

Curriculum Map 2021 onwards

Year view Subject: Religious Studies				
Year 7	Knowledge/Content	Skills – identified from the North Yorkshire Syllabus	Assessments/ Checkpoints	Comments*
Autumn Term 1	<p><u>2 weeks = Primary year 6-7 transition projects</u></p> <p>What do I already know about the world's major religions?</p> <p>Believing Strand: What is so radical about Jesus?</p>	<p>Skills: The transition project will enable pupils to share their religious/non-religious beliefs, and this will therefore aid their social development</p>	<p>Assessment: Extended piece of writing on key question 12 marks</p>	<p>Build on pupil's knowledge of Christianity studied at primary school</p>
Autumn Term 2	<p>Living: What difference does it make to believe in...? An opportunity to understand how religious beliefs make a practical difference in the lives of individuals and wider society.</p>	<p>Skills: Reflecting on religious beliefs and practices and ultimate questions</p>	<p>Assessment: Scored test /15 marks</p>	<p>Curriculum enrichment: Developing confidence, communication, debating skills. Potential for guest speakers from local religious representatives, e.g. Ilkley Buddhist meditation group.</p>
Spring Term 1	<p>Expressing strand: Should religious buildings be sold to feed the starving? The topic also introduces the issue of poverty which all students should have an opinion about, making it accessible for all.</p>	<p>Skills: Introducing a controversial question will encourage debates amongst students and help them develop discussion / problem-solving skills.</p>	<p>Assessment: 1. Source analysis 2. Extended piece of writing on above question /14 marks</p>	<p>Links to prior learning: Use the knowledge gained from the 'Beliefs' and 'Living' strand of the first units to apply knowledge.</p>
Spring Term 2	<p>Living: Does religion help people to be good? Students can draw comparison between their personal and ethical lives when studying various religious examples.</p>	<p>Skills: Develop investigation skills in order to enquire into religious and non-religious moral principals.</p>	<p>Assessment: Scored test, with extended writing question /17 marks</p>	<p>Links to wider curriculum: Social development – opportunities to consider values which are or should be part of society. Moral sources – a chance to reflect on where ideas about how we behave come from.</p>
Summer Term 1	<p>Believing: Do we need to prove the existence of God? Pupils will have a broader understanding of what constitutes religion by this stage so will be in a position to assess the importance and limitations of this question</p>	<p>Skills: Apply their previous knowledge to explore beliefs, draw conclusions which are balanced and related to evidence, dialogue and experience.</p>	<p>Extended piece of writing on the analysis of the Buddhist view that we do not need to prove the existence of God /10 End of year 7 test</p>	<p>Links to prior learning: Pupils should have developed their own opinions on religious issues by this stage so will be in a better position to make well-reasoned personal insights.</p>
Summer Term 2	<p>This an enrichment unit:(Expressing) Green issues in Religions: Religious responses to the treatment of animals Religious perspectives to environmental issues.</p>	<p>Skills: Develop research and presentation skills. Articulate their own ideas about wider religious issues.</p>	<p>Assessment – Plan an interfaith climate change event.</p>	<p>Curriculum Enrichment: This topic is beyond the North Yorkshire Syllabus. A relevant global issue to inspire all students, including the non-religious.</p>

*(eg links to prior learning or other subjects, enrichment, rationale, exceptions to the rule etc)

