Philosophy + Religion KS4 Curriculum

Curriculum Crib Card: …

- The curriculum is built around the skills and knowledge needed for students to become **Worldviews Literate**. Developing their knowledge through a **critical realist** and **multidisciplinary approach (Philosophy, Theology and Social Sciences)** to a wide range of questions about the experience of being human.
- These skills are implemented and revisited to increase complexity. Starting with facilitating skills in year 7, building up in terms of complexity of application until year 11.
- The curriculum spirals around the **Four Concepts** (Belief, Authority, Expression, Impact) and the **Threshold Concepts** (Big Ideas) as golden threads to enable a comparative and deepening understanding of the diversity of worldviews.
- At Key Stage 4, the curriculum covers two distinct areas of study, in order to expose students to a wide range of GCSE appropriate vocabulary, knowledge and understanding.

Paper 1: The Study of Religion (Christianity and Buddhism – Beliefs and Practices) – 4 Concepts
Paper 2: Philosophical and Ethical Themes (Religion and Life, Crime and Punishment, Peace and Conflict, Human Rights and Social Justice or Existence of God)

- Students are expected to **know and understand the beliefs and practices within the religions studied**, being able to **articulate the diversity, expression and impact of these beliefs in the lived experience of the believers**. Students are expected to **analyse and critically evaluate a range of ethical issues**, examining a diverse range of responses from within the worldviews studied and beyond.
- The curriculum ensures that the level of subject content is **pitched appropriately**, taking into consideration, where students are in their **learning journey, in KS3 for 24-25 we have tailored content to deepen understanding and associated skills.**
- The curriculum is **sequenced** to ensure key knowledge and skills are revisited and enhanced coherently. **Interleaving** subject content and skills at every opportunity.
- In years 10 and 11, students will revisit the skills and subject content introduced in years 7, 8 and 9, developing their range of tier 3 vocabulary and skills of analysis and evaluation, whilst building on their core knowledge to improve retention and boost comprehension. Each lesson will provide opportunities for **retrieval practice** to deepen learning.

Philosophy + Religion KS4 Curriculum

- This prepares students well for the demands of A Level RS where **skills of analysis, evaluation and argumentation** are refined and given weight through a **knowledge rich and ambitious curriculum**.

CONSETT ACADEMY	Year 10						Year 11					
	HT1	HT2	HT3	HT4	HT5	HT6	HT1	HT2	HT3	HT4	HT5	HT6
Christianity Beliefs				●	●					●	●	
Christianity Practices						●	●			●	●	
Buddhism Beliefs	●									●	●	
Buddhism Practices		●								●	●	
Theme A: Life							●			●	●	
Theme D: War										●	●	
Theme E: Crime			●						●	●	●	
Theme F: Social Justice								●		●	●	
Consolidation										●	●	

Philosophy + Religion KS4 Curriculum

GCSE Religious Studies Assessment Overview KS4

HT	DATE	YEAR 10 ASSESSMENT	TRUST WIDE DEADLINE
1	Wb 7/14.10.24	Paper 1 – Christianity Beliefs PP – In class assessments	DC1 – 18.11.24
2	WB 4.11.24	Paper 1 – Christianity Beliefs PP – In class assessments	DC1 – 18.11.24
2	Wb11.11.24	**Paper 1 – Christianity Beliefs PP – End of Unit Assessment**	DC1 – 18.11.24
2	Wb 18.11/2.12.24	Paper 1 – Christianity Practices PP – In class assessments	DC2 – 03.03.25
3	Wb 20.01.25	**Paper 1 – Christianity Practices PP – End of Unit Assessment**	DC2 – 03.03.25
3	Wb 3/10.2.25	Paper 2 – Crime PP – in class assessments	DC2 – 03.03.25
4	Wb03.303.25	**Paper 2 – Crime PP – End of Unit Assessment**	DC2 – 03.03.25
4	Wb 17/21.03/7.4.25	Paper 1 – Buddhism Beliefs PP – in class assessments	DC3 – 07.07.25
5	Wb 05.05.25	**Paper 1 – Buddhism Beliefs PP – End of Unit Assessment**	DC3 – 07.07.25
6	Wb 02.6.25	Paper 1 – Buddhism Practices PP – In class assessments	DC3 – 07.07.25
6	Wb 23.06.25	Paper 1 (full) Mock	DC3 – 07.07.25

