




# Philosophy, Religion and Ethics.

## INTENT

Our intention in PRE is to ensure all students receive a rigorous, inspiring, spiritual, thoughtful and knowledge-rich PRE curriculum which equips pupils to take their place in a multi-religious and multi-secular society, in which they understand and respect the diverse range of beliefs and practices within it. We aim for students to leave OSWB as empathetic, open-minded, knowledgeable citizens who are secure in transferable skills such as evaluation, analysis, oral and written communication and self-awareness, as well as having secure knowledge of a range of religious and non-religious traditions and concepts.

	Prior learning	Students in primary schools will have delved into the six main world religion which was agreed to local agreed syllabus of their school. Students at this stage should have basic knowledge on the foundations of these religions, their beliefs and their practises which will now be developed through their KS3 curriculum.
	Conscious curriculum links	PRE in year 7 has links to Geography and History. In Autumn term, students in Geography will study the topic 'Living in Wolverhampton' were they look at diversity within Wolverhampton and the different religions and cultures in Wolverhampton including Sikhism. Students will be looking at the place of Sikhism in Wolverhampton alongside earning about the origins of the religion itself. Census in Wolverhampton and what makes the community so diverse, religions within society (Christianity, Sikhism and Hinduism). In History, students look at churches and students will be able to compare the structure and role of the church.
	Extra-curricular	Throughout year 7, students will be learning acceptance of the wider world and the community in which they live. In summer term students will also be given the opportunity to take part in a project of designing and creating their own model of a holy place of worship as part of a PRE led competition.

	AUTUMN 1	AUTUMN 2	SPRING 1 and 2	SUMMER 1 and 2
TOPIC/KNOWLEDGE	<b>What do different religions believe about God and the afterlife?</b>  Exploration of Abrahamic and Dharmic religions belief about God and the afterlife.	<b>Do the teachings of Jesus stand the test of time?</b>  Evaluation of the key teachings of Jesus and the relevance they hold in society today. Students will be learning about the teachings of forgiveness, reconciliation and agape and delve into the origins of Jesus and the religion of Christianity.	<b>How relevant are the teachings of the Dharmic religions today?</b>  An exploration of the usefulness of the Guru Nanak's teachings in modern society. An exploration of the usefulness of the history of Sikhism and the intentions Guru Nanak had for a more equal society.  An exploration of the practises of Buddhism and how it originated. An exploration of Buddhists faith and what they believe and why.	<b>How important are places of worship in contemporary Britain?</b>  An exploration of the importance of holy buildings , symbols . Students will also be exploring the question of how do holy buildings serve the community and the purpose of them in modern society.
SKILLS	Skill 1 , Accurately recall subject specific vocabulary/ key religious facts. Skill 2, Describe religious teachings/ stories/ practices/Moral issues Skill 3: Interpret the meaning of religious stories/teachings and practises. Skill 4 , Explain the influence and impact of religion (beliefs, teachings and practices) on a believer. Skill 5 , Explain diversity and contrast in religion. Skill 6-8: Evaluation.			
ASSESSMENT	In this term students will be assessed summative through recall (keyword quizzes) and quick-fire questioning within the class. They will also be assessed formatively with two assessments (one mid-topic assessment and one End of topic assessment) based on skills 1,2,,4,5,6,7 and 8.	In this term students will be assessed summative through recall (keyword quizzes) and quick-fire questioning within the class. They will also be assessed formatively with two assessments (one mid-topic assessment and one End of topic assessment) based on skills 1,2,,4,5,6,7 and 8.	In this term students will be assessed summative through recall (keyword quizzes) and quick-fire questioning within the class. They will also be assessed formatively with two assessments (one mid-topic assessment and one End of topic assessment) based on skills 1,2,,4,5,6,7 and 8.	In this term students will be assessed summative through recall (keyword quizzes) and quick-fire questioning within the class. They will also be assessed formatively with two assessments (one mid-topic assessment and one End of topic assessment) based on skills 1,2,,4,5,6,7 and 8.
VOCAB	God, Trinity, Trimurti, Waheguru, Ganesh, Shiva, Brahma, Brahman, Vishnu, Heaven, Hell, Reincarnation, Abrahamic, Dharmic	Jesus, Parable, Sermon, agape, reconciliation, forgiveness,	Dharmic, Waheguru, Guru Nanak, Sewa, Tan, Man, Dhan, Langar, equality reincarnation, Mukti Buddha, Siddhartha Gautama, Rebirth, Samsara, precepts, eight-fold path, Nirvana	Contemporary, purpose, symbols, church, early church, font, pews, altar table, lectern, gurdwara, Nishan Sahib, Chauri, Guru Granth Sahib, Langar, Mosque,

READING SKILLS

Summarise, Sequence, Infer, Compare, Contrast, Draw conclusions.

