Subje	ct group : Year 7 Re Studies		Humanities Religious Studies																
	Unit title	Term Aut 1 Curriculum / Syll God, creatio Introduced - the natu	on and truth		Aut 2 U ulum / Syllabus Judaism I:consideration		Curricul	Spr 1 Unit um / Syllabus co Judaism understanding c	overage	Curricu	ılum / Sylla Chritia	Unit 4 bus coverage nity and Jewish beliefs		Chris	Unit Ilabus cover tianity		Curric	Sum 2 ulum / Syllabo Islam	
	Subject Knowledge introduced / developed / revised	Original Sin and Noat Covenant, Abrahm ar Developed personal the existence of God	n's Ark, the nd Moses. opinions about lif	foundation covenant m Moses. and Passover. Developed Abraham a through the beliefs rega Christian ar	of the Jewish f nade with Abra I rememberand : beliefs about nd Mosesbelie consideration arding God and	aith and the ham and ce of the the Covenant, fs about God	Sabbath, Kos worship and Developed: i and the actio Revised: Jew Covenant, na	sher food laws a	nd Jewish ne Covenant and Moses. ut the I the	about Jesus events in his and Jesus' la Developed of about the na Jesus and m beliefs about Moses. Revised Chi	through th s life time in ast week Christian a ature of Goo niracles. Re t the Cover ristian belie and Ever a	the consideration of ncluding miracles and Jewish beliefs d with reference to evised Jewish nant, Abraham and efs about the the and the concept of	importanc Christians belief and Communi Develope week with resurrection Sin. Revised (e of the rea and how t practice si on and fun- d The eve specific fo on with refe Christian be m and Eve	surrection to his is shown uch as Holy	through ' last is' iginal the the	Pillars of Isl importance beliefs about consideration Allah and co about God Revised th	lam, Muham and the 5 pill ut God throug on of Muslim	mad's life and his lars, Developed th the beliefs regarding thristian beliefs haviour. Sod and the
Year 7	skills developed / extended / used	Developed: a self ref expression of own op listening, discussion, appropriate subject sy Extended : PEEL pal mark questions) and through 12 mark eval Used: literacy, readin	inions, tolerance, evaluation using pecific terminolo ragraphs (5 and 2 evaluation skills uation questions	expression listening, di appropriate 2 Extended : mark quest through 12		ns, tolerance, uation using fic terminology. aphs (5 and 12 luation skills on questions.	expression of listening, disc appropriate s Extended :ev extended thro beliefs and po Used : literat	a self reflection f own opinions, t sussion, evaluat ubject specific valuation and ar ough compariso ractices. cy, reading, rese d comparison.	tolerance, ion using terminology. nalysis n of religious	practices be Christianity. Extended :	evaluation rough comp practices. acy, reading	and analysis parison of religious g, research,	practices Christianit terminolog Extended extended beliefs and Used : lite	between Ju y using sul yy. : evaluation through co d practices	ing, researcl	sis religious	practices be using subje Extended : extended th beliefs and Used : litera	etween the Al oct specific ten evaluation a prough compa	nd analysis arison of religious research,
	Opportunities to develop Respectful attitudes' / Inclusion and Diversity	Reflection of persona and how we relat Development of idea: life after death from t the religious beliefs othe	te to each other. s about God and their own beliefs a and world views	events w the Promo and tradition of preferen	t and emapthy vithin the Jewis ting awareness ons, cultural hences, tackling prejudice and	sh community, s of religion, eritage and	events with Promotir tradition preference	and emapthy for hin the Jewish c ng awareness of ns, cultural herita es, tackling ster rejudice and dis	community, f religion, age and reotyping,	and differe worldviews. acceptanc	ences betw . Encourag e of tradition	nding of similaritie: veen religions and jing tolerance and onal attitudes and onal attitudes on oday.	fairness.	Establishi	ncept of justi ng concepts law and equ	such as	and difference worldviews acceptant	ences betwe s. Encouragir ce of traditior	ting of similarities en religions and g tolerance and al attitudes and al attitudes on day.
