

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	BEGINNINGS	SYMBOLS	CHRISTIANITY	WORSHIP	CREATION STORIES	RULES FOR LIVING
Prior knowledge (from previous year/ key stage).	Places of worship	WW2- Nazi's Remembrance Day	Nativity	Church visits Festivals	Biblical Study	Rules followed in school/life
Key skills	<p>Students will: Gain knowledge of the 6 main religions through identification of the foundations of the religions.</p> <p>Complete an extended writing piece and use Interpretation Judgement and explanation in their answers.</p>	<p>Students will: Compare negative and positive symbols.</p> <p>Evaluate the importance of symbolism.</p> <p>Identify and interpret symbols.</p> <p>Complete an extended writing piece and use Interpretation Judgement and explanation in their answers.</p>	<p>Students will: Analyze scripture</p> <p>Compare Christian beliefs</p> <p>Evaluate statements regarding God's existence.</p> <p>Complete an extended writing piece and use Interpretation Judgement and explanation in their answers.</p>	<p>Students will: Make comparisons of religious expressions.</p> <p>Describe forms of worship and evaluate the effectiveness of these.</p> <p>Select rituals in worship and evaluate the significance.</p> <p>Complete an extended writing piece and use Interpretation Judgement and explanation in their answers.</p>	<p>Students will: Outline ideas on the creation of the world.</p> <p>Compare and contrast religious views and non-religious views on creation.</p> <p>Complete an extended writing piece and use Interpretation Judgement and explanation in their answers.</p>	<p>Students will: Explore the importance of rules.</p> <p>Demonstrate knowledge on types of behavior.</p> <p>Reflect on how rules impact the life of a believer and non-believer.</p> <p>Complete an extended writing piece and use Interpretation Judgement and explanation in their answers.</p>
Assessment	Six summative assessment questions based on the beginning's topic.	Six summative assessment questions based on the symbols topic	Six summative assessment questions based on the Christianity topic	Six summative assessment questions based on the worship topic	Six summative assessment questions based on the creation stories topic	Six summative assessment questions based on the rules for living topic
How can you help?	<p>Encourage your child to:</p> <p>Research places of worship</p> <p>Research the religious leaders of the six main religions</p> <p>Have conversations about the different world religions.</p>	<p>Encourage your child to:</p> <p>Research the significance of religious and non-religious symbols</p> <p>Have conversations about symbolism</p>	<p>Encourage your child to:</p> <p>Research the life of Jesus</p> <p>Research the Nativity story</p> <p>Have conversations about the importance</p>	<p>Encourage your child to:</p> <p>Research different forms of worship</p> <p>Have conversations about the effectiveness of worship</p>	<p>Encourage your child to:</p> <p>Share their own ideas on the creation story.</p> <p>Have conversations about religious and non-religious views of creation</p> <p>Research creation stories</p>	<p>Encourage your child to:</p> <p>Share their ideas on rules at home and in school and society</p>

Reading Pledge	Recommended Reading: The Illustrated Bible DK, The ultimate book of world religions: Susanne Meredith	Recommended Reading: Signs and Symbols: an illustrated guide to their origins and meanings: Miranda Bruce Mitford. 100 symbols that changed the world: Colin Salter	of the Ten Commandments Recommended Reading: The Adventure Bible – New International Version J.C Superhero: Bible stories for kids: Theodora Rogers	Recommended Reading: World Religions by John Bowker Let the children worship: Jason Helopoulos	Recommended Reading: Creation Stories, Landscapes and the Human Imagination - Anthony Aveni A Children's Bible story about creation: Jenna M Zivalich	Recommended Reading: 12 Major World Religions the Beliefs, Rituals and Traditions of Humanity's Most Influential Faiths – Jason Boyett
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Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	VALUE OF LIFE	JESUS	RICH AND POOR	EVIL AND SUFFERING	ISLAM	CRIME AND PUNISHMENT