HT	DATE	YEAR 11 ASSESSMENT	TRUST WIDE DEADLINE
1		Paper 1 – Buddhism Practices PP – End of Unit Assessment	TBC
1		Paper 2 – Life PP End of Unit Assessment	TBC
3		Paper 1 and Paper 2 (1/2) Mock	TBC
3		Paper 2 – HRSJ PP End of Unit Assessment	TBC
4		Paper 2 – Crime PP End of Unit Assessment	TBC
5		In class Full Paper 1 and Paper 2 PP assessments	TBC
5/6		2025 GCSE Exam	

Philosophy + Religion KS4 Curriculum

Year 10 Medium Term Plan

Examining Thinking: Exploring Being

Philosophy + Religion KS4 Curriculum

Year 10	**Half term 1**		
Curriculum topic:	Intro to GCSE RS and the skill of argumentation		
Curriculum content (Substantive Knowledge)	1. What is argumentation 2. Capital Punishment – 4 marker 3. Capital Punishment and Xty – 5 marker 4. Capital Punishment PEELE and developing arguments	5. Capital Punishment – debate 6. Capital Punishment – 12 marker 7. Feedback and DIRT	
Disciplinary Knowledge (Skills)	Philosophy and Religion Core Skills • Analysis • Evaluation • Reflection	Discrete Disciplinary Skills • Philosophy – logic and argumentation • Theology – use of biblical text – hermeneutics and exegesis • Social Science – examining how cultural and historical context influence belief and action	
Literacy	Command Words • Explain • Evaluate	Key Vocab Argumentation Point Evidence Explain Develop	Evaluate Counter-point Contrasting point Justified Conclusion Discern Judgement
Interim Assessments	AO2 – 12 marker in lesson 6	Reference points: Knowledge organiser issued with Learning Journey – including Worldviews Literacy Statement	
Assessment window			
Cultural Capital	Cultural British Christian heritage and practices, British legal system	SMSC Diversity in Belief Religious/Worldviews Literacy	CEIAG Education Law and Social Justice
Support:	Support pupils to overcome the misconceptions: • Misconception – arguing is just a personal point of view • Misconception – there is one fixed interpretation of sacred texts • Misconception – all Christian believe/think the same		

Philosophy + Religion KS4 Curriculum

Challenge:	Challenge opportunities: • TBC
Notes:	

Philosophy + Religion KS4 Curriculum

<table>
<tr><th>Year 10</th><th colspan="4">Half term 1</th></tr>
<tr><td>Curriculum topic:</td><td colspan="4">GCSE RS Paper 1: Christianity – Beliefs</td></tr>
<tr><td>Curriculum content (Substantive Knowledge)</td><td colspan="2">1. The nature of God
2. Qualities of God
3. Oneness and Trinity
4. Creation
5. Incarnation
6. Crucifixion</td><td colspan="2">7. Resurrection and Ascension
8. Resurrection and life after death
9. Afterlife and Judgement
10. Heaven and Hell
11. Sin and Salvation
12. Role of Christ in Salvation
13. End of Unit Assessment</td></tr>
<tr><td>Disciplinary Knowledge (Skills)</td><td colspan="2"><u>Philosophy and Religion Core Skills</u>
• Analysis
• Evaluation
• Reflection</td><td colspan="2"><u>Discrete Disciplinary Skills</u>
• Theology – asking questions about the existence, nature and human relationship with a God
• Theology – use of biblical text – hermeneutics and exegesis
Social Science – examining how cultural and historical context influence belief and action</td></tr>
<tr><td>Literacy</td><td colspan="2"><u>Command Words</u>
• Explain
• Evaluate</td><td colspan="2"><u>Key Vocab</u>
Omnipotent
Omnibenevolent
Just/Justice
Trinity
Creation/Word
Incarnation
Crucifixion
Resurrection
Ascension
Afterlife
Judgement
Heaven and Hell
Purgatory
Sin/Original Sin
Salvation and Grace
Atonement/ Reconciliation
Forgiveness
Atonement</td></tr>
<tr><td>Interim Assessments</td><td colspan="2">Exam style question practice with WCF, peer-edit and QTF</td><td colspan="2">Reference points:
Knowledge organiser issued with Learning Journey – including Worldviews Literacy Statement</td></tr>
<tr><td>Assessment window</td><td colspan="4">AW1 – End of Unit Past Paper Question (5 part question)
AO1 – knowledge and understanding (qns 1-4)
AO2 -evaluation (qn 5)</td></tr>
<tr><td>Cultural Capital</td><td><u>Cultural</u></td><td><u>SMSC</u>
Diversity in Belief</td><td colspan="2"><u>CEIAG</u>
Education</td></tr>
</table>