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Year view Subject: Religious Studies				
Year 8	Knowledge/Content	Skills – identified from the North Yorkshire Syllabus	Assessments/ Checkpoints	Comments
Autumn Term 1	Believing: Is death the end? Does it matter? Provides opportunity to study religious sources in more depth and work on source analysis/ interpretation.	Skills: Investigating – knowing how to use different types of sources as ways of gathering information. Knowing what may constitute as evidence.	Assessment: Extended piece of writing on key question 16 marks	The first three topic are studied in more depth from a Christian and Muslim perspective at GCSE level. They provide a good insight for students who will be considering GCSE option subjects at the start of Year 8.
Autumn Term 2	Believing: Why is there suffering? Are there any good solutions? Explore how people within a religion or world view understand and live with suffering in the world around them	Skills: Empathising/make thoughtful judgements. Synthesise and evaluate issues.	Scored test with extended writing question 22 marks	Curriculum Enrichment: Shared values: opportunities to consider values which are or should be part of society. Literacy and communication skills.
Spring Term 1	Living: Is religion a power for peace or a cause of conflict in the world today? <u>(this covers the entire Spring term)</u>	Skills: The nature of debate will develop Open and Critical mindedness.	Scored test 12 marks Essay 14 marks	Links to prior learning: Having spent the first term studying religious beliefs teachings it is time to examine how these have an impact on the world.
Spring Term 2	This investigation enables pupils to learn in depth from different religious examples of engagement with conflict and peace, exploring the issues.			
Summer Term 1	Living: Should happiness be the purpose of life? This topic provides great opportunity to focus on the meaning, purpose, and happiness to different individuals	Skills: A chance for pupils to express their ideas – explain what words and actions mean. Reflect upon feelings, relationships and experiences.	A piece of creative artwork with a written explanation 10 marks End of year 8 test	Curriculum Enrichment: Art, literacy and communication skills. Inter-house competition
Summer Term 2	Expressing: How can people express the spiritual through music and art? Enables students to express the opinions they have developed over the two years of RS in a creative way.	Skills: Investigating skills – know how to use different types of sources as ways of gathering information.	Pupil self-assess learning outcomes Group/pair presentation - Peer assess.	Links to wider curriculum: Cultural development – prepare pupils for to participate in Britain’s wider cultural life. Own culture – pupil’s share positive experiences/celebrations/festivals

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Year view Subject: OCR GCSE 9-1 Religious Studies (see bottom of page for Statutory RS Years 9-11)				
Year 9	Knowledge/Content	Skills	Assessments/ Checkpoints	Comments
Autumn Term 1 & 2	Teacher 1: Paper 3 Religion, Philosophy and Ethics Topics include: <ul style="list-style-type: none"> • Peace and conflict, Just War theory • Holy War Theory Teacher 2: Paper 1 Evil and suffering. <ul style="list-style-type: none"> • Natural and moral evil • Logical and evidential problems • The Fall and Original Sin • Theodicies The existence of God (Christian and Muslim perspectives)	In Religious Studies topics will encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. This includes developing an understanding of non-religious beliefs.	Assessment 12 mark question x2 Assessment scored test /12 GCSE style Assessment (A,B&D) 24 marks	We have opted to teach Christianity and Islam as the two religions at GCSE level to reflect the major religions represented by students at the school. We chose a course which included the Philosophy and Ethics element to also appeal to non-religious students.
Spring Term 1 & 2	Teacher 1: Paper 1 Christian Beliefs, teaching and Practices Christian beliefs Teacher 2: Paper 2 Islamic Beliefs, teaching and practices <u>Islamic introduction</u>	Pupils will have the opportunity to develop their ability to explain, analyse and evaluate topics, in order to offer reasoned and supported arguments in discussions about key issues.	Assessment 12 mark question x2 GCSE style assessment (3 x A, 6 mark questions /18)	This course is taught by two members of the RS team and therefore teaching syllabus units have been divided up. These will be taught across the whole term. Links to wider curriculum: RE and British values Mutual tolerance and respectful attitudes. Social and moral values
Summer Term 1 & 2	Teacher 1: Paper 1 Christian Beliefs, teaching and Practices Teacher 2: Paper 2 Islamic Beliefs, teaching and practices <u>Islam, human rights and social justice</u> Paper 1 & 3: <u>Does living biblically mean obeying the Bible?</u>	Analyse, evaluate and discuss the issues surrounding religious practices. Reference any relevant sources of wisdom and authority, including scripture and/or sacred texts where appropriate.	Assessment 12 mark question x2 End of Year 9 exam	This course is taught by two members of the RS team and therefore teaching syllabus units have been divided up. These will be taught across the whole term. Curriculum Enrichment: Cultural development in RS. An opportunity to explore Britain's rich diversity of religious, ethnic and geographical cultures.

