

Subject group : Year 7 Religious Studies	Faculty	Humanities
	Subject	Religious Studies

Year 7		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	God, creation and truth				Judaism				Judaism				Christianity				Christianity				Islam			
	Subject Knowledge introduced / developed / revised	<b>Introduced</b> - the nature of value of God, Original Sin and Noah's Ark, the Covenant, Abraham and Moses. <b>Developed</b> personal opinions about life, the existence of God and creation.				<b>Introduced:</b> consideration of the foundation of the Jewish faith and the covenant made with Abraham and Moses. and remembrance of the Passover. <b>Developed:</b> beliefs about the Covenant, Abraham and Mosesbeliefs about God through the consideration of Jewish beliefs regarding God and comparison to Christian and Muslim beliefs about God. <b>Revised</b> nature of God.				<b>Introduced:</b> understanding of the Sabbath, Kosher food laws and Jewish worship and festivals. <b>Developed:</b> importance of the Covenant and the actions of Abraham and Moses. <b>Revised:</b> Jewish beliefs about the Covenant, nature of God and the importance of Abraham and Moses.				<b>Introduced</b> -Christian and Jewish beliefs about Jesus through the consideration of events in his life time including miracles and Jesus' last week <b>Developed</b> Christian and Jewish beliefs about the nature of God with reference to Jesus and miracles. Revised Jewish beliefs about the Covenant, Abraham and Moses. <b>Revised</b> Christian beliefs about the the fall of Adam and Ever and the concept of Original Sin.				<b>Introduced</b> Christian beliefs about the importance of the resurrection to Christians and how this is shown through belief and practice such as Holy Communion and funerals. <b>Developed</b> The events of Jesus' last week with specific focus on Jesus' resurrection with reference to Original Sin. <b>Revised</b> Christian beliefs about the the fall of Adam and Ever and the concept of Original Sin.				<b>Introduced</b> consideration of the Five Pillars of Islam, Muhammad's life and his importance and the 5 pillars. <b>Developed</b> beliefs about God through the consideration of Muslim beliefs regarding Allah and comparison to Christian beliefs about God and moral behaviour. <b>Revised</b> the nature of God and the foundations of the Abrahamic faiths.			
	skills developed / extended / used	<b>Developed:</b> a self reflection and expression of own opinions, tolerance, listening, discussion, evaluation using appropriate subject specific terminology. <b>Extended</b> : PEEL paragraphs (5 and 12 mark questions) and evaluation skills through 12 mark evaluation questions . <b>Used:</b> literacy, reading, research				<b>Developed:</b> a self reflection and expression of own opinions, tolerance, listening, discussion, evaluation using appropriate subject specific terminology. <b>Extended</b> : PEEL paragraphs (5 and 12 mark questions) and evaluation skills through 12 mark evaluation questions . <b>Used:</b> literacy, reading, research				<b>Developed:</b> a self reflection and expression of own opinions, tolerance, listening, discussion, evaluation using appropriate subject specific terminology. <b>Extended</b> :evaluation and analysis extended through comparison of religious beliefs and practices. <b>Used:</b> literacy, reading, research, evaluation and comparison.				<b>Developed:</b> comparison of beliefs and practices between Judaism and Christianity. <b>Extended</b> : evaluation and analysis extended through comparison of religious beliefs and practices. <b>Used:</b> literacy, reading, research, evaluation and comparison.				<b>Developed:</b> comparison of beliefs and practices between Judaism and Christianity using subject specific terminology. <b>Extended</b> : evaluation and analysis extended through comparison of religious beliefs and practices. <b>Used:</b> literacy, reading, research, evaluation and comparison.				<b>Developed:</b> comparison of beliefs and practices between the Abrahamic faiths using subject specific terminology. <b>Extended</b> : evaluation and analysis extended through comparison of religious beliefs and practices. <b>Used:</b> literacy, reading, research, evaluation and comparison.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Reflection of personal views of the world and how we relate to each other. Development of ideas about God and the life after death from their own beliefs and the religious beliefs and world views of others.				Respect and empathy for historical events within the Jewish community, Promoting awareness of religion, traditions, cultural heritage and preferences, tackling stereotyping, labeling, prejudice and discrimination				Respect and empathy for historical events within the Jewish community, Promoting awareness of religion, traditions, cultural heritage and preferences, tackling stereotyping, labeling, prejudice and discrimination				Encouraging understanding of similarities and differences between religions and worldviews. Encouraging tolerance and acceptance of traditional attitudes and influence of traditional attitudes on society today.				Promoting the concept of justice and fairness. Establishing concepts such as justices, rule of law and equality.				Encouraging understanding of similarities and differences between religions and worldviews. Encouraging tolerance and acceptance of traditional attitudes and influence of traditional attitudes on society today.			
