

Armthorpe Academy – RE Department ‘Scheme of Learning’

For the benefit of this document Learning Outcomes:

- Are measurable and capable of being assessed
- Are learner-centric
- Must be based on the desired outcome of the educational activity
- Provide measurable evidence of progress in closing the practice gap
- Are an outcomes-based approach
- Are explicit descriptions of what a learner should know, be able to apply and/or be able to do as a result of participating in the educational activity
 - Frame the context for objectives (why is it important to “list”, “discuss” or “state” information?)

key themes are mapped in this document

Ofsted’s Review of Religious Education refers to 3 different types of knowledge used in RE. These broad types of knowledge are ‘pillars of progression’ within RE. ‘Getting better’ at RE both at primary and secondary level comprises knowing more and remembering more of these pillars as they are set out within the RE curriculum:

- first, ‘substantive’ knowledge: knowledge about various religious and non-religious traditions
- second, ‘ways of knowing’(disciplinary knowledge): pupils learn ‘how to know’ about religion and non-religion
- third, ‘personal knowledge’: pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study

Based on the above, high-quality RE may have the following features:

- A consideration of the knowledge that pupils build through the RE curriculum, because accurate knowledge about religion and non-religion can be beneficial for achieving different purposes and aims for RE.
- High expectations about scholarship in the curriculum to guard against pupils’ misconceptions. What is taught and learned in RE is grounded in what is known about religion/non-religion from academic study (scholarship).
- Carefully selected and well-sequenced substantive content and concepts.
- ‘Ways of knowing’ are appropriately taught alongside the substantive content and are not isolated from the content and concepts that pupils learn.
- consideration of when pupils should relate the content to their own personal knowledge (for example, prior assumptions).

Mapping Disciplinary Knowledge

- Disciplinary knowledge involves the ‘ways of knowing and substantive knowledge’ associated with the academic disciplines that engage with religious and non-religious worldviews. It involves developing the specialised knowledge and specialised skills associated with studying religion and worldviews.
- When we are talking about this in the classroom, It can be helpful to talk about looking through the lenses of believing, living and thinking. This has implications for the knowledge we seek to include in the RE curriculum. If we need to look at our content through various different lenses, then we are going to have to carefully select what content we include on the curriculum. Ofsted refers to this as delivering ‘collectively enough’ without seeking to cover too much in a superficial way. This, in turn, has implications for the way in which we seek to assess pupil progress in RE.
- These different lenses have been mapped throughout our curriculum:

• Theology

• Philosophy

Social science

This document will also map **personal knowledge** that a student will gain from this curriculum model

Substantive and Disciplinary Knowledge in RE

Substantive Knowledge

The **content** delivered - the 'what'

Christianity	Hinduism	Islam
E.g. Church Christmas Baptism	E.g. Mandir Diwali Pilgrimage	E.g. Mosque Eid Zakat



Disciplinary Knowledge

How the **substantive knowledge** has been **handled** in different fields of enquiry over human history

	Theology	Human/Social Sciences	Philosophy
E.g. Mosque	What a mosque tells us about Muslim beliefs about God and harmony	How a mosque is used; how it has different functions in different contexts; how a mosque relates to communal identity for Muslims	How a mosque relates to questions of morality in Islam, e.g. how coming together in a mosque can function as part of what it means to be a 'good' Muslim

Year 7 (1 lessons per fortnight)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
Topic/Theme	What difference does it mean to believe in Judaism?							What difference does it mean to believe in Judaism? Judaism Pt2							What difference does it mean to believe in Judaism? Judaism Pt2							Christianity Pt1 What does it mean to be a Christian?							Christianity Pt2 What does it mean to be a Christian?							Christianity Pt2 What does it mean to be a Christian?						
Learning Outcomes	Lessons and Objectives Booklet 1 1 - Introduction to RE To describe what a worldview view is and what lenses are 2 - Personal World Views							Lessons and Objectives 1- Moses and the Exodus To be able to explain how Moses led the Israelites to freedom 2 - Passover To be able to explain the significance of each food on the Seder plate. To experience a seder meal.							1 Bar and Bat Mitzvah To be able to explain the Jewish ceremonies Bar and Bat Mitzvah To be able to explain different Jewish traditions approaches to these coming of age ceremonies. Suggested Learning Activities 2 Jewish food laws							Lesson and Objectives Booklet 1 1- The Nature of God To explain the qualities of God To identify and explain where these qualities can be found in the creation story narrative. To explain different interpretations of the creation story.							Lesson and Objectives 1- Christmas To explain how Christians celebrate the birth of Jesus To consider to what extent Christmas has lost its original meaning. 2- Jesus: Man of Peace or Conflict?							Lesson and Objectives 1- Jesus' Crucifixion To be able to describe what happened at Crucifixion of Jesus and his subsequent resurrection. To assess the extent to which the crucifixion of Jesus is important today 2- The Resurrection of Jesus To explain the resurrection of Jesus.						

