

**R**eligion, **P**hilosophy & **E**thics Curriculum Guide

The Holy Trinity

Church of England

Secondary School

2024-2025

**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]](#footnote-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

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]](#footnote-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 HTSinclude responding to the fact that our learners come from over 40 primary schools and that we are a V.A. Church of England School: thereforethe 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 Report*[[3]](#footnote-3)* 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 focusonSPaG and key terms, In addition, we use structure strips to scaffold extended written work. We also mark for literacy using HTS marking policy. Weintend 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.

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 of HW tasks (KS3) and revision materials (KS3,4 &5)*.* We aim to use the opportunity of setting in Yrs. 9&10 to create supportive environments based on achievement and SEN needs. The availability of a computer room (122) and use of departmental alpha smarts is also a resource used to support learners with information processing and recording

With the appointment of a new KS3 Co-ordinator new 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. Finally, we have assessed and are in the process of updating the homework’s currently used in KS3 to fit a range of learners whilst also ensuring students are challenged to complete independent work as well as considering the wellbeing and workload of staff.

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 RS 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]](#footnote-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]](#footnote-5)

* 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]](#footnote-6)

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| **Questions** | **RS Skills** |
| 1. **Specialist language 2 marks** | * Explain the meaning of a key concept in detail/ with an example |
| 1. **Describe…\***   **5 marks** | * Give detailed knowledge about a topic, i.e. beliefs, teachings and/or practices * Link belief to practice * Accurately use a range of key terms |
| 1. **Explain…\***   **8 marks** | * Explain fully why Christians believe/ act * Explain diversity of Christian beliefs/ actions * Link belief to practice * Explain diversity from within a religion or across religions, e.g. Liberal/ Conservative Christians or Christianity and Islam * Show the impact beliefs and /or practices have on a Christian and the Christian community * Accurately use a range of key terms |
| 1. **Evaluate…\***   **15 marks**  **SPaG – 6 marks** | * Present arguments for and against a statement with detail, analysis and evaluation * Explore different and/or opposing views using religion, teachings and morality * Explain how belief affects behaviour * Use key terms and teachings throughout * Give an excellent account of non-religious responses as well as religious. NB Life and Death unit only. * Make explicit judgements about the views, i.e. reach a conclusion * Spelling, grammar and punctuation will be assessed |

iv.

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| --- | --- | --- | --- | --- | --- |
| Topic | Assessment date | % | GCSE  Grade | On (0)/Above(+)/  Below (-) Target | Comments: what do I need to do to improve? |
| Pre-Public Exam |  |  |  |  |  |
| Relationships |  |  |  |  |  |
| Life and Death |  |  |  |  |  |

**v)**

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| --- | --- | --- | --- | --- |
| **AO1 Essay Title:** | | | | |
| **AO1 Feedback** | | | | |
| **Important features of a good**  **AO1 response** | **Fully**  **Met** | **Partially**  **Met** | **Not**  **Met** | **Further comments** |
| 1.  The candidate carefully       selects information to       answer the question set. |  |  |  |  |
| 2.  The candidate creates a       good impression by       demonstrating they are       answering the question in  the first paragraph. |  |  |  |  |
| 3.  The candidate clearly       demonstrates their       knowledge and       understanding of the topic using a Point, Explain using Evidence, Link to the   next paragraph approach. |  |  |  |  |
| 4.  The candidate uses       specialist language and       vocabulary in context. |  |  |  |  |
| 5.  The candidates refers to    sacred texts and sources of wisdom where appropriate. |  |  |  |  |
| 6.  At A level (where  appropriate) the candidate  made connections to other  areas of study. |  |  |  |  |
| 7.  At A level, the candidate      refers to schools of thought or scholarly opinion |  |  |  |  |
| What did the candidate do well? |  | | | |
| How can the candidate improve their next response? |  | | | |

1. *Religion, world views the way forward: A National Plan for RE* 2018 Commission on Religious Education [↑](#footnote-ref-1)
2. *‘Religion and world-views in a broad and balanced curriculum, a practical tool’* 2019 National Society for Promotion of Education) pg 12. [↑](#footnote-ref-2)
3. ‘*Religion and Worldviews: The Way Forward A National Plan for RE’* 2018 Commission on Religious Education pg 13 [↑](#footnote-ref-3)
4. NB source RE in Church of England Schools A Statement of Entitlement February 2019 [↑](#footnote-ref-4)
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.* [↑](#footnote-ref-5)
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 PE 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.