	Links to 'Destinations and Employability'									Learning Jewish food rules and links to hospitality jobs among many others.				Careers involving issues to do with life and death.				Careers involving issues to do with life and death.							
	Enrichment Opportunities offered or developed					Reference to other important events in history and how this might impact our lives and how it is remembered and why it should or should not be remembered.				Reference and links with Holocaust Memorial Day.								Spirited Arts competition, Humanities Club.				Spirited Arts competition. Humanities Club.			

Subject group : Year 8 Religious Studies	Faculty	Humanities
	Subject	Religious Studies

Year 8		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Judaism				Judaism				Buddhism				Buddhism				Hinduism and Sikhism				Humanism			
	Subject Knowledge introduced / developed / revised	<b>Introduced:</b> consideration of the foundation of the Jewish faith and the covenant made with Abraham and Moses. and remembrance of the Passover. <b>Developed:</b> beliefs about God through the consideration of Jewish beliefs regarding God and comparison to Christian and Muslim beliefs about God. <b>Revised:</b> nature of God and relationship between Jesus and the Jewish faith.				<b>Developed:</b> continued consideration of the actions of Abhram and Moses through Passover, Sabbath and kosher food laws. <b>Revised:</b> Jewish beliefs about the Covenant, nature of God and the importance of Abraham and Moses.				<b>Introduced:</b> consideration of the foundation of the Buddhist faith through the life of the Buddha and his teachings including the Four Noble Truths and Eightfold Path. <b>Developed:</b> beliefs about God through the consideration of how Buddhist beliefs about God and Buddha compare to the other world faiths already covered. Christian, Jewish, Muslim beliefs about God. <b>Revised:</b> Abrahamic religious beliefs about good moral conduct within their religions.				<b>Introduced :</b> Buddhist beliefs about life after death <b>Developed:</b> Consideration of how the teachings of Buddha link to Buddhist beliefs about life after death through the concept of karma. <b>Revised:</b> Abrahamic religious beliefs about life after death.				<b>Introduced</b> the core beliefs of Hinduism and Sikhism. <b>Developed:</b> worship in Hinduism and Sihism to Buddhism. <b>Revised:</b> Nature of God of Eastern faiths such as Buddhism.				<b>Introduced:</b> key ideas of a humanist outlook. <b>Developed:</b> comparison of religious and secular worldviews about God and the afterlife.			
	skills developed / extended / used	<b>Developed:</b> comparison of beliefs and practices between the Abrahmic faiths. <b>Extended :</b> PEEL paragraphs (5 and 12 mark questions) and evaluation skills through 12 mark evaluation questions . <b>Used:</b> literacy, reading, research, evaluation and comparison.				<b>Developed:</b> comparison of beliefs and practices between Judaism and Christianity. <b>Extended :</b> PEEL paragraphs (5 and 12 mark questions) and evaluation skills through 12 mark evaluation questions. <b>Used:</b> literacy, reading, research, evaluation and comparison.				<b>Developed:</b> a self reflection, tolerance, listening, discussion, comparison using appropriate Subject specific terminology. <b>Extended :</b> PEEL paragraphs evaluation skills through 12 mark evaluation questions . <b>Used:</b> literacy, reading, research, evaluation and comparison.				<b>Developed:</b> a self reflection, tolerance, listening, discussion, comparison using appropriate Subject specific terminology. <b>Extended :</b> PEEL paragraphs (5 and 12 mark questions) and evaluation skills through 12 mark evaluation questions . <b>Used:</b> literacy, reading, research, evaluation and comparison.				<b>Developed:</b> comparison of beliefs and practices between Eastern faiths. <b>Extended :</b> PEEL paragraphs evaluation skills through 12 mark evaluation questions . <b>Used:</b> literacy, reading, research, evaluation and comparison.				<b>Developed:</b> a self reflection, tolerance, listening, discussion, comparison using appropriate Subject specific terminology. <b>Extended:</b> application, evaluation and comparison. <b>Used:</b> literacy, reading, research, evaluation and comparison.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Respect and empathy for Jewish communities, Promoting awareness of religion, traditions, cultural heritage and preferences, tackling stereotyping, labeling, prejudice and discrimination				Respect and empathy for Jewish communities, Promoting awareness of religion, traditions, cultural heritage and preferences, tackling stereotyping, labeling, prejudice and discrimination				Consideration of religions and worldviews that may be different from their own. Comparing these which enables students to identify similarities and differences.				Consideration of different religions and worldviews and how these influence and impact individuals and the community.				Developing understanding of influences around the world of alternate faiths, encouraging diverstiy and inclusion.				Recognition of diversity within society. Consideration of different religions and worldviews and how these influence and impact individuals and the community. Exploring all views including humaninism and atheism, encouraging tolerance and inclusion.			