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Year view Subject: OCR GCSE 9-1 Religious Studies				
Year 10	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1 & 2	<p>Teacher 1: Paper 1 Christian Beliefs, teaching and Practices</p> <p>Teachers 2: Paper 3 Christian Philosophy & Ethics The existence of God Question of God The nature of reality</p> <p>Experience in God</p>	<p>Pupils will have the opportunity to develop their ability to explain, analyse and evaluate topics, in order to offer reasoned and supported arguments in discussions about key issues within chosen religions.</p>	<p>GCSE style assessment evaluation question /15 x2</p> <p>GCSE style Assessment (A,B&C AO1) 15 marks</p> <p>GCSE debate style question (AO2) 15 marks</p>	<p>This course is taught by two members of the RS team and therefore teaching syllabus units have been divided up. These will be taught across the whole term.</p> <p>Links to wider curriculum: Moral development – valuing others: in exploring the views of others, pupils are well prepared to in RS to appreciate the uniqueness of all humans and their value.</p> <p>Self-awareness: offering opportunities for pupils to reflect on their own views and how they have been formed, as well as the views of others.</p>
Spring Term 1 & 2	<p>Teacher 1: Paper 1 Christian Beliefs, teaching and Practices</p> <p>Christian teachings</p> <p>Teacher 2: Paper 2 Islamic beliefs and teachings</p>	<p>Pupils will be able to demonstrate the depth of their understanding of their chosen religion by referring to teachings, beliefs, views, attitudes and values, supported by reference to relevant sources of wisdom and authority.</p>	<p>GCSE style assessment evaluation question /15 x2</p> <p>GCSE style Assessment (A-E) AO1 & AO1 /30</p>	<p>The topics taught in the Spring term are shared across two teachers. Including these topics in the Spring term means that they can be included in the Year 10 exams so that students have the opportunity to be tested on each aspect of the exam.</p>
Summer Term 1 & 2	<p>Teacher 1: Christianity Christian practices - The role of the church in the local community and living practices</p> <p><i>Visit local Church</i></p> <p>Teacher 2: Paper 3: Christian, Philosophy and Ethics Religion, Peace and Conflict</p>	<p>Pupils will consider the issues raised for their chosen religion in Great Britain. Know and understand that the religious traditions of Great Britain are, in the main Christian but they are also diverse and include other religious and non-religious beliefs. Refer, where appropriate, to different philosophical, ethical or religious perspectives in support of explanations or arguments.</p>	<p>GCSE style assessment evaluation question 15 x2</p> <p>GCSE style Assessment (A,B&C AO1) 15 marks</p> <p>End of year 10 exam</p>	<p>The exam format is slightly different for each exam (a-e questions for Christianity /Islam and a-d questions for Religion, Philosophy and Ethics) so students can develop confidence with this knowledge in the Year 10 exams, which will be secured in Year 11.</p>

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Year view Subject: OCR GCSE 9-1 Religious Studies				
Year 11	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1 & 2	<p>Teacher 1: Paper 3 Christian Philosophy & Ethics Dialogue between religious & non-religious beliefs & attitudes (J625/06)</p> <p>Teacher 2: Paper 2 Islamic beliefs and teachings Islamic Practices Public and private acts of worship. Hajj Festivals and Special days Jihad Fasting</p>	<p>Analyse, evaluate and discuss the issues raised by the areas of study for their chosen religion and individuals, communities and societies.</p> <p>Demonstrate the depth of their understanding of their chosen religion by referring to teachings, beliefs, views, attitudes and values, supported by reference to relevant sources of wisdom and authority.</p>	<p>GCSE style assessment evaluation question /15</p> <p>GCSE style Assessment (A-E) AO1 & AO1 /30 x 2</p>	<p>Links to prior learning: The class cohort is predominantly Muslim (8/9 students) and so the 'Introduction to Islam unit' wasn't included when they were in Year 9. We adapted the SOW to suit the interest of the class and included more topics on Christianity as the students were curious to understand Christian perspectives on Isa (Jesus), the Messiah, etc.</p> <p>Year 11 order of teaching for his cohort: Applicable only to 2021-21 to accommodate changes due the pandemic (under usual circumstances this would have been taught in Year 10) Paper 3 Christian Philosophy & Ethics The existence of God (Chap 6) Question of God The nature of reality GCSE style Assessment (A,B&C AO1) 15 marks Experience in God GCSE debate style question (AO2) 15 marks</p>
Spring Term 1 & 2	<p>Teacher 1: Paper 3 Christian Philosophy & Ethics Dialogue between religious & non-religious beliefs & attitudes (J625/06)/Relationships</p> <p>Teacher 2: Paper 3 Christian Philosophy and Ethics Dialogue between religious and non-religious groups Exclusivism & Inclusivism Ecumenicalism. Inter-faith dialogue and proselytisation</p>	<p>Refer, where appropriate, to different philosophical, ethical or religious perspectives in support of explanations or arguments</p>	<p>GCSE style assessment evaluation question /15</p> <p>GCSE style Assessment (A-D) AO1 & AO2 /30</p>	<p>Links to wider curriculum: British Values – Mutual tolerance, respectful attitudes, democracy, rule of law and individual liberty.</p> <p>Social development: Idealised concepts: topics which require reflection on the abstract concepts our society is built on – justice, fairness, honesty and truth.</p>
Summer Term 1 & 2	<p>Teacher 1: Dialogue between religious and non-religious groups</p> <ul style="list-style-type: none"> • Beliefs • Religious values • Secular values <p>Revision / Exams</p> <p>Teacher 2: Revision / Exams</p>	<p>Analyse, evaluate and discuss the issues raised by the areas of study for their chosen religion and individuals, communities and societies</p>	<p>GCSE style assessment evaluation question /15/past papers</p>	<p>Links to wider curriculum: British Values – Mutual tolerance, respectful attitudes, democracy, rule of law and individual liberty.</p>