Prior knowledge (from previous year/ key stage)	Year 7: Rules for living.	Year 7: Christianity	Year 7: Rules for living	Year 7: Christianity Year 7: Rules for living Year 8: Value of life	Year 7: rules for living Year 7: creation stories. Year 7: Worship	Year 8: rich and poor Year 7: rules for living. Year 7: The Ten commandments
Key skills	Students will: Compare and contrast views on abortion, life after death, the afterlife and human/animal life. Evaluate the importance of life. Evaluate the sanctity of life. Complete an extended writing piece and use Interpretation Judgement and explanation in their answers.	Students will: Evaluate the meaning and importance of the Messiah. Explain and evaluate the role of the Holy Trinity Analyse the importance of Biblical text Understand the importance of the incarnation, crucifixion and resurrection of Jesus	Students will: Analyse reasons for poverty and solutions. Argue reasons why the minimum wage should be increased. Interpret religious teachings on equality. Complete an extended writing piece and use Interpretation Judgement and explanation in their answers.	Students will: Analyse explanations of evil and suffering. Interpret religious views on the causes and reasons for evil and suffering Compare and contrast reasons for suffering. Share own views on the reasons of evil and suffering Understand types of evil and suffering Complete an extended writing piece and use Interpretation	Students will: Understand what the Five Pillars of Islam are Explain features of worship and how these are effective in worship Analyse and evaluate religious scripture Explore the purpose of a Mosque	Students will: Explain reasons of crime. Interpret religious scripture on crime and criminals Explore why crime takes place. Give solutions to the issue of crime Explore case studies Complete an extended writing piece and use Interpretation

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	DRUGS	RELATIONSHIPS	HUMAN RIGHTS	MULTICULTURAL SOCIETY	ISLAM	EXTREMISM
Prior knowledge (from previous year/ key stage)	Year 7: Rules for living. Year 8: Value of life. Year 8: Crime and Punishment Year 8: Rich and Poor	Health and well-being	Year 7: Rules for living	Year 7: Rules for living Year 9: Human rights	Year 7: rules for living Year 7: creation stories. Year 7: Worship Year 8: Islam	Year 8&9: Islam Year 8: Crime and punishment Year 9: Multiculturalism. Year 7: Rules for Living
Key skills/ powerful knowledge	<p>Students will:</p> <p>Evaluate the legal position of drugs</p> <p>Evaluate reasons of drug taking</p> <p>Interpret and evaluate religious scripture. Relating to drug use</p> <p>Reflect upon how money is spent via alcohol and drugs by the government Construct arguments on punishments for drug takers.</p> <p>Determine views on rehab.</p> <p>Assess solutions to the drug problem.</p>	<p>Students will:</p> <p>Demonstrate understanding of sexual identity</p> <p>Discuss the age of consent</p> <p>Interpret and analysis religious scripture relating to sexual relationships</p> <p>Evaluate views on sex before marriage.</p> <p>Compare and contrast views towards homosexuality</p> <p>Identify reasons marriage is becoming less popular</p> <p>Compare and contrast religious views on marriage</p> <p>Recognise signs of grooming and exploitation.</p>	<p>Students will:</p> <p>Define key terms relating to human rights terminology</p> <p>Exemplify knowledge of unfair treatment.</p> <p>Evaluate the importance of Human rights</p> <p>Reflect upon the importance of support groups.</p> <p>Assess the relevance of Biblical stories and human rights</p> <p>Recognise forms of protest.</p> <p>Demonstrate knowledge of religious campaigners</p>	<p>Students will:</p> <p>Evaluate the importance of multiculturalism</p> <p>Explain the ad/disadvantages of multiculturalism.</p> <p>Exemplify knowledge of key terms relating to multiculturalism</p> <p>Demonstrate knowledge of why immigration is important. Explain Christian attitudes towards racism.</p> <p>Infer the meaning of religious scripture and multicuture</p> <p>Reflect upon whether religion and politics should mix.</p>	<p>Students will:</p> <p>Show understanding of the Five Pillars.</p> <p>Explanation of features of worship.</p> <p>Analyse and evaluate scripture.</p> <p>Identify beliefs and analyse and evaluate the role of angels. Demonstrate knowledge of Islamic rules and how they can apply to society</p> <p>Evaluate the relevance of Islamic rules.</p>	<p>Students will:</p> <p>Explain and suggest factors which contribute to the formation of extremist ideologies.</p> <p>List ways people can reduce the risks associated with extremism in their communities. Identify persuasive, divisive and/or manipulative language in the media, including social media.</p> <p>Evaluate source material, assessing for bias and explaining the impact of any bias.</p> <p>Describe how charismatic leaders can distort views.</p>
