



Curriculum Intent

Subject: Religious Education in Personal Development and Ethics (PDE)



PRIORITIES IN WHOLE SCHOOL CURRICULUM INTENT

- Critical evaluation of information
- Working with others
- Love of Learning: relevance, purpose, interest, study habits
- Knowledge: acquisition of knowledge, understanding of key concepts, development of cultural capital.
- Effective communication: vocabulary, reading, writing, speaking & listening

KEY QUESTIONS

- Why has content been selected?
- Why is learning sequenced in this way?
- How is learning sequenced or spaced to promote long-term memory?
- How does learning in KS3 build on KS2 and prepare students for KS4?
- How do you ensure that students understand the relevance and purpose of your subject?
- How do you plan for progression?
- How do you provide sufficient ambition/challenge for all, including Disadvantaged & SEND?
- How is learning sequenced or spaced to promote long-term memory?
- How does your subject build cultural capital, character and personal skills?

SUBJECT CURRICULUM INTENT

Our curriculum has been designed to provide a flexible, dynamic, broad and balanced scheme of learning across both key stages. It is ambitious, age appropriate and spirals across both key stages. Our vision is to develop our learner's knowledge and understanding and also to equip them to investigate world views, express their ideas and respond to the world around them in an informed, rational and insightful way. As a subject delivered with PDE, the learning environment provides opportunities for learners to safely explore, reflect and clarify their own values and attitudes on the complex and sometimes conflicting range of world views they encounter both now and in the future. To do this we base our teaching on the content of the Wigan agreed syllabus at KS3 and a GCSE RS course at KS4. We want pupils to achieve the highest level they can while also being actively engaged with the big issues facing them in the wider world. Key Stage 4 RE enables students to ask deep and often searching questions about their own beliefs and the beliefs, faiths and opinions of others regarding a wide range of contemporary moral issues.

Key Knowledge is highlighted in yellow throughout the document.

Religious Education units are highlighted in red text.



Curriculum Intent

Subject: Religious Education in Personal Development and Ethics (PDE)



KEY DOCUMENTS:

Research review series: religious education - A review of research into factors that influence the quality of religious education (RE) in schools in England. DfE 2021

'Religious studies GCSE entries fall despite popularity among pupils'. NATRE, August 2019.

Religion and worldviews: the way forward. A national plan for RE. Commission on Religious Education, September 2018

State of the Nation report on RE provision at secondary schools in England 2017. The Religious Education Council of England and Wales. Wigan Agreed Syllabus Religious Education, Wigan MBC and Wigan SACRE, 2017.

Eduqas GCSE RS Route A, Key Concepts.

Personal Development and Ethics (PDE)

Curriculum Plan

Key Stage 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	7A. Religious Education: Introduction to Communities	7B Religious Education: Who was Jesus?	7C. Health Education (HE) <u>PHYSICAL HEALTH AND FITNESS.</u>	7D. Relationships and Sex Education (RSE): <u>FAMILIES AND RELATIONSHIPS</u>	7E Religious Education: What does it mean to be Hindu?	7F. Relationships and Sex Education (RSE): <u>DIVERSITY AND DISCRIMINATION</u> 7G. Relationships and Sex Education (RSE): <u>PUBERTY, HEALTHY RELATIONSHIPS, RISK AND CONSENT</u>
Year 8	8A. Living in a Wider World (WW): <u>FINANCIAL CHOICES</u>	8B. Religious Education: What does it mean to be Muslim?	8C. Relationships and Sex Education (RSE): <u>ONLINE AND MEDIA</u>	8D. Religious Education: How do people respond to Ultimate Questions?	8E Religious Education: Spirited Arts	8F. Relationships and Sex Education (RSE): <u>IDENTITY STEREOTYPES EQUALITY.</u> 8G. Religious Education: What does it mean to be Buddhist?
Year 9	9A. Relationships and Sex Education (RSE) <u>BEING SAFE</u>	9B. Religious Education: Animals and the Environment	9C.1. Relationships and Sex Education (RSE): <u>RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS</u> 9C.2 Health Education (HE): <u>INTERNET SAFETY AND HARM</u>	9D. Religious Education: What does it mean to be Jewish?	9E. Relationships and Sex Education (RSE): <u>RELATIONSHIPS AND CONSENT, RISK TAKING BEHAVIOURS, CONTRACEPTION AND SEXUAL HEALTH</u>	9F. Religious Education: What does it mean to be Christian?

Personal Development and Ethics (PDE) Curriculum Plan Key Stage 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	10A. Religious Education: <u>Religion, Crime and Punishment</u>	10B. Relationships and Sex Education (RSE): <u>INTIMATE SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (1).</u>	10C. Religious Education: <u>Religion, Peace and Conflict</u>	10D. Relationships and Sex Education (RSE): <u>CONTRACEPTION AND STIs and NEGOTIATING CONSENT</u>	10E. Religious Education: <u>Relationships and Families</u>	10F. Religious Education: <u>The Existence of God and Revelation.</u>
Year 11	11A. Living in a Wider World (WW): <u>WORK AND CAREERS 1</u>	11B. Living in a Wider World (WW): <u>WORK AND CAREERS 2</u>	11C. Religious Education: <u>Religion, Human Rights and Social Justice.</u>	11D. Religious Education: <u>Religion and Drug Abuse</u>	11E. Relationships and Sex Education (RSE): <u>INTIMATE SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (3).</u>	11F. Living in a Wider World (WW): <u>REVISION AND STUDY SKILLS</u>

PDE Plan showing GCSE Religious Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	10.1 The Study of Christianity: Beliefs and Teachings	10.2 The Study of Christianity: Practices	10.3 Issues of Human Rights	10.3 Issues of Human Rights	10.4 The Study of Judaism: Beliefs and Teachings	10.4 The Study of Judaism: Practices
Year 11	11.1 Issues of Life and Death	11.1 Issues of Life and Death	11.3 Issues of Good and Evil	11.3 Issues of Good and Evil	11.4 Issues of Relationships	11.4 Issues of Relationships

YEAR 7

Term 1

KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
<p><u>7A. Religious Education</u></p> <p><u>Introduction to Communities</u></p> <p>1.What is a community?</p> <p>2.Who are founders and what similarities do they share?</p> <p>3.What is a religious community? (Taizé)</p> <p>4.What is a festival and what are the features of festivals?</p> <p>5. Case Study: Iona. What is Iona and why do so people go there?</p> <p>6. Assessment</p>	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Community • Belonging • Stewardship • Symbolism • Tradition • Community • Founder • Festival • Pilgrimage 	<p>Analysis of the distinctive features of religious communities and identifying between religious belief and practice.</p> <p>Investigation of the diversity and the issues faced by religious communities.</p> <p>Developing religious literacy allowing pupils to understand some religious concepts.</p> <p>Debating and discussion skills: speaking and listening; writing to inform.</p>	<p>The features of the six major world religious are key to accessing much of the KS3 and KS4 curriculum.</p> <p>The term 'community' allows pupils to investigate different communities and reflect upon their own identify and belonging.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p> <p>This unit is perfect as the first unit at BHS as it allows pupils to develop their own sense of belonging to their new school community.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Reflect upon the value of themselves and other in a community.</p> <p>Moral: Consider the morality of obeying religious traditions when it conflicts with religious law.</p> <p>Social: Demonstrate knowledge and understanding of the distinctive features of religious and non-religious communities.</p> <p>Cultural: Consider the challenges faced by religious communities, practising their faith in a different culture/secular society.</p> <p><u>BV:</u> Individual liberty; Tolerance and respect.</p>

YEAR 7

Term 2

KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
<p><u>7B. Religious Education</u></p> <p><u>Who was Jesus?</u></p> <p>1. Introduction – fact or fiction?</p> <p>2. Was Jesus a rebel?</p> <p>3. Was Jesus able to perform miracles?</p> <p>4. Who was the Good Samaritan?</p> <p>5. What is meant by the resurrection of Jesus?</p> <p>6. Case Study: what is the truth behind the story of the Turin Shroud?</p> <p>7. Assessment</p>	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Ascension • Crucifixion • Existence • Ministry • Miracle • Resurrection 	<p>Analysis and evaluation the different perceptions of a religious founder.</p> <p>Investigation and research into questions about Jesus' existence, life, work and resurrection</p> <p>Explore, describe and evaluate some of the miracles performed by Jesus and what impact these narratives have in the modern world.</p> <p>Develop religious literacy allowing pupils to understand founders and followers.</p> <p>Debating and discussion skills: speaking and listening; writing to inform on topical areas such as the Turin Shroud and the resurrection.</p>	<p>An understanding of the life work and claims about Jesus are essential as a foundation for further work in KS3 and in GCSE RS.</p> <p>The terms used in the unit form a foundation for religious understanding and literacy.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p> <p>Pupils are encouraged to think for themselves about some of the issues surrounding Jesus in a supportive and academic environment. This open mindedness will develop understanding of religion and wider society..</p>	<p><u>SMSC:</u></p> <p>Spiritual: Give a personal response to the question, 'Who was Jesus?'</p> <p>Moral: Consider the influence of Jesus life and teachings on people's lives today.</p> <p>Social: Explore the importance of Jesus, as the founder of Christianity, in the modern world.</p> <p>Cultural: Reflect on how Jesus is portrayed in different religious and non-religious communities.</p> <p><u>BV:</u></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