	Links to 'Destinations and Employability'					Learning Jewish food rules and links to hospitality jobs among many others.				Reference to careers within the travel industry and study of Religious Studies and/ Philosophy and Ethics.				Reference to careers within the travel industry and study of Religious Studies and/ Philosophy and Ethics.				Reference to careers within the travel industry .				Reference to careers within the travel industry .			
	Enrichment Opportunities offered or developed	Reference to other important events in history and how this might impact our lives and how it is remembered and why it should or should not be remembered.								Meditation skills learnt through the practice of meditation in lessons- may be supported through a guided fantasy.				Spirited Arts competition,				Spirited Arts competition, Humanities Club.				Spirited Arts competition. Humanities Club.			

Subject group : Year 9 Religious Studies	Faculty	Humanities
	Subject	Religious Studies

Year 9		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Philosophy and ethics				Philosophy and ethics				Marriage and relationships				Marriage and relationships				Sikhism				Hinduism			
	Subject Knowledge introduced / developed / revised	<b>Introduction</b> to arguments about the existence of God , the problem of evil and suffering and life after death. <b>Developed:</b> knowledge from previous years regarding nature of God and the				<b>Introduction</b> to arguments for and against ethical issues such as abortion, euthanasia, war and peace. <b>Developed:</b> knowledge from previous years regarding God and the value of				<b>Introduced</b> ideas about marriage and the influence of secular society on perceptions of marriage, divorce and children. <b>Developed:</b> knowledge from previous				<b>Introduced</b> ideas about marriage and the influence of secular society on perceptions of marriage, divorce and children. <b>Developed:</b> knowledge from previous				<b>Introduced</b> core beliefs of Sikhism regarding the Gurus and the 5Ks <b>Developed:</b> knowledge from other religions and world views regarding the foundation of faith and identity.				<b>Introduced</b> the trimurti and outline of core beliefs of Hinduism. <b>Developed:</b> worship in Hinduism compared to Buddhism and Sikhism. <b>Revised:</b> Nature of God of Eastern faiths			
	skills developed / extended / used	<b>Developed:</b> a self reflection, tolerance, listening, discussion, comparison using appropriate Subject specific terminology in relation to given theories and ethical issues. <b>Extended :</b> Application skills in relation to religion and philosophical and ethical theories and issues, PEEL paragraphs evaluation skills through 12 mark evaluation questions . <b>Used:</b> literacy, reading, research, evaluation and comparison.				<b>Developed:</b> a self reflection, tolerance, listening, discussion, comparison using appropriate Subject specific terminology. <b>Extended :</b> Application skills in relation to religion and philosophical and ethical theories and issues, PEEL paragraphs (5 and 12 mark questions) and evaluation skills through 12 mark evaluation questions . <b>Used:</b> literacy, reading, research, evaluation and comparison.				<b>Developed:</b> a self reflection, tolerance, listening, discussion, comparison using appropriate Subject specific terminology. <b>Extended:</b> Application skills in relation to religion and philosophical and ethical theories and issues, PEEL paragraphs evaluation skills through 12 mark evaluation questions . <b>Used:</b> literacy, reading, research, evaluation and comparison.				<b>Developed:</b> a self reflection, tolerance, listening, discussion, comparison using appropriate Subject specific terminology. <b>Extended :</b> Application skills in relation to religion and philosophical and ethical theories and issues, PEEL paragraphs (5 and 12 mark questions) and evaluation skills through 12 mark evaluation questions . <b>Used:</b> literacy, reading, research, evaluation and comparison.				<b>Developed:</b> comparison of beliefs and practices between Western faiths and Eastern. <b>Extended :</b> PEEL paragraphs evaluation skills through 12 mark evaluation questions . <b>Used:</b> literacy, reading, research, evaluation and comparison.				<b>Developed:</b> comparison of beliefs and practices between Western faiths and Eastern. <b>Extended :</b> PEEL paragraphs evaluation skills through 12 mark evaluation questions . <b>Used:</b> literacy, reading, research, evaluation and comparison.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Recognition of diversity within society through the study of philosophical issues such as evil and suffering, immortality and religion and science. Consideration of different religions and worldviews and how these influence and impact individuals and the community. Exploring all views including humanism and atheism, encouraging tolerance and inclusion.				Recognition of diversity within society in terms of attitudes towards ethical issues includign abortion and euthanasia from the perspective of different worldviews considering how this influences and impacts individuals and the community. encouraging tolerance and inclusion.				Recognition of diversity within society in terms of attitudes towards family, marriage and divorce. Consideration of different religions and worldviews and how these influence and impact individuals and the community.				Recognition of diversity within society in terms of attitudes towards family, marriage and divorce. Consideration of different religions and worldviews and how these influence and impact individuals and the community.				Recognition of diversity within society and the impact that this has on beliefs, practices and lifestyles to enable the development of tolerance, inclusiveness and respect.				Recognition of diversity within society and the impact that this has on beliefs, practices and lifestyles to enable the development of tolerance, inclusiveness and respect.			