Assessment	Six summative assessment questions based on the topic of drugs	Six summative assessment questions based on the topic of relationships	Six summative assessment questions based on the topic of human rights	Six summative assessment questions based on the topic of multiculturalism	Six summative assessment questions based on the topic of Islam	Six summative assessment questions based on the topic of extremism

<p>How can you help?</p> <p>Reading Pledge</p>	<p>Encourage your child to:</p> <p>Discuss the implications of illegal drugs</p> <p>Highlight the issues drug taking can cause</p> <p>Have conversations regarding consequences of illegal drug taking</p> <p>Recommended reading: Party, sex and drugs; a teenagers survival guide: Nesa Kovacs</p>	<p>Encourage your child to:</p> <p>Understand the term consent</p> <p>Discuss online safety</p> <p>Have conversations regarding the importance of diversity and inclusion</p> <p>Recommended reading: Sex education for teenagers: Riley Rhodes</p> <p>Sex Ed: an inclusive teenage guide to sex and relationships: School of sexuality</p>	<p>Encourage your child to:</p> <p>Discuss equal opportunities</p> <p>Discuss how fair they believe society and rules are</p> <p>Have conversations regarding basic human rights we are entitled to.</p> <p>Recommended Reading: We are all born free. The UDHR in pictures: Amnesty International.</p> <p>We are displaced: Malala Yousafzai</p>	<p>Encourage your child to:</p> <p>Understand why multiculturalism is important</p> <p>Discuss reasons for immigration and emigration</p> <p>Have conversations regarding the advantages of multiculturalism and diversity</p> <p>Recommended Reading: The Boy at the back of the class: Onjali Rauf</p> <p>Children who changed the world: Marcia Williams</p>	<p>Encourage your child to:</p> <p>Explore the Five Pillars of Islam</p> <p>Have conversations on how effective worship is</p> <p>Have conversations on the importance of religion and beliefs</p> <p>Recommended Reading: Quran in English: super easy to read. For ages 9-99. Mr Talal Itani</p> <p>The Islam book: Big ideas simply explained: Rageh Omaar</p>	<p>Encourage your child to:</p> <p>Discuss the importance of online safety</p> <p>Have conversations on the importance of websites and reporting anything they feel uncomfortable with</p> <p>Recommended Reading: Terror Kid: Benjamin Zephaniah</p> <p>I am Malala: Malala Yousafzai</p>
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Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	Christian Beliefs and Teachings	Christian Beliefs and Teachings	Christian Practices Relationships and Families		Crime and Punishment	Islam Beliefs and Teachings
Prior knowledge (from previous year/ key stage)	Year 7: Christianity Year 8: Christianity	Year 7: Christianity Year 8: Christianity	Year 7: Rules for living	Year 9: Relationships	Year 8: Crime and Punishment Year 9: Human Rights	Year 8&9: Islam
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> beliefs, practices and sources of authority influence on individuals, communities and societies similarities and differences within and/or between religions and beliefs. <p>• AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>					