   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 ability groups and work is differentiated.
   * 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.

   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.
   * 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.
   * It is our intention to plan in the coming year, in consultation with the Head of Sixth form and the student body, so that all KS5 students, have RPE experience in the years moving forward.

   **Curriculum Overview for Year 7:**

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   | **Key topics** | **Year 7 – RP**E | | **Assessment** |
   | Autumn 1:  Christian Beliefs | Transition Lessons – What is RPE? What will you learn and why is it important?  Religion & World View Beliefs – How doe they respond to issue of poverty?  Beliefs & God: this unit attempts to cove the fundamental nature of belief and the difference between opinion, fact and faith. It also focuses on the link between belief and practices. It introduces the core skills of requiring religious vocabulary (skill A), understanding the link between belief and practices (skill B) and evaluating religious beliefs and practices (skill c). It includes:  * Ideas about God * Christian belief in Trinity * Christian Beliefs in the Creed * Differences between Secular & Religious belief | | **Preparation:**  RPE baseline test  Key word recall, quizzes and flip learning tasks  Unit Assessment |
   | Autumn 2:  Holy books & Gospel  **Festivals of Light** | **Holy Books & Gospel**  This topic introduces the idea of sacred text and the impact it has on religious believers. There is particular focus on the Gospels and the impact they have on Christians. The topic includes:  * What is a holy Book? * How do people use holy books? * The structure of the bible * The ways the Bible is used in worship * What are the Gospels? * Jesus as a role model in the Gospels Later in the same half term there is an additional topic related to Festivals of light. This covers the concepts of Good fighting Evil and the symbolism used in religions to present this concept. Lesson material may include:  * The symbolism of light – Diwali * The symbolism of light – Hanukah * The symbolism of light - Christmas | | **Key word recall, quizzes and flip learning tasks**  Unit assessment |
   | Spring 1 and Spring2:  **Sikhism** | **Complete Festivals of Light unit from Autumn Term**  This topic covers the fundamentals of the Sikh faith and introduces a variety of religious practices including initiation, leadership, religious clothing.  The lessons include:  * The Origins of Sikhism – Guru Nanak * The Khalsa * The 5Ks * The Guru Granth Sahib and Gurdwara * Sikhism in Britain today | | **Key word recall, quizzes and flip learning tasks**  End of unit assessment |
   | Summer 1:  **Creation and Christian Social Action** | This topic covers the way in which the Christian religious beliefs about creation impact on attitudes to and responsibility for our environment. It includes:  * Biblical accounts of creation * Human responsibility * Creation and the treatment of the environment with a focus on Operation Noah | | Key word recall, quizzes and flip learning tasks  End of unit assessment. |
   | Summer 2:  Hinduism | This topic covers the fundamentals of the Hindu belief system and looks at beliefs related to deities, reincarnation, and karma. It includes:  * Passport to Hinduism: three lessons covering, vocabulary of Hinduism, Deities & Puja in the home * Reincarnation & Karma * Gandhi & non-violence | | **Key word recall, quizzes and flip learning tasks**  **END OF YR 7 ASSESSMENT** |
   | Suggestions for independent study and home support:  [SHOWMYHOMEWORK](https://www.showmyhomework.co.uk/) - Homework website [YOUTUBE](https://www.youtube.com/?gl=GB&hl=en-GB) – videos on different places and aspects of RPE  [BBC BITESIZE](http://www.bbc.co.uk/education/levels/z4kw2hv) – KS3 RPE practice and information [EDUCATION QUIZZES](http://www.educationquizzes.com/ks3/geography/) – Independent learning and practices | | | |
   | KEY SKILLS | | | |
   | Literacy:  Literacy (keyword link)  Wider reading  Extended writing | Numeracy:  Biblical referencing system | Other:  Independent learning  Research skills  Communication- debating skills.  Source skills  Analytical skills | |

