

# SUBJECT: PHILOSOPHY, RELIGION AND ETHICS



## KS4 CURRICULUM PLAN GCSE 2021-22

KS3 Knowledge and Key Skills

Key Knowledge Transfer

YEAR 10	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
Topic	Religion and Life – Paper 2	Christian Beliefs : Paper 1	Religion, Crime and Punishment – Paper 2	Christian Practices : Paper 1	Relationships and Family
<b>Knowledge</b>	Abortion, Euthanasia, Animal experimentation, The origins and value of the universe, stewardship, dominion, responsibility, awe and wonder, The use and abuse of the environment, including the use of natural resources, pollution, The use and abuse of animals, The concepts of sanctity of life and the quality of life. Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.	The nature of God, The oneness of God and the Trinity, different Christian beliefs about creation including the role of Word and Spirit, different Christian beliefs about the afterlife and their importance, including: resurrection and life after death, judgement, heaven and hell. Jesus Christ and salvation Beliefs and teachings about: the incarnation and Jesus as the Son of God the crucifixion, resurrection and ascension, sin, including original sin, the means of salvation, including law, grace and Spirit, the role of Christ in salvation including the idea of atonement.	Corporal punishment. Death penalty. Forgiveness. Reasons for crime, The aims of punishment, The treatment of criminals, Forgiveness. The death penalty, Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.	Worship and festivals, Different forms of worship: liturgical, non-liturgical and informal, including the use of the Bible, private worship, Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer, The role and meaning of the sacraments, the sacrament of baptism and its significance for Christians; infant baptism, the sacrament of Holy Communion/Eucharist and its significance for Christians, The role and importance of pilgrimage and celebrations including: two contrasting examples of Christian pilgrimage: Lourdes and Iona, the celebrations of Christmas and Easter. The role of the Church in the local community, including food banks and street pastors. The place of mission, evangelism and Church growth. The importance of the worldwide Church including: working for reconciliation, how Christian churches respond to persecution, the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.	Sexual relationships before marriage. Homosexual and heterosexual relationships. Human sexuality including: heterosexual and homosexual relationships. Sexual relationships before and outside of marriage. Contraception and family planning. The nature and purpose of marriage. Same-sex marriage and cohabitation. Divorce, including reasons for divorce, and remarriage. Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion, gender equality, Gender prejudice and discrimination, including examples.
<b>Skills</b>	Develop pupils knowledge and understanding of religions and nonreligious beliefs, develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community	Develop pupils knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of Christianity	Develop pupils knowledge and understanding of religions and nonreligious beliefs, develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community	Develop pupils knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of Christianity	Develop pupils knowledge and understanding of religions and nonreligious beliefs, develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community
<b>Key Vocab</b>	Abortion, Euthanasia, stewardship, dominion, Sanctity of Life, Quality of Life	Monotheism, Atheism, Theism, Agnosticism, Heaven, Hell, Omnipotent, Omnibenevolent, Resurrection, Salvation, Crucifixion, Sin, forgiveness.	Crime, Corporal punishment, Capital Punishment, Retribution, deterrence, Forgiveness, Prison, Rehabilitation.	Liturgical and non-liturgical worship, Prayer, Sacrament, Eucharist, Baptism, Pilgrimage, Persecution, Mission, Duty, Responsibility.	Marriage, Divorce, Homosexuality, Family, Purpose, Procreation, Sacrament.