Philosophy + Religion KS4 Curriculum

	British Christian heritage and practices (Christmas, Easter etc)	Religious/Worldviews Literacy	
Support: **Challenge:**	Support pupils to overcome the misconceptions: • Jesus not a historical figure • Trinity – three separate entities • Confusion between reincarnation and resurrection Challenge opportunities: • Film – Jesus of Nazareth • Film – Jesus Christ Superstar • Book – Puzzle of Christianity		
Notes:			

Philosophy + Religion KS4 Curriculum

<table>
<tr><th>Year 10</th><th colspan="4">Half term 2</th></tr>
<tr><td>Curriculum topic:</td><td colspan="4">GCSE RS Paper 1: Christianity – Practices</td></tr>
<tr><td>Curriculum content (Substantive Knowledge)</td><td colspan="2">1. Worship
2. Prayer
3. Sacraments
4. Baptism
5. Holy Communion
6. Pilgrimage
7. Festivals (Christmas and Easter)</td><td colspan="2">8. Local Community – food banks
9. Local Community – Street Pastors
10. Mission and Evangelism
11. Church Growth
12. Worldwide Church – Reconciliation
13. Worldwide Church – Persecution
14. Worldwide Church – Poverty
15. End of Unit Assessment</td></tr>
<tr><td>Disciplinary Knowledge (Skills)</td><td><u>Philosophy and Religion Core Skills</u>
• Analysis
• Evaluation
• Reflection</td><td colspan="3"><u>Discrete Disciplinary Skills</u>
• Theology – use of biblical text – hermeneutics and exegesis
Social Science – examining how cultural and belief influence action</td></tr>
<tr><td>Literacy</td><td><u>Command Words</u>
• Explain
• Evaluate</td><td colspan="3"><u>Key Vocab</u>
Worship
Liturgical
Prayer
Sacrament
Baptism (believers)
Holy Communion
Pilgrimage
Festival
Church
Mission
Evangelism
Convert
Reconciliation
Persecution
Poverty
Agape</td></tr>
<tr><td>Interim Assessments</td><td colspan="2">Exam style question practice with WCF, peer-edit and QTF</td><td colspan="2">Reference points:
Knowledge organiser issued with Learning Journey – including Worldviews Literacy Statement</td></tr>
<tr><td>Assessment window</td><td colspan="4">AW2 – End of Unit Past Paper Question (5 part question)
AO1 – knowledge and understanding (qns 1-4)
AO2 -evaluation (qn 5)</td></tr>
<tr><td>Cultural Capital</td><td><u>Cultural</u></td><td><u>SMSC</u>
Diversity in Belief</td><td colspan="2"><u>CEIAG</u>
Education</td></tr>
</table>

Philosophy + Religion KS4 Curriculum

	British Christian heritage and practices (Christmas, Easter etc)	Religious/Worldviews Literacy	Charity/Community Work International Relations
Support: **Challenge:**	Support pupils to overcome the misconceptions: • Lack of awareness of diversity of practice within Christianity • Lack of awareness of the Christian foundation of studied charities • Lack of awareness of the role of the Worldwide Church • Thinking 'church' only means a building Challenge opportunities: • Website – www.trusselltrust.org • Website – www.streetpastors.org • BBC iplayer – Being Series – Christian • Film – Lourdes, 2019 (documentary Directors: Thierry Demaizière and Alban Teurlai)		
Notes:			

