

# YEAR 10 | PHILOSOPHY, RELIGION AND ETHICS

**The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Philosophy, Religion and Ethics and develop students into religiously literate and empathetic citizens:**

Our GCSE curriculum covers Christianity as the main religious tradition of the UK and Sikhism as a main religion in the area of Sandwell. We also look into six contemporary ethical themes. Throughout these topics, students are challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and will develop research skills. Throughout this GCSE, students are able to develop their own values, beliefs and attitudes in the light of what they have learnt and all of this contributes to their preparation for adult life in becoming a religiously literate and empathetic citizen. The year 10 course will prepare students for the second part of their GCSE course. It will allow them to apply the religious content that they have studied with Christianity and Sikhism and develop this further within thematic studies, investigating world views on moral and ethical issues. Students will have the opportunity to see how faith is expressed in practice with cultural visits to places of worship, such as a Gurdwara and a Cathedral. This will develop the students both culturally and socially.

ideas, leadership and will develop research skills. Throughout this GCSE, students are able to develop their own values, beliefs and attitudes in the light of what they have learnt and all of this contributes to their preparation for adult life in becoming a religiously literate and empathetic citizen.

The year 10 course will prepare students for the second part of their GCSE course. It will allow them to apply the religious content that they have studied with Christianity and Sikhism and develop this further within thematic studies, investigating world views on moral and ethical issues. Students will have the opportunity to see how faith is expressed in practice with cultural visits to places of worship, such as a Gurdwara and a Cathedral. This will develop the students both culturally and socially.

## ENRICHMENT OPPORTUNITIES

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. We also visit Coventry Cathedral where students take part in workshops that resonate with our thematic themes. Within PRE, we also run an extracurricular class which further extends concepts and skills taught; this is Ethflix, during this class students discuss moral issues within film.

## HALF TERM 1

### CHRISTIAN BELIEFS AND TEACHINGS

#### All students will know:

- Christian beliefs on God
- Beliefs on creation
- Incarnation
- Crucifixion
- Resurrection
- Evil and suffering
- Beliefs about life after death
- Salvation

#### Impact- Why do we teach this?

- Investigate the main religious tradition of Great Britain.
- Understand the choices a Christian might make because of their beliefs.
- Look into why these beliefs are important with the wider society of Great Britain.

#### All students will be assessed:

In this term students will be assessed formatively through a range of recall tasks. They will also complete their first 12-mark exam question in which teachers will work on exam structure with students.

#### All students will be assessed:

In this term students will be assessed formatively through a range of recall tasks. They will also complete their first 12-mark exam question in which teachers will work on exam structure with students.

#### Reading skills needed for this unit:

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

#### Key vocabulary:

God, Jesus, Incarnation, Crucifixion, Ascension, Creation, Life, Death, Salvation, Sin, Grace

## HALF TERM 2 CHRISTIAN PRACTICES

### 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

### Impact- Why do we teach this?

- Understand how a Christian may practise their religion in society today.
- Develop empathy and respect for the practices of the main religious tradition of Great Britain.

### All students will be assessed:

Students will complete a summative assessment on Christian practices with an interleave of Christian beliefs.

### Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

### Key vocabulary:

Prayer  
Worship  
Lord's Prayer  
Baptism  
Eucharist  
Reconciliation  
Persecution  
Evangelism  
Great Commission

## HALF TERM 3 SIKHISM BELIEFS AND TEACHINGS

### All students will know:

- Belief on God
- Mool Mantra
- Creation
- 5 Khands
- 5 Virtues and Evils
- Sewa
- Sangat
- Guru Nanak
- Equality
- Five K's

### Impact- Why do we teach this?

- To investigate the religious beliefs of Sikhism, one of the biggest religions in Sandwell.
- To understand how Sikh beliefs influence Sikhs today.
- To evaluate these beliefs and explore their significance for Sikhs.
- Look into why these beliefs are important with the wider society of Sandwell and Great Britain today.

### All students will be assessed:

In this term students will be assessed formatively through a range of recall tasks such as a quiz to test A01 knowledge. Additionally, they will complete a 12-mark exam question in which teachers will work on exam structure with students.

### Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

### Key vocabulary:

Piety  
Knowledge  
Effort  
Grace  
Truth  
Love  
Contentment  
Waheguru  
Sewa  
Tan, Man and Dhan  
Sangat  
Kesh, Kirpan, Kara, Khanga, Kachera

## HALF TERM 4 SIKH PRACTICES

### All students will know:

- Gurdwara
- Prayer
- Akhand Path
- Langar
- Worship and Meditation
- Sikh naming ceremony
- Amrit ceremony
- Gurburbs
- The Golden Temple
- Vaisakhi and Diwali

### Impact - Why do we teach this?

- Through looking into how a Sikh may practise their religion in society today, students will develop empathy and respect for the practices of Sikhism.