CAREERS LINKS

Teacher, retail, Work within religious settings e.g. Place of Worship, human resources.

CORE

Understanding and acceptance of world religions and faiths.




SUPPORTING STUDENTS AT HOME

Students are given homework booklets for each topic to complete weekly and will be set via Class Charts. Students will also have access to knowledge organisers for each topic to use to help with revision, pre-teach and help to retain knowledge in their working memory.

# Philosophy, Religion and Ethics.

## INTENT

Our intention in PRE is to ensure all students receive a rigorous, inspiring, spiritual, thoughtful and knowledge-rich PRE curriculum which equips pupils to take their place in a multi-religious and multi-secular society, in which they understand and respect the diverse range of beliefs and practices within it. We aim for students to leave OSWB as empathetic, open-minded, knowledgeable citizens who are secure in transferable skills such as evaluation, analysis, oral and written communication and self-awareness, as well as having secure knowledge of a range of religious and non-religious traditions and concepts.

	<b>Prior learning</b>	In year 7, pupils will have studied the topic 'What do different religions believe about God and the afterlife? where they have explored the key beliefs of Hinduism and the Trimurti (Hindu belief in God). Do the teachings of Jesus stand the test of time?' where pupils have been introduced to the key beliefs of Christianity and Jesus linking to the influence of Martin Luther King and Marcus Rashford. Pupils have been introduced to holy buildings and the importance of the Church and the purpose of prayer.
	<b>Conscious curriculum links</b>	This topic links to students learning in Geography, History and English. Students can use their map skills from Geography to identify the countries in which religious believers may travel to on a pilgrimage. In English, students study the themes of segregation, racism and prejudice views in their study of noughts and crosses which also directly links to the work of Martin Luther King. As part of the curriculum and read aloud, students also are introduced to the autobiography of Malala Yousafzai and an insight to her early life. In History Students will be learning about the American Civil Rights movement which has direct links to the study of Martin Luther King.
	<b>Extra-curricular</b>	Throughout year 8 students will be learning acceptance of the wider world and the community in which they live. Students in year 8 will have opportunities throughout the year to design and create pieces of work which link to the topics they are studying.

	AUTUMN 1 and 2	SPRING 1 and 2	SUMMER 1 and 2
TOPIC/KNOWLEDGE	<b>How do religious believers practise their faith? Prayer and Pilgrimage</b> An exploration of the significance of prayer. Students will learn about the aspect of prayer across the religions of Christianity, Hinduism and Islam, looking at its importance, the practises and rituals of these acts. An exploration of the significance of pilgrimage within the three religions of Christianity, Hinduism and Islam. They will look at the importance, where they travel to and the rituals in which they practise on a religious journey.	<b>What are the benefits and challenges of being a teenage believer in Britain today?</b> Exploration of the benefits, challenges and misconceptions surrounding the concept of being a teenage believer in Britain today.  Students will learn about the benefits and challenges around the following aspects: Religious clothing, prayer, pilgrimage, attending places of worship and balancing school life around being a teenage believer today. This will be focused on the religions of Christianity, Islam and Sikhism.	<b>How may an activist be influenced by their religion?</b>  Students will explore the work of activist both past and present. Christianity: Jesus Christ, Martin Luther King and Marcus Rashford, Islam: Malala Yousafzai and Sikhism: Guru Nanak.  Students will develop understanding behind the work in which these activists have done and how they have shaped the world in which we live today as well as link their understanding of how these activists were influenced heavily by the religion in which they have practised.
SKILLS	Skill 1 , Accurately recall subject specific vocabulary/ key religious facts. Skill 2, Describe religious teachings/ stories/ practices/Moral issues Skill 3: Interpret the meaning of religious stories/teachings and practises. Skill 4 , Explain the influence and impact of religion (beliefs, teachings and practices) on a believer. Skill 5 , Explain diversity and contrast in religion. Skill 6-8: Evaluation.		
ASSESSMENT	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question.	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question.	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question.
VOCAB	Prayer, Pilgrimage, Lourdes, Faith, healing, miracle, Mecca, Kabbaah, Ihram, River Ganges, Holy water.	Kirpan, Kachera, Kanga, Kara, Kesh, Burka, Niqab, Hijab, church, gurdwara, amrit Sanskar ceremony, Amritdhari Sikh, Sajdhari Sikhs, khalsa	Activist, discrimination,, segregation, racism, prejudice, faith,, equality.

