

Intent

Curriculum Statement:

Religion, Philosophy and Ethics (RPE) is a subject designed to give a deeper understanding of major world religions and explore some of the philosophical questions asked by human beings since the dawn of civilisation. What is truth? Who am I? Does God exist? These are questions that frequently appear in RPE lessons and pupils will have the opportunity to explore them with a range of points of views.

In RPE, students at CBA study three inter-linked disciplines:

Theology: Examines the human experience of faith, and how different people and cultures express it. It also looks at how some world views are accepted as truths by some and challenged by others. The study of religions is done with the purpose of comparison and in order to find common grounds among all faiths for the purpose of understanding and tolerance.

Philosophy: The study of the fundamental nature of knowledge, reality, and existence, especially when considered as an academic discipline. We tackle of philosophical questions such as Is there life after death? And Is evil necessary for humanity? Through different lenses, religious, sociological, ethical, scientific etc...

Ethics: The branch of knowledge that deals with moral principles that govern a person's behaviour or the conducting of an activity. We explore ethical issues and their growing importance in a the modern, less religious, era.

Lessons & Groupings

Pupils are taught in their tutor group with work differentiated and personalised to meet their needs and abilities.

Lessons are shaped around the scheme of work enquiry questions. They involve a combination of learning activities, written assignments, interactive learning, discussion group work and classroom-based presentations.

Implementation

	Year 7 - Content	Assessments		Literacy/Numeracy Focus	CEIAG	Personal Development
		Topics	Assessment type			
Term 1	Why Study RPE?	<ul style="list-style-type: none"> How has teaching religions changed in the UK over the years? When and where did various religions come to the UK? Can science and religion co-exist? Interview Project 	<ul style="list-style-type: none"> On-going in class formative assessment to check key knowledge is understood. Mini assessment to assess understanding of key vocabulary and knowledge End of term assessment 	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Introducing the idea of making predictions and correcting misconceptions.</p>	<ul style="list-style-type: none"> Negotiation, cooperation, sharing skills and confidence are developed which are invaluable to all aspects of career development 	<ul style="list-style-type: none"> Helps to develop confidence Helps to develop understanding of other religion Helps to develop knowledge of other world views.
Term 2	Who are you? The story of creation.	<ul style="list-style-type: none"> Where do we come from? Religious stories of creation Is your soul your identity? The changing self Where do we come from? Scientific theories of life. Nature Vs Nurture 	<ul style="list-style-type: none"> On-going in class formative assessment to check key knowledge is understood. Mini assessment to assess understanding of key vocabulary and knowledge End of term assessment 	<p>Key vocabulary introduced</p> <p>Reading of religious texts</p>	<ul style="list-style-type: none"> An understanding, respect and appreciation of other cultures is invaluable for all areas of work and learning. Students can use these. 	<ul style="list-style-type: none"> Helps to develop students' cultural capital Helps to develop an awareness of life in other cultures Developing of critical thinking



Term 3	<ul style="list-style-type: none"> • Religions vs Evil and suffering 	<ul style="list-style-type: none"> • Moral and natural evil as a challenge to God. • Christianity and the concept of evil and suffering • Evil and suffering according to Hinduism • Buddhism and evil and suffering • Islam's explanation of evil and suffering 	<ul style="list-style-type: none"> • On-going in class formative assessment to check key knowledge is understood. • Mini assessment to assess understanding of key vocabulary and knowledge • End of term assessment 	<p>Key vocabulary introduced</p> <p>Reading and understanding religious texts Comparing evidence from various sources.</p>	<ul style="list-style-type: none"> • gain awareness of legal requirement for religious freedom in the work place 	<ul style="list-style-type: none"> • Helps to develop students' cultural capital • Helps to develop an awareness of life in other cultures • Developing of critical thinking
Term 4	<ul style="list-style-type: none"> • The Bible in Christianity 	<ul style="list-style-type: none"> • Why is the Bible important in Christianity? • Is the bible reliable? • different types of writings in the bible. • Is the Bible reliable? • How do Christians read the Bible? 	<ul style="list-style-type: none"> • On-going in class formative assessment to check key knowledge is understood. • Mini assessment to assess understanding of key vocabulary and knowledge • End of term assessment 	<p>Key vocabulary introduced</p> <p>Reading and understanding religious texts Comparing evidence from various sources.</p>	<ul style="list-style-type: none"> • Awareness of career opportunities in the clergy. 	<ul style="list-style-type: none"> • Helps to develop students' cultural capital • Helps to develop an awareness of life in other cultures • Developing of critical thinking