   **Curriculum Overview for Year 8:**

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   | **Key topics** | **Year 8 – Religious Studies** | | **Assessment** |
   | Autumn 1:  **Community and Islam** | 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.  It covers the following:  * What is a community? – the Islamic Community * Origins of Islam and Prophet Muhammad(pbuh) * Qur’an * Prayer and Mosque | | Key word recall, quizzes and flip learning tasks  **Other assessments:**  Week 1 Project TEACHER assessed  Week 4 Islam & prior learning from Yr 7 |
   | Autumn 2:  **Islam** | 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.  It covers the following:  * Hajj * Sunni & Shi’a differences * Religious hijab for women * Islamophobia * Islam in Britain | | Key word recall, quizzes and flip learning tasks  **End of unit assessment** |
   | Spring 1:  **Salvation** | This unit covers the story of the Christian bible and the plan of Salvation in Christian doctrines. It includes the study of religious concepts such as covenant and atonement and studies key figures in God’s relationship with is people.  It includes:  * Creation & the Fall * Noah and the covenant * Abraham and the covenant * Moses and the covenant * Atonement | | **Key word recall, quizzes and flip learning tasks** |
   | Spring 2:  **Salvation** | This term continues with the exploration of the plan for salvation as revealed in the Bible and the New Testament. It considers the concept of Messiah and the place of Jesus as the Incarnation.  It includes:  * Looking for a Messiah * Jesus – the incarnation * Jesus the teacher & miracle worker * Death and Resurrection in the plan of salvation | | Key word recall, quizzes and flip learning tasks  End of unit Assessment |
   | Summer 1:  **The Early Church** | This unit covers the story of the formation of the Christian Church and significant changes in its history.  It also examines the different designs of church interiors as sacred spaces and compares the symbolism and worship focus of different denominations. It includes:  * The Early Church & Acts of the Apostles * Denominations & the Church family tree * The Reformation and the Church of England * What makes a sacred space? * Worship in Orthodox and Baptist Churches – major differences in symbolism | | Key word recall, quizzes and flip learning tasks  End of unit Assessment |
   | Summer 2:  People of God  Key Christian Practice | This unit covers the study of Biblical prophets. Who were they? What did they say? The importance of justice. It includes:  * Amos * Isaiah * Paul * Revelation * A vision for my town This unit focuses on the two sacraments of Baptism and Eucharist. It includes:  * What is baptism? Infant baptism & Symbols * Believers Baptism – comparing this to Infant Baptism * Eucharist – significance and denominational differences | | Key word recall, quizzes and flip learning tasks  End of unit Assessment |
   | Suggestions for independent study and home support:  SMHW – quizzes – weekly to improve vocabulary  project HW – demonstrating independent learning skills and measure of criteria that shows skills of knowledge understanding & evaluation of an aspect of religious practice or belief  Use of internet [www.bbcschools/religion.co.uk](http://www.bbcschools/religion.co.uk) | | | |
   | KEY SKILLS | | | |
   | Literacy:  Literacy (keyword link)  Islam  Prophet  Islamophobia  Hijab  Hajj  Mosque  Salvation  Atonement  Messiah  Covenant  Initiation  Baptism  Eucharist  Denomination  sacred | Numeracy:  Use of ‘faith graph’ for impact on individuals  Bible referencing system | Other:  **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  **Developing empathy for the beliefs of others** | |

   **Curriculum Overview for Year 9:**

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   | **Key topics** | **Year 9 Religious Studies** | | **Assessment** |
   | Autumn 1:  Buddhism | 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:  * 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 | | Key word recall, quizzes and flip learning tasks  **Other assessments:**  Start of Year test on Buddhism and prior learning from Yr 8 |
   | Autumn 2:  Love & Marriage | 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:  * 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 | | Key word recall, quizzes and flip learning tasks  End of unit Assessment |
   | Spring 1:  Ultimate Questions | This unit covers a number of philosophical questions about life and uses religion, scientific and humanist approaches to attempt answers and discussion.  It includes:  * 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 | | **Key word recall, quizzes and flip learning tasks** |
   | Spring 2:  Wisdom | 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.  It includes:  * The worst evil? * Wisdom & the Book of Job * Wisdom – the experience of Solomon * Wisdom – St Paul’s teachings Wisdom – a case study of the Vicar of Baghdad | | Structuring a 15 mark evaluation question marked according to GCSE criteria |
   | Summer 1:  Ethics | 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.  It includes:  * 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 | | Key word recall, quizzes and flip learning tasks |
   | Summer 2:  GCSE begins  Component 1: Theme 3 Issues of Good and Evil | 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. | | N.B.  GCSE revision guides can be bought from most book shops and are a good basic grounding for the whole course  **Assessment**  GCSE exam style question selected.  **Assessment:**  End of unit test will take place either in end of summer or in the early autumn of Year 10 |
   | Suggestions for independent study and home support:  [www.bbc/religion.co.uk](http://www.bbc/religion.co.uk) - Buddhism pages  [www.biblegateway.com](http://www.biblegateway.com)  SMHW – key word definition quizzes  EDUQAS GCSE Route A – revision guide  [www.eduqas.co.uk](http://www.eduqas.co.uk) – search religious studies GCSE Route A for syllabus content | | | |
   | KEY SKILLS | | | |
   | Literacy:  Key word definitions:  Enlightenment  Ultimate questions  Orthodox  Kosher  Chastity  Agape  Social Justice  Human Rights  Prejudice  Discrimination  segregation  Personal religious conviction  Martyr  Absolute poverty  Relative poverty  Researching and collating  Descriptive writing using religious information  Explanations linked to Biblical or other religious or humanist texts  Evaluation of a religious debate using structured argument | Numeracy:  Bible skills – referencing system | Other:  Evaluation of religious and humanist views in relation to key issues  Independent research projects to show skill of knowledge, understanding and evaluation  Evaluation skills using applied religious text  Textual analysis and application | |