Key skills	<p>Evaluate the importance of Christian teachings.</p> <p>Explain the incarnation and its application to present society.</p> <p>Exemplify knowledge of key terms.</p> <p>Demonstrate knowledge of why the resurrection was needed.</p> <p>Explain Christian attitudes towards Purgatory</p> <p>Infer meaning of scripture. Reflect upon different types of grace.</p>	<p>Evaluate the importance of Christian teachings.</p> <p>Explain the incarnation and its application to present society.</p> <p>Exemplify knowledge of key terms.</p> <p>Demonstrate knowledge of why the resurrection was needed.</p> <p>Explain Christian attitudes towards Purgatory</p> <p>Infer meaning of scripture. Reflect upon different types of grace.</p>	<p>Define key terms.</p> <p>Exemplify knowledge of baptism,</p> <p>Evaluate the importance of Sacraments.</p> <p>Reflect upon the importance of Christian organizations</p> <p>Assess the relevance of Pilgrimage.</p> <p>Recognise forms of prayer.</p> <p>Demonstrate knowledge of Evangelism.</p>	<p>Demonstrate understanding of different types of families.</p> <p>Reflect on sexual issues.</p> <p>Interpret and analysis religious scripture.</p> <p>Evaluate views on sex before marriage.</p> <p>Compare and contrast views towards homosexuality and divorce.</p> <p>Identify reasons marriage is becoming less popular</p> <p>Compare and contrast religious views on marriage.</p> <p>Recognise cultural differences in polygamy.</p>	<p>Demonstrate knowledge of Good and evil intentions and actions, including whether it can ever be good to cause suffering.</p> <p>Provide reasons for crime, including:</p> <p>Evaluate views about people who break the law for these reasons.</p> <p>Discuss views about different types of crime, including hate crimes, theft and murder.</p>	<p>Evaluate the importance of Islamic teachings</p> <p>Analyse the key teachings in the Quran, especially tawhid and just.</p> <p>Explain the Five roots of Usul ad-Din.</p> <p>Compare and contrast Sunni and Shia Islam.</p> <p>Exemplify knowledge of key terms.</p> <p>Demonstrate knowledge of why Muslims believe in predestination.</p> <p>Explain Muslim attitudes towards Angels. Infer meaning of scripture. Reflect upon the significance of Muhammad.</p>
Assessment	<p>Knowledge test</p> <p>End of topic GCSE exam</p>	<p>Knowledge test</p> <p>End of topic GCSE exam</p>	<p>Knowledge test</p> <p>End of topic GCSE exam</p>		<p>Knowledge test</p> <p>End of topic GCSE exam</p>	<p>Knowledge test</p> <p>End of topic GCSE exam</p> <p>Mock Exam</p>
How can you help?	<p>Encourage your child to:</p> <p>Research the life of Jesus</p> <p>Research the Nicene Creed and Apostles Creed</p>	<p>Encourage your child to:</p> <p>Research the life of Jesus</p> <p>Research the Nicene Creed and Apostles Creed</p>	<p>Encourage your child to:</p> <p>Research Christian festivals and the importance of these</p> <p>Discuss the importance of helping those in need</p>	<p>Encourage your child to:</p> <p>Research Christian and Islamic attitudes towards homosexuality</p> <p>Discuss reasons why marriage is becoming less popular</p>	<p>Encourage your child to:</p> <p>Research terms of punishment</p> <p>Research reasons why people commit crime</p> <p>Have conversations on the judicial system</p>	<p>Encourage your child to:</p> <p>Explore the Five Pillars of Islam</p> <p>Have conversations on how effective worship is</p> <p>Have conversations on the importance of religion and beliefs</p>

Reading Pledge	Have conversations about the importance of the Ten Commandments	Have conversations about the importance of the Ten Commandments	Have conversations on whose responsibility is it to help those in need	Research various types of families	Research Christian and Islamic views on forgiveness	
	<p>Recommended Reading:</p> <p>Matthew, Mark, Luke and John: The Bible</p> <p>10 questions every teen should ask (and answer) about Christianity: Rebecca McLaughlin</p>	<p>Research concepts of life after death</p> <p>Recommended Reading:</p> <p>Matthew, Mark, Luke and John: The Bible</p> <p>10 questions every teen should ask (and answer) about Christianity: Rebecca McLaughlin</p>	<p>Research Christian Aid charities</p> <p>Recommended reading:</p> <p>Britain's pilgrim places: The first complete guide to every spiritual treasure: Nick Mayhew-Smith</p> <p>A pocket guide to ethical issues: Andrew Goddard</p>	<p>Recommended reading:</p> <p>A pocket guide to ethical issues: Andrew Goddard</p> <p>My revision notes: AQA (9-1) religious studies spec A: Christianity and Islam</p>	<p>Recommended reading:</p> <p>A pocket guide to ethical issues: Andrew Goddard</p> <p>My revision notes: AQA (9-1) religious studies spec A: Christianity and Islam</p>	<p>Recommended reading:</p> <p>My revision notes: AQA (9-1) religious studies spec A: Christianity and Islam</p> <p>Concepts of Islam simplified: for parents, young Muslims, new Muslims and curious minds: Abu Mustafa Zakariya</p>