	<p>To identify nature of own personal worldview and lens</p> <p>3 – Gods Chosen people To be to explain the significance of the Abrahamic Covenant in Judaism</p> <p>4 – what does sacrifice mean? To know the importance of sacrifice in the Abrahamic covenant</p> <p>HT1 Literacy Marking</p>	<p>Booklet 2</p> <p>3- Moral code To explain how Jewish people put ethical commandments into practice.</p> <p>4- Brit Milah To be able to explain what happens during a Brit Milah.</p> <p>To make links between belief in covenant and birth ceremonies</p> <p>HT 2 Literacy marking</p>	<p>To be able to explain what Kosher food is and to explain the food a Jew can and cannot eat.</p> <p>To explain why it is important to Jews to eat Kosher food.</p> <p>To express opinions about a religion telling followers what to eat.</p> <p>3- Shabbat To be able to explain the concept of Shabbat</p> <p>5- Re-call it all assessment Consolidate knowledge of Jewish practices and what it means for Jewish people today</p> <p>6- SUN Feedback reflect on what it means to be part of the Jewish faith today</p>	<p>2- The Trinity To be able to explain the concept of the Trinity.</p> <p>3- Incarnation To explain the incarnation of Jesus and why it is important for Christian belief</p> <p>HT4 Literacy assessment</p>	<p>To explain the evidence for Jesus being a man of peace.</p> <p>To explain the evidence for Jesus being a man of conflict.</p> <p>To evaluate the evidence about Jesus as a man of peace or conflict.</p> <p>Booklet 2</p> <p>3- Miracles To be able to explain the miracles of Jesus To justify your personal view on the truth of Jesus’ miracles.</p> <p>4- Jesus’ Baptism To be able to explain the origins of baptism.</p> <p>HT5 Literacy marking</p>	<p>To explain the importance of the resurrection on Christians.</p> <p>3- Easter To explain the festival of Easter</p> <p>To explain different denominations’ practices during Easter</p> <p>4 and 5- Re-Call it all assessment and SUN feedback</p>
<p>Assessment</p>	<p>Relevant end points Retrieval starters Interleaving questions Checking for understandings tasks Relevant core concepts</p> <ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. 	<p>Relevant end points Retrieval starters Interleaving questions Checking for understandings tasks Relevant core concepts</p> <ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers. Application 	<p>Relevant end points Retrieval starters Interleaving questions Checking for understandings tasks Relevant core concepts</p> <ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers. Application 	<p>Relevant end points Retrieval starters Interleaving questions Checking for understandings tasks Relevant core concepts</p> <ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer 	<p>Relevant end points Retrieval starters Interleaving questions Checking for understandings tasks Relevant core concepts</p> <ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer • Reflection and Improvement triggers built into lessons. 	<p>Relevant end points Retrieval starters Interleaving questions Checking for understandings tasks Relevant core concepts</p> <ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition.

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Gatsby / SMSC	<p>First lessons introduce students to why we do RE and the benefits of critically studying religion whilst maintaining respectful and tolerant boundaries. Students examine the historical roots of the faith and its moral code. They consider what it means to be Jewish both spiritually and culturally. The Golden Rule – teaching that all major religions have in common. Concept of identity, symbols and relationships with others. Exploration of spirituality, empathy and ethics.</p> <p>Rationale: Range of feeder primaries. Dimensions of religion lesson > we don't teach thematically or by 'Lesson 1 Holy books etc would oversimplify and students would miss out on specific important knowledge of each faith.' Therefore dimensions are useful</p>	<p>First lessons introduce students to why we do RE and the benefits of critically studying religion whilst maintaining respectful and tolerant boundaries. Students examine the historical roots of the faith and its moral code. They consider what it means to be Jewish both spiritually and culturally. The Golden Rule – teaching that all major religions have in common. Concept of identity, symbols and relationships with others. Exploration of spirituality, empathy and ethics</p>	<p>Students examine the historical roots of the faith and its moral code. Through study of the life of Jesus, they explore concepts such as conflict, trust and hope. Jesus' life gives students to reflect upon human themes such as betrayal and fear during the Last Supper and crucifixion.</p>	<p>Students examine the historical roots of the faith and its moral code. Through study of the life of Jesus, they explore concepts such as conflict, trust and hope. Jesus' life gives students to reflect upon human themes such as betrayal and fear during the Last Supper and crucifixion.</p>	<p>Analysis and evaluation of aspects of religion and belief including their significance and influence. Exposure and detailed study of a major world faith.</p>	<p>Analysis and evaluation of aspects of religion and belief including their significance and influence. Exposure and detailed study of a major world faith.</p>