	Links to 'Destination s and Employabilit y'						hospitality	wish food rules jobs among ma	any others.	Careers in	vloving iss and dea	ues to do with life ath.	Careers	0	ssues to do death.	with life			
	Enrichment Opportunities offered or developed			history an lives and ho	nd how this mig ow it is remem	ortant events in ght impact our bered and why it remembered.		e and links with Memorial Day.					Spirited		petition, Hum ub.	nanities	Spirited A	Arts competiti Club.	on. Humanities

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

		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	foundation of the Jewish faith and the covenant made with Abraham and Moses. and rememberance of the Passover. Developed: beliefs about God through the consideration of Jewish beliefs regarding God and comparision to Christian and Muslim beliefs about God. Revised: nature of God and relationship between Jesus and the Jewish faith.	Passover, Sabbath and kosher food laws. Revised: Jewish beliefs about the Covenant, nature of God and the importance of Abraham and Moses.	about God and Buddha compare to the other world faiths already covered. Christian, Jewish, Muslim beliefs about God. Revised: Abrahamic religious beliefs about good moral conduct within their religions.	Introduced :Buddhist beliefs about life after death Developed: Consideration of how the teachings of Buddha link to Buddhist beliefs about life after death through the concept of karma. Revised: Abrahamic religious beliefs about life after death.	and Sikhism. Developed: worship in Hinduism and Sihism to Buddhism. Revised: Nature of God of Eastern faiths such as Buddhism.			
Year 8	skills developed / extended / used	practices between the Abrahmic faiths. Extended : PEEL paragraphs (5 and 12 mark questions) and evaluation skills through 12 mark evaluation questions . Used: literacy, reading, research, evaluation and comparison.	practices between Judaism and Christianity. Extended :PEEL paragraphs (5 and 12		Developed: a self reflection, tolerance, listening, discussion, comparison using appropriate Subject specific terminology. Extended: PEEL paragraphs (5 and 12 mark questions) and evaluation skills through 12 mark evaluation questions. Used: literacy, reading, research, evaluation and comparison.	practices between Eastern faiths. Extended : PEEL paragraphs evaluation skills through 12 mark evaluation questions . Used: literacy, reading, research,	Developed: a self reflection, tolerance, listening, discussion, comparison using appropriate Subject specific terminology. Extended: application, evaluation and comparison. Used: literacy, reading, research, evaluation and comparison.		
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Respect and emapthy for Jewish communities, Promoting awareness of religion, traditions, cultural heritage and preferences, tackling stereotyping, labeling, prejudice and discrimination	Respect and emapthy 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 inidviduals 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 inidviduals and the community. Exploring all views including humaninsm and atheism, encouraging tolerance and inclusion.		
	Links to 'Destinations and Employabilit y'		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 trhough a guided fantasy.	Spirited Arts competition,	Spirited Arts competition, Humanities Club.	Spirited Arts competition. Humanities Club.		

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Subject group : Year 9 Religious	Faculty	Humanities	
Studies	Subject	Religious Studies	
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		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
-	Unit title	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage
-	Subject Knowledge introduced / developed /	existence of God , the problem of evil and suffering and life after death.	Philosophy and ethics Introduction to arguments for and against ethical issues such as abortion, euthanaisa, war and peace. Developed: knowledge from previous years regarding God and the value of	Marriage and relationships Introduced ideas about marriage and the influence of secular society on perceptions of marriage, divorce and children. Developed: knowledge from previous	Marriage and relationships Introduced ideas about marriage and the influence of secular society on perceptions of marriage, divorce and children. Developed: knowledge from previous	Sikhism Introduced core beliefs of Sikhism regarding the Gurus and the 5Ks Developed: knowledge from other religions and world views regarding the foundation of faith and identity.	Hinduism Introduced the trimurti and outlline of core beliefs of Hinduism. Developed: worship in Hinduism compared to Buddhism and Sikhism. Revised: Nature of God of Eastern faiths
Year 9	skills developed / extended / used	listening, discussion, comparison using appropriate Subject specific terminology in relation to given theories and ethical issues. Extended : Application skills in relation to religion and philosophical and ethical theories and issues, PEEL paragraphs evaluation skills through 12 mark evaluation questions .	listening, discussion, comparison using appropriate Subject specific terminology. Extended : 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	Developed: a self reflection, tolerance, listening, discussion, comparison using appropriate Subject specific terminology. Extended: Application skills in relation to religion and philosophical and ethical theories and issues, PEEL paragraphs evaluation skills through 12 mark evaluation questions . Used: literacy, reading, research, evaluation and comparison.	Developed: a self reflection, tolerance, listening, discussion, comparison using appropriate Subject specific terminology. Extended : 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 . Used : literacy, reading, research, evaluation and comparison.	Developed: comparison of beliefs and practices between Western faiths and Eastern. Extended : PEEL paragraphs evaluation skills through 12 mark evaluation questions . Used: literacy, reading, research, evaluation and comparison.	Developed: comparison of beliefs and practices between Western faiths and Eastern. Extended : PEEL paragraphs evaluation skills through 12 mark evaluation questions . Used: literacy, reading, research, evaluation and comparison.