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	ISLAM PRACTICES	HUMAN RIGHTS AND SOCIAL JUSTICE	RELIGION AND LIFE	REVISION	REVISION	REVISION
Prior knowledge (from previous year/ key stage)	Year 8 & 9 Islam	Year 9 Human Rights Year 8- Rich and poor	Year 8 Value of life			
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	<p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> beliefs, practices and sources of authority influence on individuals, communities and societies similarities and differences within and/or between religions and beliefs. <p>• AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>					
Key skills	Describe and identify the Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam declaration of faith	Discuss and explore prejudice and discrimination in religion and belief, including the status and treatment	Exploring and evaluating the origins and value of the universe including religious and non-religious teachings	Extended writing. Interpretation Judgement/explanation.	Extended writing. Interpretation Judgement/explanation.	Extended writing. Interpretation Judgement/explanation.

<p>How can you help?</p> <p>Reading Pledge</p>	<p>Encourage your child to:</p> <p>Research Islamic principles</p> <p>Have conversations regarding the importance of having beliefs</p> <p>Recommended Reading:</p> <p>My revision notes: AQA (9-1) religious studies spec A: Christianity and Islam</p> <p>Discovering Islam: A guide for teens: Hasna AB</p>	<p>Encourage your child to:</p> <p>Research the Human Rights Act</p> <p>Discuss the importance of the need to have human rights</p> <p>Discuss how fair they believe society and rules are</p> <p>Have conversations regarding basic human rights we are entitled to.</p> <p>Recommended Reading:</p> <p>We are displaced: Malala Yousafzai</p> <p>Human Rights: The case for defence: Shami Chakrabarti</p>	<p>Encourage your child to:</p> <p>Discuss the importance of the right to life</p> <p>Have conversations regarding how we can save the environment</p> <p>Recommended Reading:</p> <p>The little book of big ethical questions: Susan Liautaud</p> <p>A pocket guide to ethical issues: Andrew Goddard</p>	<p>Encourage your child to:</p> <p>Use revision materials (guides and workbooks) to prepare for exam.</p> <p>Use AQA past paper questions to practise examination style questions.</p> <p>Recommended reading:</p> <p>My revision notes: AQA (9-1) religious studies spec A: Christianity and Islam</p> <p>Revision guides from school</p>	<p>Encourage your child to:</p> <p>Use revision materials (guides and workbooks) to prepare for exam.</p> <p>Use AQA past paper questions to practise examination style questions.</p> <p>Recommended reading:</p> <p>My revision notes: AQA (9-1) religious studies spec A: Christianity and Islam</p> <p>Revision guides from school</p>	<p>Encourage your child to:</p> <p>Use revision materials (guides and workbooks) to prepare for exam.</p> <p>Use AQA past paper questions to practise examination style questions.</p> <p>Recommended reading:</p> <p>My revision notes: AQA (9-1) religious studies spec A: Christianity and Islam</p> <p>Revision guides from school</p>
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Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content (Philosophy)	Ancient philosophical influence	The Existence of God Religious Experience	The Soul, Mind and Body Problem of Evil	DCT Augustine's Teaching on Human Nature	DCT Death and the Afterlife	Knowledge of God's Existence Christian Moral action and principle
Prior knowledge (from previous year/ key stage)		Creation Stories Year 7 Creation Stories in Christianity and Islam at GCSE	Year 8: Evil and suffering Year 7: Rules for living Year 8: Christianity. GCSE: Christianity and Islam beliefs and teachings	GCSE: Christian creation story Problem of evil	Year 7 & 8 Christianity GCSE: Christian beliefs and practices.	Year 8: Christianity GCSE: Christianity and Islam beliefs and teachings.