   **Curriculum Overview for Year 10:**

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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  Complete RPE & REACH Citizenship Unit 1.3 Identities and diversity: living together in the UK **- SMSC** | | Preparation:  Key concept word test  Practice Exam questions  Other assessments:  End of Year 10 exam |
   | Suggestions for independent study and home support:  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. | | | |
   | 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**  • 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:**

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   | 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: | **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 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 |
   | Autumn 2: | **Issues of Relationships**: -  Relationships: Families, roles of men and women, Christian marriage. Christian attitudes to adultery, divorce, separation, annulment and remarriage.  Sexual Relationships: Nature and purpose of sex. The use of contraception. Attitudes to same sex relationships.  Issues of equality – gender prejudice and discrimination: different attitudes to the roles of men and women in worship and authority.  Links to REACH: Relationships. | | Preparation:  Key concept word test  Practice Exam questions  Other assessments:  RS Pre-Public Exam |
   | Spring 1: | **Issues of Life and Death: -**  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.  Origin and value of human life: diverse views about abortion and euthanasia. Non-religious views about human and animal life.  Beliefs about death and the afterlife: Life after death. Diverse teaching on the afterlife. Christian and Humanist funerals. | | Preparation:  Key concept word test  Practice Exam questions  Other assessments: |
   | Spring 2: | **Issues of Life and Death** complete | | Preparation:  Key concept word test  Practice Exam questions  Other assessments:  End of unit test  Christianity Pre-Public Exam |
   | Summer 1: | **Revision** of all RPE GCSE units | | Preparation:  Key concept words tests  Practice Exam questions  RS Public Exams |
   | Suggestions for independent study and home support:  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. | | | |
   | 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**  • 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:**

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   | 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: | Theme 2: Religious Concepts  1. The Nature of God 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.  B): The Trinity  The need for the doctrine of the Trinity  Biblical foundations  Filioque Controversy  The Imminent Trinity and the Economic Trinity  Modern development of the Trinity (Bart) and problems with these  With the doctrine of the Trinity, is Christianity truly Monotheistic?  Evaluate whether the doctrine is necessary to understand the God of Christianity. | | Preparation:    Key concept word test  NED Test    Practice Exam questions |
   | Autumn 2: | Theme 3: Religious Life  B) The Community of Believers  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’  Study early church commitment to mission, service, and outreach.  Evaluate whether the main role of the church is teaching or evangelism.  Evaluate the extent to which the church of Acts is a model church.  Theme 1: Religious Figures and Sacred Texts  * 1. Jesus: his birth Compare birth narratives of Matthew and Luke  Examine the historicity of the accounts  Redaction Criticism  The Doctrine of the Incarnation  Incarnation as kenosis  Evaluate the extent the birth narratives provide insight into the doctrine of the incarnation  Evaluate the importance of redaction criticism for understanding Biblical birth narratives. | | Preparation:  Key concept word test  NED Test    Practice Exam questions |
   | Spring 1: | Theme 2: Religious Concepts  * 1. 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.  Theme 1: Religious Figures and Sacred Texts  * 1. 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 | | Preparation:    Key concept word test    Practice Exam questions    RS Pre-Public Exam |
   | Spring 2: | Theme 3: Religious Life  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.  Evaluate the extent that God’s behaviour is the basis for Christian morality  Theme 1: Religious Figures and Sacred Texts  * 1. 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 | | Preparation:    Key concept word test  NED Tests  Practice Exam questions    Other assessments:  End of unit test |
   | Summer 1: | Theme 4: Religious Practices that shape religious identity  * 1. 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  * 1. 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 practice of different denominations | | Preparation:    Key concept words tests  NED Tests    Practice Exam questions    RS Public Exams |
   | Summer 2: | Theme 4: Religious Practices that shape religious identity  * 1. 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 | | NED Tests  End of Year Exams |
   | Suggestions for independent study and home support:    Resources on Pupil Shared Area. | | | |
   | 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:    Communication  Presentation  Team-work  Independent skills  Research development  Time management | |
   | 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. | | | |