<p>to see comparisons and contrasts. EG: Worship in the home / synagogue is hugely important in Judaism Teach chronologically so students can build links and conflicts between Abrahamic faiths: Jesus was a Jew / Jesus is acknowledged as a prophet for Muslims but not the Son of God. Aim is to build a schema of religions and how they fit together.</p> <p>Intent:</p> <ul style="list-style-type: none"> •Students have built up an accurate and detailed knowledge of central beliefs and associated practices within Judaism, Christianity, Islam, Hinduism and Buddhism and appreciate the way that religious beliefs shape life and our behaviour. •Students are able to explain some of the key differences within faiths between religious denominations and traditions. •Students are able to frame these world faiths historically and geographically. •Students will be able to explain links between the Abrahamic faiths and the tensions and that exist between them due to a chronological approach to studying the Abrahamic faiths. •Students are able to reflect on their own perceptions of religion and worldviews. •Students are able to articulate their own responses to spiritual 					
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	<p>and ethical concepts and give reasons for their views.</p> <p>Cross-curricular – History also teach chronologically Prep for Adult life – identity / community / Being British / You and your values (same term)</p>					
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Year 8 (1 lessons per fortnight)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
Topic/Theme	Can we prove Gods existence?							Can we prove Gods existence?							Can we prove Gods existence?							How do we know the difference between right and wrong							How do we know the difference between right and wrong							How do we know the difference between right and wrong						
Learning Outcomes	<p>Lessons and objectives Students will continue to develop an understanding the nature of philosophy as a tool / discipline.</p> <p>Pupils will be able to able to analyse differing arguments (religious and non-religious worldviews) about the existence of God. They will be able to identify the nature of their own worldview regarding the existence of God and consider if and how this learning has affected their personal viewpoint.</p> <p>Booklet 1 Lesson 1: Who believes what, where? To explore the demography of belief</p> <p>Lesson 2: Philosophy and God To explore how philosophy and belief in God are connected</p> <p>Lesson 3: The Argument from Design To explore the Teleological Argument for the Existence of God</p> <p>Lesson 4: Arguing Against Design To consider the counterarguments for the Teleological Theory and evaluate whether the argument from design proves the existence of God</p> <p>HT1 Literacy marking</p>							<p>Lessons and objectives Students will continue to develop an understanding the nature of philosophy as a tool / discipline.</p> <p>Pupils will be able to able to analyse differing arguments (religious and non-religious worldviews) about the existence of God. They will be able to identify the nature of their own worldview regarding the existence of God and consider if and how this learning has affected their personal viewpoint.</p> <p>Booklet 2 Lesson 1: The Uncaused Cause? To explore Aquinas' First Cause Argument for the Existence of God and consider how it can be countered</p> <p>Lesson 2: Miracles To consider whether the existence of miracles can be used to prove the existence of God</p> <p>Lesson 3: Miracles, Logic and Evidence To explore Hume's criticism of the use of miracles to prove the existence of God</p> <p>Lesson 4: God, Maths and Pascal To consider whether mathematics can be used to prove the existence of God</p> <p>HT2 Literacy marking</p>							<p>Students will continue to develop an understanding the nature of philosophy as a tool / discipline.</p> <p>Pupils will be able to able to analyse differing arguments (religious and non-religious worldviews) about the existence of God. They will be able to identify the nature of their own worldview regarding the existence of God and consider if and how this learning has affected their personal viewpoint.</p> <p>Lesson 1: Morality and God To consider whether the Moral Argument can be used to prove the existence of God</p> <p>Lesson 2: Humanism and God To explore Humanist theory about God / Higher Being</p> <p>Lesson 3 and 4: The Big Question Re-Call it all and SUN feedback To evaluate whether philosophy can convincingly prove that God exists</p>							<p>Lessons and objectives Students will solidify their understanding of the nature of philosophy and theology as disciplinary tools of enquiry.</p> <p>Pupils will be able to able to analyse differing principles (religious and non-religious worldviews) for making moral decisions. They will be able to identify the nature of their own worldview regarding morality and how best to make moral decisions and consider if and how this learning has affected their personal viewpoint.</p> <p>Booklet 1 Lesson 1: Making Moral Decisions To consider what it is to be moral and identify different sources of moral authority.</p> <p>Lesson 2: Types of Morality To explore the difference between absolute and relative morality.</p> <p>Lesson 3: Virtue Ethics To consider what Aristotle teaches about virtue ethics.</p> <p>HT4 Literacy marking</p>							<p>Lessons and objectives Students will solidify their understanding of the nature of philosophy and theology as disciplinary tools of enquiry.</p> <p>Pupils will be able to able to analyse differing principles (religious and non-religious worldviews) for making moral decisions. They will be able to identify the nature of their own worldview regarding morality and how best to make moral decisions and consider if and how this learning has affected their personal viewpoint.</p> <p>Lesson 1: Situation Ethics To consider what Joseph Fletcher teaches about situation ethics. The Greatest Good for the Greatest Number? To consider what Jeremy Bentham teaches about utilitarianism.</p> <p>Lesson 2: The Greatest Good for the Greatest Number? To consider what Jeremy Bentham teaches about utilitarianism.</p> <p>Lesson 3 and 4 – Re-call it all assessment and SUN feedback</p>							<p>Lessons and objectives Students will solidify their understanding of the nature of philosophy and theology as disciplinary tools of enquiry.</p> <p>Pupils will be able to able to analyse differing principles (religious and non-religious worldviews) for making moral decisions. They will be able to identify the nature of their own worldview regarding morality and how best to make moral decisions and consider if and how this learning has affected their personal viewpoint.</p> <p>Booklet 2 Lesson 1 Humans as inherently moral? To consider whether humans have an inbuilt moral conscience.</p> <p>Lesson 2: The Old Testament and Morality To explore moral guidance in the Old Testament.</p> <p>Lesson 3; The New Testament and Morality To explore moral guidance in the New Testament.</p> <p>Lesson 4: Shariah and Morality To consider how Shariah provides guidance for moral behaviour.</p> <p>Lesson 5 and 6: The Big Question Re-call it all assessment and SUN marking To evaluate whether we should always consider the situation when making moral decisions.</p>						
Assessment	Relevant end points Retrieval starters Interleaving questions							Relevant end points Retrieval starters Interleaving questions							<ul style="list-style-type: none"> Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at 							<ul style="list-style-type: none"> Retrieval Questions at the start of each lesson to provide opportunity for 							The intention is for assessment to be ongoing throughout delivery.							The intention is for assessment to be ongoing throughout delivery.						