Philosophy + Religion KS4 Curriculum

<table>
<tr><th>Year 10</th><th colspan="4">Half term 3</th></tr>
<tr><td>Curriculum topic:</td><td colspan="4">GCSE RS Paper 2: Theme E – Religion, Crime and Punishment</td></tr>
<tr><td>Curriculum content (Substantive Knowledge)</td><td colspan="2">1. Crime and Punishment – types of crime
2. Reasons for Crime
3. Attitudes to Lawbreakers
4. Aims of Punishment</td><td colspan="2">5. Suffering and Causing Suffering
6. Treatment of Criminals
7. Forgiveness
8. Death Penalty
9. End of Unit Assessment</td></tr>
<tr><td>Disciplinary Knowledge (Skills)</td><td><u>Philosophy and Religion Core Skills</u>
• Analysis
• Evaluation
• Reflection</td><td colspan="3"><u>Discrete Disciplinary Skills</u>
• Theology – use of biblical text – hermeneutics and exegesis
• Social Science – examining how culture and belief influence action</td></tr>
<tr><td>Literacy</td><td><u>Command Words</u>
• Explain
• Evaluate</td><td colspan="3"><u>Key Vocab</u>
Legal/illegal
Moral/immoral
Crime
Punishment
Evil
Retribution
Reformation
Deterrence
Forgiveness
Addiction
Greed
Hate Crime
Capital Punishment
Dignity
Sanctity of Life
Repentance
Free Will
Corporal Punishment</td></tr>
<tr><td>Interim Assessments</td><td colspan="2">Exam style question practice with WCF, peer-edit and QTF</td><td colspan="2">Reference points:
Knowledge organiser issued with Learning Journey – including Worldviews Literacy Statement</td></tr>
<tr><td>Assessment window</td><td colspan="4">AW2 – End of Unit Past Paper Question (5 part question)
AO1 – knowledge and understanding (qns 1-4)
AO2 -evaluation (qn 5)</td></tr>
<tr><td>Cultural Capital</td><td><u>Cultural</u>
British legal system
Types of punishment
Social inequality/deprivation/privilege</td><td><u>SMSC</u>
Diversity in Belief
Religious/Worldviews Literacy
Ethical attitudes, responsibilities and duties</td><td colspan="2"><u>CEIAG</u>
Education
Charity/Community Work
Prison and Probation</td></tr>
</table>

Philosophy + Religion KS4 Curriculum

Support: **Challenge:**	Support pupils to overcome the misconceptions: • Crime is a choice • All Christian regard crime as sin • Religious believers are all against/for the death penalty Challenge opportunities: • Website – www.amnesty.org • Ted Talk - https://www.ted.com/talks/halim_flowers_criminal_justice_reform • Film – Just Mercy, 2019
Notes:	

Philosophy + Religion KS4 Curriculum

<table>
<tr><th>Year 10</th><th colspan="3">Half term 4</th></tr>
<tr><td>Curriculum topic:</td><td colspan="3">GCSE RS Paper 1: Buddhism - Beliefs</td></tr>
<tr><td>Curriculum content (Substantive Knowledge)</td><td colspan="3">1. Intro – Tibetan Wheel of Life
2. Birth stories – Siddhartha Gautama
3. The Four Sights
4. Ascetic Life
5. Enlightenment
6. Dhamma
7. Dependent Arising
8. Three Marks of Existence (Dukkha, Anicca, Anatta)
9. Four Noble Truths (Dukkha, Tanha, Nirodha, Magga)
10. Theravada Buddhism
11. Mahayana Buddhism
12. Arhat and Bodhisattva
13. Pure Land Buddhism
14. End of unit Assessment</td></tr>
<tr><td>Disciplinary Knowledge (Skills)</td><td><u>Philosophy and Religion Core Skills</u>
• Analysis
• Evaluation
• Reflection</td><td colspan="2"><u>Discrete Disciplinary Skills</u>
• Philosophy – asking questions about the ontology (what exists) and epistemology (theories of knowledge).
• Theology – use of scripture – hermeneutics and exegesis
• Social Science – examining how culture and belief influence action</td></tr>
<tr><td>Literacy</td><td><u>Command Words</u>
• Explain
• Evaluate</td><td colspan="2"><u>Key Vocab</u>
Buddha
Ascetic
Enlightenment
Dhamma
Paticcasamuppada
Nidanas
Arhat
Bodhisattva
Dukkha
Anicca
Anatta
Tanha
Buddha-nature
Meditation
Nirvana
Three Marks of Existence
Four Noble Truths
Nirodha
Magga
Samudaya
Eightfold Path
Sila
Samadhi
Panna
Sarmsara/Karma
Reincarnation
Tibetan Wheel of Life
Skhandas/Aggregates
Theravada
Mahayana
Pure Land
Amitabha
Buddha/Sukhavati
3 Poisons
Sunyata</td></tr>
</table>