	Opportunities to develop "Respectful attitudes' / Indusion and Diversity	such as evil and suffering, immortality and religion and science. Consideration of different religions and worldviews and	considering how this influences and impacts inidviduals and the community.	Recognition of diversity within society in terms of attidues towards family, marirage and divorce. Consideration of different religions and worldviews and how these influence and impact inidviduals and the community.	Recognition of diversity within society in terms of attidues towards family, marirage and divorce. Consideration of different religions and worldviews and how these influence and impact inidviduals 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, inclsiveness and respect.	Recognition of diversity within society and the impact that this has on beliefs, practices and lifestyles to enable the development of tolerance, inclsiveness and respect.
	Links to 'Destinations and Employability'	lessons to support decisions about GCSE options. Reference to medical and care careers through the discussion of	Reference to GCSE curriculum in year 9 lessons to support decisions about GCSE options. Reference to medical and care careers through the discussion of phlosophy and ethics.	Links to family law careers such as solictor and meditator through the discussion or marriage and divorce.	Links to family law careers such as solictor and meditator through the discussion or marriage and divorce.		
	Enrichmen t Opportuniti es 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

Subje	ct group Year 10 Religious Studies	GCSE Faculty Humanities Subject Religious Studi	es										
		Term Aut 1 Unit	1		2	Term Spr 1	Unit 3		erm Spr 2		4	Term Sum 1 Unit 5	Term Sum 2 Unit 6
		Curriculum / Syllabus coverage		Curriculum / Syllabus coverage		Curriculum / Sy	llabus coverage		Curriculum / S	Syllabus coverag	е	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage Prep for mock and
									Thematic stu	udies: Family an	d		Beliefs and practices: Christian
	Unit title	Beliefs and practices: Buddhist be		Beliefs and practices: Buddhist be		Beliefs and practic		-	relationships			Thematic studies:Life issues	practices
	Subject Knowledge introduced / developed revised	Introduced: the significance of the b enlightenment of Buddha, teachings the three marks of existence the con of dependent arising (Paticcasamup Developed: Buddha's life and teach of the four noble truths and eightfold through its link to the three marks of existence and dependent arising (Paticcasamupada). Revised understanding of meditation its significance from KS3.	of cept ada). nings Path	Introduced: Good moral concduct in Buddhism through the learning of the moral precepts, the six perfections, Bodhisattvas and arhats. Developed: teachings of the Buddha three marks of existence, four noble truths, linking to Buddhist concepts of good moral conduct and life after dea Revised: the Dhamma and concept of dependent arising (Paticcasamupada	e five a, the of ath. of	Introduced: Incarna salvation and atonen Developed: knowlec principles about God the holy trinity, conis; importance of Jesus resurrection to Chris study of Christian pra Eucharist. Revised:Christian bu afterlife, life of Jesus of Jesus to Christian	hent lge of core Christia through the study deration of the death and stians through the actices such as seliefs about the and the importance	n sanc of com inclu Deve relati famil Deve the c e divor Revi	rce, including the tity of marriage passion. Conte ding polygamy. eloped: knowle ionships from he ly, marriage, d eloped through changing attidua rce, sex and se ised: the role o	emporary family i	ne issues nd ole of ality. on of rriage, ciety. v and	Introduced: use of animal in experienmentation and for food as well as religious attitudes towards these issues. Developed: beliefs about the nature and value of human and animal life with reference to the origins of the universe. Revised: concepts of truth and the law relating to abortion and euthanasia in the UK.	Introduced: Christian beliefs in practice through sacraments, pilgrimageand role of the church in the local and worldwide community. Developed: Christian beliefs regarding God, Bible, and worship. Revision: Christian worship such as holy communion and celebrations such as Easter and Christmas.