### READING SKILLS

Summarise,  
Sequence, Infer,  
Compare,  
Contrast, Draw  
conclusions.

### CAREERS LINKS

Teacher, Tour  
Guide, museums,  
travel agent.

### CORE




A study of resilience  
of faith in times of  
suffering.

### SUPPORTING STUDENTS AT HOME

Students are given homework  
booklets for each topic to complete  
weekly and will be set via Class  
Charts. Students will also have  
access to knowledge organisers for  
each topic to use to help with  
revision, pre-teach and help to retain  
knowledge in their working memory.

INTENT

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	Prior learning	In year 7, students have learnt about the story of Abraham and the covenant that was made. Students will now develop on the importance of the covenant in the topic studied in Spring 1. In Autumn 1 and 2, students will be studying the ethics of controversial issues, throughout year 7 and 8, students have learnt Christian teachings such as 'love thy neighbour' which students will now link to Christian perspectives of these ethical debates.
	Conscious curriculum links	The PRE year 9 curriculum has many links to subjects such as Science and History. In Science, students will have previously learnt about the process of IVF. Within Autumn term of year 9, students will be studying the History of the Holocaust and the effects on Jewish identity, in PRE students will now develop this knowledge and link it to how it impacted Jewish religious identity.
	Extra-curricular	Within year 9, students will have the opportunity to hear the perspective from a Holocaust survivor (live testimonies) or a guest speaker (Holocaust survivor) or second generation speaker (Family member of the victims). Students will also design a piece to commemorate the Holocaust and show respect to the victims.

	AUTUMN 1 and 2	SPRING 1	SPRING 2	SUMMER 1 and 2
TOPIC/KNOWLEDGE	<p><b>Is all life sacred?</b> Sanctity of life, Quality of life and the Value of life. Students will be exploring these aspects surrounding the following ethical issues: Human life and death: abortion, saviour siblings and the death penalty</p> <p>Students will evaluate the morality around these issues and debate the rights and wrongs from both a modern society angle as well as a Christian view on these.</p>	<p><b>What does it mean to be a Jew?</b> Students will learn about the origins of the Jewish faith, the covenant, the importance of Abraham and the relationships Jews may have with G-d today.</p> <p>Students will also be delving into the practises of Jewish faith today including kosher food laws, shabbat, the mitzvot, religious dress and the significance of the Torah and the Synagogue.</p>	<p><b>How has the Holocaust impacted Jewish identity?</b></p> <p>Students will be learning about the impact the Holocaust had on Jewish identity including their practises and their human identity.</p> <p>Students will develop their knowledge surrounding how Jews were treated in the ghettos and the camps and how this would have impacted their faith in G-d and their religious practises.</p>	<p><b>How reasonable is it to believe in God?</b> Arguments for and against God's existence, including the challenge from Humanism.</p> <p>The existence of God debate will consist of the problem of evil and suffering and how Christians may view this concept compared to how atheists may view these issues.</p>
SKILLS	Skill 1, Accurately recall subject specific vocabulary/ key religious facts. Skill 2, Describe religious teachings/ stories/ practises/Moral issues Skill 3: Interpret the meaning of religious stories/teachings and practises. Skill 4, Explain the influence and impact of religion (beliefs, teachings and practices) on a believer. Skill 5, Explain diversity and contrast in religion. Skill 6-8: Evaluation.			
ASSESSMENT	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question.	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question.	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question.	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question.
VOCAB	. Sacred, Sanctity of Life, Quality of Life, contraception, conception, saviour siblings, foetus, lvf, death penalty/capital punishment, deterrent, reform, forgiveness, community service, prison	Covenant, Torah, Shabbat, Kosher, prayer, tallit, tzitzit, mitzvot, kippah, Synagogue, ark, yad, Abraham	Holocaust, Auschwitz, Auschwitz Birkenau, concentration camp, extermination camp, prejudice, identity, Shoah, testimony, forgiveness	Purpose, miracle, teleological, design, Big Bang, Evolution, theist, atheist, humanist, agnostic