YEAR 7

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><u>7C. Health Education:</u></p> <p>a. <u>Physical Health</u> b. <u>Healthy Eating</u></p> <ol style="list-style-type: none"> 1. What do we mean by a healthy lifestyle? 2. Consequences of not living healthy. 3. Dental Hygiene 4. Puberty 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Healthy Lifestyle • Hydration • Dehydration • Hygiene • Puberty • Risk management 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Reflect on physical fitness and what contributes to a healthy body such as healthy eating and good dental hygiene.</p> <p>Moral: Apply the consequences of not gaining and maintaining a healthy body.</p> <p>Social: Explore the impact of gaining and maintain a healthy body through sports club and social groups.</p> <p>Cultural: Explore the benefits of a healthy body.</p> <p><u>BV.:</u></p> <p>This unit highlights the individual liberty people have to make decisions that will positively or negatively affect their health.</p>

YEAR 7

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 3	<p><u>7D. Relationships and Sex Education:</u></p> <p><u>FAMILIES AND RELATIONSHIPS</u></p> <ol style="list-style-type: none"> 1. Modern families, relationships and happiness 2. Healthy and positive relationships 3. Unsafe and virtual relationships 4. Relationships and the Law 5. Cyber Bullying 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Relationships • Contentment • Family • Positive relationship • Unhealthy relationship • Cyberbullying • Risk management 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Develop and Reflect on modern families and relationships and the effect they have on individuals.</p> <p>Moral: Apply the law to different scenarios surrounding the issue.</p> <p>Social: Explore the impact of unsafe and unhealthy relationships on individuals.</p> <p>Cultural: Explore how families and relationships mirror the cultural trends of society.</p> <p><u>BV:</u></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

YEAR 7

KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
<p><u>7E. Religious Education</u></p> <p><u>What does it mean to be Hindu?</u></p> <ol style="list-style-type: none"> 1. Introduction to Hinduism. 2. Hindu Gods 3. Festivals – Holi 4. Worship – Puja 5. Life and Death – Samsara. 6. Caste System 7. Case Study: 8. Assessment 	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Hindu • Brahman • Trimurti • Reincarnation • Karma • Moksha • Atman • Samsara • Dharma • Ahimsa • Diwali • Holi • Caste system 	<p>Enquire and research into diverse beliefs and practices Hinduism</p> <p>Investigate the impact Hindu beliefs and practices have on a Hindus daily life.</p> <p>Examine and evaluate the culture of India and the challenges the Hindu faith faces in the 21st century.</p> <p>Describe and explain the distinctive features of Hindu worship, their symbolism and meaning.</p> <p>Develop a detailed knowledge and understanding of significant features of Hindu life, such as rites of passage, family and festival celebrations.</p> <p>Comparing similarities and differences between religions.</p>	<p>The understanding of the features and impact of belief and practice on Hindu life and the wider impact on world views.</p> <p>Knowledge of issues such as the Hindu Gods and the caste system provide cultural points of reference enabling pupils to understand issues surrounding life as a Hindu in modern Britain.</p> <p>Students should be able to demonstrate knowledge and understanding of the religious beliefs and practices of Hinduism and enquire into and explain the relationship between Hinduism and the culture of India.</p> <p>Students should be able to Explain the concept of God in Hinduism, enquire into, ask questions and suggest reasons in relation to Hindu belief and practice.</p> <p>Students should be able to express opinions in a informed, rational and insightful way, reflecting on personal thoughts, feelings and beliefs with regard to life after death, the existence of God and equality.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Share thoughts and feelings concerning the caste system.</p> <p>Moral: Consider the morality of the caste system.</p> <p>Social: Explore the impact of Hindu belief on a Hindus daily life.</p> <p>Cultural: Explore the relationship between Hindu culture and the beliefs and practices of Hinduism.</p> <p>BV: This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

YEAR 7

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><u>7F Relationships and Sex Education (RSE):</u></p> <p><u>DIVERSITY AND DISCRIMINATION</u></p> <ol style="list-style-type: none"> 1. Stereotypes - breaking them down 2. Stereotypes - prejudice and disability 3. Stereotypes - prejudice and racism 4. Stereotypes - sexism and gender 5. Equality, sexual harassment and the law - Equality Act 2010 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Prejudice • Discrimination • Stereotype • Scapegoat • Harassment • Equality • Sexual Harassment 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Reflect on the impact of stereotypes on individuals.</p> <p>Moral: Apply the law to different scenarios surrounding the issue.</p> <p>Social: Explore the impact of stereotypes on individuals.</p> <p>Cultural: Explore and explain how the law reflects cultural understanding.</p> <p><u>BV:.</u></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

YEAR 7

YEAR 7				
KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
<p><u>7G Relationships and Sex Education (RSE):</u></p> <p><u>PUBERTY</u></p> <p><u>HEALTHY RELATIONSHIPS</u></p> <p><u>RISK AND CONSENT</u></p> <p>Spectrum CIC</p>	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Puberty • Risk • Risk Management • Relationship • Consent 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Reflect on the impact of puberty on individuals.</p> <p>Moral: Apply the law and pupil understanding about consent to different scenarios.</p> <p>Social: Explore the positive impact of risk management.</p> <p>Cultural: Explore the positive aspects on a changing body.</p> <p><u>BV:</u></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

Term 3

YEAR 8

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 3	<p><u>8A. Living in a Wider World (WW):</u></p> <p><u>FINANCIAL CHOICES</u></p> <ol style="list-style-type: none"> 1. Financial Decisions: income and expenditure 2. Money: values and attitudes (including debt) 3. Emotions and money: our wants and needs (including BUDGETING). 4. Social and moral dilemmas (including advertising and peers) 5. Financial exploitation in different contexts (including drug and money mules, online scams) 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Risk • Budget • Ethical • Debt • Decisions • Challenges • Influences • Emotions 	<p>Analysis of the distinctive features of religious communities and identifying between religious belief and practice.</p> <p>Investigation of the diversity and the issues faced by religious communities.</p> <p>Developing religious literacy allowing pupils to understand some religious concepts.</p> <p>Debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Consider financial choices and how they affect individuals.</p> <p>Moral: Apply knowledge to making moral decisions about the production of goods.</p> <p>Social: Explore the impact of financial exploitation on individuals.</p> <p>Cultural: Explore how families and relationships are affected by debt.</p> <p><u>BV:.</u></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

YEAR 8

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><u>8B. Religious Education</u></p> <p><u>What does it mean to be Muslim?</u></p>	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Charity • Fasting • Five Pillars • Pilgrimage • Prayer • Ummah 	<p>Enquire and research diverse beliefs and practices in Islam and explaining how Muslims put their faith into action.</p> <p>Investigate the symbols worn and special journeys made by Muslim and how they are received in the modern world.</p> <p>Examine and evaluate the importance of charity, prayer and fasting to Muslims.</p> <p>Make links between key Islamic beliefs and actions and explain the impact on the lives of believers and the challenges of keeping the Five Pillars in a secular or different culture.</p> <p>Discuss debate, analyse and evaluate different arguments from religion and belief in respect of the wearing of the Hijab, Niqab or Burka by some Muslim women in the 21st century.</p> <p>Analyse and explain what Islamophobia is and explain the reasons for it and the impact on the Islamic community</p> <p>Describe and explain the significant features of Muslim , such as rites of passage, family and festival celebrations.</p>	<p>The understanding of the Sikh belief and practices develops cultural capital for life in a diverse Britain.</p> <p>Knowledge of issues arising from different beliefs about God and community help in debates about such issues in future life.</p> <p>Understanding the impact of belief and practices about community and belonging help pupils to reflect on their own identity and sense of belonging.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Reflect on values and beliefs in respect of Zakat, and caring for others.</p> <p>Moral: Explore the challenges the Islamic faith faces in a secular society, especially in respect of traditional dress.</p> <p>Social: Explore the impact of the Five Pillars on a Muslim's daily life.</p> <p>Cultural: Compare and contrast the Quran as a sources of authority and how this impacts on Muslim's in a religious and non religious society.</p> <p><u>BV:</u></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>
	1. Introduction to Islam: What do Muslims believe? What is it like to be a Muslim in modern Britain?				
	2. What are the Five Pillars of Islam?				
	3. What is Halal and Haram and why is it important to Muslims?				
	4. What is a mosque like?				
	5. Sources of Authority – What is the Qur'an and why is it important today?				
	6. Contemporary issue: why do Muslim women wear a Hijab?				
	7. Case Study: Who was Malcom X?				
8. Assessment					