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Year view Subject: A level OCR Religious Studies				
Year 12	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1 & 2	Teacher 1: Unit 2 Religion and Ethics Utility Business Ethics Intro Death and afterlife	Research enquiry skills, background wider reading and referencing Adopt an enquiring, critical and reflective approach to the study of religion	4 x in class Assessments	Curriculum Enrichment: Current affairs. Debating skills. Links to prior learning: GCSE: Religion, philosophy and ethics in the modern world though a Christian perspective. Links to wider curriculum: Links to other A levels, Economic/Maths/Latin/Classics Moral development – valuing others: in exploring the views of others, pupils are well prepared to in RS to appreciate the uniqueness of all humans and their value.
	Teacher 2: Unit 1 Philosophy of Religion Plato/Aristotle Soul, Body & Mind Existence of God	Reflect on and develop their own values, opinions and attitudes in the light of their study	4 x in class Assessments	
Spring Term 1 & 2	Teacher 1: Unit 2 Religion and Ethics Jesus Christ Christian morals Knowledge of God Moral Principles	Research enquiry skills, background wider reading and referencing Learners will critically analyse three contrasting arguments regarding the existence of God.	2 x in class Assessments	Links to wider curriculum: Links to other A levels, Latin/Classics Moral development – valuing others: in exploring the views of others, pupils are well prepared to in RS to appreciate the uniqueness of all humans and their value. British values: Mutual tolerance, respectful attitudes, democracy, the rule of law & individual liberty.
	Teacher 2: Unit 1 Philosophy of Religion Evil. Unit 2 Religion and Ethics Natural Law. Kant		2 x in class Assessments	
Summer Term 1 & 2	Teacher 1: Religion and Ethics Augustine – Unit 3 Euthanasia, Situations Teacher 2: Unit 3 Developments in Religious thought Religious Experience Knowledge of God Bonhoeffer	Within Ethical Language: Meta- ethics, learners will explore how ethical language has changed over time and been interpreted by different individuals	2 x in class Assessments Year 12 mock 2 x in class Assessments Year 12 mock	Links to future learning: In the 6 th form all students follow a lecture programme, which incorporates a range of Philosophical and ethical topics. All students participate in a drop-down day, to participate in a programme of workshops based on issues of Philosophy and Ethics from visiting speakers A level – links to Y13 material.