	Links to 'Destinations and Employability'	Reference to GCSE curriculum in year 9 lessons to support decisions about GCSE options. Reference to medical and care careers through the discussion of philosophy and ethics.				Reference to GCSE curriculum in year 9 lessons to support decisions about GCSE options. Reference to medical and care careers through the discussion of philosophy and ethics.				Links to family law careers such as solicitor and mediator through the discussion or marriage and divorce.				Links to family law careers such as solicitor and mediator through the discussion or marriage and divorce.											
	Enrichment Opportunities offered or developed									GCSE Options evening with opportunity for further study in Religious Studies with GCSE Religious Studies and Ethics.								Spirited Arts competition				Spirited Arts competition			

Subject group	Year 10 GCSE Religious Studies	Faculty	Humanities
		Subject	Religious Studies

Year 10		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	<b>Beliefs and practices:</b> Buddhist beliefs				<b>Beliefs and practices:</b> Buddhist beliefs				<b>Beliefs and practices:</b> Christian beliefs				<b>Thematic studies:</b> Family and relationships				<b>Thematic studies:</b> Life issues				<b>Prep for mock and Beliefs and practices:</b> Christian practices			
	Subject Knowledge introduced / developed revised	<b>Introduced:</b> the significance of the birth, enlightenment of Buddha, teachings of the three marks of existence the concept of dependent arising (Paticcasamupada). <b>Developed:</b> Buddha's life and teachings of the four noble truths and eightfold Path through its link to the three marks of existence and dependent arising (Paticcasamupada). <b>Revised</b> understanding of meditation and its significance from KS3.				<b>Introduced:</b> Good moral conduct in Buddhism through the learning of the five moral precepts, the six perfections, Bodhisattvas and arhats. <b>Developed:</b> teachings of the Buddha, the three marks of existence, four noble truths, linking to Buddhist concepts of good moral conduct and life after death. <b>Revised:</b> the Dhamma and concept of dependent arising (Paticcasamupada).				<b>Introduced:</b> Incarnation, ascension, salvation and atonement <b>Developed:</b> knowledge of core Christian principles about God through the study of the holy trinity, consideration of the importance of Jesus' death and resurrection to Christians through the study of Christian practices such as Eucharist. <b>Revised:</b> Christian beliefs about the afterlife, life of Jesus and the importance of Jesus to Christians..				<b>Introduced:</b> ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. Contemporary family issues including polygamy. <b>Developed:</b> knowledge of family and relationships from KS3 regarding role of family, marriage, divorce and sexuality. Developed through the consideration of the changing attitudes to family, marriage, divorce, sex and sexuality within society. <b>Revised:</b> the role of parents, family and children with reference to types of family.				<b>Introduced:</b> use of animal in experimentation and for food as well as religious attitudes towards these issues. <b>Developed:</b> beliefs about the nature and value of human and animal life with reference to the origins of the universe. <b>Revised:</b> concepts of truth and the law relating to abortion and euthanasia in the UK.				<b>Introduced:</b> Christian beliefs in practice through sacraments, pilgrimage and role of the church in the local and worldwide community. <b>Developed:</b> Christian beliefs regarding God, Bible, and worship. <b>Revision:</b> Christian worship such as holy communion and celebrations such as Easter and Christmas.			