Year 10	skills developed / extended / used	of beliefs and the impact and influence this has on believers. Used: Literacy such as using subject specific keywords and numercay skil note taking skills, analysis and evalut skills and revision skills.	re for nding ce kct Is, Jation	Developed: Skills of knowledge, application, evaluation and analysisar developed through units studied for f AQA Religious Studies B. Extended: knowledge abd understan of beliefs and the impact and influenc this has on believers. Used: Literacy such as using subjex specific keywords and numercay skill note taking skills, analysis and evalu skills and revision skills.	for nding ce xct lls,	Developed: a self re listening, discussion, appropriate Subject : Extended : PEEL pa skills through 12 mar questions . Used: literacy, read	comparison usin specific terminolog aragraphs evaluatio rk evaluation ing, research	g appli y deve n AQA Exte belie deve units Used spec note skills	ication, evaluat leoped through Religious Sture pended: making sfs and practice elopment answe s such as this o d: Literacy su cific keywords a taking skills, a s and revision s	connections bet es component to rers in thematic s one. uch as using subj and numercay sk analysis and eva skills.	for ween tudies exct tills, luation	Developed: Skills of knowledge, application, evaluation and analysisare developed through units studied for for AQA Religious Studies B. Extended:making connections between beliefs and practices component to development answers in thematic studies units such as this one. Used: Literacy such as using subjexct specific keywords and numercay skills, note taking skills, analysis and evaluation skills and revision skills.	making clear links between belief and practice, Used - Literacy such as using subjexct specific keywords and numercay 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 (Paticcasamupad: Buddhism and how the concepts app to life in general and the impact our actions have on others.	a) in blies	Consideration of the concepts of Paticcasamupada and Kamma and ti importance of the impact of our own actions ncluding respect and inclusion the wellbeing of others.		Exploration of beliefs its influence on indivi Encouraging toleran of traditional attitude: traditional attitudes of	duals and society. ce and acceptance s and influence of	belie conc whic and	efs and cultural cept of family, n h intends to en	different tradition I influences on the marriage and div neourage toleran views that are di nces.	e /orce ice	Understanding and exploration of the work of different churches within society through work such as food banks to encoruage 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, resect and inclusive attitudes amongst students.
	Links to 'Destinations and Employability'	Skills acquired linked to employment the importance of these skills within a or employment.		Reference to employment options wit human rights and human resources.	ithin	Ongoing discussion such as A level study appreticeship pathwa	options and	as fa judge	amily law solicit	relating to family tors and the role y courts, counsel	of	Reference to roles within the medical profession dealing with life issues.	Reference to further education paths, apprenticships and employment experiences following year 11 to enable students to plan and prepare.
	Enrichment Opportunities offered or developed								dle conferences dy and Charlotte	es offered by Dr F e Vardy.	Peter	Spirited Arts competition	Spirited Arts competition

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

		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	Beliefs and practices: Buddhist practice	Beliefs and practices: Buddhist practice mock preparation	Thematic studies: War and peace	Thematic studies: crime and punishment	Revision for P1: Beliefs and Practices	Revision for P2: Thematic Studies
	Subject Knowledge introduced / developed / revised	Introduced: Buddhist worship including meditation and festivals. Developed: Buddhists beliefs such as three marks of existence and enlightenment in connection with Buddhist pracitces such as worship including meditation and festivals. Revised: Buddha's birth, life and enlightenment with reference ti teachings such as the three marks of existence.	Introduced: Buddhist funeral rites in therevadan, Tibetan and Pure Land traditions, and Buddhist festivals of Wesak and Parinairvana Day. Developed: comparing and contrast different schools of Buddhism including Therevada and Mahayana, development of understanding of Bodhisattvas and Arhats and their importance. Revised Buddhist beliefs about the afterlife and concepts such as dependent arising, kamma and enlightenment.	of war. Revised sanctity of life,nature and value of human and animal live and environmental issues.	Introduced purpose, causes and consequences of crime, punishment including death penalty forgiveness. Developed: concepts of good moral concduct. Revised : nature and value of human life and the teaching of sancity 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.