Term 5	Sikhism and Equality <ul style="list-style-type: none"> Why is equality important to human beings? What are Sikhs beliefs about equality? How do Sikhs respond to the Caste system? How do Sikhs practise equality through their treatment of women? How do Sikhs challenge injustice? How do Sikhs challenge injustice? 	<ul style="list-style-type: none"> On-going in class formative assessment to check key knowledge is understood. Mini assessment to assess understanding of key vocabulary and knowledge End of term assessment 	<p>Key vocabulary introduced</p> <p>Reading and understanding of beliefs of a religion</p>	<ul style="list-style-type: none"> Application of religious rules in the workplace 	<ul style="list-style-type: none"> Helps to develop students' knowledge of immersive theatre Helps students to develop investigative skills
Term 6	Places of worship <ul style="list-style-type: none"> Why do religious people need places of worship? How do Christians use a church? How important is a Mandir for Hindus? The significance of Mosques in Islam The importance of Synagogues for Jews. Do Buddhists need a temple to worship? 	<ul style="list-style-type: none"> On-going in class formative assessment to check key knowledge is understood. Mini assessment to assess understanding of key vocabulary and knowledge End of term assessment 	<p>Key vocabulary introduced</p> <p>Gain awareness of functionality and symbolism of places of worship.</p> <p>Appreciation of the artistry involved in the religious buildings</p>	<ul style="list-style-type: none"> Analytical skills are invaluable for all areas of work and learning. <p>Students can use these skills to help support the various career avenues needing critical thinking.</p> <p>Links to career in archaeology And historical buildings' restoration.</p>	<ul style="list-style-type: none"> Helps to develop students' empathy; exploring other cultures and lifestyles

Year 8 - Content		Assessments		Literacy/Numeracy Focus	CEIAG	Personal Development
		Topics	Assessment type			
Term 1	<ul style="list-style-type: none"> • Humanism 	<ul style="list-style-type: none"> • Introduction to Humanism • Arguments for and against the existence of God come • What do Humanists believe in? • Humanists' response to moral dilemmas • Humanists' response to death • How do Humanists find meaning in a purposeless universe? 	<ul style="list-style-type: none"> • On-going in class formative assessment to check key knowledge is understood. • Mini assessment to assess understanding of key vocabulary and knowledge • End of term assessment 	<p>Key vocabulary introduced</p> <p>Introducing the difference between atheistic vs agnostic arguments.</p>	<ul style="list-style-type: none"> • Using critical thinking • Comparing opposing arguments and looking at their strength and weaknesses. 	<ul style="list-style-type: none"> • Helps to develop confidence • Helps to develop understanding of other religion • Helps to develop knowledge of other world views. • Foster tolerance of other world views • Foster respect for differences in beliefs.
Term 2	<ul style="list-style-type: none"> • Buddhism 	<ul style="list-style-type: none"> • Who is the Buddha? • What are the 4 noble truths of Buddhism? • The Eightfold path of Buddhism • The Five Precepts. • The Buddhist business model project 	<ul style="list-style-type: none"> • On-going in class formative assessment to check key knowledge is understood. • Mini assessment to assess understanding of key vocabulary and knowledge • End of term project 	<p>Key vocabulary introduced</p> <p>Concepts of precepts compared to religious rules.</p> <p>To gain awareness of the mythologies surrounding religious figures.</p>	<p>Analytical skills are invaluable for all areas of work and learning.</p> <ul style="list-style-type: none"> • Students can use these skills to help support the avenues in ethical careers 	<ul style="list-style-type: none"> • Develop an understanding of responsible living • Develop an appreciation of other lifestyles.