	<p>Checking for understandings tasks Relevant core concepts</p> <ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition. • End of HT Assessment on relevance of remembering religious traditions – faith histories today. formative for each half term. 	<p>Checking for understandings tasks Relevant core concepts</p> <ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers. Application activities using big statements to discuss and answer • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition. • End of HT Assessment on relevance of remembering religious traditions – faith histories today. formative for each half term. 	<p>start of each session. Spaced / interleaved knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL.. This should be personalised according to class need.</p> <ul style="list-style-type: none"> • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers / WWW and EBI feedback sheets provided where possible – assessing pupils’ ability to describe key features of philosophical theory / nature of sacred texts. • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition. 	<p>formative assessment at start of each session. Spaced / interleaved knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL. . This should be personalised according to class need.</p> <ul style="list-style-type: none"> • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers / WWW and EBI feedback sheets provided where possible – assessing pupils’ ability to describe key features of philosophical theory / nature of sacred texts. • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition. 	<ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. 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For best effect these need to be contextualised to respond to the knowledge and skills profile of each class. 	<ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced / interleaved knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers / WWW and EBI feedback sheets provided where possible – assessing pupils’ ability to describe key features of philosophical theory / nature of sacred texts. • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition. • Summative assessment provided for use at academy’s discretion – to be graded as % to dovetail with individual academy assessment policy. For best effect these need to be contextualised to respond to the knowledge and skills profile of each class.
Gatsby / SMSC	<p>Spiritual, moral, social and cultural development</p> <ul style="list-style-type: none"> • To encourage students to be reflective about their own beliefs and perspectives • To gain knowledge of, and respect for, the faiths, feelings and values of others • To develop an interest and enjoyment about learning about the world around them • To foster the skills and drive to be reflective about their beliefs, experiences and actions 	<p>Spiritual, moral, social and cultural development</p> <ul style="list-style-type: none"> • To encourage students to be reflective about their own beliefs and perspectives • To gain knowledge of, and respect for, the faiths, feelings and values of others • To develop an interest and enjoyment about learning about the world around them • To foster the skills and drive to be reflective about their beliefs, experiences and actions 			<p>Spiritual, moral, social and cultural development</p> <ul style="list-style-type: none"> • To encourage students to be reflective about their own beliefs and perspectives • To gain knowledge of, and respect for, the faiths, feelings and values of others • To develop an interest and enjoyment about learning about the world around them • To foster the skills and drive to be reflective about their beliefs, experiences and actions 	<p>Spiritual, moral, social and cultural development</p> <ul style="list-style-type: none"> • To encourage students to be reflective about their own beliefs and perspectives • To gain knowledge of, and respect for, the faiths, feelings and values of others • To develop an interest and enjoyment about learning about the world around them • To foster the skills and drive to be reflective about their beliefs, experiences and actions