Year 11	skills developed / extended / used	Developed: Skills of knowledge, application, evaluation and analysisare developed through units studied for for AQA Religious Studies B. Extended - knowledge abd understanding of beliefs and the impact and influence this has on believers and making clear links between belief and practice, Used - Literacy such as using subjexct specific keywords and numercay skills, note taking skills, analysis and evaluation skills and revision skills.	Developed: Skills of knowledge, application, evaluation and analysisare developed through units studied for for AQA Religious Studies B. Extended: knowledge abd understanding of beliefs and the impact and influence this has on believers and making clear links between belief and practice, Used: Literacy such as using subjexct specific keywords and numercay skills, note taking skills, analysis and evaluation skills and revision skills.	Developed: Skills of knowledge, application, evaluation and analysisare developed through units studied for for AQA Religious Studies B. Extended: making connections between beliefs and practices component to development answers in thematic studies units such as this one. Used: Literacy such as using subjexct specific keywords and numercay skills, note taking skills, analysis and evaluation skills and revision skills.	Developed: Skills of knowledge, application, evaluation and analysisare developed through units studied for for AQA Religious Studies B. Extended: making connections between beliefs and practices component to development answers in thematic studies units such as this one. Used: Literacy such as using subjexct specific keywords and numercay skills, note taking skills, analysis and evaluation skills and revision skills.	Developed: Skills of knowledge, application, evaluation and analysisare developed through units studied for for AQA Religious Studies B. Extended: making connections between beliefs and practices component to development answers in thematic studies units such as this one. Used: Literacy such as using subjexct specific keywords and numercay skills, note taking skills, analysis and evaluation skills and revision skills.	Developed: Skills of knowledge, application, evaluation and analysisare developed through units studied for for AQA Religious Studies B. Extended: making connections between beliefs and practices component to development answers in thematic studies units such as this one. Used: Literacy such as using subjexct specific keywords and numercay skills, note taking skills, analysis and evaluation skills and revision skills.
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Recognition and comparison of different arproaches to worship including the praftice of mediation 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 arproaches to worship including the praftice of mediation 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 repect, inclusion, tolerance and diversity,		
	Links to 'Destinations and Employability'	Ongoing disussion of potentional 11 into 12 options through out the year in preparation for 11 into 12 options evening, empolyability 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 jobs involved in funerals and the afterlife, roles within human rights and human resources, employability skills such as evaluation, analysis and presenting an argument.	
	Enrichment Opportunitie s 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.		

	ct group : Year 12 ilosophy and Religi		Faculty Subject	Humanitie EPR	S																			
		Term Curri	Aut 1 iculum / Sy	Unit yllabus cove	1 rage	Term Curric		Unit :	2 Terr	n Spr 1 Curriculum / S		3 verage	Term Currice	Spr 2 ulum / Sylla	Unit abus cove	4 erage	Term Curri	Sum 1 culum / Syl	Unit Ilabus cove	5 erage	Term Curric	Sum 2 culum / Syllab	Unit us cove	6 rage
	Unit title	and au	uthority, i	sources o natural moi	al law	authority, Situation ethics				Evil and suffering , God, virtue ethics and application			Religious experience, self death and the afterlife, ethical application good moral conduct			Revision, the afterlife, religious identity, good moral conduct				Religious identity, dialogues and revision				
	Subject Knowledge introduced / developed / revised	Introduced 3 arguments fro the existence of God, design, cosmological, ontological Developed knowledge of the authority of the Bible, church, and Jesus. Role of NML in philsophical issues as well as ethics. Performance Property to the subscription issues as well as ethics.								luced evil ar ent against (nses, applica ed: existenc leration of th arision NML cter based vi	God and the ation of ethic e of God the e problem c and situation	e cal theories rough of evil.	Introductio life after dea moral behav Types of rel religious exp	ath, and ch viour and p ligious expe	ews of f life.	Introduced religious identity, baptism and eucharist Developed good moral conduct and justification Revised life after death, good moral conduct and sources of wisdom and authority.				Introducing religious indentity through the study of Baptism and the Eucharist Revised sources of wisdom and authori				
Year 12	skills developed / extended / used	ethical arg exam base a well reas appropriat Extended	guments a ed questic soned arg te philophi I AO2: Ana	pply philosop and principle ons in order ument using cal terminole alyse and ev ad ethical is	s to given to present ogy. valuate	ethical argu exam base a well reas appropriate Extended	uments and ed questions oned argume philophical AO2: Analys		given ethica esent exam a well appro		and princip tions in orde gument usin hical termino nalyse and	er to given er to present ng ology. evaluate		iments and d questions oned argum philophical AO2: Analy	d principle s in order nent using I terminol vse and e	es to given to present g ogy. valuate	ethical arg exam base a well reas appropriat Extended	uments ar ed questior soned argu e philophic	nd principle ns in order iment using al termino lyse and e	es to given to present g logy. valuate	ethical arguestant exam base a well reas appropriate Extended	d AO1: apply uments and p ad questions in oned argume philophical to AO2: Analyse ophical and eth	orinciples n order t nt using erminolo and ev	s to given to present ogy. aluate