Term 3	<ul style="list-style-type: none"> • Is there evidence of life after death? 	<ul style="list-style-type: none"> • Christian view of LAD • Muslim view of LAD • Hinduism view of LAD • Humanism view of LAD • How are NDEs (Near Death Experience) explained? 	<p>On-going in class formative assessment to check key knowledge is understood.</p> <p>Mini assessment to assess understanding of key vocabulary and knowledge</p> <p>End of term assessment</p>	<p>Key vocabulary introduced</p> <p>Looking at factual information from a variety of sources.</p> <p>Comparing scientific approach with the religious one.</p>	<ul style="list-style-type: none"> • This module is important for Careers in Psychology. • Links to Career opportunities in journalism 	<ul style="list-style-type: none"> • Helps to develop an understanding of religious beliefs' role in interpretation of events not explained by science. • Develop respect for different interpretations of the same event.
Term 4	<ul style="list-style-type: none"> • Islam 	<ul style="list-style-type: none"> • The birth of Islam • The life Prophet Muhammed • Islam and the old testament • Islam and the issue of radicalism 	<p>On-going in class formative assessment to check key knowledge is understood.</p> <p>Mini assessment to assess understanding of key vocabulary and knowledge</p> <ul style="list-style-type: none"> • End of term assessment 	<p>Key vocabulary introduced</p> <p>Looking at Islam as an Abrahamic religion.</p> <p>Studying Islam as an old testament religion</p>	<ul style="list-style-type: none"> • Studying a play can support a career in history, Archaeology, journalism etc. <p>Travel and tourism</p>	<ul style="list-style-type: none"> • Helps to develop students' cultural capital • Helps to develop an understanding of the links between the religions present in the UK. •
Term 5	<ul style="list-style-type: none"> • Charity as a religious response to poverty 	<ul style="list-style-type: none"> • Christian response to poverty • How do the Jews respond to poverty through Tzedakah? • How do Muslims respond to the issues of poverty? • Sikhism's charity: the Langar 	<ul style="list-style-type: none"> • On-going in class formative assessment to check key knowledge is understood. • End of term charity project. 	<p>Key vocabulary introduced</p> <p>Reading religious text about poverty and charity.</p> <p>Comparing the secular and religious text about charity.</p>	<ul style="list-style-type: none"> • Studying a play can support a career in charitable work. • Exploring career in fundraising and the voluntary sector • Exploring careers in NGOs • Careers in social security sector 	<ul style="list-style-type: none"> • Helps foster empathy for the needy. • Awareness of the need to support others in society •