	skills developed / extended / used	<b>Developed:</b> Skills of knowledge, application, evaluation and analysis are developed through units studied for for AQA Religious Studies B. <b>Extended:</b> knowledge and understanding of beliefs and the impact and influence this has on believers. <b>Used:</b> Literacy such as using subject specific keywords and numeracy skills, note taking skills, analysis and evaluation skills and revision skills.				<b>Developed:</b> Skills of knowledge, application, evaluation and analysis are developed through units studied for for AQA Religious Studies B. <b>Extended:</b> knowledge and understanding of beliefs and the impact and influence this has on believers. <b>Used:</b> Literacy such as using subject specific keywords and numeracy skills, note taking skills, analysis and evaluation skills and revision skills.				<b>Developed:</b> a self reflection, tolerance, listening, discussion, comparison using appropriate Subject specific terminology. <b>Extended :</b> PEEL paragraphs evaluation skills through 12 mark evaluation questions . <b>Used:</b> literacy, reading, research				<b>Developed:</b> Skills of knowledge, application, evaluation and analysis are developed through units studied for for AQA Religious Studies B. <b>Extended:</b> making connections between beliefs and practices component to development answers in thematic studies units such as this one. <b>Used:</b> Literacy such as using subject specific keywords and numeracy skills, note taking skills, analysis and evaluation skills and revision skills.				<b>Developed:</b> Skills of knowledge, application, evaluation and analysis are developed through units studied for for AQA Religious Studies B. <b>Extended:</b> making connections between beliefs and practices component to development answers in thematic studies units such as this one. <b>Used:</b> Literacy such as using subject specific keywords and numeracy skills, note taking skills, analysis and evaluation skills and revision skills.				<b>Developed-</b> Skills of knowledge, application, evaluation and analysis are developed through units studied for for AQA Religious Studies B. <b>Extended -</b> knowledge and understanding of beliefs and the impact and influence this has on believers and making clear links between belief and practice, <b>Used -</b> Literacy such as using subject specific keywords and numeracy skills, note taking skills, analysis and evaluation skills and revision skills.			
	Opportunities to develop 'Respectful attitudes' / 'Inclusion and Diversity	Consideration of the concept of dependent arising (Paticcasamupada) in Buddhism and how the concepts apply to life in general and the impact our actions have on others.				Consideration of the concepts of Paticcasamupada and Karma and the importance of the impact of our own actions including respect and inclusion on the wellbeing of others.				Exploration of beliefs of Christianity and its influence on individuals and society. Encouraging tolerance and acceptance of traditional attitudes and influence of traditional attitudes on society today.				Understanding of different traditions, beliefs and cultural influences on the concept of family, marriage and divorce which intends to encourage tolerance and respect of the views that are different to our own experiences.				Understanding and exploration of the work of different churches within society through work such as food banks to encourage respect, tolerance and understanding of the experience of others.				Understanding of social concerns which impact individuals within society in different contexts to help support the development of tolerant, respect and inclusive attitudes amongst students.			
	Links to 'Destinations and Employability'	Skills acquired linked to employment and the importance of these skills within study or employment.				Reference to employment options within human rights and human resources.				Ongoing discussion of future choices such as A level study options and apprenticeship pathways.				Reference to jobs relating to family such as family law solicitors and the role of judges within family courts, counsellors and mediator roles.				Reference to roles within the medical profession dealing with life issues.				Reference to further education paths, apprenticeships and employment experiences following year 11 to enable students to plan and prepare.			
	Enrichment Opportunities offered or developed													Candle conferences offered by Dr Peter Vardy and Charlotte Vardy.				Spirited Arts competition				Spirited Arts competition			

Subject group: Year 11 GCSE Religious Studies	Faculty	Humanities
	Subject	Religious Studies

Year 11		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	<b>Beliefs and practices:</b> Buddhist practice				<b>Beliefs and practices:</b> Buddhist practice mock preparation				<b>Thematic studies:</b> War and peace				<b>Thematic studies:</b> crime and punishment				<b>Revision for P1:</b> Beliefs and Practices				<b>Revision for P2:</b> Thematic Studies			
	Subject Knowledge introduced / developed / revised	<b>Introduced:</b> Buddhist worship including meditation and festivals. <b>Developed:</b> Buddhists beliefs such as three marks of existence and enlightenment in connection with Buddhist practices such as worship including meditation and festivals. <b>Revised:</b> Buddha's birth, life and enlightenment with reference to teachings such as the three marks of existence.				<b>Introduced:</b> Buddhist funeral rites in Theravada, Tibetan and Pure Land traditions, and Buddhist festivals of Wesak and Parinirvana Day. <b>Developed:</b> comparing and contrast different schools of Buddhism including Theravada and Mahayana, development of understanding of Bodhisattvas and Arhats and their importance. <b>Revised:</b> Buddhist beliefs about the afterlife and concepts such as dependent arising, karma and enlightenment.				<b>Introduced:</b> concepts of terrorism, nuclear deterrence and peace making. <b>Developed:</b> knowledge of just war, holy war, and pacifism through the evaluation of war. <b>Revised:</b> sanctity of life, nature and value of human and animal life and environmental issues.				<b>Introduced:</b> purpose, causes and consequences of crime, punishment including death penalty forgiveness. <b>Developed:</b> concepts of good moral conduct. <b>Revised:</b> nature and value of human life and the teaching of sanctity of life.				Revision of areas identified from knowledge checkers as being students' weak areas and require recap and further development through focused revision lessons.				Revision of areas identified from knowledge checkers as being students' weak areas and require recap and further development through focused revision lessons.			
