Transfinalization, Church of England view (Consubstantiation), Zwingli (Memorialism) and Calvin (Virtualism) Evaluate the extent there is any common ground within contemporary understandings of the Eucharist. Evaluate the extent to which theoretical beliefs affect the</p>	<p>Preparation:</p> <p>Key concept words tests</p> <p>NED Tests</p> <p>Practice Exam questions</p> <p>RS Public Exams</p>



	practice of different denominations	
Summer 2:	<p>Theme 4: Religious Practices that shape religious identity</p> <p>C) Religious identity through diversity in Festivals Advent and Christmas and in the Western church compared to the Eastern church Lent and Easter in the Western church compared to the Eastern church The extent that practices relating to Easter in the Eastern and Western church mean it is a different celebration. Evaluate the relative importance of Easter and Christmas</p>	<p>NED Tests</p> <p>End of Year Exams</p>

Suggestions for independent study and home support:

Resources on TEAMS/Onenote

KEY SKILLS

Literacy:	Numeracy:	Other:
<p>Focus on spelling, grammar and punctuation. Developing vocabulary through key terms and definition learning. Developing the skills of evaluative writing.</p>	<p>Test analysis to identify areas of strength and weakness to assist future development.</p>	<p>Communication Presentation Team-work Independent skills Research development Time management</p>

Careers:

- Links to independent learning skills which transfer to the work place – Good use of English Language. Knowledge, understanding of and empathy with people of different backgrounds. Also see Key Skills (Other) above.
- Links to Pathways – using RS as a pathway onto further & higher education, degrees in Philosophy & Ethics, Religious Studies and Theology. Also a



recognised entry subject for a range of degrees in other subjects, e.g. Law, Education, Social work, Psychology, Politics, Medicine and Media.
Apprenticeships, e.g. YES Scheme and employment, e.g. Teaching, Youth work, Community work, Health and Social work, Journalism and Administration.

Year 12 – Religious Studies A Level: Philosophy			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Eduqas	Component 2: Philosophy	Summer – Year 12	33.3%
Key topics	Course content		Assessment
Autumn 1:	Theme 1: Arguments for the Existence of God - Inductive arguments Examine Cosmological and Teleological with reference to:		Preparation: Key concept word test Practice Exam questions



	<p>Aquinas' First, Second, Third and Fifth Way, The Kalam Cosmological Argument, Paley and design, Tenant's Anthropic and Aesthetic Arguments</p> <p>Examine challenges to Inductive Arguments with reference to Hume, Big Bang Theory and Darwinism</p> <p>Issues for analysis and evaluation</p>	<p>Other assessments:</p> <p>End of unit test</p>
Autumn 2:	<p>Theme 2: Arguments for the Existence of God – deductive arguments</p> <p>Examine origins and developments of the Ontological Argument. This will include Anselm, Descartes, Norman Malcolm</p> <p>Examine challenges to the Ontological Argument with reference to Gaunilo and Kant</p> <p>Issues for analysis and evaluation</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>Other assessments:</p> <p>End of unit test</p>
Spring 1:	<p>Theme 4: Religious Experience (part 1)</p> <p>Examine the nature of religious experience through visions, conversion experience and prayer. Examine William James' and Rudolf Otto's understanding of mystical experience.</p> <p>Issues for analysis and evaluation</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>RS Pre-Public Exam</p>
Spring 2:	<p>Theme 4: Religious Experience (part 1) continued</p> <p>Challenges to and defence of the objectivity and authenticity of religious experience with a focus on Caroline Franks Davis, Anthony Flew and Richard Swinburne</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p>



	Issues for analysis and evaluation	Other assessments: End of unit test
Summer 1:	Theme 4 (YR2): Religious Language: Investigate the inherent problems of religious language. Examine religious language as cognitive, but meaningless, looking at logical positivism, verification and falsification and Hare, Basil Mitchel and Richard Swinburne's criticisms Religious language as non-cognitive and analogical with a focus on Aquinas' Proportion and attribution, and Ramsey's belief re. qualifier and disclosure Issues for analysis and evaluation	Preparation: Key concept words tests Practice Exam questions RS Public Exams
Summer 2:	Theme 4 (YR 2): Religious Language continued Examine religious language as non-cognitive and <i>symbolic</i>, focusing on John Randall's ideas on the functions of symbols and Paul Tillich's language of symbols Look at religious language as non-cognitive and <i>mythical</i>, focusing on Creation myths and the challenges associated with them Examine religious language as a language game, looking at the ideas of Ludwig Wittgenstein and the challenges to them	End of Year Exams
Suggestions for independent study and home support: Resources on TEAMS/Onenote KEY SKILLS		
Literacy:	Numeracy:	Other:



Focus on spelling, grammar and punctuation. Developing vocabulary through key terms and definition learning. Developing the skills of evaluative writing.	Test analysis to identify areas of strength and weakness to assist future development.	Communication Presentation Team work Independent skills Research development Time management
<p>Careers:</p> <ul style="list-style-type: none"> •Links to independent learning skills which transfer to the work place – Good use of English Language. Knowledge, understanding of and empathy with people of different backgrounds. Also see Key Skills (Other) above. •Links to Pathways – using RS as a pathway onto further & higher education, degrees in Philosophy & Ethics, Religious Studies and Theology. Also a recognised entry subject for a range of degrees in other subjects, e.g. Law, Education, Social work, Psychology, Politics, Medicine and Media. Apprenticeships, e.g. YES Scheme and employment, e.g. Teaching, Youth work, Community work, Health and Social work, Journalism and Administration. 		

Year 13 – Religious Studies A Level: Ethics			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Eduqas	Component 3: Ethics	Summer – Year 13	33.3%
Key topics Course content			Assessment
Autumn 1:	Theme 4: Utilitarianism Classical Utilitarianism – Jeremy Bentham's Act	Preparation: Key concept word test	



	<p>Utilitarianism: happiness as the basis of morality.</p> <p>John Stuart Mill's development of Utilitarianism: types of pleasure, the harm principle and the use of rules</p> <p>Issues for analysis and evaluation</p>	<p>Practice Exam questions</p> <p>Other assessments:</p> <p>End of unit test</p>
Autumn 2:	<p>Theme 4: Utilitarianism continued</p> <p>Application of the theory:</p> <ol style="list-style-type: none"> 1. Animal experimentation 2. Nuclear weapons as a deterrent <p>Theme 1: Ethical Thought</p> <p>Divine Command Theory – Plato, Robert Adams development and challenges to the Divine Command Theory</p> <p>Virtue Theory – Aristotle moral virtues, doctrine of the mean, Jesus' teaching on virtue and challenges to Virtue Theory</p> <p>Issues for analysis and evaluation</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>Other assessments:</p> <p>End of unit test</p>
Spring 1:	<p>Theme 1: Ethical thought Continued</p> <p>Ethical Egoism – Max Stirner's true nature of self-interest, the future of self, union of egoists and challenges to Ethical Egoism</p> <p>Issues for analysis and evaluation</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>RS Pre-Public Exam</p>
Spring 2:	Theme 3: Situation Ethics	Preparation:



	Joseph Fletcher's Situation Ethics: his rejection of other forms of ethics and his acceptance of agape as the basis of morality Examine also Fletcher's principles as a means of assessing morality. Application of the theory to: <ul style="list-style-type: none"> 2. Homosexual relationships 2. Polyamorous relationships Issues for analysis and evaluation	Key concept word test Practice Exam questions Other assessments: End of unit test
Summer 1:	Theme 2: Aquinas' Natural Law – a religious approach to ethics Examine the laws and precepts as a basis for morality, the roles of virtues and goods in supporting moral behaviour	Preparation: Key concept words tests Practice Exam questions RS Public Exams
Summer 2:	Theme 2: Aquinas' Natural Law – a religious approach to ethics continued Application of the theory to: <ul style="list-style-type: none"> 2. Abortion 2. Euthanasia Revision of Themes	RS Public Exams
Suggestions for independent study and home support: Resources on TEAMS/Onenote		
KEY SKILLS		
Literacy: Focus on spelling, grammar and punctuation.	Numeracy: Test analysis to identify areas of strength and weakness to	Other: Communication Presentation Team work Independent skills



Developing vocabulary through key terms and definition learning. Developing the skills of evaluative writing.	assist future development.	Research development Time management
<p>Careers:</p> <ul style="list-style-type: none"> •Links to independent learning skills which transfer to the work place – Good use of English Language. Knowledge, understanding of and empathy with people of different backgrounds. Also see Key Skills (Other) above. •Links to Pathways – using RS as a pathway onto further & higher education, degrees in Philosophy & Ethics, Religious Studies and Theology. Also a recognised entry subject for a range of degrees in other subjects, e.g. Law, Education, Social work, Psychology, Politics, Medicine and Media. Apprenticeships, e.g. YES Scheme and employment, e.g. Teaching, Youth work, Community work, Health and Social work, Journalism and Administration. 		