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

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   | 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 Utilitarianism: happiness as the basis of morality.**    **John Stuart Mill’s development of Utilitarianism: types of pleasure, the harm principle and the use of rules**    **Issues for analysis and evaluation** | | Preparation:    Key concept word test    Practice Exam questions    Other assessments:    End of unit test |
   | Autumn 2: | **Theme 4: Utilitarianism continued**    **Application of the theory:**  1. Animal experimentation  2. Nuclear weapons as a deterrent    **Theme 1: Ethical Thought**    **Divine Command Theory – Plato, Robert Adams development and challenges to the Divine Command Theory**    **Virtue Theory – Aristotle moral virtues, doctrine of the mean, Jesus’ teaching on virtue and challenges to Virtue Theory**    **Issues for analysis and evaluation** | | Preparation:    Key concept word test    Practice Exam questions    Other assessments:    End of unit test |
   | Spring 1: | **Theme 1: Ethical thought Continued**    **Ethical Egoism – Max Stirner’s true nature of self-interest, the future of self, union of egoists and challenges to Ethical Egoism**    **Issues for analysis and evaluation** | | Preparation:    Key concept word test    Practice Exam questions    RS Pre-Public Exam |
   | Spring 2: | **Theme 3: Situation Ethics**    **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:**  1. Homosexual relationships 2. Polyamorous relationships   **Issues for analysis and evaluation** | | Preparation:    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:**  1. Abortion 2. Euthanasia   **Revision of Themes** | | RS Public Exams |
   | Suggestions for independent study and home support:    Resources on Pupil Shared Area. | | | |
   | 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:    Communication  Presentation  Team work  Independent skills  Research development  Time management | |
   | 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. | | | |

   **Curriculum Overview for Year 13:**

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   | 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: | Theme 1: Religious Figures and Sacred Texts  E) The Early Church  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.  F) The Two Views of Jesus  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 | | Preparation:    Key concept word test  NED Test    Practice Exam questions |
   | Autumn 2: | Theme 4: Religious Practices that shape religious identity  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  E) Identity through religious experience  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  F) Identity through responses to poverty and injustice   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 | | Preparation:  Key concept word test  NED Test    Practice Exam questions |
   | Spring 1: | Theme 3: Significant Social Developments in Religious Thought  * 1. Attitudes Towards Wealth 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    * 1. Migration and Christianity in the UK Christianity: a migrating faith, The Challenges of Christian migration to 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  * 1. 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 | | Preparation:    Key concept word test    Practice Exam questions    RS Pre-Public Exam |
   | Spring 2: | Theme 3: Significant Historical Developments in Religious Thought  * 1. 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  * 1. Challenges form 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.  Evaluate whether science has reduced the role of God in Christianity  * 1. Challenges from Pluralism and diversity within a tradition The exclusivist and inclusivist views expressed in the Bible - Karl Rahner Pluralistic universalism - John Hick  Universalistic pluralism and Christian universalism  Evaluate the extent it is possible to be both a committed Christian and a religious pluralist  Evaluate the extent to which the Bible promotes exclusivism | | Preparation:    Key concept word test  NED Tests  Practice Exam questions    Other assessments:  End of unit test |
   | Summer 1: | Revision of all units | | Preparation:    Key concept words tests  NED Tests    Practice Exam questions    RS Public Exams |
   | Suggestions for independent study and home support:    Resources on Pupil Shared Area. | | | |
   | 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:    Communication  Presentation  Team-work  Independent skills  Research development  Time management | |
   | 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. | | | |