	skills developed / extended / used	<b>Developed:</b> Skills of knowledge, application, evaluation and analysis are developed through units studied for for AQA Religious Studies B. <b>Extended:</b> knowledge and understanding of beliefs and the impact and influence this has on believers and making clear links between belief and practice, <b>Used:</b> Literacy such as using subject specific keywords and numeracy skills, note taking skills, analysis and evaluation skills and revision skills..				<b>Developed:</b> Skills of knowledge, application, evaluation and analysis are developed through units studied for for AQA Religious Studies B. <b>Extended:</b> knowledge and understanding of beliefs and the impact and influence this has on believers and making clear links between belief and practice, <b>Used:</b> Literacy such as using subject specific keywords and numeracy skills, note taking skills, analysis and evaluation skills and revision skills..				<b>Developed:</b> Skills of knowledge, application, evaluation and analysis are developed through units studied for for AQA Religious Studies B. <b>Extended:</b> making connections between beliefs and practices component to development answers in thematic studies units such as this one. <b>Used:</b> Literacy such as using subject specific keywords and numeracy skills, note taking skills, analysis and evaluation skills and revision skills.				<b>Developed:</b> Skills of knowledge, application, evaluation and analysis are developed through units studied for for AQA Religious Studies B. <b>Extended:</b> making connections between beliefs and practices component to development answers in thematic studies units such as this one. <b>Used:</b> Literacy such as using subject specific keywords and numeracy skills, note taking skills, analysis and evaluation skills and revision skills.				<b>Developed:</b> Skills of knowledge, application, evaluation and analysis are developed through units studied for for AQA Religious Studies B. <b>Extended:</b> making connections between beliefs and practices component to development answers in thematic studies units such as this one. <b>Used:</b> Literacy such as using subject specific keywords and numeracy skills, note taking skills, analysis and evaluation skills and revision skills.				<b>Developed:</b> Skills of knowledge, application, evaluation and analysis are developed through units studied for for AQA Religious Studies B. <b>Extended:</b> making connections between beliefs and practices component to development answers in thematic studies units such as this one. <b>Used:</b> Literacy such as using subject specific keywords and numeracy skills, note taking skills, analysis and evaluation skills and revision skills.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Recognition and comparison of different approaches to worship including the practice of meditation to support religious goals but also the value of such practices for non religious goals such as wellbeing developing respect and understanding.				Recognition and comparison of different approaches to worship including the practice of meditation to support religious goals but also the value of such practices for non religious goals such as wellbeing developing respect and understanding				Study of conflict and its resolution and the purpose of importance of communication, sometimes with those who have differing starting points to our own to develop understanding and tolerance.				Study of crime of deviance within society, the impact of this on the individual and wider community and the impact this has on respect, inclusion, tolerance and diversity,											
	Links to 'Destinations and Employability'	Ongoing discussion of potential 11 into 12 options through out the year in preparation for 11 into 12 options evening, employability skills such as evaluation, analysis and presenting an argument.				Reference to jobs involved in funerals and the afterlife, employability skills such as evaluation, analysis and presenting an argument.				Reference to army and intelligence career paths, employability skills such as evaluation, analysis and presenting an argument.				Reference to legal careers such as police, prison officers and legal personnel, employability skills such as evaluation, analysis and presenting an argument.				Reference to jobs involved in funerals and the afterlife, roles within human rights and human resources, employability skills such as evaluation, analysis and presenting an argument.				Reference to legal careers such as police, prison officers and legal personnel, army and intelligence career paths, relating to family such as family law solicitors and the role of judges within family courts, counsellors and mediator roles, medical careers and careers involving animals, employability skills such as evaluation, analysis and presenting an argument.			
	Enrichment Opportunities offered or developed					Sixth form open evening with opportunity for further study within Religious Studies through A Level Ethics, Philosophy and Religion.				Spirited Arts competition, Sixth form options evening- publication of further study in Religious Studies with Ethics, Philosophy and Religion (EPR).				Candle conferences offered by Dr Peter Vardy and Charlotte Vardy.											