Year 9 (1 lessons per fortnight)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Sanctity of life Is human life more important?							Sanctity of life Is human life more important?							Sanctity of life Is human life important							Do all Humans have Rights?					Do all Humans have Rights?					Do all Humans have Rights?							
Learning Outcomes	<p>Lessons and Objectives Theology and Human Sciences. Pupils will explore the concept of sanctity of life and the Christian and Islamic attitudes towards it, including the lived example and teachings of Jesus. Examination of what is meant by the quality of life and Peter Singer's views on the sanctity of both human and animal life (speciesism). Exploration of the debate surrounding abortion, euthanasia and stem cell research and the diverse religious views on these ethical issues. How differing interpretations of the duties of stewardship and dominion impact upon attitudes towards animal rights and animal testing. To evaluate the extent to which all life can be considered sacred.</p> <p>Booklet 1 1. The Sanctity of Life To explore what is meant by sanctity of life Jesus and the Sanctity of all human life</p> <p>2. Jesus and the sanctity of all human life To explore Jesus' teaching and example of the sanctity of human life</p>							<p>Lessons and Objectives Theology and Human Sciences. Pupils will explore the concept of sanctity of life and the Christian and Islamic attitudes towards it, including the lived example and teachings of Jesus. Examination of what is meant by the quality of life and Peter Singer's views on the sanctity of both human and animal life (speciesism). Exploration of the debate surrounding abortion, euthanasia and stem cell research and the diverse religious views on these ethical issues. How differing interpretations of the duties of stewardship and dominion impact upon attitudes towards animal rights and animal testing. To evaluate the extent to which all life can be considered sacred.</p> <p>1. The Right to Die To define what is meant by euthanasia. To explore data on attitudes to euthanasia in Modern Britain. To explore the prominent arguments in the Right to Die debate (including Humanist 'Dignity in Dying')..</p> <p>2 and 3 – Re Call it all assessment and SUN feedback</p> <p>Booklet 2 4. The Right to Choose To define what is meant by abortion. To explore data on use of abortion in Modern Britain. To explore the prominent arguments in the pro-life / pro-choice debate</p>							<p>Lessons and objectives</p> <p>1. The Right to Experiment To define what is meant by embryo/stem cell research. To explore data on use of embryo research in Modern Britain. To explore the prominent religious arguments in the debate around embryo research.</p> <p>2. The Sanctity of ALL Life? Rights of Animals To explore what is meant by sanctity of animal life. To examine Peter Singer's argument on speciesism.</p> <p>3. Christianity and Animal Rights To explore diverse Christian attitudes towards the ethics of animal rights / animal testing and how these impact action.</p> <p>4. Dharmic Faith and Animal Rights To explore diverse ___ attitudes towards the ethics of animal rights / animal testing and how these impact action.</p>							<p>Lesson and Objectives</p> <p>1. The Big Question RE-Call it all and SUN marking To argue whether all life is equally 'special'.</p> <p>2. SUN feedback</p> <p>Booklet 1 Topic 2: Human rights Students will solidify their understanding of human rights though a sociological and philosophical world view</p> <p>Pupils will be able to analyse differing viewpoints (religious and non-religious worldviews) about the restrictions to human rights and consider both the different ways in which these beliefs drive action and the ways in which they have played out historically. They will be able to identify the nature of their own worldview regarding protection of human rights and how this learning has affected their personal viewpoint.</p> <p>Lesson 1: Human Rights To examine the purpose of Human Rights. To investigate how people have worked to secure Human Rights. To evaluate the importance of the individual</p> <p>Lesson 3: Child soldiers To identify how children became soldiers</p> <p>To reflect upon the human rights that are withdrawn from children during war</p> <p>Lesson 2: Criminals and human rights. Part 1 To identify what a criminal is</p> <p>To reflect upon the human rights that are withdrawn from criminals</p>					<p>Students will solidify their understanding of human rights though a sociological and philosophical world view</p> <p>Pupils will be able to analyse differing viewpoints (religious and non-religious worldviews) about the restrictions to human rights and consider both the different ways in which these beliefs drive action and the ways in which they have played out historically. They will be able to identify the nature of their own worldview regarding protection of human rights and how this learning has affected their personal viewpoint.</p> <p>Lesson 1 and 2: Martin Luther King To understand what the USA was like in the 1960's To reflect upon the issue of persecution before Black Civil Rights</p> <p>Lesson 3: BLM To investigate modern Black Civil rights Movement</p> <p>Lesson 4: Child Labour – Teacher Assess To identify how children, enter labour at such a young age</p> <p>To evaluate efforts that have been done so far to stop child labour</p> <p>HT5 Literacy marking</p>					<p>Students will solidify their understanding of human rights though a sociological and philosophical world view</p> <p>Pupils will be able to analyse differing viewpoints (religious and non-religious worldviews) about the restrictions to human rights and consider both the different ways in which these beliefs drive action and the ways in which they have played out historically. They will be able to identify the nature of their own worldview regarding protection of human rights and how this learning has affected their personal viewpoint.</p> <p>Booklet 2</p> <p>Lesson 1: Child soldiers To identify how children became soldiers</p> <p>To reflect upon the human rights that are withdrawn from children during war</p> <p>Lesson 2: Criminals and human rights. Part 1 To identify what a criminal is</p> <p>To reflect upon the human rights that are withdrawn from criminals</p> <p>To evaluate whether or not human rights should ever be removed from an individual</p> <p>Lesson 3: Criminals and human rights part 2 To reflect on the different case studies were human rights have not been upheld</p>							