READING SKILLS

Summarise, Sequence, Infer, Compare, Contrast, Draw conclusions.

CAREERS LINKS

Teacher, Medicine, retail, psychotherapy, law (prison work, lawyers), museums, Equality and diversity officer.

CORE



Developing empathetic skills on ethical issues and the Holocaust as well as questioning moral dilemmas and forming justified conclusions and opinions.  
Holocaust survivor talk.  
A study of resilience of faith in times of suffering.

SUPPORTING STUDENTS AT HOME

Students are given homework booklets for each topic to complete weekly and will be set via Class Charts.  
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INTENT

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	Prior learning	At KS3 students have explored world religions giving them an understanding and introduction to core beliefs and practices. They have also studied ethics looking at moral matters and issues whilst applying and asking big questions broadening their religious, ethical and philosophical thinking.
	Extra-curricular	This allows the students to experience going to a Sikh place of worship; making it more of a reality for them. They are also able to participate in the Langar together. This allows students to broaden their religious understanding and cultural capital.

	AUTUMN 1 and 2	SPRING 1 and 2	SUMMER 1	SUMMER 2
TOPIC/KNOWLEDGE	<b>SIKHISM BELIEFS</b> All students will know learn about the following aspects of Sikhism: Belief in God, Mool Mantra, Creation, 5 Khands, 5 Virtues and Evils, Sewa, Sangat, Guru Nanak, Equality, and Five K's.	<b>SIKH PRACTICES</b> All students will know: The role and importance of the gurdwara, the importance of prayer, Akhand Path , Langar, Worship and Meditation, Sikh naming ceremony, Amrit ceremony, Gurpurbs , The Golden Temple and Vaisakhi and Diwali	<b>CHRISTIAN BELIEFS .</b> All students will know: Christian beliefs on God , Beliefs on creation, Incarnation, Crucifixion, resurrection , Evil and suffering , Beliefs about life after death, Salvation.	<b>CHRISTIAN PRACTICES</b> All students will know: Christian denominations, Christian worship, Importance of prayer, Sacraments, Pilgrimage, Christmas , Easter, Church growth, reconciliation and Persecution , Christian Aid, Food banks and street pastors
SKILLS	The opportunity to give opinions, support their ideas with reason, consider alternative arguments (evaluation), weigh up evidence and listen to and respond to the views of others, therefore developing the ability to articulate their own views and form their own opinions			
ASSESSMENT	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question.	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question.	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question. They will also complete an End of topic assessment which consolidates both their A01 and A02 skills.	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question. They will also complete an End of topic assessment which consolidates both their A01 and A02 skills
VOCAB	Piety, Knowledge, Effort, Grace, Truth, Love, Contentment, Waheguru, Sewa, Tan, Man and Dhan, Sangat, Kesh, Kirpan, Kara, Kanga, Virtues, Gurdwara, Guru Granth Sahib, Mukti, Karma, Gurmukh, Manmukh, Khands, equality, Kachera	Chauri, Divan, Kirtan, Hukam, Langar, Gutka, Japi,nam japna,Granthi, Vaisakhi,Diwali,Gurpurb,Amrit,Amrit Sanskar, Gurdara, Guru Granth Sahib., Takht, Palki	God, Jesus, Incarnation, Crucifixion, Ascension, Creation, Life, Death, Salvation, Sin, Grace.	Prayer, Worship, Lord's Prayer, Baptism, Eucharist, Reconciliation Persecution, Evangelism, Great Commission

READING SKILLS

Summarise, Sequence, Infer, Compare, Contrast, Draw conclusions.