Curriculum Content (Ethics)	Natural Law	Situation Ethics Kantian Ethics	Euthanasia Business Ethics	Business Ethics DCT: The Person of Jesus Christ	Christian moral principles Christian moral action	Christian moral action Christian Beliefs and Teachings, practices.
Prior knowledge (from previous year/ key stage)	Christian Beliefs and Teachings	Religion and social justice.	Crime and punishment. Value of life	Religion and Life.	Christian Beliefs and Teachings, practices.	
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	<u>A level philosophy and ethics Assessment Objectives:</u> AO1 Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none">• religious, philosophical and/or ethical thought and teaching• influence of beliefs, teachings and practices on individuals, communities and societies• cause and significance of similarities and differences in belief, teaching and practice• approaches to the study of religion and belief. AO2 <ul style="list-style-type: none">•Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.					
Key skills	AO1-knowledge and understanding AO2-Analyse and evaluate	AO1-knowledge and understanding AO2-Analyse and evaluate	AO1-knowledge and understanding AO2-Analyse and evaluate	AO1-knowledge and understanding AO2-Analyse and evaluate	AO1-knowledge and understanding AO2-Analyse and evaluate	AO1-knowledge and understanding AO2-Analyse and evaluate
Assessment	Knowledge quiz. A level style questions for the topic covered.	Knowledge quiz. A level style questions for the topic covered.	Knowledge quiz. A level style questions for the topic covered.	Knowledge quiz. A level style questions for the topic covered.	Knowledge quiz. A level style questions for the topic covered.	Knowledge quiz. A level style questions for the topic covered.
How can you help?	Encourage your child to: Read current affairs news	Encourage your child to: Read current affairs news Create revision resources	Encourage your child to: Read current affairs news	Encourage your child to: Read current affairs news	Encourage your child to: Read current affairs news	Encourage your child to: Read current affairs news

Reading Pledge	Create revision resources	Use online videos to support their revision	Create revision resources	Create revision resources	Create revision resources	Create revision resources
	Use online videos to support their revision	Engage with Seneca	Use online videos to support their revision	Use online videos to support their revision	Use online videos to support their revision	Use online videos to support their revision
	Engage with Seneca	Practise questions using OCR website	Engage with Seneca	Engage with Seneca	Engage with Seneca	Engage with Seneca
	Practise questions using OCR website		Practise questions using OCR website	Practise questions using OCR website	Practise questions using OCR website	Practise questions using the OCR website
	Recommended Reading: Plato: Republic “Sophie’s World”: Jostein Gaarder	Recommended reading: “The God Delusion”: Richard Dawkins “The Dawkins Delusion”: Alister McGrath	Recommended reading: Ethics Matters: P and C Vardy “The Pig That Wants To Be Eaten: And 99 Other Thought Experiments”: Julian Baggini	Recommended Reading: “Groundwork of the Metaphysics of Morals”: Immanuel Kant Christianity – A Very Short Introduction: Linda Woodhead	Recommended reading: “The Cost of Discipleship”: Dietrich Bonhoeffer Death and the afterlife: Jacob Neusner	Recommended reading: “The Cost of Discipleship”: Dietrich Bonhoeffer “The God Delusion”: Richard Dawkins

Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content (Philosophy)	Attributes of God	Religious Language- negative, analogical and symbolic. Religious Language- 20th Century perspectives and comparisons.	Development in Christian thought- Gender and Society. Gender and Theology	DCT: Liberation Theology and Marxism Revision	Revision	Revision
Prior knowledge (from previous year/ key stage)	Year 7 & 8: Christianity. Year 9: Evil and Suffering GCSE: Christian and Islam beliefs and teachings. Year 12: The problem of evil.	Year 7: Symbols	GCSE: Family and Relationships. GCSE: The Trinity Yea 8: Christianity- The Trinity.	Sociology and Marxism for those students studying sociology.		