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Year view Subject: A level OCR Religious Studies				
Year 13	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1 & 2	<p>Teacher 1: Unit 2: Religion and Ethics Sexual Ethics Marx: Liberation Ethics Intro Gender and theology</p> <p>Teacher 2: Unit 1 Philosophy of Religion. Attributes of God</p> <p>Unit 2 Religion and Ethics Metaethics Unit 3 Developments in Religious thought Gender: and Society</p>	<p>An emphasis on enabling learners to respond critically and engage with a wealth of philosophical, ethical and religious concepts, equipping them with analytical skills readily transferable to other subjects</p> <p>Learn key technical terms & translation:</p> <ul style="list-style-type: none"> • Agape, conscientia • Ratio, synderesis • telos. 	<p>4 x in class Assessments</p> <p>4 x in class Assessments</p>	<p>Begin with the <i>Attributes of God</i> topic which is a large philosophy unit which provides opportunity to revisit key scholar taught in Year 12. <i>Meta-ethics</i> is ethics equivalent to religious language so will provide a good foundation for the spring term philosophy unit. HP to teach <i>Gender and Society</i> from the 'Developments in Christian Thought' paper alongside <i>Gender and Theology</i> taught by ADM</p>
Spring Term 1 & 2	<p>Teacher 1: Unit 3 Developments in Religious thought Pluralism and theology/society Challenge of secularism</p> <p>Teacher 2: Unit 1 Philosophy of Religion Religious Language</p> <p>Unit 3 Developments in Religious thought Religion, pluralism and theology Religion, pluralism and society</p>	<p>Analyse Sources of wisdom and authority including, where appropriate, scripture and/or sacred texts and how they are used and treated, key religious figures and/or teachers and their teachings</p>	<p>Year 13 mock 2 x in class Assessments</p> <p>Year 13 mock 2 x in class Assessments</p>	<p>Links to wider curriculum Links to other A levels, Latin/Classics/English Literature Moral development – valuing others: in exploring the views of others, pupils are well prepared to in RS to appreciate the uniqueness of all humans and their value. British values: Mutual tolerance, respectful attitudes, democracy, the rule of law & individual liberty.</p>
Summer Term 1 & 2	<p>Teacher 1: Revision and practise assessments</p> <p>Teacher 2: Unit 1 Philosophy of Religion Knowledge of God</p> <p>Moral Action: Bonhoeffer (Year12 topics)</p>	<p>Reflect on and develop their own values, opinions and attitudes in the light of their study</p>	<p>Revision and practise assessments</p>	<p>With the completion of the syllabus this enables focused revision and exam practice techniques.</p> <p>Year 12 topics will also be revisited.</p>

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Year view Subject: Statutory RS – OCR GCSE short course				
Year 9	Knowledge/Content	Skills – taken from short course syllabus	Assessments/ Checkpoints	Comments
Autumn Term 1	Beliefs and teachings Topics to be taught using one or more of the Abrahamic faiths (Judaism, Christianity, Islam). Nature of God and key moral principles.	OCR's GCSE (9–1) Short Course in Religious Studies specification will encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in the modern pluralistic society, including an understanding of non-religious beliefs.	GCSE style Assessment (A-D) – Scored test /15	Topics taken from the OCR GCSE short-course GCSE. Topics to be taught using one or more of the Abrahamic faiths (Judaism, Christianity, Islam). The class teacher will adapt this depending on the cohort, e.g. avoid too much emphasis on Christianity where there are a high number of RS GCSE students to avoid repetition with GCSE lessons. ALTHOUGH STUDENTS WILL NOT BE ENTERED FOR THIS GCSE EXAM. A FORMATIVE ASSESSMENT WILL BE DESIGNED TO ASSESS PROGRESS ONCE A TERM.
Autumn Term 2	Beliefs and teachings (J125) Judaism Divine Presence and The Covenant at Sinai	Learners will be encouraged to develop and understand personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments		
Spring Term 1	Beliefs and teachings (J125) Judaism Pupils to select one other topic to research.	Analyse, evaluate and discuss the issues raised by the area of study and their importance for individuals, communities and societies.	GCSE style Assessment (E) – Extended writing/debate style Question /15	Curriculum Enrichment: Presentation skills/group work/debate and discussion British values – mutual tolerance & respectful attitudes. Rule of law/individual liberty
Spring Term 2	Jewish beliefs and teachings euthanasia/abortion and fertility/racism and inter-faith issues	Consider significant common and divergent views.		
Summer Term 1	Beliefs and teachings Christianity Nature of God, Concept of God as a Trinity, Biblical accounts of creation.	An opportunity to develop their ability to explain, analyse and evaluate topics, in order to offer reasoned arguments in discussions about key issues	Class presentations – peer assessed.	Links to wider curriculum: Art, Literacy. Spiritual development: self-awareness, offering opportunities for pupils to reflect on their own views and how they been formed, as well as the views of others.
Summer Term 2	Miracles and religious experiences (Enrichment)	Develop presentation and communication skills Collaboration		