Curriculum Overview for Year 13:

Year 12 – Religious Studies A Level: Christianity			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
Eduqas	Component 1: Christianity	Summer – Year 12	33.3%



Religious Studies6 01/8700/1			
Key topics	Course content	Assessment	
Autumn 1:	<p>Theme 1: Religious Figures and Sacred Texts</p> <p>E) The Early Church</p> <p>Criticisms of the Early church (Reimus), The kerygmata and varying views and challenges to it: Dodd, Schweitzer and Bultmann) Criticisms of these views. Evaluate the extent to which the kerygmata are of any value for Christians today. Evaluate whether the speeches in Acts have any historical value.</p> <p>F) The Two Views of Jesus</p> <p>Enlightenment worldview, Critical realism , N.T. Wright and Crossan's method Evaluate the validity of using critical realism to understand Jesus Evaluate the validity of using apocryphal Gospels to understand Jesus</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>NED Test</p> <p>Practice Exam questions</p>	
Autumn 2:	<p>Theme 4: Religious Practices that shape religious identity</p> <p>D) Identity through unification Development of the Ecumenical Movement, the Edinburgh Missionary Conference and the World Council of Churches, Tensions in the Ecumenical Movement Evaluate whether the WCC can be viewed as a success or failure. Evaluate the extent to which non-membership of the Roman Catholic Church affects the aims of the WCC</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>NED Test</p> <p>Practice Exam questions</p>	



	<p>E) Identity through religious experience</p> <p>Intro to Charismatic Movement, its development, variety of expression and philosophical challenges, charismatic experiences – verification and natural explanation The strengths and weaknesses of the Movement Evaluate whether a natural explanation for charismatic experiences conflict with the religious value of the experience</p> <p>F) Identity through responses to poverty and injustice</p> <p>Liberation Theology – religious and ethical basis, criticisms, links with Marxism, Roman Catholic response to S. American Liberation Theology Evaluate whether the political and ethical foundations of liberation theology are more important than any religious foundations Evaluate the extent to which liberation theology offered a cultural challenge to the Roman Catholic Church</p>	
Spring 1:	<p>Theme 3: Significant Social Developments in Religious Thought</p> <p>A) Attitudes Towards Wealth</p> <p>The dangers of wealth as stated by Biblical texts, stewardship, ascetic ideal and The Prosperity Gospel Evaluate the extent to which wealth is a sign of God's blessing Evaluate whether the ascetic ideal is compatible with Christianity</p> <p>B) Migration and Christianity in the UK</p> <p>Christianity: a migrating faith, The Challenges of Christian migration to</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>RS Pre-Public Exam</p>



	<p>the UK, The reverse mission movement to the UK. Evaluate the extent to which the UK is a modern mission field Evaluate the relative ease of assimilation of Christian migrants into Christian churches in the UK</p> <p>C) Feminist Theology and the changing role of men and women What is it? Rosemary Radford Reuther's contribution Mary Daley's contribution The issue of ordination of women Evaluate whether men and women are equal within Christianity Evaluate the extent to which feminist theology impacts on modern Christian practice</p>	
Spring 2:	<p>Theme 3: Significant Historical Developments in Religious Thought</p> <p>D) Challenges from Secularisation Can UK be called a 'Christian country'? The value of Christian faith schools Beliefs conflicting with laws of the country and perceived challenges to Christianity The declining role and impact of Christianity and restricted religious liberty Evaluate the effectiveness of the Christian response to challenge of secularism</p> <p>E) Challenges from Science The relationship between religion and science The wall between religion and science (Dawkins and McGraths), God of the Gaps Evaluate the extent to which a scientist must be an atheist.</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>NED Tests</p> <p>Practice Exam questions</p> <p>Other assessments: End of unit test</p>



	<p>Evaluate whether science has reduced the role of God in Christianity</p> <p>F) Challenges from Pluralism and diversity within a tradition</p> <p>The exclusivist and inclusivist views expressed in the Bible - Karl Rahner</p> <p>Pluralistic universalism - John Hick</p> <p>Universalistic pluralism and Christian universalism</p> <p>Evaluate the extent it is possible to be both a committed Christian and a religious pluralist</p> <p>Evaluate the extent to which the Bible promotes exclusivism</p>	
Summer 1:	Revision of all units	<p>Preparation:</p> <p>Key concept words tests</p> <p>NED Tests</p> <p>Practice Exam questions</p> <p>RS Public Exams</p>
<p>Suggestions for independent study and home support:</p> <p>Resources on Pupil Shared Area.</p>		
KEY SKILLS		
<p>Literacy:</p> <p>Focus on spelling, grammar and punctuation. Developing vocabulary through key terms and</p>	<p>Numeracy:</p> <p>Test analysis to identify areas of strength and weakness to assist future development.</p>	<p>Other:</p> <p>Communication</p> <p>Presentation</p> <p>Team-work</p> <p>Independent skills</p> <p>Research development</p> <p>Time management</p>