Philosophy + Religion KS4 Curriculum

Interim Assessments	Exam style question practice with WCF, peer-edit and QTF	Reference points: Knowledge organiser issued with Learning Journey – including Worldviews Literacy Statement	
Assessment window	AW2 – End of Unit Past Paper Question (5 part question) AO1 – knowledge and understanding (qns 1-4) AO2 -evaluation (qn 5)		
Cultural Capital	<u>Cultural</u> Cultural understandings of karma and reincarnation/rebirth Diversity	<u>SMSC</u> Diversity in Belief Religious/Worldviews Literacy	<u>CEIAG</u> Education
Support: **Challenge:**	Support pupils to overcome the misconceptions: • Buddha is a god./ Buddhists worship the Buddha • Confusion/conflation heaven/hell/judgement • Lack of understanding of the diversity of belief in Buddhism (distinctions between Theravada, Mahayana and Pure Land schools) Challenge opportunities: • Film, documentary - Mission Joy: Finding happiness in troubles times, 2021 • Book – Siddhartha by Herman Hesse/ The Dhammapada		
Notes:			

Philosophy + Religion KS4 Curriculum

<table>
<tr><td>Year 10</td><td colspan="4">Half term 6</td></tr>
<tr><td>Curriculum topic:</td><td colspan="4">GCSE RS Paper 1: Buddhism - Practices</td></tr>
<tr><td>Curriculum content (Substantive Knowledge)</td><td colspan="2">1. Kamma and Rebirth
2. Five Moral Precepts
3. Six Perfections
4. Compassion
5. Lovingkindness</td><td colspan="2">6. Worship
7. Meditation (Samatha/Vipassana)
8. Visualisation
9. Death ceremonies/rituals
10. Festival – Wesak and Parinirvana Day
11. End of Unit Assessment</td></tr>
<tr><td>Disciplinary Knowledge (Skills)</td><td><u>Philosophy and Religion Core Skills</u>
• Analysis
• Evaluation
• Reflection</td><td colspan="3"><u>Discrete Disciplinary Skills</u>
• Philosophy – asking questions about the ontology (what exists) and epistemology (theories of knowledge).
• Theology – use of scripture – hermeneutics and exegesis
• Social Science – examining how culture and belief influence action</td></tr>
<tr><td>Literacy</td><td><u>Command Words</u>
• Explain
• Evaluate</td><td colspan="3"><u>Key Vocab</u>
Gompa
Stupa
Rupa
Vihara
Puja
Mantra
Mala
Kamma
Perfection
Metta
Karuna
Skilful/Unskilful
Sublime State
Moral Precepts
Perfections
Rebirth
Meditation
Samatha/Vipissana
Zazen
Visualisation
Thangka
Mandala
Mindfulness</td></tr>
<tr><td>Interim Assessments</td><td colspan="2">Exam style question practice with WCF, peer-edit and QTF</td><td colspan="2">Reference points:
Knowledge organiser issued with Learning Journey – including Worldviews Literacy Statement</td></tr>
<tr><td>Assessment window</td><td colspan="4">AW2 – End of Unit Past Paper Question (5 part question)
AO1 – knowledge and understanding (qns 1-4)
AO2 -evaluation (qn 5)</td></tr>
<tr><td>Cultural Capital</td><td><u>Cultural</u></td><td><u>SMSC</u>
Diversity in Belief
Religious/Worldviews Literacy</td><td colspan="2"><u>CEIAG</u>
Travel
Wellbeing</td></tr>
</table>