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Year view Subject: Statutory RS – OCR GCSE short course				
Year 10	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	Dialogue between religious & non-religious beliefs & attitude The importance of inter-faith dialogue in 21 st century Britain.	OCR's GCSE (9–1) Short Course in Religious Studies specification will encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in the modern pluralistic society, including an understanding of non-religious beliefs.	GCSE style Assessment (A-D) – Scored test /15	Topics taken from the OCR GCSE short-course GCSE. Topics to be taught using one or more of the Abrahamic faiths (Judaism, Christianity, Islam). The class teacher will adapt this depending on the cohort. Links to wider curriculum: Self-awareness: offering opportunities for pupils to reflect on their own views and how they have been formed, as well as the views of others. British values: Rule of law
Autumn Term 2	Medical ethics (abortion, Euthanasia and Genetic engineering).	Refer, where appropriate, to different philosophical, ethical or religious perspectives in support of explanations or arguments		
Spring Term 1	Abrahamic religions Relationships and families Marriage and divorce Gender equality	Analyse, evaluate and discuss the issues raised by the areas of study for their chosen religion and individuals, communities and societies	GCSE style Assessment (E) Extended writing debate style question /15	Curriculum Enrichment: Develop communication/discussion skills Opportunity for visiting speaker, e.g. local vicar or imam. Links to wider curriculum: Moral development – valuing others: in exploring the views of others, pupils are well prepared to in RS to appreciate the uniqueness of all humans and their value.
Spring Term 2	Relationships and Families Attitudes towards sexual relationships Upbringing Children	Demonstrate the depth of their understanding of their chosen religion by referring to teachings, beliefs, views, attitudes and values, supported by reference to relevant sources of wisdom and authority, including scripture and/or sacred texts		
Summer Term 1	Relationships and families J125). 2hrs A comparison of Christianity and Judaism Men and women	SEE ABOVE FOR SKILLS FROM SYLLABUS	Class presentation – peer assessed	Links to wider curriculum Spiritual development: self-awareness, offering opportunities for pupils to reflect on their own views and how they been formed, as well as the views of others.
Summer Term 2	Enrichment* Religious experiences Psychological and sociological explanations for religion	Develop skills to engage in debate and discussion about life in the modern pluralistic society, including an understanding of non-religious beliefs.		*Curriculum Enrichment: Develop topics beyond the specification.

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Year view Subject: Statutory RS – OCR GCSE short course				
Year 11	Knowledge/Content	Skills (from the North Yorkshire syllabus)	Assessments/Checkpoints	Comments
Autumn Term 1	Enrichment – Religion, poverty and wealth 6 major world religions	Investigating – asking relevant questions knowing what may constitute evidence for understanding religions Reflecting – upon feelings, relationships and experiences	Class presentation – peer assessed	<p>Enrichment topics have been taken from the old GCSE specification to challenge and engage students. Topics chosen based on previous cohorts’ interest and engagement. The major 6 world religions will be included to provide variety and breadth of knowledge.</p> <p>Curriculum Enrichment: Develop topics beyond the specification. Current affairs. Debating skills</p> <p>Links to wider curriculum: Moral development – valuing others: in exploring the views of others, pupils are well prepared to in RS to appreciate the uniqueness of all humans and their value. British values: Mutual tolerance, respectful attitudes, democracy, the rule of law and individual liberty.</p> <p>Links to future learning: In the 6th form all students follow a lecture programme, which incorporates a range of Philosophical and ethical topics.</p> <p>All students participate in a drop-down day, to participate in a programme of workshops from visiting speakers. A level transition work.</p>
Autumn Term 2	Religion and the Media	Expressing – identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media Interpreting – Suggesting means of religious texts	GCSE style Assessment (E) – Peer assess oral debate (level assess)	
Spring Term 1	Enrichment – Religion, Peace and conflict	Empathising – to be able to identify thoughtfully with other people from a range of communities and stances for life		
Spring Term 2	Student choice – TBC	Through class projects pupils will be able to develop their enquiry skills – apply, analyse, synthesise and evaluate issues. Develop attitudes of:	None set	
Summer Term 1	Student choice - TBC	<ul style="list-style-type: none"> - curiosity and wonder - commitment - fairness - respect - self-understanding - open mindedness - critical mindedness 		
Summer Term 2	Course finished			