	<p>3. Islam and the Sanctity of all human life To explore Islamic attitudes towards the sanctity of human life</p> <p>4. Sanctity of Life vs Quality of Life To explore what is meant by 'quality of life' and how this links with religious concepts of sanctity. To examine Peter Singer's views on the sanctity of human life</p> <p>HT1 Literacy Marking</p>	(including diverse religious views).		<p>To evaluate whether or not human rights should ever be removed from an individual</p> <p>Lesson 3: Criminals and human rights part 2 To reflect on the different case studies where human rights have not been upheld</p> <p>To evaluate your own views on Human rights</p> <p>Lesson 4: Religion and Human Rights To know what a human right is</p> <p>To understand why human rights are important</p> <p>To evaluate religious teachings that support human rights</p> <p>Lesson 5: Careers: Discrimination in the workplace and employee rights To accurately explain discrimination To distinguish between direct and indirect discrimination Apply this to scenarios and link directly to employment and human rights</p> <p>Lesson 6 and 7; Assessment and feedback</p>		<p>To evaluate your own views on Human rights</p> <p>Lesson 4: Re-call it all and SUN feedback</p>
Assessment	<ul style="list-style-type: none"> Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced / interleaved knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. Skills Activities available at each phase of learning with Model Answers / WWW and EBI feedback sheets provided where possible – assessing pupils' ability to describe key features of philosophical theory / nature of sacred texts. 	<ul style="list-style-type: none"> Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced / interleaved knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. Skills Activities available at each phase of learning with Model Answers / WWW and EBI feedback sheets provided where possible – assessing pupils' ability to describe key 	<ul style="list-style-type: none"> Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. Skills Activities available at each phase of learning with Model Answers / WWW and EBI feedback sheets provided where possible – assessing pupils' ability to describe key features of philosophical theory / nature of sacred texts. Reflection and Improvement triggers built into lessons. Plenary to book-end in lesson assessment of knowledge acquisition. Summative assessment point 	<p>each lesson to provide opportunity for formative assessment at start of each session. Spaced / interleaved knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL.</p> <ul style="list-style-type: none"> Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. Skills Activities available at each phase of learning with Model Answers / WWW and EBI feedback sheets provided where possible – assessing pupils' ability to describe key features of philosophical theory / nature of sacred texts. Reflection and Improvement triggers built into lessons. Plenary to book-end in lesson assessment of knowledge acquisition. 	<p>Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced / interleaved knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL.</p> <ul style="list-style-type: none"> Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. Skills Activities available at each phase of learning with Model Answers / WWW and EBI feedback sheets provided where possible – assessing pupils' ability to describe key features of philosophical theory / nature of sacred texts. Reflection and Improvement triggers built into lessons. 	<p>Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced / interleaved knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL.</p> <ul style="list-style-type: none"> Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. Skills Activities available at each phase of learning with Model Answers / WWW and EBI feedback sheets provided where possible – assessing pupils' ability to describe key

	<p>EBI feedback sheets provided where possible – assessing pupils’ ability to describe key features of philosophical theory / nature of sacred texts.</p> <ul style="list-style-type: none"> • Reflection and Improvement triggers built into lessons. • 	<p>features of philosophical theory / nature of sacred texts.</p> <ul style="list-style-type: none"> • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition. • 		<ul style="list-style-type: none"> • Summative assessment point 	<ul style="list-style-type: none"> • Plenary to book-end in lesson assessment of knowledge acquisition. • 	<p>features of philosophical theory / nature of sacred texts.</p> <ul style="list-style-type: none"> • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition. •
Gatsby / SMSC	<p>Spiritual, moral, social and cultural development</p> <ul style="list-style-type: none"> •To encourage students to be reflective about their own beliefs and perspectives •To gain knowledge of, and respect for, the faiths, feelings and values of others •To develop an interest and enjoyment about learning about the world around them •To foster the skills and drive to be reflective about their beliefs, experiences and actions <p>To encourage students to participate in the local community using our house system and house charities to support in students’ outreach (just an idea?)</p>	<ul style="list-style-type: none"> • Analysis and evaluation of aspects of religion and belief including their significance and influence. <p>Exposure and detailed study of a major world faith and case studies on human rights.</p>	<p>Analysis and evaluation of aspects of religion and belief including their significance and influence.</p> <p>Exposure and detailed study of a major world faith and case studies on human rights.</p>	<p>Spiritual, moral, social and cultural development</p> <ul style="list-style-type: none"> •To encourage students to be reflective about their own beliefs and perspectives •To gain knowledge of, and respect for, the faiths, feelings and values of others •To develop an interest and enjoyment about learning about the world around them •To foster the skills and drive to be reflective about their beliefs, experiences and actions <p>To encourage students to participate in the local community using our house system and house charities to support in students’ outreach (just an idea?)</p>	<p>Spiritual, moral, social and cultural development</p> <ul style="list-style-type: none"> •To encourage students to be reflective about their own beliefs and perspectives •To gain knowledge of, and respect for, the faiths, feelings and values of others •To develop an interest and enjoyment about learning about the world around them •To foster the skills and drive to be reflective about their beliefs, experiences and actions <p>To encourage students to participate in the local community using our house system and house charities to support in students’ outreach (just an idea?)</p>	