CAREERS LINKS

Religious Leader, Youth Worker, Lawyer, Health and Social Care, Teacher, Law, Medicine, Criminology

CORE

Trips to Smethwick gurdwara.




SUPPORTING STUDENTS AT HOME

Students will be able to use Class Charts where home learning tasks will be set to further extend students' knowledge in a wider context throughout the topics that we study.



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	Prior learning	In Year 7, students study scriptural references and stories with clear links to forgiveness. Jesus' topic looking at key teachings about forgiveness and the teachings of Guru Nanak and the Guru Granth Sahib which focuses on themes of equality, karma, Mukti and reincarnation. In year 8 students study Scriptural references and stories, social injustice and standing up to unjust laws which will be developed through year 11 whilst studying controversial issues. In Year 9, students studied the concept of Sanctity of life and exploring moral debate around ethical issues including abortion and the death penalty. They will also be aware of the arguments for the existence of God. In year 10, students studied the teachings, beliefs and practices in the religions of Christianity and Sikhism which will be applied throughout each theme.
	Conscious curriculum links	Students who study History alongside PRE GCSE will be studying the concept of Crime and Punishment where terminology such as deterrent and death penalty are explored. Students will be able to make links between types of punishments and their aims. PRE also has direct links to GCSE Geography including types of pollution, the natural world and the use of natural resources such as trees and fossil fuels.
	Extra-curricular	Within year 11, students will have the opportunity to visit Lichfield Cathedral as part of their study of Christianity throughout year 10 and develop their understanding around the features of a Church, their services and their significance for Christians.

	AUTUMN 1 and 2	SPRING 1	SPRING 2	SUMMER 1
TOPIC/KNOWLEDGE	<b>RELIGION, CRIME AND PUNISHMENT</b>  Throughout this topic students will be studying the beliefs around crime and punishment from a religious perspective (Christianity and Sikhism). This topic explores causes of crime, types of crime, types and aims of punishment and religious stances surrounding concepts such as the death penalty, jail, corporeal punishment and forgiveness.	<b>RELIGION AND LIFE</b>  Throughout this topic students will be studying religious beliefs surrounding ethical issues including abortion, euthanasia, animal experimentation, use and abuse of the natural world (pollution and natural resources), using animals as a food source and animal rights campaigning. Students will also develop their knowledge surrounding religious and scientific stories around the creation story (Genesis and Big Bang) as well as ideas of life after death.	<b>RELATIONSHIPS AND FAMILIES</b>  Throughout this topic students will be studying religious beliefs surrounding the purpose of families and marriage. Students will be studying the different types of relationships within society including nuclear, extended and homosexual. This topic explores religious attitudes surrounding these concepts as well as views on contraception and divorce.	<b>EXISTENCE OF GOD</b>  This topic delves into the insight of the existence of God, problem of evil and the concept of design within the creation. It explores the idea of the teleological and cosmological argument in regards to the creation of the universe. It explores concepts such as miracles, visions, religious experiences and evil and suffering whilst looking at religious and scientific theories around the origins of human life and the world itself whilst evaluating the likelihood of God's existence.
SKILLS	The opportunity to give opinions, support their ideas with reason, consider alternative arguments (evaluation), weigh up evidence and listen to and respond to the views of others, therefore developing the ability to articulate their own views and form their own opinions			
ASSESSMENT	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question.	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question.	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question. They will also complete an End of topic assessment which consolidates both their A01 and A02 skills.	In this term, students will be formatively assessed through an A01 assessment, practise of a 1,2,4 and 5 mark question and an A02 assessment practising a 12 mark question. They will also complete an End of topic assessment which consolidates both their A01 and A02 skills
VOCAB	Deterrent, reformation, retribution, corporeal punishment, death penalty/capital punishment, forgiveness, community service, punishment, prison, agape.	Creation, Genesis, fundamental, Liberal, purpose, awe and wonder, pollution, natural resources, dominion, stewardship, animal experimentation, medical/cosmetic testing, abortion, conception, contraception, euthanasia, passive, active	Homosexuality, Heterosexuality, polygamy, marriage, divorce, contraception, nuclear families, extended families, love, cohabitation, gender equality, prejudice, discrimination, sacrament.	Creation, teleological/cosmological argument, telos, purpose, Evil, suffering, visions, miracles, religious experiences, universe, analogy.