Term 6	<ul style="list-style-type: none"> • The concept in God in Hinduism 	<ul style="list-style-type: none"> • God in Judaism • God in Christianity • God in Islam • Hinduism and the concept of God <p>The plurality of god as a solution for issues like evil and suffering.</p>	<ul style="list-style-type: none"> • On-going in class formative assessment to check key knowledge is understood. • End of Term assessment 	<p>Key vocabulary introduced (terminology from GCSE spec).</p> <p>Focus on English Literature.</p> <p>Tension analysis / evaluation.</p>	<ul style="list-style-type: none"> • Analytical skills are invaluable for all areas of work and learning. Students can use these skills to help support a career in Education and Law. 	<ul style="list-style-type: none"> • Helps to develop students' cultural capital • Helps to develop an awareness of Literature and links with performance
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Year 9 - Content		Assessments		Literacy/Numeracy Focus	CEIAG	Personal Development
		Topics	Assessment type			
Term 1	Hinduism	<ul style="list-style-type: none"> • Introduction to the oldest religion in the world • God in Hinduism • Hinduism and suffering • Karma and reincarnation in Hinduism • Traces of Hinduism in other faiths 	<ul style="list-style-type: none"> • On-going in class formative assessment to check key knowledge is understood. • Mini assessment to assess understanding of key vocabulary and knowledge <p>End of term assessment</p>	<p>Key vocabulary introduced</p> <p>Awareness of significance of words in Hinduism</p> <p>Constructing a good argumentative piece of writing.</p>	<p>Critical thinking and analytical skills are developed which are invaluable to all aspects of career development</p>	<ul style="list-style-type: none"> • Helps to develop confidence • Helps to develop understanding of other religion • Helps to develop knowledge of other world views.
Term 2	• How do we make ethical decisions?	<ul style="list-style-type: none"> • What is 'Ethics'? • Christian ethics. • What makes an action morally good? • Natural Law ethics • Utilitarian ethics 	<ul style="list-style-type: none"> • On-going in class formative assessment to check key knowledge is understood. • Mini assessment to assess understanding of key vocabulary and knowledge <p>End of term assessment</p>	<p>Key vocabulary introduced</p> <p>Reading philosophical texts with complex concepts</p>	<ul style="list-style-type: none"> • Knowledge of implications of ethics on careers in scientific research and Law 	<ul style="list-style-type: none"> • Helps to develop students' cultural capital • Helps to develop an awareness of a variety of ethical rules around the world. • Awareness of various roots of ethical morals
Term 3	• Religious intolerance in Britain	<ul style="list-style-type: none"> • The rise of Anti-Semitism in Europe • Media portrayal of Islam and Islamophobia • Jihad and the Quran • Christian views on religious intolerance. • Is France's secular school 	<ul style="list-style-type: none"> • On-going in class formative assessment to check key knowledge is understood. • Mini assessment to assess understanding of key vocabulary and knowledge <p>End of term assessment</p>	<p>Key vocabulary introduced</p> <p>Reading and newspaper articles</p> <p>Understanding the differences between and narrative text and a journalistic one.</p>	<ul style="list-style-type: none"> • Implications of knowledge of the subject in careers in journalism, law and politics 	<ul style="list-style-type: none"> • Helps to develop students' cultural capital • Helps to develop an awareness of social issues and how to deal with it • Develop critical thinking when dealing with propaganda.

		system the right answer?				
Term 4	Evil and suffering	<ul style="list-style-type: none"> • Introduction to suffering • The devil • Original sin • Why do we suffer? • Responding to evil • Problem of suffering and evil for humanists 	<p>On-going in class formative assessment to check key knowledge is understood.</p> <ul style="list-style-type: none"> • Mini assessment to assess understanding of key vocabulary and knowledge • End of term assessment 	<p>Key vocabulary introduced</p> <p>Reading and understanding of theodicies as examples of religious texts.</p>	<ul style="list-style-type: none"> • Studying a play can support a career in law, Media and the clergy 	<ul style="list-style-type: none"> • Helps to develop students' cultural capital • Helps to develop an awareness of social injustice issues and how to deal with it.
Term 5	Philosophy in Ancient Greece	<ul style="list-style-type: none"> • What the Greeks did for us • Socrates • Plato • Aristotle 	<p>On-going in class formative assessment to check key knowledge is understood.</p> <ul style="list-style-type: none"> • Mini assessment to assess understanding of key vocabulary and knowledge • End of term assessment 	<p>Key vocabulary introduced</p> <p>Reading and understanding of historical texts.</p> <p>Reading and understanding of philosophical texts</p>	<ul style="list-style-type: none"> • Awareness of philosophy as a subject impacting career in history, science, medicine, religion and law. 	<ul style="list-style-type: none"> • Helps to develop students' cultural capital • Helps to develop an awareness of analysing an issue from different perspectives.



Term 6	<ul style="list-style-type: none"> • Modern philosophy 	<ul style="list-style-type: none"> • What is philosophy • What is Utilitarianism? • Freedom & determinism? • F&D What do philosophers say? • F&D Moral responsibility 	<p>On-going in class formative assessment to check key knowledge is understood.</p> <ul style="list-style-type: none"> • Mini assessment to assess understanding of key vocabulary and knowledge • End of term assessment 	<p>Key vocabulary introduced</p> <p>Reading and understanding of historical texts.</p> <p>Reading and understanding of philosophical texts</p>	<p>Awareness of philosophy as a subject impacting career in history, science, medicine, religion and law.</p>	<ul style="list-style-type: none"> • Helps to develop students' cultural capital • Helps to develop an awareness of analysing an issue from different perspectives.
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