YEAR 8

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p>8C. Relationships and Sex Education (RSE):</p> <p><u>ONLINE AND MEDIA</u></p> <ol style="list-style-type: none"> 1. Social Media 2. Screen Time 3. Selfies and Sharing 4. Pornography and indecent images 5. Digital Footprint 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Risk Management • Pornography • Grooming • Personal Digital Material • Data collection, sharing and use. • Digital footprint 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Develop and reflect on the issues and impact of social media on individuals, friends and families.</p> <p>Moral: Apply knowledge and the law to pornography and indecent images.</p> <p>Social: Explore the impact of unsafe and unhealthy use of online and media platforms.</p> <p>Cultural: Explore the impact of online and media platforms on society.</p> <p><u>BV:</u></p> <p>This unit directly links to individual liberty and the rule of law. Other British Values are also evident in this unit.</p>

YEAR 8

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><u>8D. Religious Education</u></p> <p><u>How do people respond to Ultimate Questions?</u></p> <ul style="list-style-type: none"> • What is an ultimate question? • What concepts from religion and belief can be applied? • How can we respond to ultimate questions. • How do ultimate questions influence individuals, communities, society and the law. 	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Creation • Design • Evil • Reason • Science • Suffering • Ultimate Question • Atheist • Agnostic • Theist. 	<p>Enquire and research into a diverse range of ultimate questions.</p> <p>Examine and evaluate the impact of ultimate questions to key religious and secular concepts.</p> <p>Discuss debate, analyse and evaluate the responses to ultimate questions, from religion and belief.</p> <p>Describe and explain the significance of some ultimate questions to 'big' questions surrounding the origin of the universe and origins of evil.</p> <p>Comparing similarities and differences between religions.</p> <p>Explore, describe and evaluate the impact of ultimate questions in the modern world.</p> <p>Reflect on personal thoughts, feelings and beliefs with regard to ultimate questions, sharing them with others</p>	<p>The understanding of the potential impact of ultimate questions on personal belief and practice in a religious and non-religious society.</p> <p>Knowledge of ultimate questions such 'How did the world begin?' Consider religious teachings and scientific theories on how the world began. Look at literalist and non-literalist interpretations of the Creation stories.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Give opinions and share beliefs and responses to ultimate questions.</p> <p>Moral: Evaluate the responses to ultimate questions from religion and belief.</p> <p>Social: Explore how different faith communities respond to ultimate questions.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring answers to ultimate questions.</p> <p><u>BV:</u></p> <p>This unit highlights the freedom and liberty to choose between religious and non-religious or scientific theories to explain the 'big questions'. It also promotes mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

YEAR 8

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p>8E. Religious Education:</p> <p><u>Spirited Arts</u></p> <ol style="list-style-type: none"> 1. God in Art 1 2. God in Art 2 3. God in Music 1 4. Project 	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Expression • Faith • Art • Music • Worship. • Belief 	<p>Enquire and research into a diverse range of ultimate questions.</p> <p>Examine and evaluate the impact of ultimate questions to key religious and secular concepts.</p> <p>Discuss debate, analyse and evaluate the responses to ultimate questions, from religion and belief.</p> <p>Describe and explain the significance of some ultimate questions to 'big' questions surrounding the origin of the universe and origins of evil.</p> <p>Comparing similarities and differences between religions.</p> <p>Explore, describe and evaluate the impact of ultimate questions in the modern world.</p> <p>Reflect on personal thoughts, feelings and beliefs with regard to ultimate questions, sharing them with others</p>	<p>The understanding of the potential impact of ultimate questions on personal belief and practice in a religious and non-religious society.</p> <p>Knowledge of ultimate questions such 'How did the world begin?' Consider religious teachings and scientific theories on how the world began. Look at literalist and non-literalist interpretations of the Creation stories.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Explore and express personal spirituality and creativity through art.</p> <p>Moral: Explore the rights and wrongs of using images in worship.</p> <p>Social: Enquire into the place and function of art in religious worship.</p> <p>Cultural: Explore the cultural influences on religious art</p> <p><u>BV:</u></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith through artistic expression in its various forms. Other British Values are also evident in this unit.</p>

YEAR 8

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><u>8F. Relationships and Sex Education (RSE):</u></p> <p><u>IDENTITY, STEREOTYPES AND EQUALITY.</u></p> <p><u>SPECTRUM CIC</u></p> <ol style="list-style-type: none"> 1. Identity and respect 2. Stereotypes 3. Equality (including the protected characteristics Equality Act 2010) 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Stereotype • Prejudice • Discrimination • Equality • Characteristics • Equality Act 2010 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Develop and Reflect on the characteristics of positive and healthy friendships (in all contexts.</p> <p>Moral: Apply Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Social: Explore the impact of prejudice and discrimination against those with protected characterises.</p> <p>Cultural: Explore how identity, stereotypes and issues of equality mirror the cultural trends of society.</p> <p><u>BV:</u></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

YEAR 8

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 3	<p><u>8G. Religious Education</u></p> <p><u>What does it mean to be Buddhist?</u></p> <p>1. Introduction to Buddhism: a. How did Buddhism begin? b. Why is the Buddha important as a founder?</p> <p>2. Suffering: What are the Four Noble Truths and do they explain worldwide suffering?</p> <p>3. Middle Way: What is the Eightfold Path and how does it affect the life of Buddhists?</p> <p>4. Can the Five Precepts be applied to daily life?</p> <p>5. Buddhists Temples: What do Buddhist Temples look like and how are they used?</p> <p>6. Case Study</p> <p>7. Assessment.</p>	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Belief • Faith • Practices • Reincarnation • Rites of Passage • Meditation • Puja • Mantras 	<p>Enquire and research into diverse beliefs and practices of Buddhism.</p> <p>Investigate the relationship of Buddhist belief and the modern world.</p> <p>Examine and evaluate the importance of Buddhist worship, symbolism and ideas about meaning in a religious and non-religious society.</p> <p>Comparing similarities and differences between religions.</p> <p>Describe and explain the significant features of Buddhist, such as rites of passage, family and festival celebrations.</p> <p>Discuss, debate, analyse and evaluate the Buddhist beliefs in the Four Noble Truths and Eightfold Path as an explanation for suffering in the world.</p> <p>Demonstrate religious literacy in discussion, debate and expression of reasoned opinions when referring to key religious teachings, concepts and practices in Buddhism.</p> <p>Use appropriate religious vocabulary in context such as Buddhist, Buddhism, meditation, puja, mantras etc.</p>	<p>The understanding of Buddhist belief and practices develops cultural capital for life in a diverse Britain.</p> <p>Knowledge of issues arising from different beliefs about God develop understanding to help in debates about such issues in future life.</p> <p>Understanding the impact of belief and practices on a modern country enables pupils to reflect on their own country and how it is affected by such issues.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Reflect on greed and selfishness and its impact and consequences.</p> <p>Moral: Apply the five moral precepts of Buddhism to a current moral issue.</p> <p>Social: Explore the impact of Buddhist belief and practice and how it impacts on daily life.</p> <p>Cultural: Explore diversity within the Buddhist faith</p> <p><u>BV:</u></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

YEAR 9

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 3	<p><u>9A. Relationships and Sex Education:</u></p> <p><u>BEING SAFE</u></p> <ol style="list-style-type: none"> 1. Choices: consent 2. Coercive Relationships: Case study - Is this coercive control? (BBC) 3. FGM 4. Forced marriage and honour-based violence 5. Stereotypes: gender identity and hate crimes 6. Stereotypes: violence against women and girls 7. Child Sexual Exploitation 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Consent • Coercive behaviour • Abuse • Control • Mutilation • Identity • Stereotype • Exploitation • Force • Honour 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Develop a knowledge of the long term impact of abuses on the individual.</p> <p>Moral: Apply the law to different scenarios surrounding thee issues, particularly coercive control.</p> <p>Social: Explore the impact of unsafe and abuse behaviours on individuals.</p> <p>Cultural: Explore how different cultural influences impact wider society.</p> <p><u>BV.:</u></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