READING SKILLS  
  
Summarise, Sequence, Infer, Compare, Contrast, Draw conclusions.



CAREERS LINKS  
  
Religious Leader, Youth Worker, Lawyer, Health and Social Care, Teacher, Law, Medicine, Criminology

CORE  
  
Class Presentations debates/discussions, revision workshops/interventions.

SUPPORTING STUDENTS AT HOME  
Students will be able to use Class Charts where home learning tasks will be set to further extend students' knowledge in a wider context throughout the topics that we study.

INTENT



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	Prior learning	At KS3 students will have been introduced to topics that explore philosophical concepts such as the existence of God, and ethical issues such as the sanctity of life in relation to medical ethics. These topics are developed at KS4, for example through exploring the morality of euthanasia in the 'Religion and Life' topic, or arguments for and against God's existence in the 'Existence of God and Revelation' topic. Students prepare for the Developments in Christian Thought topic by exploring concepts such as atonement and the importance of Jesus, when studying Christianity as one of their two religions at KS4. Students also develop their reasoning and evaluation skills throughout KS3 and KS4.
	Conscious curriculum links	Students who study sociology will visit concepts such as gender and religion, secularisation and Liberation Theology, as part of the 'Beliefs in Society' AQA Sociology specification. These concepts link with Developments in Christian Thought (Gender and Theology/ Gender and Society/ Secularism/ Liberation Theology). Students who study psychology will benefit during the Conscience topic in the Ethics paper, as Freud's view of conscience is studied. Students who study English Literature will also have studied Karl Marx, supporting with Liberation Theology.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/KNOWLEDGE	<b>Philosophical Language and Thought:</b> Ancient philosophical thinking (Plato and Aristotle).  <b>Normative Ethics theories:</b> Religious approaches, natural law and situation ethics.	<b>Philosophical Language and Thought:</b> Soul, Mind and Body.  <b>Normative Ethics theories:</b> Deontological and Teleological. Utilitarianism and Kantian Ethics.	<b>Philosophy: The Existence of God:</b> Arguments based on observation (Teleological and cosmological).  <b>Applied Ethics:</b> Euthanasia and Business Ethics.	<b>Philosophy: Existence of God:</b> Arguments based on reason, ontological.  <b>Religious Thought:</b> insights: Augustine and nature of human life and life after death.	<b>Philosophy: God and the world:</b> Religious experience.  <b>Religious Thought :</b> Foundations: Knowledge of God's existence and the Person of Jesus Christ.	<b>Philosophy: God and the world:</b> The problem of evil.  <b>Religious Thought :</b> Living: Christian Moral Principles and Christian Moral Action.
SKILLS	The opportunity to give opinions, support their ideas with reason, consider alternative arguments (evaluation), weigh up evidence and listen to and respond to the views of others, therefore developing the ability to articulate their own views and form their own opinions. A01 (demonstrate knowledge and understanding) and A02 (evaluation and analysis)					
ASSESSMENT	Students will be assessed both formatively and through summative assessments. Quizzes and knowledge test retrieval within lessons. Students will be assessed through writing three 40-mark essays (one in Philosophy and two in Ethics. Both A01 (application of knowledge and A02 (evaluation) will be assessed withing this term.					
VOCAB	Analogy Empiricism Rationalism A priori A posterior  4 tiers of law Telos Absolutist Deontological Primary and Secondary Precepts Synderesis Rule Doctrine of Double Effect Agape Pragmatism/ Personalism/ Postivism/ Relativism Teleological	Dualism Monism Psyche  Principle of Utility Hedonism Hedonic Calculus Higher Pleasures Lower Pleasures Act and Rule Utilitarianism Duty Good Will Categorical Imperative Hypothetical Imperative Reason	Contingent Necessary Telos Causation  Personhood Autonomy Passive Euthanasia Active Euthanasia Voluntary and non-voluntary euthanasia Corporate Social Responsibility Globalisation Whistleblowing	Deductive Predicate Proslogian  Original Sin Summum Bonum Concordia Cupiditas Caritas Concupiscence  Purgatory Resurrection Election Universalism	Mystical Conversion Corporate Ineffability Principles of credulity & testimony  Natural & Revealed Theology Inner Purity Moral Motivation Political liberator	Theodicy Inconsistent Triad Freewill Privation Moral & Natural Evil Epistemic Distance  Theonomous, Heteronomous and Autonomous Ethics Sola Scriptura Prima Scriptura Obedience Civil Disobedience Cheap grace Costly grace