Philosophy + Religion KS4 Curriculum

	Cultural understandings of karma and reincarnation/rebirth Diversity		Human Resources
Support: **Challenge:**	Support pupils to overcome the misconceptions: • Difference between reincarnation and rebirth • Cultural understandings of karma Challenge opportunities: • Film – Seven Years in Tibet, 1997 • Film – Walk with Me, 2017 • Books – The Art of Living/The Miracle of Mindfulness by Thich Nhat Hanh • Book - The Art of Happiness by the Dalai Lama		
Notes:			

Philosophy + Religion KS4 Curriculum

Year 11 Medium Term Plan

Examining Thinking: Exploring Being

Philosophy + Religion KS4 Curriculum

<table>
<tr><th>Year 11</th><th colspan="4">Half term 1</th></tr>
<tr><td>Curriculum topic:</td><td colspan="4">GCSE RS Paper 2: Theme B – Religion and Life</td></tr>
<tr><td>Curriculum content (Substantive Knowledge)</td><td colspan="2">1. Origin of the Universe
2. Value of the World
3. Use and abuse of the environment
4. Pollution
5. Use and Abuse of Animals</td><td colspan="2">6. Origin of Human Life
7. Abortion
8. Euthanasia
9. Death and Afterlife
10. Buddhist perspectives
11. End of Unit Assessment</td></tr>
<tr><td>Disciplinary Knowledge (Skills)</td><td><u>Philosophy and Religion Core Skills</u>
• Analysis
• Evaluation
• Reflection</td><td colspan="3"><u>Discrete Disciplinary Skills</u>
• Philosophy – asking questions of Moral Philosophy concerning ‘right’, ‘wrong’, responsibility and duty.
• Theology – use of biblical text – hermeneutics and exegesis
Social Science – examining how culture and belief influence action</td></tr>
<tr><td>Literacy</td><td><u>Command Words</u>
• Explain
• Evaluate</td><td colspan="3"><u>Key Vocab</u>
Creation/Big Bang
Stewardship
Dominion
Awe/Wonder
Natural Resources
Renewables/Sustainable
Pollution
Animal Testing
Vegetarian/Vegan
Evolution/Adaption
Abortion/Euthanasia
Sanctity/Quality of Life
Situation Ethics
Eternity</td></tr>
<tr><td>Interim Assessments</td><td colspan="2">End of Unit Past Paper Question (5 part question)
AO1 – knowledge and understanding (qns 1-4)
AO2 -evaluation (qn 5)</td><td colspan="2">Reference points:
Knowledge organiser issued with Learning Journey – including Worldviews
Literacy Statement</td></tr>
<tr><td>Assessment window</td><td colspan="4">Yr 11 Mocks 1 – March Mock (Full Paper 1 and partial Paper 2)
AO1 – knowledge and understanding (qns 1-4)
AO2 -evaluation (qn 5)</td></tr>
<tr><td>Cultural Capital</td><td><u>Cultural</u>
British legal system
Climate Emergency
Vegetarianism/Veganism
Right to choose</td><td><u>SMSC</u>
Diversity in Belief
Religious/Worldviews Literacy
Ethical attitudes, responsibilities and duties</td><td colspan="2"><u>CEIAG</u>
Education
Charity/Community Work
Food
Medicine and research</td></tr>
</table>

Philosophy + Religion KS4 Curriculum

			Nursing/Social Care
Support: **Challenge:**	Support pupils to overcome the misconceptions: • Lack of understanding of UK abortion/euthanasia laws • Lack of understanding of religious perspectives on environmental issues • Difference between origins of universe and origins of life Challenge opportunities: • Ted Talk - https://www.ted.com/talks/jana_rocha_is_it_worth_the_earth_how_your_diet_impacts_climate_change/transcript?language=en • Films – Me before you, The fault in our stars, Seaspiracy		
Notes:			