YEAR 9

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><u>9B. Religious Education:</u></p> <p><u>Religion and Global Issues</u> - <u>Animals and the Environment</u></p> <p>1. Introduction: a. What are Animal Rights? b. Do animals really have rights?</p> <p>2. What's the point of a zoo?</p> <p>3. What is the impact of human activity? Caring for Planet Earth</p> <p>4. What is the impact of modern lifestyles on the planet?</p> <p>5. Case Study: Is bullfighting a sport?</p> <p>6. Assessment</p>	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Rights • Responsibilities • Entertainment • Education • Cruelty • Environment • Pollution • Blood Sport 	<p>Enquire and research into animals rights as a specific issue with a global impact.</p> <p>Examine and evaluate the impact of human activity on animals and the global environment.</p> <p>Discuss debate, analyse and evaluate the religious and non-religious responses to this issue.</p> <p>Describe and explain the significance of animal rights and the environment to 'big' questions surrounding human existence.</p> <p>Explore, describe and evaluate the impact of human activity on the planet.</p> <p>Reflect on personal thoughts, feelings and beliefs with regard to key issues about animals and the environment.</p>	<p>The understanding of the potential impact of mistreatment of animals and the environment on personal belief and practice in a religious and non-religious society.</p> <p>Gain an knowledge of the key issues surrounding animals and the environment and consider religious teachings.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Give opinions and share beliefs and responses to issues about animals and the environment.</p> <p>Moral: Evaluate the responses to this global issues from religion and belief.</p> <p>Social: Explore how different faith communities respond to the issues.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring answers to global issues.</p> <p><u>BV:</u></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

YEAR 9

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><u>9C.1. Relationships and Sex Education (RSE)</u></p> <p><u>RESPECTFUL RELATIONSHIPS INCLUDING FRIENDSHIPS</u></p> <ol style="list-style-type: none"> 1. Friendships 2. Trust in Families and Conflict 3. Domestic Violence 4. Cyber-bullying 5. Stereotypes and Harassment: sexism 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Friendship • Trust • Abuse • Stereotype • Harassment 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Develop and reflect on modern families and relationships and the effect they have on individuals.</p> <p>Moral: Apply the knowledge to different scenarios around the issue.</p> <p>Social: Explore the impact of unsafe and unhealthy relationships on individuals and families.</p> <p>Cultural: Explore how these issues reflect the cultural trends of society.</p> <p><u>BV:</u></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

YEAR 9

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><u>9C.2. Health Education:</u></p> <p><u>INTERNET SAFETY AND HARM</u></p> <ol style="list-style-type: none"> 1. Image – real vs fake 2. Online Gambling and Debt 3. Internet Safety and the ‘Dark Web’. 4. Cyber-crime and online fraud. 5. Harmful behaviours – cyber-bullying 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Digital • Debt • Internet • Fraud • Scam • Harassment 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Develop an understanding of risks associated with online activities and the impact of them on individuals, friends and families.</p> <p>Moral: Apply knowledge and understanding to different scenarios surrounding the issue.</p> <p>Social: Explore the impact of unsafe use of social media and the internet.</p> <p>Cultural: Explore how Internet harm can sometimes reflect cultural trends of society.</p> <p><u>BV:.</u></p> <p>This unit directly links to the personal liberty of individuals. Other British Values are also evident in this unit.</p>

YEAR 9

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 3	<p><u>9D. Religious Education</u></p> <p><u>What does it mean to be Jewish?</u></p> <p>1. Introduction to Judaism: a. Where did Judaism begin? b. What is it like to be Jewish in modern Britain?</p> <p>2. Why is Jerusalem so important to Jews?</p> <p>3. What are the Jewish holy texts and what do they say?</p> <p>4. What is the most important day of the week for Jews?</p> <p>5. Why and how do Jews celebrate their most important festivals?</p> <p>6. Case Study: How did one man smash the Orthodox Jewish stereotype?</p> <p>7. Assessment</p>	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Anti-Semitism • Celebration • Diversity • Holocaust • Rites of passage • Ssymbols • Identity • Shabbat • Kosher 	<p>Enquire and research into diverse beliefs and practices.</p> <p>Investigate anti-Semitism and how its impact on the Jewish community, past and present.</p> <p>Reflect on personal thoughts, feelings with regard to anti-Semitism and the events of the Holocaust.</p> <p>Identify and explain diversity within the Jewish community and the reasons for it.</p> <p>Discuss debate, analyse and evaluate the role of sacred texts as a source of authority in the modern world.</p> <p>he synagogue and the home in Jewish life and worship.</p> <p>Demonstrate religious literacy in discussion, debate and expression of reasoned opinions when referring to key religious teachings, concepts and practices in Judaism.</p> <p>Comparing similarities and differences between religions.</p>	<p>The understanding of the features and impact of belief and practice on Jewish life are vital to religious understanding and for later study in GCSE.</p> <p>Knowledge of issues such as anti-Semitism and the Holocaust provide cultural points of reference to enable pupils to understand issues of discrimination in the past and present.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p> <p>The unit provides a basis of knowledge that will be developed and used at GCSE.</p>	<p><u>SMSC:</u> Spiritual: Respond to the events of the Holocaust and express personal thoughts and feelings.</p> <p>Moral: Explore the roles of men and women in the Jewish faith.</p> <p>Social: Explore the role and importance of the family and the home in Judaism.</p> <p>Cultural: Explore diversity within the Jewish faith and the influence of culture on belief and practice.</p> <p><u>BV.:</u></p>

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	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><u>9E. Relationships and Sex Education (RSE);</u></p> <p><u>RELATIONSHIPS AND CONSENT, RISK TAKING BEHAVIOURS, CONTRACEPTION, SEXUAL HEALTH.</u></p> <p>Spectrum CIC</p> <ol style="list-style-type: none"> 1. Relationships and Consent 2. Risk Taking Behaviours 3. Contraception 4. Sexual Health 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Consent • Contraception • Consequences • Capacity • Exploitation • Choice • Capacity 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Develop an understanding of contraception and STIs to individuals.</p> <p>Moral: Apply the law to different scenarios surrounding the issue, in particular consent.</p> <p>Social: Explore the impact of unsafe and unhealthy behaviours and their long term consequences.</p> <p>Cultural: Explore how these issue often attract mirror the cultural trends.</p> <p><u>BV:.</u></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

YEAR 9

KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development	
Term 3	<p>9F. Religious Education</p> <p><u>What does it mean to be a Christian?</u></p> <ol style="list-style-type: none"> 1. Christian Diversity 2. The Church 3. Worship 4. Prayer 5. The Bible 6. Case Study: women in the church 	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Belief • Faith • Practices • Eucharist/Communion • Private prayer • Public prayer • Gospel • Meditation 	<p>Analysis of the distinctive features of Christianity with reference to its beliefs and traditions.</p> <p>Investigation, analyse and explain the distinctive elements of Christian worship.</p> <p>Developing religious literacy allowing pupils to understand some religious concepts.</p> <p>Discuss debate, analyse and evaluate the influence of religion and belief with regard to a current or moral issue in Christianity such as the controversial issue of women priests.</p> <p>Debating and discussion skills: speaking and listening; writing to inform.</p> <p>Development and use of religious literacy and vocabulary in context such as Altar, Pulpit, Lectern, Font, Baptistry, Prayer, Sermon, Eucharist, Bible etc.</p>	<p>The features of the six major world religious are key to accessing much of the KS3 and KS4 curriculum.</p> <p>The term 'community' allows pupils to investigate different communities and reflect upon their own identify and belonging.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p> <p>This unit is perfect as the first unit at BHS as it allows pupils to develop their own sense of belonging to their new school community.</p>	<p><u>SMSC:</u> Spiritual: Explore the meaning and value of prayer and share personal experiences.</p> <p>Moral: Explore the role of women in the church.</p> <p>Social: Research aspects of the Christian lifestyle and make links between beliefs and practice.</p> <p>Cultural: Reflect on the influence of Christianity on British culture, past and present.</p> <p><u>BV:</u> This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

YEAR 10

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><u>10A. Religious Education</u></p> <p><u>Religion, Crime and Punishment</u></p> <p>1. What are the different types of crime and what are their causes?</p> <p>2. Why does society punish law breakers?</p> <p>3. What is the death penalty and why is it still used in some countries? (1 of 2)</p> <p>4. What is the death penalty and why is it still used in some countries? (2 of 2)</p> <p>5. Case Study: Derek Bentley –</p> <p>6. Was Corporal Punishment effective in the UK?</p> <p>7. Assessment</p>	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Crime • Aim(s) of Punishment • Retribution • Reformation • Deterrence • Protection • Vindication. 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Give opinions and share beliefs and responses to issues about religion, crime and punishment.</p> <p>Moral: Evaluate the responses to the issues surrounding such as the use of the death penalty in the modern world.</p> <p>Social: Explore a range of different responses to the issues that can be either religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about crime and punishment.</p> <p><u>BV:</u></p> <p>This unit highlights several aspects of British Values, in particular the rule of law and individual liberty. Other British Values are also evident in this unit.</p>