Year 10 (1 lessons per Fortnight)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Evil and suffering Pt 1 Why is there suffering? Doncaster Agreed syllabus: A1, A2, B1, C1, A3																Evil and suffering Pt 2 Why is there suffering? Doncaster Agreed Syllabus: A1, A2, B1, C1, A3																Crime and Punishment						
Learning Outcomes	<p>Philosophy and Theology. Pupils will examine how philosophy and theology can be used as a tool to question the nature and purpose of suffering. They will examine teachings and interpretations about the origins, nature and purpose of suffering within the Christian, Islamic and Sikh traditions, as well as considering how a non-religious worldview understands human suffering. They will explore theodicies which seek to explain the origin and purpose of suffering – for example Irenaean theodicy and Augustinian theodicy, before moving to examine how different faith communities respond to suffering.</p> <p>Lessons and objectives</p> <p>Booklet 1</p> <p>1. Philosophy, Theology and Suffering To consider how philosophy and theology can be used as a tool to explore human suffering.</p> <p>2. The Nature of Suffering To examine the types and causes of suffering.</p> <p>3. Genesis and the origin of suffering To explore (differing views about) what Genesis 3 teaches about the origin, nature and purpose of suffering.</p> <p>4. Christian theodicies and the Story of Job To define what is meant by theodicy and examine (differing views about) what the Book of Job teaches about the origin, nature and purpose of suffering.</p> <p>Ht1 – Literacy marking</p> <p>5. The Free Will Defence? To analyse what the Free Will Defence tells us about the nature, cause and purpose of suffering and evaluate whether this theodicy is robust.</p> <p>6. Can suffering be positive? To explore the soul-making theodicy and consider what it tells us about the nature, cause and purpose of suffering.</p> <p>Lesson 7 and 8: Re-call it all Assessment and SUN feedback</p>																<p>Philosophy and Theology. Pupils will examine how philosophy and theology can be used as a tool to question the nature and purpose of suffering. They will examine teachings and interpretations about the origins, nature and purpose of suffering within the Christian, Islamic and Sikh traditions, as well as considering how a non-religious worldview understands human suffering. They will explore theodicies which seek to explain the origin and purpose of suffering – for example Irenaean theodicy and Augustinian theodicy, before moving to examine how different faith communities respond to suffering.</p> <p>Booklet 2</p> <p>Lessons and Objectives</p> <p>1. Suffering and Al Qadr To examine Islamic belief about suffering as part of God’s plan and consider what this tells us about the nature, cause and purpose of suffering.</p> <p>2. Suffering, Sikhism and Egoism To examine the Sikh belief about egoism and suffering and consider what this tells us about the nature, cause and purpose of suffering.</p> <p>3. Suffering and Non-religious worldviews To examine Humanist attitudes towards suffering and consider what this tells us about the nature, cause and purpose of suffering.</p> <p>4. Suffering as an opportunity to serve others Part I To explore Christian belief about service and investigate how the Salvation Army serve the community. To explore Islamic belief about service and investigate how Islamic Relief serve the community.</p> <p>HT3 Literacy marking</p> <p>5. Suffering as an opportunity to serve others Part II To explore Sikh belief about service and investigate how Khalsa Aid and Khalsa Assist serve the community.</p> <p>6. The Big Question To evaluate whether there is any purpose in human suffering.</p> <p>Lesson 7 and 8: Re-Call it all assessment and SUN feedback</p>																<p>Lessons and objectives</p> <p>Booklet 1</p> <p>1. Why do criminals commit crimes? To reflect on why criminals, commit crimes To evaluate where blame should be placed for criminal behaviour</p> <p>2. UK Punishments To know and understand the aims of punishments in the UK To evaluate the effectiveness of punishments in the UK</p> <p>3. Religious attitudes to crime To know and understand different religious responses to crime</p> <p>4. Can criminal be forgiven? Understand Christian and Muslim beliefs, teachings and attitudes about forgiveness. Consider a case study related to forgiveness.</p> <p>HT5 Literacy marking</p> <p>5. How effective is the prison system in the UK? To evaluate effectiveness of the prison system in the UK</p> <p>6. Capital Punishment To know and understand the different ethical and religious responses to capital punishment</p> <p>7. Assessment</p> <p>8. Feedback</p>						
Assessment	<p>The intention is for assessment to be ongoing throughout delivery.</p> <ul style="list-style-type: none"> Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced / interleaved knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. This should be personalised according to class need. Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. Skills Activities available at each phase of learning with Model Answers / WWW and EBI feedback sheets provided where possible – assessing pupils’ ability to describe key features of philosophical theory / nature of sacred texts. Reflection and Improvement triggers built into lessons. Plenary to book-end in lesson assessment of knowledge acquisition. Summative assessment 																																<p>The intention is for assessment to be ongoing throughout delivery.</p> <ul style="list-style-type: none"> Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced / interleaved knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. Skills Activities available at each phase of learning with Model Answers / WWW and EBI feedback sheets provided where possible – assessing pupils’ ability to describe key features of philosophical theory / nature of sacred texts. 						