Philosophy + Religion KS4 Curriculum

<table>
<tr><th>Year 11</th><th colspan="4">Half term 2</th></tr>
<tr><td>Curriculum topic:</td><td colspan="4">GCSE RS Paper 2: Theme F – Religion, Human Rights and Social Justice</td></tr>
<tr><td>Curriculum content (Substantive Knowledge)</td><td colspan="2">1. Social justice and human rights
2. Prejudice and Discrimination
3. Religious Freedom
4. Disability and Race</td><td colspan="2">5. Christian teachings about wealth
6. Poverty and its causes
7. Exploitation of the poor
8. Giving money to the poor
9. Buddhist perspectives
10. End of Unit Assessment</td></tr>
<tr><td>Disciplinary Knowledge (Skills)</td><td><u>Philosophy and Religion Core Skills</u>
• Analysis
• Evaluation
• Reflection</td><td colspan="3"><u>Discrete Disciplinary Skills</u>
• Philosophy – asking questions of Moral Philosophy concerning ‘right’, ‘wrong’, responsibility and duty.
• Theology – use of biblical text – hermeneutics and exegesis
Social Science – examining how culture and belief influence action</td></tr>
<tr><td>Literacy</td><td><u>Command Words</u>
• Explain
• Evaluate</td><td colspan="3"><u>Key Vocab</u>
Social Justice
Human Rights
Equality
Prejudice
Freedom of expression
Discrimination (Positive)
Poverty
Exploitation
Tithe
Trafficking
Emergency/Long-term Aid
Engaged Buddhism</td></tr>
<tr><td>Interim Assessments</td><td colspan="2">Exam style question practice with WCF, peer-edit and QTF</td><td colspan="2">Reference points:
Knowledge organiser issued with Learning Journey – including Worldviews Literacy Statement</td></tr>
<tr><td>Assessment window</td><td colspan="4">AW2 – End of Unit Past Paper Question (5 part question)
AO1 – knowledge and understanding (qns 1-4)
AO2 -evaluation (qn 5)</td></tr>
<tr><td>Cultural Capital</td><td><u>Cultural</u>
UDHR
Equality and discrimination in society
Privilege</td><td><u>SMSC</u>
Diversity in Belief
Religious/Worldviews Literacy
Ethical attitudes, responsibilities and duties</td><td colspan="2"><u>CEIAG</u>
Education
Charity/Community Work
International Relations
Social Work/Community Work</td></tr>
</table>

Philosophy + Religion KS4 Curriculum

Support: **Challenge:**	Support pupils to overcome the misconceptions: • Lack of understanding of UDHR • Causes of poverty • Implications of religious freedom Challenge opportunities: • Films – I, Daniel Blake; Hidden Figures • Website: www.christianaid.org; www.tearfund.org ; www.cafod.org: www.karuna.org/
Notes:	

Philosophy + Religion KS4 Curriculum

<table>
<tr><th>Year 11</th><th colspan="4">Half term 3</th></tr>
<tr><td>Curriculum topic:</td><td colspan="4">GCSE RS Paper 2: Theme D – Peace and Conflict</td></tr>
<tr><td>Curriculum content (Substantive Knowledge)</td><td colspan="2">1. Religion, peace and conflict
2. Violence, Violent Protest and Terrorism
3. Reasons for War
4. Nuclear Weapons and WMD's
5. Just War Theory</td><td colspan="2">6. Holy War, religious belief as cause of war
7. Pacifism and peace-making
8. Christian responses to victims of war
9. Forgiveness and Reconciliation
10. Buddhist perspectives
11. End of Unit Assessment</td></tr>
<tr><td>Disciplinary Knowledge (Skills)</td><td colspan="2"><u>Philosophy and Religion Core Skills</u>
• Analysis
• Evaluation
• Reflection</td><td colspan="2"><u>Discrete Disciplinary Skills</u>
• Philosophy – asking questions of Moral Philosophy concerning 'right', 'wrong', responsibility and duty.
• Theology – use of biblical text – hermeneutics and exegesis
• Social Science – examining how culture and belief influence action</td></tr>
<tr><td>Literacy</td><td><u>Command Words</u>
• Explain
• Evaluate</td><td colspan="3"><u>Key Vocab</u>
Peace
Conflict
Protest
Self-defence
Terrorism
WMD's
Just War
Retaliation
Holy War
Pacifism
Forgiveness
Reconciliation</td></tr>
<tr><td>Interim Assessments</td><td colspan="2">Exam style question practice with WCF, peer-edit and QTF</td><td colspan="2">Reference points:
Knowledge organiser issued with Learning Journey – including Worldviews Literacy Statement</td></tr>
<tr><td>Assessment window</td><td colspan="4">AW2 – End of Unit Past Paper Question (5 part question)
AO1 – knowledge and understanding (qns 1-4)
AO2 -evaluation (qn 5)</td></tr>
<tr><td>Cultural Capital</td><td><u>Cultural</u>
British legal system
Protest laws
Wars (WWII, Afghanistan)
British Nuclear Power
Conscientious Objectors</td><td><u>SMSC</u>
Diversity in Belief
Religious/Worldviews Literacy
Ethical attitudes, responsibilities and duties</td><td colspan="2"><u>CEIAG</u>
Military forces
International Aid Agencies</td></tr>
<tr><td>Support:</td><td colspan="4">Support pupils to overcome the misconceptions:</td></tr>
</table>