YEAR 10

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p>10B. Relationships and Sex Education:</p> <p>INTIMATE SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (1).</p> <ol style="list-style-type: none"> 1. Choice: consent, delay, sexual pressure 2. Friendships and intimate relationships 3. Coercive Control 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Intimate • Choices • Delay • Pressure • Harassment • Coercive Control 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Develop an understanding of benefits and dangers associated with intimate relationships.</p> <p>Moral: Apply the law to different scenarios surrounding the issue, in particular consent and coercive control.</p> <p>Social: Explore the impact of unsafe and unhealthy intimate relationships and their long term consequences.</p> <p>Cultural: Explore how these issues often attract mirror the cultural trends.</p> <p><u>BV:.</u></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

YEAR 10

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><u>10C. Religious Education :</u></p> <p><u>Religion, Peace and Conflict</u></p>	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Peace • Conflict/war • Thomas Aquinas • Destruction • Terrorism • Refugee • Pacifism 	<p>Developing active citizenship and religious literacy.</p> <p>Explaining key concepts</p> <p>Describing key concepts</p> <p>Analysis of different religious and cultural attitudes to ethical issues</p> <p>Formulating reasoned arguments and personal reasoned responses</p> <p>Displaying respect towards perspectives that vary from personal values and beliefs</p>	<p>The features of the six major world religions are key to accessing much of the KS3 and KS4 curriculum.</p> <p>The term 'community' allows pupils to investigate different communities and reflect upon their own identity and belonging.</p> <p>Familiarisation and practice using key GCSE command words such as: describe; explain; discuss.</p> <p>This unit is perfect as the first unit at BHS as it allows pupils to develop their own sense of belonging to their new school community.</p>	<p>SMSC:</p> <p>Spiritual: Give opinions and share beliefs and responses to issues about religion, peace and conflict in the modern world.</p> <p>Moral: Evaluate the responses to the issues such as the use of the use of Weapons of Mass Destruction (WMDs).</p> <p>Social: Explore a range of different responses to the issues that can be either religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about peace and conflict.</p> <p>BV:</p> <p>This unit highlights several aspects of British Values, in particular the rule of law, individual liberty and democracy. Other British Values are also evident in this unit.</p>
	1. Introduction to Peace and conflict				
	2. What is the Just War Theory?				
	3. What are WMDs and why are they so dangerous?				
	4. What is terrorism and can it be stopped?				
	5. Who should take care of refugees and the victims of war?				
	6. Christian Charities				
7. Case Study: What is pacifism?					

YEAR 10

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p>10D. Relationships and Sex Education:</p> <p>CONTRACEPTION, AND STIs RECAP, NEGOTIATING CONSENT.</p> <p>(Spectrum CIC)</p> <ol style="list-style-type: none"> 1. Contraception 2. STIs 3. Negotiating Consent 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Reliability • Consequences • Infection • Consent • Capacity • Contraception 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Develop an understanding of contraception, STIs and consent.</p> <p>Moral: Apply the law to different scenarios surrounding the issue, in particular consent.</p> <p>Social: Explore the impact of unsafe behaviours and their long term consequences.</p> <p>Cultural: Explore how these issues often attract mirror the cultural trends.</p> <p><u>BV:.</u></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

YEAR 10

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p>10E. <u>Religious Education:</u> <u>Relationships and Families</u></p> <ol style="list-style-type: none"> 1. Human sexuality including: heterosexual and homosexual relationships. 2. The nature and purpose of marriage. 3. Same-sex marriage and cohabitation. 4. Divorce, including reasons for divorce, and remarrying. 5. The nature of families, including: the role of parents and children, extended families and the nuclear family. 6. The purpose of families and contemporary issues, including: procreation, stability, same-sex parents, polygamy. 7. The roles of men and women and gender equality 8. Assessment 	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Contraception. • Homosexual • Heterosexual • Sex • Sexuality • Marriage • Divorce • Cohabitation • Remarrying. • Sanctity of marriage vows • Gender equality • Extended family • Nuclear family • Procreation • Polygamy. 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u> Spiritual: Give opinions and share beliefs and responses to issues about relationships and families.</p> <p>Moral: Evaluate the responses to the issues surrounding such as the use of the same sex marriage, divorce and re-marriage.</p> <p>Social: Explore a range of different responses to the issues that can be either religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about relationships and families.</p> <p><u>BV:</u> This unit highlights several aspects of British Values, in particular the individual liberty and mutual respect. Other British Values are also evident in this unit.</p>

YEAR 10

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><u>10F. Religious Education:</u></p> <p><u>The Existence of God and Revelation.</u></p> <ol style="list-style-type: none"> 1. Visions, miracles and revelation. 2. The Design 3. The first Cause Argument 4. Evil and Suffering 5. Arguments based on Science 6. Assessment 	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Visions • Miracles • Revelation. • Philosophy • The Design argument • The First Cause argument • Evil • Suffering • Divine • Enlightenment • Omnipotent • Omniscient • Personal • Impersonal 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Give opinions and share beliefs and responses to issues about the existence of God and revelations.</p> <p>Moral: Evaluate the responses to the issues such as the arguments surrounding the existence of God.</p> <p>Social: Explore a range of different responses to the issues that can be either religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about the existence of God and revelation.</p> <p><u>BV:</u></p> <p>This unit highlights the freedom and liberty to choose between religious and non-religious or scientific theories to explain the 'big questions'. It also promotes mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

YEAR 11

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p>11A. Living in a Wider World:</p> <p><u>WORK AND CAREERS 1</u></p> <ol style="list-style-type: none"> 1. Personality Test (animal traits), Careers Information, Advice and Support 2. Life Beyond School – colleges and their courses. 3. Personal Statements 1. 4. Personal Statements 2 5. Online Presence and Personal Branding 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Characteristics • Career • Application • Interview • Business-like 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p>Develop knowledge and understanding of a desired career path, how to achieve it and the potential impact on life after school.</p> <p><u>BV:.</u> This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

YEAR 11

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><u>11B.Religious Education:</u></p> <p><u>Religion, Human Rights and Social Justice.</u></p> <ol style="list-style-type: none"> 1. Prejudice and discrimination in religion and belief 2. Issues of equality, freedom of religion and belief 3. Social justice and racial prejudice and discrimination 4. The status of women in religion 5. Assessment 	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Status of women • Wealth. • Religious expression • Human rights • Prejudice • Discrimination • Equality • Freedom of religion including freedom of religious expression. • Responsibilities • Rights • Social justice. • Ethics • Wealth • Poverty • Exploitation • Fair pay • Interest • Loans • People-trafficking. • Charity 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Give opinions and share beliefs and responses to issues about human rights and social justice.</p> <p>Moral: Evaluate the responses to the issues such as the arguments surrounding the status an position of women in modern society.</p> <p>Social: Explore a range of different responses to the issues that can be either religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about human rights and social justice.</p> <p><u>BV:</u></p> <p>This unit in particular individual liberty and the rule of law. Other British Values are also evident in this unit.</p>

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	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p>11C. Living in a Wider World:</p> <p><u>WORK AND CAREERS 2</u></p> <ol style="list-style-type: none"> 1. CVs 1 2. CVs 2 3. College Application Preparation 1 4. College Application Preparation 2 5. Mock Interviews 1 6. Mock Interviews 2 7. Personal Plan (Careers Advisor). 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Characteristics • Career • Statement • Employment • Curriculum Vitae • Business-like 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p>Develop knowledge and understanding of a desired career path, how to achieve it and the potential impact on life after school.</p> <p><u>BV:.</u> This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

YEAR 11

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p>11D. Health Education (HE):</p> <p><u>DRUGS, ALCOHOL AND TOBACCO</u></p> <ol style="list-style-type: none"> 1. Legal (including prescribed) and Illegal Drugs: physical and psychological risks; the Law 2. Alcohol: risks, addiction, dangers and consequences. 3. Tobacco: risks, addiction, dangers and consequences. 4. Drugs and the Law 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Classification • Prescribed • Physical • Psychological • Choice • Consequences 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Develop and reflect on the dangers of misusing drugs and the impact on individuals, friends and families.</p> <p>Moral: Apply the law to different scenarios surrounding the issue.</p> <p>Social: Explore the impact of the misuse of drugs.</p> <p>Cultural: Explore the impact of drug abuse to society.</p> <p><u>BV:.</u></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