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   | Year 13 – Religious Studies A Level: Philosophy | | | | | |
   | Exam Board & course  title/code | Unit | Date of Exam | | % of Total Exam | |
   | Eduqas | Component 2:  Ethics | Summer – Year 13 | | 33.3% | |
   | Key topics | Course content | | | Assessment | |
   | Autumn 1: | Theme  : Religious Experience (part 2)    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.    Issues for analysis and evaluation | | | Preparation:    Key concept word test    Practice Exam questions    Other assessments:    End of unit test | |
   | Autumn 2: | Theme 3: Challenges to Religious Belief (part 1) – the problem of evil and suffering    Examine the problem of evil and suffering with a focus on natural and moral evil, Epicurus, Mackie, William Rowe and Gregory S. Paul    Examine the religious responses to the problem of evil: Augustinian and Irenaean type theodicy    Issues for analysis and evaluation | | | Preparation:    Key concept word test    Practice Exam questions    Other assessments:    End of unit test | |
   | Spring 1: | Theme 2: Challenges to religious belief (part 2) – Religious belief as a product of the human mind  Consider religious belief as a product of the human mind, with a particular focus on Sigmund Freud.    Issues for analysis and evaluation | | | Preparation:    Key concept word test  Practice Exam questions    RS Pre-Public Exam | |
   | Spring 2: | Theme 3: Challenges to religious belief (part 2) continued    Religious belief as a product of the human mind as proposed by Carl Jung. Atheism studied as a rejection of religion.    Issues for analysis and evaluation | | | Preparation:    Key concept word test    Practice Exam questions    Other assessments:  End of unit test | |
   | Summer 1: | Revision of all units | | | Preparation:    Key concept words tests    Practice Exam questions    RS Public Exams | |
   | Summer 2: |  | | | RS Public Exams | |
   | Suggestions for independent study and home support:  Resources on Pupil Shared Area. | | | | | |
   | 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:    Communication  Presentation  Team work  Independent skills  Research development  Time management | | | |
   | Year 13 – Religious Studies A Level: Ethics | | | | | | |
   | Exam Board & course  title/code | Unit | | Date of Exam | | % of Total Exam | |
   | 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  * 1. 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?  * 1. 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  The indefinability of ‘ought’ recognised by intuition (Prichard)  Challenges to Intuitionism  Are moral terms intuitive?  * 1. Meta-ethical approaches – Emotivism  Bertrand Russell – opposition to Moore  Ayer – ethical statements made to express emotion and persuade – Hurrah! Boo! Theory  Challenges to Emotivism  Is any one of the meta-ethical approaches better than the others?  What is the usefulness of meta-ethics? | | | | Preparation:    Key concept word test    Practice Exam questions    Other assessments:    End of unit test | |
   | Spring 1: | Theme 4: Determinism and  Free will  * 1. Religious concepts of Predestination St. Augustine, Original Sin (concupiscence), ‘massa peccati’, ‘liberium abitrium’ and ‘libertas’, grace and atonement  John Calvin – doctrine of election, limited atonement, irresistible grace  Comparing Augustine with Calvin  * 1. Concepts of Determinism Hard Determinism  Philosophical Determinism – John Locke  Scientific Determinism – Laplace  Psychological Determinism – Pavlov  Soft Determinism  Hobbes – internal and external causes  Modern forms – Vardy, Kane and Dennett  A.J.Ayer – caused acts v forced acts  Strengths and weakness of Hard and Soft Determinism  * 1. The implications of predestination and determinism Does Determinism illustrate that humanity has no free will?  Implications of predestination for religious belief – prayer and miracles | | | | Preparation:    Key concept word test    Practice Exam questions    RS Pre-Public Exam | |
   | Spring 2: | Theme 4: Determinism and Free  Will  * 1. Free Will Pelagius – original sin, responsibility of free will, role of grace  Arminius – rejection of Calvin’s predestination, God’s prevenient grace  * 1. Concepts of Libertarianism Philosophical Libertarianism – Sartre  Scientific Libertarianism – Sirigu  Psychological Libertarianism – Rogers  Do these views lead people to accept Libertarianism?  * 1. The implications of Libertarianism and Free will Free will and moral responsibility  Dualism and Materialism  Descartes and Kant – Dualist ideas on moral responsibility  Strawson, Dennett and Chisholm  Libert’s readiness potential  Modern libertarianism: Kane and Peter van Inwagen | | | | Preparation:    Key concept word test    Practice Exam questions    Other assessments:  End of unit test | |
   | Summer 1: | Revision of all units | | | | Preparation:    Key concept words tests    Practice Exam questions    RS Public Exams | |
   | Summer 2: |  | | | | RS Public Exams | |
   | Suggestions for independent study and home support:    Resources on Pupil Shared Area. | | | | | | |
   | 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:    Communication  Presentation  Teamwork  Independent skills  Research development  Time management | | | |