definition learning. Developing the skills of evaluative writing.		
<p>Careers:</p> <ul style="list-style-type: none"> •Links to independent learning skills which transfer to the work place – Good use of English Language. Knowledge, understanding of and empathy with people of different backgrounds. Also see Key Skills (Other) above. •Links to Pathways – using RS as a pathway onto further & higher education, degrees in Philosophy & Ethics, Religious Studies and Theology. Also a recognised entry subject for a range of degrees in other subjects, e.g. Law, Education, Social work, Psychology, Politics, Medicine and Media. Apprenticeships, e.g. YES Scheme and employment, e.g. Teaching, Youth work, Community work, Health and Social work, Journalism and Administration. 		

Year 13 – Religious Studies A Level: Philosophy

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
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Eduqas	Component 2: Ethics	Summer – Year 13	33.3%
Key topics	Course content		Assessment
Autumn 1:	<p>Theme : Religious Experience (part 2)</p> <p>Examine the influence of religious experience on religious practice and faith, consider differing definitions of miracle and focus on Hume and Swinburne's contrasting views on the possibility of miracles.</p> <p>Issues for analysis and evaluation</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>Other assessments:</p> <p>End of unit test</p>	
Autumn 2:	<p>Theme 3: Challenges to Religious Belief (part 1) – the problem of evil and suffering</p> <p>Examine the problem of evil and suffering with a focus on natural and moral evil, Epicurus, Mackie, William Rowe and Gregory S. Paul</p> <p>Examine the religious responses to the problem of evil: Augustinian and Irenaean type theodicy</p> <p>Issues for analysis and evaluation</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>Other assessments:</p> <p>End of unit test</p>	
Spring 1:	<p>Theme 2: Challenges to religious belief (part 2) – Religious belief as a product of the human mind</p> <p>Consider religious belief as a product of the human mind, with a particular focus on Sigmund Freud.</p> <p>Issues for analysis and evaluation</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>RS Pre-Public Exam</p>	



Spring 2:	<p>Theme 3: Challenges to religious belief (part 2) continued</p> <p>Religious belief as a product of the human mind as proposed by Carl Jung. Atheism studied as a rejection of religion.</p> <p>Issues for analysis and evaluation</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>Other assessments: End of unit test</p>
Summer 1:	Revision of all units	<p>Preparation:</p> <p>Key concept words tests</p> <p>Practice Exam questions</p> <p>RS Public Exams</p>
Summer 2:		RS Public Exams

Suggestions for independent study and home support:
Resources on Pupil Shared Area.

KEY SKILLS

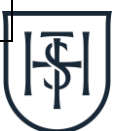
Literacy:	Numeracy:	Other:
<p>Focus on spelling, grammar and punctuation.</p> <p>Developing vocabulary through key terms and definition learning.</p> <p>Developing the skills of evaluative writing.</p>	<p>Test analysis to identify areas of strength and weakness to assist future development.</p>	<p>Communication</p> <p>Presentation</p> <p>Team work</p> <p>Independent skills</p> <p>Research development</p> <p>Time management</p>

Year 13 – Religious Studies A Level: Ethics

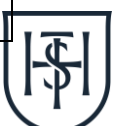
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
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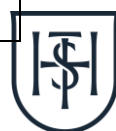
Eduqas	Component 2: Ethics	Summer – Year 13	33.3%
Key topics	Course content		Assessment
Autumn 1:	Theme 2 : Deontological Ethics John Finnis' development of Natural Law Bernard Hoose's overview of Proportionalism Finnis' Natural Law and Proportionalsim Application of the theories to Immigration and Capital Punishment	Preparation: Key concept word test Practice Exam questions Other assessments: End of unit test	
Autumn 2:	Theme 1: Ethical Thought D) Meta-ethical approaches – Naturalism Objective moral laws, cognitivism and realism, Naturalism and the Natural world (Mill's Utilitarianism) F. H. Bradley's Ethical Naturalism and links with Normative Ethics Challenges to Naturalism (Hume), open question argument Are ethical and non-ethical statements the same? Are ethical statements objective? E) Meta-ethical approaches – Intuitionism G.E. Moore Innateness of intuitive ability Allowance of objective moral values The need for a mature mind – infallibility of intuitionism	Preparation: Key concept word test Practice Exam questions Other assessments: End of unit test	