YEAR 11

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><u>11E. Religious Education:</u></p> <p><u>Drug Abuse</u></p> <ol style="list-style-type: none"> 1. Why is alcohol dangerous? 2. Why is tobacco dangerous? 3. What is the Law on drugs? 4. What do religions think about drugs? 	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Capacity • Consequences • Classification • Authority • Religious beliefs and teachings 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Give opinions and share beliefs and responses to issues about religion, crime and punishment.</p> <p>Moral: Evaluate the responses to the issues surrounding such as the use of the death penalty in the modern world.</p> <p>Social: Explore a range of different responses to the issues that can be either religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about crime and punishment.</p> <p><u>BV:</u></p> <p>This unit in particular individual liberty and the rule of law. Other British Values are also evident in this unit.</p>

YEAR 11

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p><u>11F. Relationships and Sex Education:</u></p> <p><u>INTIMATE SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (3).</u></p> <ol style="list-style-type: none"> 1. Fertility and Reproductive Health 2. Sexual Pressure and Harassment 3. Relationships break ups 4. Risky Sexual Behaviour: drugs and alcohol 5. Choices: consent, respect, loyalty and trust 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Fertility/infertility • Pressure • Harassment • Choice • Consequences • Consent 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Develop an understanding of benefits and dangers associated with intimate relationships and sexual health.</p> <p>Moral: Apply knowledge to different scenarios surrounding the issue, in particular risky sexual behaviour and consent.</p> <p>Social: Explore the impact of unsafe and unhealthy intimate relationships and their long term consequences.</p> <p>Cultural: Explore how these issues often attract mirror the cultural trends.</p> <p><u>BV:</u></p> <p>This unit directly links to the rule of law, it also highlights the personal liberty of individuals. Other British Values are also evident in this unit.</p>

YEAR 11

KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
<p><u>11G. Living in a Wider World:</u></p> <p><u>REVISION AND STUDY SKILLS</u></p> <ol style="list-style-type: none"> 1. Mind Maps 2. Flash Cards 3. Graphic Organisers 4. Exam Wrappers 5. Past Questions 	<p><u>Key concepts and vocabulary:</u></p> <ul style="list-style-type: none"> • Cramming • Difficulty (deliberate and distributed) • Diet • Dehydration 	<p>Analysis and investigation of the issue.</p> <p>Develop and increase their understanding of risk management and how it applies to this issue.</p> <p>Investigation of a range of diverse views about this issue to develop mutual respect and understanding.</p> <p>Increase employability skills and develop an understanding of how this issue impacts work roles and identities.</p> <p>Practicing debating and discussion skills: speaking and listening; writing to inform.</p>	<p>An understanding of the issue and how it impacts the student and the wider community.</p> <p>The terms used in the unit form the basis of a better developed understanding and self reflection.</p> <p>Pupils are encouraged to think for themselves, analyse the key issues and manage risk associated with it.</p> <p>This unit enables pupils to investigate, analyse and discuss the issue in a way that promotes self reflection and a mutual respect of diverse views.</p> <p>A critical understanding of the issue will enable students to become rounded citizens and develop wider employability skills.</p>	<p>Develop knowledge and understanding of different ways to revise and how students can get the best outcomes.</p> <p>BV:. This unit directly links to the personal liberty of individuals. Other British Values are also evident in this unit.</p>

Term 3



Curriculum Intent

Personal Development and Ethics (PDE)

Option: GCSE Religious Studies



PRIORITIES IN WHOLE SCHOOL CURRICULUM INTENT

- Enjoyment of learning
- Knowledge acquisition and recall
- Extensive vocabulary
- Effective communication through writing, speaking & listening, and use of technology
- Numeracy
- Critical evaluation of information
- Enterprise and problem-solving
- Working with others

KEY QUESTIONS TO CONSIDER

- 1. Why has content been selected?** Is there sufficient focus on the most powerful knowledge, concepts and skills?
- 2. Does learning provide sufficient challenge?** Is there sufficient challenge for all learners in all year groups?
- 3. Why is learning sequenced in this way?** Does the sequence enable students to build on prior learning, and learn in increasing breadth and depth over time?
- 4. How is learning sequenced or spaced to promote long-term memory?**

SUBJECT CURRICULUM INTENT

It is our intent for the GCSE Religious Studies element of the school curriculum to engage, inspire, challenge and encourage students, equipping them with the knowledge and skills to answer challenging questions. GCSE RS enables students to ask deep and often searching questions about their own faiths and beliefs, and the beliefs, faiths and opinions of others regarding contemporary moral issues. Students will be able to deepen their understanding of God as encountered and taught by Christians and Jews. The GCSE RS curriculum will help to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare pupils well for life in modern Britain.

SUBJECT CURRICULUM IMPLEMENTATION

Learning is embedded through the development of knowledge and skills over time. Summative assessments are given at the end of each topic. Regular exam questions are given from throughout Y10-11. These all take the form of GCSE style assessment, to ensure every student not only develops critical thinking, analysis skills, but also is well prepared to excel at GCSE RS. Throughout the key stage, learning deepens their understanding of ethical issues and students are given opportunities to identify with teachings of religions (mainly Christianity and Judaism) and see the impact these may have on their own lives.



Curriculum Intent

Subject: Personal Development and Ethics (PDE)

Option: GCSE Religious Studies



SUBJECT CURRICULUM IMPLEMENTATION – PROGRESSION

Progression is mapped coherently. The progression allows for effective differentiation, marking and feedback, and challenge for all. Students have access to key terminology and sources of wisdom to improve religious literacy. Regular extended writing allows students to develop their language and vocabulary. At GCSE learning is built on from the Religious Education elements of the KS3 PDE to deepen student understanding of the relationship between people and their religion and about common and divergent views within traditions about Philosophical and Ethical Studies in the Modern World. There is scope to develop their ability to construct well-argued, well-informed, balanced and structured written arguments.

IMPACT BY THE END OF KS4

Students will demonstrate a deeper understanding of Christian and Jewish beliefs, teachings and practices. Students will confidently articulate justified opinions on four areas of philosophical and moral issues in the World (Issues about life and Death; Issues about Good and Evil; Issues about relationship and Issues about Human Rights). They will know how religious organisations support the global problems of injustice and poverty and link religious teachings to these issues.

GENERAL READING LIST:

WJEC Eduqas GCSE (9-1) Religious Studies Route A. Joy White, Chris Owens, Ed Pawson, Amanda Ridley. ISBN: 9781510414624

Eduqas GCSE (9-1) Religious Studies Route A: Religious, Philosophical and Ethical studies and Christianity, Buddhism, Hinduism and Sikhism. Steve Clarke, Joy White, Amanda Ridley, Ed Pawson, Chris Owens. ISBN: 9781510480247

DOCUMENTS:

Eduqas GCSE RS Route A, Key Concepts.

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_58/GLOSSARY%20OF%20KEY%20CONCEPTS%20-%20BOTH%20ROUTES,%20SC%20and%20FC.pdf

YEAR 10 Option GCSE RS

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p><u>10.1 Component 2:</u> The Study of Christianity: beliefs and teachings</p> <ul style="list-style-type: none"> • What is the nature of God? • What is meant by the problem of evil and what are the different interpretations about it? • Who was Jesus Christ and what are the beliefs surrounding Him? • What are the different beliefs about the Afterlife? (Eschatological beliefs, Judgement, Traditional and Contemporary beliefs surrounding Heaven and Hell). 	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Atonement • Evangelism • Incarnation • Omnibenevolent • Omnipotent • Resurrection • Sacraments • Trinity <p><u>Reading List:</u></p> <p><i>WJEC Eduqas GCSE (9-1) Religious Studies</i></p> <p><i>Eduqas GCSE (9-1) Religious Studies Route A:</i></p> <p><i>The Screwtape Letters (C. S. Lewis)</i></p>	<p>Developing Religious Literacy</p> <p>Explaining key concepts</p> <p>Describing key concepts</p> <p>Analysis of different religious attitudes to ethical issues</p> <p>Debating the ethical responses to the moral dilemmas</p> <p>Formulating reasoned arguments and personal reasoned responses</p> <p>Displaying respect towards perspectives that vary from personal beliefs</p>	<p>Students to understand the core beliefs within the Christian faith</p> <p>To recognise diversity within a World Faith.</p> <p>To analyse and Critique sacred writings in a literal, liberal and symbolic way. To understand how Scripture influences belief and Practice.</p> <p>To understand the importance of Jesus and his actions to found the Religion and provide Salvation.</p> <p>To understand the relationship between believers and God's presence as the Holy Spirit.</p> <p>To understand diverse beliefs surrounding life after death and interpretation of Scripture in accordance with traditional and contemporary beliefs.</p> <p>The unit provides a basis of knowledge that will be further developed and used at GCSE.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Give opinions and share beliefs and responses to issues about the beliefs and teaching of the Christian faith.</p> <p>Moral: Evaluate the responses to the issues such as the biblical interpretation and the impact of these responses on individuals.</p> <p>Social: Explore a range of different responses to the issues that can be from different groups and denominations in Christianity and also from wider religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about the faith of Christianity.</p> <p><u>BV:</u></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