		<ul style="list-style-type: none"> • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition. • Summative assessment provided for use at academy's discretion – to be graded as % to dovetail with individual academy assessment policy. For best effect these need to be contextualised to respond to the knowledge and skills profile of each class.
Gatsby / SMSC	<p>Spiritual, moral, social and cultural development</p> <ul style="list-style-type: none"> • To encourage students to be reflective about their own beliefs and perspectives • To gain knowledge of, and respect for, the faiths, feelings and values of others • To develop an interest and enjoyment about learning about the world around them • To foster the skills and drive to be reflective about their beliefs, experiences and actions <p>To encourage students to participate in the local community using our house system and house charities to support in students' outreach (just an idea?)</p>	<p>Spiritual, moral, social and cultural development</p> <ul style="list-style-type: none"> • To encourage students to be reflective about their own beliefs and perspectives • To gain knowledge of, and respect for, the faiths, feelings and values of others • To develop an interest and enjoyment about learning about the world around them • To foster the skills and drive to be reflective about their beliefs, experiences and actions

Year 11 (1 lessons per fortnight)

Week Number	1	3	6	9	12	15	18	21	24	27	30	31	32	33	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Sanctity of life Is human life more important?							Sanctity of life Is human life more important?																															
Learning Outcomes	<p>Lessons and Objectives Theology and Human Sciences. Pupils will explore the concept of sanctity of life and the Christian and Islamic attitudes towards it, including the lived example and teachings of Jesus. Examination of what is meant by the quality of life and Peter Singer's views on the sanctity of both human and animal life (speciesism). Exploration of the debate surrounding abortion, euthanasia and stem cell research and the diverse religious views on these ethical issues. How differing interpretations of the duties of stewardship and dominion impact upon attitudes towards animal rights and animal testing. To evaluate the extent to which all life can be considered sacred.</p> <p>Booklet 1</p> <p>1- The Sanctity of Life To explore what is meant by sanctity of life Jesus and the Sanctity of all human life</p> <p>2- Jesus and the sanctity of all human life To explore Jesus' teaching and example of the sanctity of human life</p> <p>3- Islam and the Sanctity of all human life To explore Islamic attitudes towards the sanctity of human life</p>							<p>Lessons and Objectives Theology and Human Sciences. Pupils will explore the concept of sanctity of life and the Christian and Islamic attitudes towards it, including the lived example and teachings of Jesus. Examination of what is meant by the quality of life and Peter Singer's views on the sanctity of both human and animal life (speciesism). Exploration of the debate surrounding abortion, euthanasia and stem cell research and the diverse religious views on these ethical issues. How differing interpretations of the duties of stewardship and dominion impact upon attitudes towards animal rights and animal testing. To evaluate the extent to which all life can be considered sacred.</p> <p>1. The Right to Die To define what is meant by euthanasia. To explore data on attitudes to euthanasia in Modern Britain. To explore the prominent arguments in the Right to Die debate (including Humanist 'Dignity in Dying')..</p> <p>2 and 3 – Re Call it all assessment and SUN feedback</p> <p>Booklet 2</p> <p>4 The Right to Choose To define what is meant by abortion. To explore data on use of abortion in Modern Britain. To explore the prominent arguments in the pro-life / pro-choice debate (including diverse religious views).</p>																															

	<p>4- Sanctity of Life vs Quality of Life</p> <p>To explore what is meant by 'quality of life' and how this links with religious concepts of sanctity. To examine Peter Singer's views on the sanctity of human life</p> <p>HT1 Literacy Marking</p>	
Assessment	<ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced / interleaved knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers / WWW and EBI feedback sheets provided where possible – assessing pupils' ability to describe key features of philosophical theory / nature of sacred texts. • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition. • Summative assessment point 	<ul style="list-style-type: none"> • Retrieval Questions at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced / interleaved knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. • Hinge questions intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions. • Skills Activities available at each phase of learning with Model Answers / WWW and EBI feedback sheets provided where possible – assessing pupils' ability to describe key features of philosophical theory / nature of sacred texts. • Reflection and Improvement triggers built into lessons. • Plenary to book-end in lesson assessment of knowledge acquisition. • Summative assessment point
Gatsby / SMSC	<p>Spiritual, moral, social and cultural development</p> <ul style="list-style-type: none"> •To encourage students to be reflective about their own beliefs and perspectives •To gain knowledge of, and respect for, the faiths, feelings and values of others •To develop an interest and enjoyment about learning about the world around them •To foster the skills and drive to be reflective about their beliefs, experiences and actions <p>To encourage students to participate in the local community using our house system and house charities to support in students' outreach (just an idea?)</p>	

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