### All students will be assessed:

- In this term, students will complete a summative assessment on Sikh practices with an interleave on Sikh beliefs.

### Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

### Key vocabulary:

Takht, Palki, Ramallah, Chauri, Ardas, Diwan, Kirtan, Hukam, Langar, Gutka, Japi, nam japna, Granthi, Vaisakhi, Diwali, Gurburb, Amrit, Amrit Sanskar .

## HALF TERM 5 CRIME AND PUNISHMENT

### All students will know:

- Different types of crime
- Different causes of crime
- Aims of punishment
- Christian views on crime and punishment
- Sikh views on crime and punishment
- Prisons
- Community service
- Corporal punishment
- Death penalty
- The principle of utility

### Impact- Why do we teach this?

- To investigate the views of major world religions on crime and punishment
- To develop my own views on whether crime is ever right and how criminals should be punished.
- To analyse moral beliefs towards the use of 'extreme' punishments such as the death penalty.

### All students will be assessed:

In this term students will be assessed formatively through a range of recall tasks such as a quiz to test all previous knowledge including Christianity and Sikhism. Additionally, students will complete a timed 12-mark question.

### Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

### Key vocabulary:

Addiction, Poverty, Upbringing, Mental Illness, Greed, Hate crime, Deterrence, Reformation, Retribution, Prison, Corporal punishment, Community service, Death penalty

---

## HALF TERM 6 HUMAN RIGHTS AND SOCIAL JUSTICE

### All students will know:

Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.

### Impact- Why do we teach this?

- To investigate the views of major world religions on human rights and social justice.
- To develop awareness of perceived prejudices in contemporary society.
- To analyse how we can become more tolerant citizens and contribute to an increasingly just society.
- Issues of equality, freedom of religion and belief including freedom of religious expression.
- Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.
- To inform students what social justice is and how society practices treating people fairly with the law.
- Racial prejudice and discrimination.
- Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.

### All students will be assessed:

In this term, students will complete a mock exam. This mock exam will consist of the religions practice section and the themes of crime and punishment and human rights and social justice.

### Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

### Key vocabulary:

Rights, responsibilities, wealth, justice, discrimination, prejudice, expression

---

## HOW STUDENTS CAN BE SUPPORTED AT HOME

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

They will also be able to use educational web pages such as BBC bitesize which will allow students to further expand their philosophy, religion and ethics knowledge.

Online there are also many exam board specific resources available on AQA.

---

## HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Students can broaden their philosophy, religion and ethics knowledge and skill base through looking at educational sites such as true tube, which have academic videos for a range of ethical and religious issues.



# YEAR 11 | PHILOSOPHY, RELIGION AND ETHICS

## The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Philosophy, Religion and Ethics and develop students into religiously literate and empathetic citizens:

Our GCSE curriculum covers Christianity as the main religious tradition of the UK and Sikhism as a main religion in the area of Sandwell. We also look into six contemporary ethical themes. Throughout these topics, students are challenged with questions about beliefs, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and will develop research skills. Throughout this GCSE, students are able to develop their own values, beliefs and attitudes in the light of what they have learnt and all of this contributes to their preparation for adult life in becoming a religiously literate and empathetic citizen.

The year 11 course will prepare students to not only be critical but also succinct. Students will refine their knowledge, ensuring that they have a secure understanding of the beliefs and practices of Christianity and Sikhism. Not only this, students will complete a number of sequence lessons on thematical studies, in which they will further develop and secure key knowledge, yet also compare and contract key opinions towards ethical life events.

## ENRICHMENT OPPORTUNITIES

Within philosophy, religion and ethics there are enrichment opportunities for students to participate in. We run a trip to Smethwick Gurdwara for KS4 students. This allows the students to experience going to a Sikh place of worship, making them it more of a reality for them. They are also able to participate in Langar together. We also visit Coventry Cathedral where students take part in workshops that resonate with our thematic themes. This allows students to broaden their religious understanding and cultural capital.

## HALF TERM 1 PEACE AND CONFLICT

### All students will know:

- Students will explore this topic from a Christian, Sikh and non-religious point of view.
- Topics include:
  - Terrorism
  - Just War and Holy War
  - Pacifism
  - The role of religion in conflict
  - The role of religion in creating peace

### Impact- Why do we teach this?

- This topic allows students to engage with current affairs in the PRE-classroom.
- It allows them to develop their skills in empathy, as well as communication and analytical skills.
- Students have the opportunity to explore how religious beliefs impact everyday life, and how religion and politics can often mix in everyday life.