YEAR 10 Option GCSE RS

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p>10.2 Component 2: The Study of Christianity: practices</p> <ul style="list-style-type: none"> • What are the different forms of worship and what different expressions do they take? • What are sacraments and how are they used in different celebrations and rites of passage? • What are the diverse beliefs and interpretations about the Eucharist? • Why do people go on pilgrimage and what similarities and differences are evident between Taize and Walsingham? • How is Christmas and Easter celebrated differently? • What is the purpose of church: mission, Evangelism, Church Growth, Persecution, Persecution and reconciliation? 	<p><u>Key Knowledge, Concepts and Vocabulary:</u></p> <ul style="list-style-type: none"> • Atonement • Evangelism • Incarnation • Omnibenevolent • Omnipotent • Resurrection • Sacraments • Trinity <p><u>Reading List:</u></p> <p>WJEC Eduqas GCSE (9-1) Religious Studies</p> <p>Eduqas GCSE (9-1) Religious Studies Route A:</p>	<p>Developing Religious Literacy</p> <p>Explaining key concepts</p> <p>Describing key concepts</p> <p>Analysis of different religious attitudes to ethical issues</p> <p>Debating the ethical responses to the moral dilemmas</p> <p>Formulating reasoned arguments and personal reasoned responses</p> <p>Displaying respect towards perspectives that vary from personal beliefs</p>	<p>This unit of study helps students to analyse Christian practices and they are celebrated differently in 21st century Britain.</p> <p>Students are able to formulate purposeful reasoning skills that can include reasoning about the belief in God and different forms of worship.</p> <p>Students are developing a knowledge of different world views ion 21st century Britain and consider range of responses to different lifestyles.</p> <p>Students can research, evaluate and show respect towards different religious people and how they celebrate festivals.</p> <p>Students are displaying respect to beliefs and attitudes that may vary from their own.</p> <p>The unit provides a basis of knowledge that will be further developed and used at GCSE.</p>	<p><u>SMSC:</u></p> <p>Spiritual: Give opinions and share beliefs and responses to issues about the practices of the Christian faith.</p> <p>Moral: Evaluate the responses to issues such as the different interpretations of the sacraments and the impact of these responses on individuals.</p> <p>Social: Explore a range of different responses to the issues that can be from different groups and denominations in Christianity and also from wider religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about the faith of Christianity.</p> <p><u>BV:</u></p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

YEAR 10 Option GCSE RS

Term 3

KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
<p>10.3 Option 4 Issues about Human Rights</p> <ul style="list-style-type: none"> • What are the different views towards the dignity of human life? • How are human rights promoted? • How can personal conviction conflict with the laws of a country? • Who was Martin Luther King and what did he teach about equality? • What are the moral issues surrounding the acquisition and use of wealth? • What are the attitudes of Christian charities in twenty first century Britain and how do aim to alleviate poverty? 	<p>Key Knowledge, Concepts and Vocabulary:</p> <ul style="list-style-type: none"> • absolute poverty • discrimination • extremism • human rights • personal conviction • prejudice • relative poverty • social justice <p><u>Reading List:</u></p> <p><i>WJEC Eduqas GCSE (9-1) Religious Studies</i></p> <p><i>Eduqas GCSE (9-1) Religious Studies Route A:</i></p> <p><i>Here I Stand: stories that speak of freedom.</i> John Boyne et.al.</p> <p><i>Nights and Crosses Series.</i> Malorie Blackman</p> <p><i>Alpha.</i> Bessora and Barroux</p>	<p>Developing Religious Literacy</p> <p>Explaining key concepts</p> <p>Describing key concepts</p> <p>Analysis of different religious attitudes to ethical issues</p> <p>Debating the ethical responses to the moral dilemmas</p> <p>Formulating reasoned arguments and personal reasoned responses</p> <p>Displaying respect towards perspectives that vary from personal beliefs</p>	<p>This unit of study helps students to analyse and critique the ethical dilemmas of the modern world, focussing upon Human Rights, social justice, wealth and poverty.</p> <p>Students reflect upon how faith inspires action to help those in need.</p> <p>Students consider how religious belief can conflict with belief and encourage social change (MLK)</p> <p>Students are understanding how freedoms and values within the UK may be exploited and that all citizens have a responsibility to abide by the UDHR and the Equality Act.</p> <p>Students should develop knowledge surrounding poverty, its effects and impact.</p> <p>Students gain knowledge of how the use of wealth is acceptable and how gaining finance is acceptable.</p>	<p>SMSC:</p> <p>Spiritual: Give opinions and share beliefs and responses to issues about human rights.</p> <p>Moral: Evaluate the responses to issues such as the personal convictions and how these can be conflict with the laws of society.</p> <p>Social: Explore a range of different responses to the issues that can be from different groups and denominations in Christianity, from Judaism, and also from wider religious or non-religious in a diverse society.</p> <p>Consider the influence of religious traditions, such as Christianity and Judaism, and culture when exploring this issue.</p> <p>BV:</p> <p>This unit emphasizes individual liberty and the rule of law, but all aspects of British Values are also evident in this unit.</p>

YEAR 10 Option GCSE RS

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p>10.4 Component 3: The Study of Judaism: beliefs and teachings</p> <ul style="list-style-type: none"> • What is the nature of God in Judaism? • What is meant by the Mashiach and how will his arrival herald a time of peace? • Who were Adam, Abraham and Noah and why are they important to the Jewish concept of the covenant? • What are the different Jewish beliefs about the Afterlife? (Death, judgement, resurrection, spiritual and/or bodily resurrection)? 	<p>Key Knowledge, Concepts and Vocabulary:</p> <ul style="list-style-type: none"> • Covenant • Judge • Law-Giver • Mashiach • Mitzot • Pikuach Nefesh • Shekinah • Shema <p>Reading List:</p> <p>WJEC Eduqas GCSE (9-1) Religious Studies</p> <p>Eduqas GCSE (9-1) Religious Studies Route A:</p> <p><i>Schindler's Ark</i> (Thomas Keneally)</p> <p><i>The Boy in the Striped Pyjamas</i> (John Boyne)</p>	<p>Developing Religious Literacy</p> <p>Explaining key concepts</p> <p>Describing key concepts</p> <p>Analysis of different religious attitudes to ethical issues</p> <p>Debating the ethical responses to the moral dilemmas</p> <p>Formulating reasoned arguments and personal reasoned responses</p> <p>Displaying respect towards perspectives that vary from personal beliefs</p>	<p>Students to understand the core beliefs within the Jewish faith</p> <p>To recognise diversity within a World Faith.</p> <p>To analyse and Critique sacred writings in a literal, liberal and symbolic way. To understand how Scripture influences belief and Practice.</p> <p>To understand the importance of Adam, Abraham and Moses and their importance in the formation of covenant.</p> <p>To understand the relationship between believers and God's presence as the shekhinah.</p> <p>To understand diverse beliefs surrounding life after death and interpretation of Torah and Tenakh in accordance with traditional and contemporary beliefs.</p> <p>The unit provides a basis of knowledge that will be further developed and used at GCSE.</p>	<p>SMSC:</p> <p>Spiritual: Give opinions and share beliefs and responses to issues about the beliefs and teaching of the Jewish faith.</p> <p>Moral: Evaluate the responses to the issues such as the biblical interpretation and the impact of these responses on individuals.</p> <p>Social: Explore a range of different responses to the issues that can be from different groups and traditions within Judaism, and also from wider religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues about the faith of Judaism.</p> <p>BV:</p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