	<p>The indefinability of 'ought' recognised by intuition (Prichard) Challenges to Intuitionism Are moral terms intuitive?</p> <p>F) Meta-ethical approaches – Emotivism Bertrand Russell – opposition to Moore Ayer – ethical statements made to express emotion and persuade – Hurrah! Boo! Theory Challenges to Emotivism</p> <p>Is any one of the meta-ethical approaches better than the others? What is the usefulness of meta-ethics?</p>	
Spring 1:	<p>Theme 4: Determinism and Free will</p> <p>A) Religious concepts of Predestination</p> <p>St. Augustine, Original Sin (concupiscence), 'massa peccati', 'liberium arbitrium' and 'libertas', grace and atonement John Calvin – doctrine of election, limited atonement, irresistible grace Comparing Augustine with Calvin</p> <p>B) Concepts of Determinism</p> <p><u>Hard Determinism</u> Philosophical Determinism – John Locke Scientific Determinism – Laplace Psychological Determinism – Pavlov <u>Soft Determinism</u></p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>RS Pre-Public Exam</p>



	<p>Hobbes – internal and external causes</p> <p>Modern forms – Vardy, Kane and Dennett</p> <p>A.J.Ayer – caused acts v forced acts</p> <p>Strengths and weakness of Hard and Soft Determinism</p> <p>C) The implications of predestination and determinism</p> <p>Does Determinism illustrate that humanity has no free will?</p> <p>Implications of predestination for religious belief – prayer and miracles</p>	
Spring 2:	<p>Theme 4: Determinism and Free Will</p> <p>D) Free Will</p> <p>Pelagius – original sin, responsibility of free will, role of grace</p> <p>Arminius – rejection of Calvin’s predestination, God’s prevenient grace</p> <p>E) Concepts of Libertarianism</p> <p>Philosophical Libertarianism – Sartre</p> <p>Scientific Libertarianism – Sirigu</p> <p>Psychological Libertarianism – Rogers</p> <p>Do these views lead people to accept Libertarianism?</p> <p>F) The implications of Libertarianism and Free will</p> <p>Free will and moral responsibility</p> <p>Dualism and Materialism</p> <p>Descartes and Kant – Dualist ideas on moral responsibility</p>	<p>Preparation:</p> <p>Key concept word test</p> <p>Practice Exam questions</p> <p>Other assessments:</p> <p>End of unit test</p>



	Strawson, Dennett and Chisholm Libert's readiness potential Modern libertarianism: Kane and Peter van Inwagen	
Summer 1:	Revision of all units	Preparation: Key concept words tests Practice Exam questions RS Public Exams
Summer 2:		RS Public Exams
<p>Suggestions for independent study and home support:</p> <p>Resources on Pupil Shared Area.</p>		
KEY SKILLS		
<p>Literacy:</p> <p>Focus on spelling, grammar and punctuation. Developing vocabulary through key terms and definition learning. Developing the skills of evaluative writing.</p>	<p>Numeracy:</p> <p>Test analysis to identify areas of strength and weakness to assist future development.</p>	<p>Other:</p> <p>Communication Presentation Teamwork Independent skills Research development Time management</p>



Religion, Philosophy and Ethics

Assessment, Marking and Recording Policy

Throughout the RPE Department the following take place:-

Formative/diagnostic - what do students need to do to improve, e.g. DIRT lessons following assessments, with students completing self-evaluation sheets.

Summative - recording of overall achievement/attainment at critical points, e.g., end of year exams. Also Teacher Assessments at end of KS3, KS4 & KS5. Assessments to be moderated: focus on Year 11.

Evaluative - adjusting lesson plans and schemes of work in the light of student needs.