Subject group : Year 12 Ethics, Philosophy and Religion	Faculty	Humanities
	Subject	EPR

Year 12		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	<b>Existence of God, sources of wisdom and authority, natural moral law</b>				<b>Existence of God, sources of authority, Situation ethics</b>				<b>Evil and suffering , God, virtue ethics and application</b>				<b>Religious experience, self death and the afterlife, ethical application good moral conduct</b>				<b>Revision, the afterlife, religious identity, good moral conduct</b>				<b>Religious identity, dialogues and revision</b>			
	Subject Knowledge introduced / developed / revised	<b>Introduced</b> 3 arguments fro the existence of God, design, cosmological, ontological <b>Developed</b> knowledge of the authority of the Bible, church, and Jesus. Role of NML in philosphical issues as well as ethics.				<b>Introduced</b> situation ethics <b>Developed:</b> existence of God and Situation ethics through the introduction of sholars beyond the theory. <b>Revised:</b> existence of God in the evaluation and comparision of different arguments and NML in comparision to situation ethics.				<b>Introduced</b> evil and sufering as an argument against God and the repsonses, application of ethical theories <b>Revised:</b> existence of God through consideration of the problem of evil. Comparisn NML and situation ethics to character based virtue ethics				<b>Introduction</b> of philosophical ideas about life after death, and christian views of moral behaviour and purpose of life. Types of religious experience <b>revised</b> religious experince				<b>Introduced</b> religious identity, baptism and eucharist <b>Developed</b> good moral conduct and justification <b>Revised</b> life after death, good moral conduct and sources of wisdom and authority.				<b>Introducing</b> religious indentity through the study of Baptism and the Eucharist <b>Revised</b> sources of wisdom and authority			
	Skills developed / extended / used	<b>Developed AO1:</b> apply philosophical and ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philophical terminology. <b>Extended AO2:</b> Analyse and evaluate key philosophical and ethical issues.				<b>Developed AO1:</b> apply philosophical and ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philophical terminology. <b>Extended AO2:</b> Analyse and evaluate key philosophical and ethical issues.				<b>Developed AO1:</b> apply philosophical and ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philophical terminology. <b>Extended AO2:</b> Analyse and evaluate key philosophical and ethical issues.				<b>Developed AO1:</b> apply philosophical and ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philophical terminology. <b>Extended AO2:</b> Analyse and evaluate key philosophical and ethical issues.				<b>Developed AO1:</b> apply philosophical and ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philophical terminology. <b>Extended AO2:</b> Analyse and evaluate key philosophical and ethical issues.				<b>Developed AO1:</b> apply philosophical and ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philophical terminology. <b>Extended AO2:</b> Analyse and evaluate key philosophical and ethical issues.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Development of tolerance of theist and atheist points of view				Encouraging tolerance and acceptance of traditional attitudes and influence of traditional attitudes on society today.				Encouraging tolerance and sensitivity in the consideration of difficult issues.				Develop an awareness of contrasting views on life after death and the influence on faith and society as well as differing views regarding the concept of good moral conduct.				Develop an awareness of contrasting views on life after death and the influence on faith and society as well as differing views regarding the concept of good moral conduct. Promoting awareness of religion, traditions, cultural heritage and preferences, tackling stereotyping, labeling, prejudice and discrimination				Promoting awareness of religion, traditions, cultural heritage and preferences, tackling stereotyping, labeling, prejudice and discrimination			
	Links to 'Destinations and Employability'	Skills of analysis, evelaution and presenting reasoned argument are pivotal to employment and further education. Links made to career opportunities and skills that could be usable in the work place				Reference to medical ethics relatable to such careers and continuing learning in these areas.Skills of analysis, evelaution and presenting reasoned argument are pivotal to employment and further education.				Skills of analysis, evelaution and presenting reasoned argument are pivotal to employment and further education.				Links to degree's and employability. Reference to medical ethics relatable to such careers and continuing learning in these areas. Skills of analysis, evelaution and presenting reasoned argument are pivotal to employment and further education.				Reference to medical ethics relatable to such careers and continuing learning in these areas. Skills of analysis, evelaution and presenting reasoned argument are pivotal to employment and further education.				Reference to medical ethics relatable to such careers and continuing learning in these areas. Skills of analysis, evelaution and presenting reasoned argument are pivotal to employment and further education.			
	Enrichment Opportunities offered or developed	Additional reading suggestions and research focus in lesons for students as additional homework a resources for private study.				Additional reading suggestions and research focus in lesons for students as additional homework a resources for private study.				Additional reading suggestions and research focus in lesons for students as additional homework a resources for private study.				Candle conferences offered by Dr Peter Vardy and Charlotte Vardy. Additional reading suggestions and research focus in lesons for students as additional homework a resources for private study.				Candle conferences offered by Dr Peter Vardy and Charlotte Vardy. Additional reading suggestions and research focus in lesons for students as additional homework a resources for private study. Spirited Arts competition				Additional reading suggestions and rearch focus in lesons for students as additional homework a resources for private study. Spirited Arts competition			

Subject group : Year 13 Ethics, Philosophy and Religion	Faculty	Humanities
	Subject	EPR

Year 13		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Religious language meta ethics, gender and sexuality				Miracles, free will, Christianity and science				Miracles, free will, Christianity and science, secularisation, self death and the afterlife				Death and the after life, conscience Bentham and Kant, pluralism				Revision for final exam (paper 1)				Revision for final exam (paper 2)			
	Subject Knowledge introduced / developed / revised	<b>Introduced</b> verification, blik, falsification, language games etc. meta ethics and gender and sexuality, role of women in the church.				<b>Introduced</b> realsit and antirealist views on miracles,the realtionship between science and religion, views on creation and medical ethics. <b>Developed</b> Christian miracles, <b>Revised</b> miracles, religious language and nature of God.				<b>Revised</b> miracles, nature of God, sources of authority. <b>Introduced</b> determinsim in contrast to free will, secularistainon reasons for and the impact on society <b>Developed</b> views onl life after death and different interpretations of the soul				<b>Extended</b> beliefs abot life after death, <b>Introduced</b> conscience and the role Bentham and kant play in ethical thinking and application to moral decision making <b>Revised</b> life after death, nature of God, sources of authority.				Revision of the key areas of paper one that has been identified through content tests to be weaknesses in student knowledge and understanding.				Revision of the key areas of paper one that has been identified through content tests to be weaknesses in student knowledge and understanding.			