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	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 2	<p>10.5 Component 3: The Study of Judaism: practices</p> <ul style="list-style-type: none"> What are the different forms of worship and what expressions do they take? What is a synagogue and what different forms do they take in 21st century Britain? What is important about the Bar Mitzvah and Brit Milah? How are they celebrated? What are Kashrut? How do they affect Jewish daily life? How is Rosh Hashanah, Yom Kippur, Pesach and Sukkot celebrated in different Jewish traditions? 	<p>Key Knowledge, Concepts and Vocabulary:</p> <ul style="list-style-type: none"> Bar Mitzvah/Bat Mitzvah Diversity Modeh Ani Shabbat Shem Talmud Tenakh <p>Reading List:</p> <p>WJEC Eduqas GCSE (9-1) Religious Studies</p> <p>Eduqas GCSE (9-1) Religious Studies Route A:</p>	<p>Developing Religious Literacy</p> <p>Explaining key concepts</p> <p>Describing key concepts</p> <p>Analysis of different religious attitudes to ethical issues</p> <p>Debating the ethical responses to the moral dilemmas</p> <p>Formulating reasoned arguments and personal reasoned responses</p> <p>Displaying respect towards perspectives that vary from personal beliefs</p>	<p>This unit of study helps students to analyse religious practices with different traditions in Judaism, allowing them to develop this transferable skill.</p> <p>Students are able to formulate purposeful reasoning skills that can include reasoning about the belief in God and different forms of worship.</p> <p>Students are developing a knowledge of different world views in 21st century Britain and consider range of responses to different lifestyles.</p> <p>Students can research, evaluate and show respect towards different religious people and how they celebrate festivals.</p> <p>Students are displaying respect to beliefs and attitudes that may vary from their own.</p>	<p>SMSC:</p> <p>Spiritual: Give opinions and share beliefs and responses to issues about the practices of the Jewish faith.</p> <p>Moral: Evaluate the responses to issues such as the Jewish food rules and the impact on individuals.</p> <p>Social: Explore a range of different responses to the issues that can be from different groups and denominations in Judaism and also from wider religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions and culture when exploring issues such as Bar/Bat Mitzvah with the Jewish faith.</p> <p>BV:</p> <p>This unit highlights mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

YEAR 11 Option GCSE RS

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1	<p>11.1 Option 2: Issues of Life and Death</p> <ul style="list-style-type: none"> • What are the different opinions about origin of the universe and how do they conflict? • What are the religious and non-religious views about dominion, stewardship, environmental responsibility? • What are the diverse beliefs, teachings and attitudes toward the origin and sanctity of human life? • What are the diverse ideas about evolution? (Charles Darwin, Richard Dawkins). • What are the different beliefs life after death, including soul, judgement, heaven and hell? 	<p>Key Knowledge, Concepts and Vocabulary:</p> <ul style="list-style-type: none"> • Abortion • Afterlife • Environmental sustainability • Euthanasia • Evolution • Quality of Life • Sanctity of Life • Soul <p>Reading List:</p> <p><i>WJEC Eduqas GCSE (9-1) Religious Studies</i></p> <p><i>Eduqas GCSE (9-1) Religious Studies Route A:</i></p>	<p>Developing Religious Literacy</p> <p>Explaining key concepts</p> <p>Describing key concepts</p> <p>Analysis of different religious attitudes to ethical issues</p> <p>Debating the ethical responses to the moral dilemmas</p> <p>Formulating reasoned arguments and personal reasoned responses</p> <p>Displaying respect towards perspectives that vary from personal beliefs</p>	<p>This unit of study helps students to analyse and critique philosophical questions surrounding, life death and creation of the Universe from a religious and secular perspective.</p> <p>Students are able to formulate purposeful reasoning skills that can include reasoning about the responsibility to sustain the Earth.</p> <p>Students are developing a knowledge of modern world views and philosophical responses towards animal rights.</p> <p>Students can respond to situations that directly relate to medical ethics.</p> <p>Students can show respect to religious and secular traditions surrounding life and death.</p> <p>Students are displaying respect to beliefs and attitudes that may vary from their own.</p>	<p>SMSC:</p> <p>Spiritual: Give opinions and share beliefs and responses to issues about life and death.</p> <p>Moral: Evaluate the responses to issues such as stewardship in an environmentally aware diverse society.</p> <p>Social: Explore a range of different responses to the issues that can be from different groups and denominations in Christianity, Judaism, and also from wider religious or non-religious in a diverse society.</p> <p>Cultural: Consider the influence of religious traditions, such as Christianity and Judaism, and culture when exploring this issue.</p> <p>BV:</p> <p>This unit emphasizes individual liberty and mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

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KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 1				
<p>11.2 Option 3:</p> <p>Issues of Good and Evil</p> <ul style="list-style-type: none"> • What makes an action wrong? • What is absolute and relative morality? • What are the causes of crime? • Why do we punish offenders? • How do we treat criminals? • What is prison reform and reformation? • Different views about the death sentence. • Religious teachings of forgiveness linking with personal belief. • What are the Philosophical perspectives about the origins of evil? 	<p>Key Knowledge, Concepts and Vocabulary:</p> <ul style="list-style-type: none"> • good/evil • forgiveness • free will • justice • morality • punishment • sin • suffering <p>Reading List:</p> <p>WJEC Eduqas GCSE (9-1) Religious Studies</p> <p>Eduqas GCSE (9-1) Religious Studies Route A:</p>	<p>Developing Religious Literacy</p> <p>Explaining key concepts</p> <p>Describing key concepts</p> <p>Analysis of different religious attitudes to ethical issues</p> <p>Debating the ethical responses to the moral dilemmas</p> <p>Formulating reasoned arguments and personal reasoned responses</p> <p>Displaying respect towards perspectives that vary from personal beliefs</p>	<p>This unit of study helps students to analyse and critique the level of human responsibility for both the 'good' and 'evil' in our world.</p> <p>Students are able to formulate purposeful reasoning skills that can include reducing personal suffering that that of other people.</p> <p>Students are developing a knowledge of the British and International legal systems and the purpose of contemporary punishment. Students can analyse the effectiveness of such systems and their ethical worth.</p> <p>Students are developing a further knowledge of human rights and violations in connection with international punishments.</p> <p>Students are displaying respect to beliefs and attitudes that may vary from their own.</p>	<p>SMSC:</p> <p>Spiritual: Give opinions and share beliefs and responses to issues about good and evil.</p> <p>Moral: Evaluate the responses to issues such as the personal convictions and how these can be conflict with the laws of society.</p> <p>Social: Explore a range of different responses to the issues that can be from different groups and denominations in Christianity, from Judaism, and also from wider religious or non-religious in a diverse society.</p> <p>Consider the influence of religious traditions, such as Christianity and Judaism, and culture when exploring this issue.</p> <p>BV:</p> <p>This unit emphasizes individual liberty and mutual respect for, and tolerance of people with faith, and for those without faith. Other British Values are also evident in this unit.</p>

YEAR 11 Option GCSE RS

	KNOWLEDGE	CONCEPTS and LITERACY	SKILLS	RATIONALE	Personal Development
Term 3	<p>11.3 Option 1: Issues of Relationships</p> <ul style="list-style-type: none"> That are the different views about the nature and purpose of relationships in the twenty first century? What is the nature and purpose of marriage as expressed through Christian marriage ceremonies in Britain? What are the diverse views towards adultery, divorce, annulment, separation and re-marriage? What are the different views about the use of contraception? What are the main issues surrounding the roles of women and men in worship and authority in the church? 	<p>Key Knowledge, Concepts and Vocabulary:</p> <ul style="list-style-type: none"> adultery cohabitation commitment contraception divorce gender equality responsibilities roles <p>Reading List:</p> <p>WJEC Eduqas GCSE (9-1) Religious Studies</p> <p>Eduqas GCSE (9-1) Religious Studies Route A:</p>	<p>Developing Religious Literacy</p> <p>Explaining key concepts</p> <p>Describing key concepts</p> <p>Analysis of different religious attitudes to ethical issues</p> <p>Debating the ethical responses to the moral dilemmas</p> <p>Formulating reasoned arguments and personal reasoned responses</p> <p>Displaying respect towards perspectives that vary from personal beliefs</p>	<p>This unit of study helps students to analyse and critique ethical choices surrounding 21st century relationships including religious and secular perspectives.</p> <p>Students are understanding the nature and diversity of family in the 21st century.</p> <p>Students are able to formulate purposeful reasoning skills that challenge misinterpretation.</p> <p>Students develop a knowledge of religious traditions accepting and celebrating relationships.</p> <p>Students can show respect to religious and secular views about birth and marriage. .</p> <p>Students show respect to views that vary from their own.</p>	<p>SMSC:</p> <p>Spiritual: Give opinions and share beliefs and responses to issues about relationships.</p> <p>Moral: Evaluate the responses to issues such as divorce and remarriage and the impact of these on individuals.</p> <p>Social: Explore a range of different responses to the issues that can be from different groups and denominations in Christianity, from Judaism, and also from wider religious or non-religious in a diverse society.</p> <p>Consider the influence of religious traditions, such as Christianity and Judaism, and culture when exploring this issue.</p> <p>BV:</p> <p>This unit emphasizes individual liberty and the rule of law. Other British Values are also evident in this unit.</p>