

<b>Subject</b>	RPE
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	12 Lessons
<b>Module</b>	Philosophy

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

- The difference between a fact and a belief.
- Different types of beliefs – religious, philosophical, ethical, superstitious.
- Christian beliefs about the philosophical and ethical issues raised.
- Expression and development of pupil beliefs about these issues.
- The origins of the universe.
- Literal and non-literal interpretations of the Genesis account of creation.

**Skills and concepts to be developed and assessed (linking to identified AOs)**

- Offer expanded justifications of two or more religious viewpoints.
- Reflect on personal insights of the issues and consider the implications of the issue for others in the class
- Show positive regard towards the different opinions and beliefs of those around us.

**Formative Assessment/key piece of work prior to end of unit:**

I- Creation and presentation of 'belief brick', on the back of pupil exercise book, which details pupil beliefs about their choice of issues. Examples include:

- How did the world begin?
- Is there life after death?
- Does God exist?
- What is the meaning of life?
- Is the Bible true?
- Is it right to eat meat?
- Should we experiment on animals?
- Do we have freedom of expression?

Or any other issue that is raised during our discussions.

Teachers and pupils offer kind, specific and helpful feedback.

2—Pupils will self-assess their ability to discuss philosophical issues using an “I can discuss” crib sheet.

**Summative Assessments**

1—Extended writing task: 'My Beliefs'  
Pupils craft an account of their beliefs, attempting to incorporate a discussion of the beliefs, ideas and opinions of others into their work, using their belief brick as a draft.

2—Explain Christian beliefs about the origins of the universe.

3—Key word quizzes

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

No specific prior knowledge necessary.  
General knowledge of Christian beliefs about Gof, Adam and Eve and the Bible.

**Spelling-Punctuation-Grammar  
How will you promote high standards within this module?**

Key word spelling quizzes  
Creation of key word glossary  
Sentence starters provided

**Link forward: where next for the learning?**

Pupils will examine Christian attitudes to some of the different issues raised.

Maintaining ethos of positive regard and respectful expression of opinion.

<b>Subject</b>	RPE
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	12 Hours
<b>Module</b>	Environmental Ethics

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

AO1: Demonstrate knowledge and understanding of Christianity with respect to the Genesis account of creation and ethical inferences of stewardship and dominion. Consider Humanist responses to these issues.

AO2: Analyse and evaluate personal and religious responses towards environmental and social responsibility. Argue a point of view using reason and logical statements as well as religious evidence..

**Skills and concepts to be developed and assessed (linking to identified AOs)**

Ethical and Christian considerations of the following issues; animal testing, war, use of wealth, treatment of criminals, the environment. Each issue will be debated in small groups with excerpts from Christian and Hindu scriptures as stimulus.

**Formative Assessment/key piece of work prior to end of unit:**

Pupils will deliver a presentation about an area of animal rights that interests them. Their presentation will be peer assessed using a crib sheet of kind, specific and helpful phrases. In addition to this, pupils will create a mind map to illustrate the religious and non-religious attitudes towards animal rights.

**Summative Assessment**

- 1—Explain religious and non-religious attitudes towards environmental responsibility. ( 5 marks)
- 2—Key terms test (Christianity and the environment)

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Core Christian beliefs about the origins of the universe and the purpose of humankind will be revisited from our Cycle 1 philosophy unit.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

- Key terms spelling tests
- Key terms quizzes
- Word mats
- Draft and re-draft work to promote excellence
- Use of literacy code in draft answers

**Link forward: where next for the learning?**

Next term, pupils will be evaluating the usefulness of the Bible in 21<sup>st</sup> Century. They will consider the place of Genesis with reference to creation stories and other uses of this holy book in the modern age.

<b>Subject</b>	RPE
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	12 weeks
<b>Module</b>	The Bible today

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Christianity assessment of key words, building upon knowledge of the core beliefs of this religion.

**Skills and concepts to be developed and assessed (linking to identified AOs)**

Offer expanded justifications of different religious viewpoints, incorporating the religious teaching and moral aspects at issue.

Reflect on personal insights of the issue and consider the implications of the issue for other individuals or the rest of society

Comprehensively explain how beliefs inform and influence practices.

Use religious language and terms extensively and accurately.

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

The parables and miracles of Jesus, including the Good Samaritan, the Sheep and the Goats, the Lost Sheep and the Rich Man and Lazarus. We will be linking parables to the actions of Christians today in the Salvation Army and The Samaritans. Parables will be re-enacted in modern scenarios to increase retention.

**Formative Assessment/key piece of work prior to end of unit:**

- Retell the parable of the Good Samaritan to convey meanings and suggest the impact of beliefs on modern day Christians and the rest of society, through role play and written work.
- Parables Knowledge organizer.

**Summative Assessment**

“The Bible is of no use today”. Discuss this statement. Create a well-balanced argument about the use of holy books in today’s world with examples of from the Bible.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Key terms tests

**Link forward: where next for the learning?**

In their next unit, pupils will be examining the question of life after death. Having explored the teachings of the Bible and Jesus they will be expected to be able to make connections between this life and the after life.