Responsibilities of RPE teachers

- Marking exam questions regularly (approximately every 3/4 weeks at KS4 and 5/6 weeks at KS3.) Marking will be of assessment books with exam questions in them e.g. KS3 & KS4 . **WCF is given to students to improve and the use of live marking and feedback is used in lesson time**
- Marking according to levels at KS3 and for assessments using mark schemes, GCSE and A Level criteria
- Use of WCF PIA at KS3 for some Assessments and Homework. and Progress trackers for KS3. Use of whole class marking sheets for both class and assessment marking at KS3. KS4 Progress sheets to be completed after assessments.
- School Marking Code used for Literacy Feedback
- Enter results from formal assessment points in all Key Stages into Pupil Progress (whole school data tracking platform)
- Marks and assessment data accessible to Line Managers. To enter data into shared RPE Dept. spreadsheets after assessments.
- To complete data for progress reports within deadlines

Responsibilities of RPE Head of Department

- Monitor progress of students
- Monitor Learning and Teaching in the RPE Dept. Analysis of RPE Departmental data to identify trends to inform future planning
- Ensuring all students have access to skills ladders to help them plan and discuss next steps, KS4 GCSE Guidance, KS5 AO1 and AO2 criteria
- Develop strategies for underachieving groups



- Recognising overachievers and ensuring appropriate extension activities are put into place. Students are identified as being HA on BROMCOM. Students are encouraged to attempt more challenging tasks.

Assessment

- KS3, KS4 and KS5 **Trackers** to monitor progress.
- KS3 end of Unit assessments and end of Year examinations - some followed by DIRT lesson activities
- GCSE end of Unit assessments followed by DIRT lesson activities, including whole class feedback
- Moderation of Assessments. NB Focus on Year 11.
- AO1 and/or AO2 essay writing at the end of a unit in KS5
- Assessment achieved regularly by careful and differentiated questioning during lessons
- Use of peer- and self-assessment, where the students can apply the criteria themselves

Opportunities for Assessment for recording and monitoring

	Autumn Term		Spring Term		Summer Term	
Year 7	Knowledge organiser and retrieval activity Carousel Learn Retrieval	Assessment Christian Beliefs	Knowledge organiser and retrieval activity Carousel Learn Retrieval	Assessment Festivals of Light and Practices	Knowledge organiser and retrieval activity Carousel Learn Retrieval	End of Year Exam
Year 8	Knowledge organiser and retrieval activity Carousel Learn Retrieval	Assessment Islam	Knowledge organiser and retrieval activity Carousel Learn Retrieval	Assessment Salvation	Knowledge organiser and retrieval activity Carousel Learn Retrieval	End of year Exam
Year 9	Knowledge organiser and retrieval activity Carousel Learn Retrieval	Assessment Buddhism (Y9 PPE)	Knowledge organiser and retrieval activity Carousel Learn Retrieval	Assessment Love & Marriage	Knowledge organiser and retrieval activity Carousel Learn Retrieval Flipped learning for new GCSE topic	End of Year 9 Exam



KS4	<p>Set End of Unit assessments using GCSE questions at the end of each unit of teaching. Also Year 10 and Year 11 internal examinations. Data to be entered into Pupil Progress.</p> <p>Mark assessments according to GCSE mark schemes and criteria.</p> <p>Students will be given a GCSE grade, i.e. 9 – 1. NB Use GCSE Grade Boundary Table based on Eduqas data.</p>
KS5	<p>Set AO1 and/or AO2 exam style questions at the end of each unit of teaching. Also Year 12 and Year 13 internal examinations. Data to be entered into Pupil Progress.</p> <p>Mark assessments according to Eduqas A Level mark schemes and criteria.</p> <p>Students will be given an A Level grade, i.e. A*-U</p>

Homework - All HW set through Classcharts/TEAMS

KS3

Year	Term 1	Term 2	Term 3
7	Knowledge organiser and recall homework Carousel learn quizzes	Knowledge organiser and recall homework Carousel learn quizzes	Knowledge organiser and recall homework Carousel learn quizzes
8	Knowledge organiser and recall homework Carousel learn quizzes.	Knowledge organiser and recall homework Carousel learn quizzes	Knowledge organiser and recall homework Carousel learn quizzes
9	Knowledge organiser and recall homework Carousel learn quizzes	Knowledge organiser and recall homework Carousel learn quizzes	Knowledge organiser and recall homework Carousel learn quizzes Flipped learning for GCSE

KS4

- Key concept word learning using Carousel Learn
- Key information learning in preparation for NED tests
- Revision is set ahead of end of unit and year tests
- Some independent research tasks



KS5 Follows 6th Form Guidance for all subjects

- 9 hours every fortnight doing homework NB 3 hours each of Christianity, Philosophy & Ethics. Includes research/ background reading/ completing AO1 and AO2 exam questions/ note taking/ revision/ creating revision materials
- 6 hours doing personal development. Includes Developing study skills/ research/ notetaking/ presentation of different viewpoints to be monitored through regular reviews of folders