   **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 work regularly (approximately every 2/3 weeks at KS4 and 4 weeks at KS3.) Marking may be of exercise books, e.g. KS3 & KS4 **PIA sheets (appendix i)** half-way through a unit of work/ HW/ Assessment tests and **NED tests (appendix ii)** Feedback is also given through the introduction of **whole class marking sheets (appendix iii)**
   * Marking according to levels at KS3 and for assessments using mark schemes, GCSE and A Level criteria
   * Use of PIA at KS3 for some Assessments and Homework. Also use of WWW and EBI. 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
   * 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 SIMS. Students are encouraged to attempt more challenging tasks.

   **Assessment**

   * KS3, KS4 and KS5 **Trackers** to monitor progress. **(appendix iv)**
   * 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  Multiple satchel 1 quizzes.. | Baseline Assess-ment | Knowledge organiser and retrieval activity  Multiple satchel 1 quizzes.. | Assessment  Christian Beliefs | Knowledge organiser and retrieval activity  Multiple satchel 1 quizzes.. | End of Year Exam |
   | **Year 8** | Knowledge organiser and retrieval activity  Multiple satchel 1 quizzes.. | Assess-ment  Islam | Knowledge organiser and retrieval activity  Multiple satchel 1 quizzes.. | Assessment  Salvation | Knowledge organiser and retrieval activity  Multiple satchel 1 quizzes.. | End of year Exam |
   | **Year 9** | Knowledge organiser and retrieval activity  Multiple satchel 1 quizzes.. | Asess-ment  Buddhism | Knowledge organiser and retrieval activity  Multiple satchel 1 quizzes.. | Assessment  Love & Marriage | Knowledge organiser and retrieval activity  Multiple satchel 1 quizzes..  Flipped learning for new GCSE topic | End of Year 9 Exam |

   |  |  |
   | --- | --- |
   | **KS4** | 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 shared spreadsheet.  Mark assessments according to GCSE mark schemes and criteria.  Students have to re-take all/part of their assessment if 2 or more levels below target (except for the first assessment in Year 10.)  Students will be given a GCSE grade, i.e. 9 – 1. NB Use GCSE Grade Boundary Table based on Eduqas data. |
   | **KS5** | 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 shared spreadsheet.  Mark assessments according to Eduqas A Level mark schemes and criteria.  Students will be given an A Level grade, i.e. A\*-E. |

   **Teaching and Learning**

   See Whole School Policy

   Evidence gathered from: -

   * Lesson Observations
   * Learning walks
   * Work scrutiny
   * Departmental Review

   **Opportunities for Assessment for recording and monitoring**

   |  |  |
   | --- | --- |
   | KS3 | Formal Marking:-  Baseline Assessment for beginning of Year 7- students receive feedback through whole class marking using P.I.A. and they make improvements during DIRT.  1x every 4 weeks *either* in their books, *or* homework *or* assessments or exam questions.  End of unit assessment on 3 skill areas  Mark out of 30 which is translated into a KS3 grade between E1-6. NB Entered onto SIMS only.  Assessment and Progress Tracker Sheet filled in to identify strengths and weaknesses in the 3 skill areas  NB green pen  Informal feedback:-  Through ‘oral feedback’ |
   | KS4 | Key concept words quizzes.  NED tests for recall of key factual information.  Set End of Unit assessment using GCSE question papers, at the end of each unit of teaching  Mark according to GCSE mark schemes and criteria  Students may have to re-take all/part of their assessment if 2 or more levels below target.  Some feedback should be given based on GCSE style questions.  This feedback could be teacher, peer or self-assessment.  Assessment Tracker Sheet completed in the front of student books.  End of Year 10 PPE: Islam.  Autumn Year 11 PPE: Christianity.  Spring Year 11 PPE: Ethics. |
   | KS5 | Mark A level style questions, i.e. AO1 and AO2 against A level criteria.  **Use of feedback sheets for AO1 and AO2. (appendix v)**  Students complete Assessment and Progress Record sheet/ Trackers in front of their A Level review books. NB Separate books for Christianity, Ethics and Philosophy. |

   Table 1 – Key Stage 3 Assessments

   Year 7:

   |  |  |
   | --- | --- |
   | Levels | EO Unit Assessments/Exam /30 |
   | 5 | 28-30 |
   | 4 | 25-27 |
   | 3 | 21-24 |
   | 2 | 17-20 |
   | 1 | 13-16 |
   | E3 | 9-12 |
   | E2 | 5-8 |
   | E1 | 1-4 |