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Developm atheist poi		erance of the		of tradition	al attitudes a	and acceptar nd influence c ociety today.		raging toler. nsideration c		sues.	Develop an views on life on faith and views regar moral condu	e after deat I society as ding the co	th and the well as c	e influence differing	views on li on faith an views rega moral cond religion, tra preference	n awarenes fe after dea d society a arding the c duct. Prom aditions, cu es, tackling rejudice an	ath and the as well as o concept of noting awa ultural herit stereotyp	e influence differing good ireness of age and ing,	traditions, of preference	awareness o cultural heritag s, tackling ste ejudice and d	ge and reotypir	ng,
	inks to Destinations and Employability'	presenting to employ Links mad	reasoned ment and le to caree	velaution and d argument further educ er opportunit usuable in th	are pivotal ation. ies and	such caree these area and preser	ers and contir s.Skills of an	thics relatable uuing learning alysis, evelau d argument a und further	in presention to emp	of analysis, e nting reasone oloyment and	ed argumen	nt are pivotal ucation.	Links to deg Reference t such career these areas and present pivotal to er education.	to medical e rs and conti s. Skills of a ting reason	ethics rel inuing lea analysis, ned argun	atable to arning in evelaution nent are	such carea these area and prese	to medica ers and cor as. Skills of nting reaso employmer	ntinuing lea analysis, oned argur	arning in evelaution nent are	such caree these area and preser	to medical et ers and continu s. Skills of an- nting reasoned mployment an	uing lea alysis, e d argum	rning in velaution ent are
	Enrichment Dpportunities offered or developed F	research	focus in le nal homew	ng suggestic esons for str vork a resou e study.	udents as rces for	research fo	nomework a	estions and s for students esources for	as resear additio	onal reading rch focus in I onal homewo e study.	esons for st	tudents as ces for	Candle cont Vardy and C Additional re research for additional he private stud	Charlotte Va eading suge cus in lesor omework a	ardy. gestions ns for stu	and Idents as	Vardy and Additional research fe additional	nferences of Charlotte ¹ reading su ocus in les homework idy. Spirited	Vardy. Iggestions ons for stu a resource	and idents as es for	rearch focu additional h	reading sugge us in lesons fo nomework a r dy. Spirited Ar	r studer esource	nts as s for

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

		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	
ŀ		Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage Miracles, free will, Christianity and	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	Curriculum / Syllabus coverage	
	Unit title	Religious language meta ethics, gender and sexuallity	Miracles, free will, Christianity and science	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)	
	wledgo		Introduced realsit and antirealist views on miracles, the realtionship between science and religion, views on creation and medical ethics. Developed Christian miracles, Revised miracles, religious language and nature of God.	Revised miracles, nature of God, sources of authority. Introduced determinsim in contrast to free will, secularistainon reasons for and the impact on society Developed views onl life after death and different interpretations of the soul	Extended beliefs abot life after death, Introduced conscience and the role Bentham and kant play in ethical thinking and application to moral decision making Revised 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.	
ear 13	skills developed / extended used	ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philophical terminology. Extended AO2: Analyse and evaluate key philosophical and ethical issues.	exam based questions in order to present a well reasoned argument using appropriate philophical terminology. Extended AO2: Analyse and evaluate key philosophical and ethical issues with reference to the dialgues between	ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philophical terminology. Extended AO2 : Analyse and evaluate key philosophical and ethical issues with reference to the dialgues between Christianity and philosophy and ethics.	ethical arguments and principles to given exam based questions in order to present a well reasoned argument using appropriate philophical terminology. Extended AO2: Analyse and evaluate key philosophical and ethical issues with reference to the dialgues between Christianity and philosophy and ethics.	exam based questions in order to present a well reasoned argument using appropriate philophical terminology. Extended AO2: Analyse and evaluate key philosophical and ethical issues with reference to the dialgues between Christianity and philosophy and ethics.	ethical arguments and principles to given	
Yea	to ectful usion	on sexual ethics. Promoting awareness of religion, traditions, cultural heritage and preferences, tackling stereotyping,	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.	
	ity'	future career choices and university options. Skills for the work place including analysis, evaluation and presenting a reasoned argument.	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 argment.	
	ənt iities :d	Additional reading suggestions and research focus in lessons for students as	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.	