YEAR 11	UNIT 5	UNIT 4	UNIT 3	UNIT 2	UNIT 1
Topic	GCSE Exams / Revision	Religion and Social Justice	Judaism – Practices	Judaism – Beliefs	Religion, Crime and Punishment – Paper 2 Catch up – moved from Year 10
<b>Knowledge</b>	Revision and preparation for exams	Status of women in religion. The uses of wealth. Freedom of religious expression, Prejudice and discrimination including gender prejudice, attitudes towards wealth and poverty. Social Justice and equality.	Key moral principles Synagogue, worship in the home and on the Synagogue, Shabbat, Oral Law and the Written law, Bar and Bat Mitzvah, Marriage and mourning rituals, dietary laws and festivals	The nature of God, The divine presence, Life after death, The nature and role of the Messiah. Covenant with Abraham, The Covenant at Sinai.	Corporal punishment. Death penalty. Forgiveness. Reasons for crime, The aims of punishment, The treatment of criminals, Forgiveness. The death penalty. Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.
<b>Skills</b>	Retrieval exercises, part paper questions, knowledge tests, key term quizzes.	Develop their knowledge and understanding of religions and non-religious beliefs, develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.	Develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of Judaism	Develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of Judaism	Develop their knowledge and understanding of religions and nonreligious beliefs, develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community
<b>Key Vocab</b>		Prejudice, Discrimination, Social Justice, Gender, Race, Poverty, Trafficking, Stewardship.	Adonai, Law Giver, Covenant, Messiah, Brit Milah, Pikuach Nefesh, Mitzvot, Commandments/Synagogue, Shabbat, Orthodox, Pesach, Yom Kippur, Rosh Hashanah, Tallit, Tefillin.	Adonai, Law Giver, Covenant, Messiah, Brit Milah, Pikuach Nefesh, Mitzvot, Commandments/Synagogue, Shabbat, Orthodox, Pesach, Yom Kippur, Rosh Hashanah, Tallit, Tefillin.	Crime, Corporal punishment, Capital Punishment, Retribution, deterrence, Forgiveness, Prison, Rehabilitation.

# SUBJECT: PHILOSOPHY, RELIGION AND ETHICS



## KS4 CURRICULUM PLAN CORE (General) 2021-22

KS3  
Knowledge  
and Key  
Skills

YEAR 10	Autumn Term	Spring Term	Summer Term
Topic	What is Evil?	Miracles	The Chosen One or Pacifism
<b>Knowledge</b>	In this unit we look at what evil is understood to be, and why people could be made to be evil. We consider the role of the law in punishing 'evil' people and consider where many world faiths think evil comes from. The unit ends with debating how evil things are, and them reflecting on what other people in their class and the world may think. There is opportunity for them to self-manage by creating a longer reflection.	In this unit we look at what people believe Miracles to be and look at the miracle of the Girl in the Tree. Pupils ask questions about their own beliefs and respectfully demonstrate their understanding of people from different beliefs. They will also look at other modern day miracles debating their authenticity and value added to faith.	In this unit we discuss the role of leaders and 'chosen people' in the world. We go on a tour of different modern-day founders before looking at the Dalai Lama and the controversy surrounding him, especially with regard to democracy. This unit demonstrates the living nature of many world faiths – many of which pupils are unaware of. Alternatively, pupils could study a unit on Pacifism, looking at issues surrounding War and Peace and contentious objectors.
<b>Skills</b>	Pupils will develop their knowledge and understanding of religions and nonreligious beliefs, develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global Community.	Pupils will develop their knowledge and understanding of religions and nonreligious beliefs, develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global Community.	Pupils will develop their knowledge and understanding of religions and nonreligious beliefs, develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global Community.
<b>Key Vocab</b>	Crime, Punishment, Forgiveness, Prison, Rehabilitation, Psychology, Evil, Suffering.	Miracle, Hope, Afterlife, Vision, Strength	Messiah, Leader, Dalia Lama War, Peace, Terrorism, Crime, Justice, Hope

Key  
Knowledge  
Transfer

*Due to the Catch Up Curriculum, for 2021-2022 classes have the option of which of the Year 10 and Year 11 units to study, in conjunction with their teacher*

	Summer	Spring	Autumn
Topic	Exam season	Life after Death	Genetics
<b>Knowledge</b>		In this unit we look at the afterlife and what different faiths believe about life after death. We consider the role of the afterlife in many world-faiths. The unit concludes with pupils doing a longer reflection on the afterlife.	In this unit we discuss the role of religion and science, and the dangers and benefits genetic engineering could bring. We explore how society could have increased discrimination because of the results of science, and pupils get to discuss the way that the law could change to reflect changes in science.
<b>Skills</b>		Pupils will develop their knowledge and understanding of religions and nonreligious beliefs, develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global Community.	Pupils will develop their knowledge and understanding of religions and nonreligious beliefs, develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.
<b>Key Vocab</b>		Afterlife, Heaven, Hell, Purgatory, Choices, Punishment, Reward	Genetic Engineering, Genetic Modification, Prejudice, Discrimination, Equality