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	Prior learning	At KS3 students will have been introduced to topics that explore philosophical concepts such as the existence of God, and ethical issues such as the sanctity of life in relation to medical ethics. These topics are developed at KS4, for example through exploring the morality of euthanasia in the 'Religion and Life' topic, or arguments for and against God's existence in the 'Existence of God and Revelation' topic. Students prepare for the Developments in Christian Thought topic by exploring concepts such as atonement and the importance of Jesus, when studying Christianity as one of their two religions at KS4. Students also develop their reasoning and evaluation skills throughout KS3 and KS4.
	Conscious curriculum links	Students who study sociology will visit concepts such as gender and religion, secularisation and Liberation Theology, as part of the 'Beliefs in Society' AQA Sociology specification. These concepts link with Developments in Christian Thought (Gender and Theology/ Gender and Society/ Secularism/ Liberation Theology). Students who study psychology will benefit during the Conscience topic in the Ethics paper, as Freud's view of conscience is studied. Students who study English Literature will also have studied Karl Marx, supporting with Liberation Theology.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/KNOWLEDGE	<b>Theological and Philosophical developments:</b> The nature and attributes of God .  <b>Ethical Language:</b> Meta Ethics, naturalism intuitionism and emotivism	<b>Philosophy: Religious Language:</b> Negative, analytical and symbolic.  <b>Ethics:</b> Significant ideas, conscience, Aquinas and Freud. Developments in Ethical Thought, Sexual Ethics.	<b>Philosophy: Religious Language:</b> 20 <sup>th</sup> century perspectives.  <b>Religious Thought:</b> Development: Religious Pluralism and Theology. Religious Pluralism and Society.	<b>Religious Thought:</b> Society: Gender and Society and Gender and Theology.  <b>Religious Thought:</b> Challenges: Secularisation, Karl Marx and Liberation Theology.	Revision	Revision & exams
SKILLS	The opportunity to give opinions, support their ideas with reason, consider alternative arguments (evaluation), weigh up evidence and listen to and respond to the views of others, therefore developing the ability to articulate their own views and form their own opinions. A01 (demonstrate knowledge and understanding) and A02 (evaluation and analysis)					
ASSESSMENT	Students will be assessed both formatively and through summative assessments. Quizzes and knowledge test retrieval within lessons. Students will be assessed through writing three 40-mark essays (one in Philosophy and two in Ethics. Both A01 (application of knowledge and A02 (evaluation) will be assessed withing this term.					
VOCAB	Timeless Eternal Atemporal Sempiternal Immutable  Naturalism Naturalistic Fallacy Open Question Argument Intuitionism Verificationism Emotivism	Apophatic Cataphatic Symbolic Univocal Equivocal  Synderesis Conscientia Recta Ratio Id Ego Superego Guilt	Logical Positivism Cognitive Non-cognitive Verification Falsification  Exclusivism Pluralism Inclusivism Salvation Interfaith Dialogue Scriptural reasoning movement	Mulieris Dignitatem Misogynistic 'Unholy' Trinity  Secularisation Procedural & programmatic secularism Wish Fulfilment  Alienation Exploitation Structural Sin Orthodoxy Orthopraxy		

READING SKILLS

Summarise,  
Sequence,  
Infer, Compare,  
Contrast, Draw  
conclusions.

CAREERS LINKS

Lecturing, Lawyer,  
Barrister, Prison worker.

CORE

Class Presentations  
debates/discussions, revision  
workshops/interventions.

SUPPORTING STUDENTS AT HOME

Students will be able to use Class  
Charts where home learning  
tasks will be set to further extend  
students' knowledge in a wider  
context throughout the topics  
that we study.