### All students will be assessed:

In this term students will be assessed formatively through a range of recall tasks to test their knowledge. They will also complete a summative assessment on peace and conflict with an interleave on crime and punishment.

### Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

### Key vocabulary:

Terrorism, Just War, Holy War, pacifism, peace, conflict, Dharam yudh, justice, retaliation, weapons of mass destruction

## HALF TERM 2 RELIGION, RELATIONSHIPS AND FAMILIES

### All students will know:

- » Human sexuality.
- » The purpose of sex.
- » Homosexuality.
- » Contraception.
- » Family planning.
- » Marriage and the importance of marriage.
- » Divorce and remarriage.
- » Purpose of the family.
- » Family roles.

### Impact - Why do we teach this?

- » This topic allows students to engage with current affairs in the PRE classroom.
- » It allows them to develop their skills in empathy, as well as communication and analytical skills.
- » To analyse how we can become more tolerant citizens and contribute to an increasingly liberal society.

### All students will be assessed:

- » Students will be formatively assessed throughout the mid-section of the topic through quizzes, they will also be recalling previous information through do now tasks. Additionally, students will complete a timed 12-mark question.

### Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

### Key vocabulary:

Fixed, Fluid, Homosexual, Heterosexual, Contraception, Marriage, Cohabitation, Divorce, Remarriage

## HALF TERM 3 REVISION SEQUENCING

### All students will know:

- » Religions Topics
  - Christianity
  - Sikhism
- Themes Topics
  - Relationships and families
  - Religion and life
  - Existence of God
  - Peace and conflict
  - Crime and punishment
  - Human Rights and Social Justice

### Impact- Why do we teach this?

- Students do consolidation revision within the first term leading up to the mock to ensure each student is fully prepared for their mock exam.

### All students will be assessed:

During this half-term, students will complete a full mock exam on Christianity, Sikhism and their thematic themes.

### Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

### Key vocabulary:

All keywords across the 8 topics that students study will be key during this half-term. Command keywords will also be imperative.

## HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Students can broaden their philosophy, religion and ethics knowledge and skill base through looking at educational sites such as true tube, which have academic videos for a range of ethical and religious issues.

## HALF TERM 4 REVISION SEQUENCING

### All students will know:

- Religions Topics
  - Christianity
  - Sikhism
- Themes Topics
  - Relationships and families
  - Religion and life
  - Existence of God
  - Peace and conflict
  - Crime and punishment
  - Human Rights and Social Justice

### Impact- Why do we teach this?

- Students do consolidation revision within the first term leading up to the mock to ensure each student is fully prepared for their mock exam.

### All students will be assessed:

In this term students will be assessed formatively through a range of recall tasks such as a quiz to test A01 knowledge. Additionally, they will complete multiple exam practice question in which teachers will work on exam structure with students.

### Reading skills needed for this unit:

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

### Key vocabulary:

All keywords across the 8 topics that students study will be key during this half-term. Command keywords will also be imperative.

## HALF TERM 5 EXAM REVISION

### All students will know:

#### Religions Topics

- » Christianity.
- » Sikhism.

#### Themes Topics

- » Relationships and families.
- » Religion and life.
- » Peace and conflict.
- » Crime and punishment.
- » Human Rights and Social Justice.

### Impact - Why do we teach this?

Students do consolidation revision within the first term leading up to the mock to ensure each student is fully prepared for their mock exam.

### All students will be assessed:

In this term students will be assessed formatively through a range of recall tasks such as a quiz to test A01 knowledge. Additionally, they will complete multiple exam practice question in which teachers will work on exam structure with students to prepare them for their summer exam.

### Reading skills needed for this unit:

- » Summarise.
- » Sequence.
- » Infer.
- » Compare.
- » Contrast.
- » Draw conclusions.

### Key vocabulary:

All keywords across the 8 topics that students' study will be key during this half-term.

Command keywords will also be imperative

## HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Students will be able to use Satchel One where home learning tasks will be set to further extend students' knowledge in a wider context throughout the topics that we study.
- » They will also be able to use educational web pages such as BBC bitesize which will allow students to further expand their philosophy, religion and ethics knowledge.
- » Online there are also many exam board specific resources available on AQA.
- » Students are also provided with AQA revision packs and knowledge organisers to support them with their learning.