   Year 8:

   |  |  |
   | --- | --- |
   | Levels | EO Unit Assessments/Exam /30 |
   | 6 | 28-30 |
   | 5 | 25-27 |
   | 4 | 22-24 |
   | 3 | 19-21 |
   | 2 | 16-18 |
   | 1 | 11-14 |
   | E3 | 8-10 |
   | E2 | 4-7 |
   | E1 | 1-3 |

   Year 9:

   |  |  |
   | --- | --- |
   | Levels | EO Unit Assessments/Exam /30 |
   | 7 | 28-30 |
   | 6 | 25-27 |
   | 5 | 22-24 |
   | 4 | 19-21 |
   | 3 | 16-18 |
   | 2 | 13-15 |
   | 1 | 10-12 |
   | E3 | 7-9 |
   | E2 | 4-6 |
   | E1 | 1-3 |

   **Homework NB All HW set through SMHW**

   KS3

   |  |  |  |  |
   | --- | --- | --- | --- |
   | Year | Term 1 | Term 2 | Term 3 |
   | 7 | Independent Research Task & knowledge organiser and retrieval activity. | Independent Research Task & knowledge organiser and retrieval activity. | Independent Research Task & knowledge organiser and retrieval activity. |
   | 8 | Independent Research Task & knowledge organiser and retrieval activity. | Independent Research Task & knowledge organiser and retrieval activity. | Independent Research Task & knowledge organiser and retrieval activity. |
   | 9 | Independent Research Task & knowledge organiser and retrieval activity. | Independent Research Task & knowledge organiser and retrieval activity. | Independent Research Task & knowledge organiser and retrieval activity. |

   KS4

   * Key concept word learning in preparation for quizzes
   * Key information learning in preparation for NED tests
   * Revision is set ahead of end of unit and year tests
   * Some independent research tasks

   KS5 NB 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

   **Team Appraisal and CPL Focus:**

   |  |  |
   | --- | --- |
   | **Colleague** | **CPL Focus for 2024-2025** |
   | AFR | NPQSL + Leading a Research Group |
   | MRI | Research group member |
   | CSS | Research group member |
   | FSH | QTS Assessment Route – University of Sussex + Research group member |

   **Appendix**

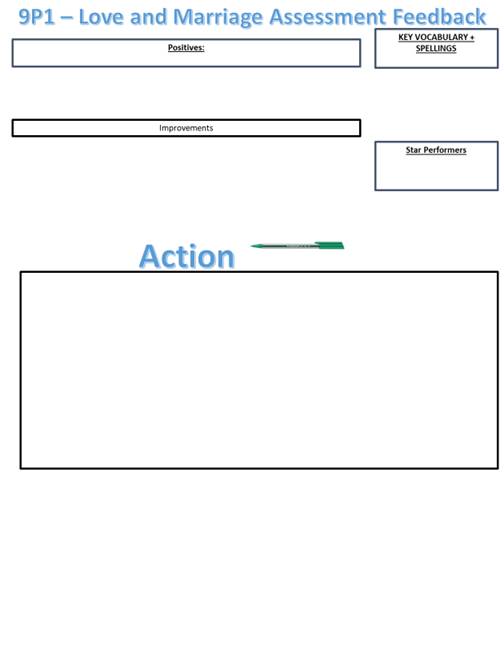
   **i)**

   **RPE PIA**

   ****

   **ii)**

   **iii)**

   ****

   ****

   * **BLUE/BLACK = FOR WHAT YOU DID KNOW WITHOUT LOOKING IN YOUR BOOK​**
   * **Different colour (not green) for answers you didn’t know and had to look through your book.​**
   * **Green = corrections after we have gone through the answers​**
   1. **Define ‘atonement’**
   2. **Name the most important events in the life of Jesus**
   3. **What are the main Christian ideas about the Creation?**
   4. **Describe what Christians believe about the nature of God?**
   5. **Define ‘omnibenevolence’**
   6. **What is meant by ‘theodicy’?**
   7. **Explain what is the Apostle’s Creed?**
   8. **Explain what the trinity is and why is important?**
   9. **Why is the resurrection so important to Christians?**
   10. **Why is the ascension so important to Christians?**

   **** [↑](#footnote-ref-6)