Curriculum Content (Ethics)	Ethics: Meta-Ethical Theories Conscience	Ethics: Conscience Sexual Ethics	DCT: Pluralism and Theology Pluralism and Society	DCT: The challenge of secularization	Revision	Revision
Prior knowledge (from previous year/ key stage)	Christian Beliefs and Teachings	Relationships and Families Crime and Punishment	Christian Beliefs and Teachings, Practices	Christian Beliefs and Teachings, Practices		
Assessment objectives (specific skills and knowledge students are expected to demonstrate)	A level philosophy and ethics Assessment Objectives: AO1 Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none"> religious, philosophical and/or ethical thought and teaching influence of beliefs, teachings and practices on individuals, communities and societies cause and significance of similarities and differences in belief, teaching and practice approaches to the study of religion and belief. AO2 •Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.					
Key skills	AO1-knowledge and understanding AO2-Analyse and evaluate	AO1-knowledge and understanding AO2-Analyse and evaluate	AO1-knowledge and understanding AO2-Analyse and evaluate	AO1-knowledge and understanding AO2-Analyse and evaluate	AO1-knowledge and understanding AO2-Analyse and evaluate	AO1-knowledge and understanding AO2-Analyse and evaluate
Assessment	Knowledge quiz. A level style questions for the topic covered.	Knowledge quiz. A level style questions for the topic covered.	Knowledge quiz. A level style questions for the topic covered.	Knowledge quiz. A level style questions for the topic covered.	Knowledge quiz. A level style questions for the topic covered.	Knowledge quiz. A level style questions for the topic covered.
How can you help?	Encourage your child to:	Encourage your child to: Read current affairs news	Encourage your child to:	Encourage your child to:	Encourage your child to:	Encourage your child to: Read current affairs news

Reading Pledge	Read current affairs news	Create revision resources	Read current affairs news	Read current affairs news	Read current affairs news	Create revision resources
	Create revision resources	Use online videos to support their revision	Create revision resources	Create revision resources	Create revision resources	Use online videos to support their revision
	Use online videos to support their revision	Engage with Seneca	Use online videos to support their revision	Use online videos to support their revision	Use online videos to support their revision	Engage with Seneca
	Engage with Seneca	Practise questions using OCR website	Engage with Seneca	Engage with Seneca	Engage with Seneca	Practise questions using OCR website
	Practise questions using OCR website		Practise questions using OCR website	Practise questions using OCR website	Practise questions using OCR website	
	Recommended Reading:	Recommended Reading:	Recommended Reading:	Recommended Reading:	Recommended Reading:	Recommended Reading:
	Wittgenstein: a very short introduction: A.C. Grayling	“Religion for Atheists”: Alain de Botton	“The God Delusion”: Richard Dawkins	My revision notes: OCR A level religious studies philosophy, ethics and DCT:Julian Waterfield and Chris Eyre	My revision notes: OCR A level religious studies philosophy, ethics and DCT:Julian Waterfield and Chris Eyre	
	The attributes of God: Graham. A. Cole	The Oxford handbook of theology, sexuality and gender: Oxford Handbooks	“The Dawkins Delusion”: Alister McGrath			
	The puzzle of God: Peter Vardy					