	skills developed / extended / used	<b>Developed AO1:</b> apply philosophical and ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philopical terminology. <b>Extended AO2:</b> Analyse and evaluate key philosophical and ethical issues.				<b>Developed AO1:</b> apply philosophical and ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philopical terminology. <b>Extended AO2:</b> Analyse and evaluate key philosophical and ethical issues with reference to the dialgues between Christianity and philosophy and ethics.				<b>Developed AO1:</b> apply philosophical and ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philopical terminology. <b>Extended AO2:</b> Analyse and evaluate key philosophical and ethical issues with reference to the dialgues between Christianity and philosophy and ethics.				<b>Developed AO1:</b> apply philosophical and ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philopical terminology. <b>Extended AO2:</b> Analyse and evaluate key philosophical and ethical issues with reference to the dialgues between Christianity and philosophy and ethics.				<b>Developed AO1:</b> apply philosophical and ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philopical terminology. <b>Extended AO2:</b> Analyse and evaluate key philosophical and ethical issues with reference to the dialgues between Christianity and philosophy and ethics.				<b>Developed AO1:</b> apply philosophical and ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philopical terminology. <b>Extended AO2:</b> Analyse and evaluate key philosophical and ethical issues with reference to the dialgues between Christianity and philosophy and ethics.			
	Opportunities to develop 'Respectful attitudes / Inclusion and Diversity	Reconition of different views in society on sexual ethics. Promoting awareness of religion, traditions, cultural heritage and preferences, tackling stereotyping, labeling, prejudice and discrimination				Development of understanding of the influence of atheist and theist views. Promoting awareness of religion, traditions, cultural heritage and preferences, tackling stereotyping, labeling, prejudice and discrimination				Development of understanding of the influence of atheist and theist views. Exploration of diversity about life after death and the influence on life's purpose. Promoting awareness of religion, traditions, cultural heritage and preferences, tackling stereotyping, labeling, prejudice and discrimination				Recognition of human value for decision making and how rules are made and upheld in society. Encouraging tolerance and sensitivity in the consideration of difficult issues.				Development of repsectful and tolerant attitudes through self assessment and focused revision activities.				Development of repsectful and tolerant attitudes through self assessment and focused revision activities.			
	Links to 'Destinations and Employability'	Reference to legal careers. Support for future career choices and university options. Skills for the work place including analysis, evaluation and presenting a reasoned argument.				Reference to roles within human rights and human resources. Support for future career choices and university options. Skills for the work place including analysis, evaluation and presenting a reasoned argument.				Support for future career choices and university options. Skills for the work place including analysis, evaluation and presenting a reasoned argument.				Reference to legal and medical careers for which consideration of these issues are important. Support for future career choices and university options. Skills for the work place including analysis, evaluation and presenting a reasoned argument.				Further study and employability skills such as evaluation, analysis and presenting an argment.				Further study and emplyability skills such as evaluation, analysis and presenting an argument.			
	Enrichment Opportunities offered or developed	Additional reading suggestions and research focus in lessons for students as additional homework a resources for private study.				Additional reading suggestions and research focus in lessons for students as additional homework a resources for private study.				Candle conferences offered by Dr Peter Vardy and Charlotte Vardy. Additional reading suggestions and research focus in lesons for students as additional homework a resources for private study. Spirited Arts competition				Candle conferences offered by Dr Peter Vardy and Charlotte Vardy. Additional reading suggestions and research focus in lessons for students as additional homework a resources for private study.				Additional reading suggestions and research focus in lessons for students as additional homework a resources for private study.				Additional reading suggestions and rearch focus in lessons for students as additional homework a resources for private study.			