Philosophy + Religion KS4 Curriculum

Challenge:	• Religion is the root cause of wars/religion encourages violence or wars • Religious people should all be pacifists • Britain has not used WMD's Challenge opportunities: • Website – www.amnesty.org • Youtube – Just War Theory - https://www.youtube.com/watch?v=qcvX2qfdHkA • Documentary War in Afghanistan - https://www.iwm.org.uk/history/afghanistan-war-how-did-911-lead-to-a-20-year-war • Video – UN WMD's https://www.youtube.com/watch?v=OX6zxjxlA_4 • Website - https://www.refugeecouncil.org.uk/
Notes:	

Philosophy + Religion KS4 Curriculum

Year 11	**Half term 4**		
Curriculum topic:	GCSE RS Paper 1 and Paper 2 Links and Revision		
Curriculum content (Substantive Knowledge)	1. Core Christian beliefs - nature of God, salvation, example of Jesus 2. Core Christian teachings – 'killer quotes and how to use them' 3. Core Christian practices – 'useful examples'	4. Christian views on Crime and Punishment 5. Christian Views on Peace and Conflict 6. Christian Views on Issues of Life and Death 7. Christian Views on Human Right and Social Justice	
Disciplinary Knowledge (Skills)	Philosophy and Religion Core Skills • Analysis • Evaluation • Reflection	Discrete Disciplinary Skills • Philosophy – asking questions of Moral Philosophy concerning 'right', 'wrong', responsibility and duty. • Theology – use of biblical text – hermeneutics and exegesis Social Science – examining how culture and belief influence action	
Literacy	Command Words • Explain • Evaluate	Key Vocab See individual unit lists	
Interim Assessments	Past Paper Questions (5 part question) AO1 – knowledge and understanding (qns 1-4) AO2 -evaluation (qn 5)	Reference points: Knowledge organiser issued with Learning Journey – including Worldviews Literacy Statement	
Assessment window			
Cultural Capital	Cultural See individual unit lists	SMSC Diversity in Belief Religious/Worldviews Literacy Ethical attitudes, responsibilities and duties	CEIAG See individual unit lists
Support: **Challenge:**	Support pupils to overcome the misconceptions: • Lack of understanding of connections between belief and actions • Lack of understanding of connections between beliefs and practices • Lack of understanding of connections between thematic study		

Philosophy + Religion KS4 Curriculum

	Challenge opportunities: • BBC Bitesize/RS • BBC 1 – The Big Questions • BBC Radio 4 - The Moral Maze
Notes:	

Philosophy + Religion KS4 Curriculum

Year 11	**Half term 5**		
Curriculum topic:	Consolidation of Learning Gaps		
Curriculum content (Substantive Knowledge)	1. Knowledge and Skills analysis 2. Exam Skills 3. Practice		
Disciplinary Knowledge (Skills)	<u>Philosophy and Religion Core Skills</u> • Analysis • Evaluation • Reflection	<u>Discrete Disciplinary Skills</u> • Philosophy – asking questions of Moral Philosophy concerning 'right', 'wrong', responsibility and duty. • Theology – use of biblical text – hermeneutics and exegesis • Social Science – examining how culture and belief influence action	
Literacy	<u>Command Words</u> • Explain • Evaluate	<u>Key Vocab</u> See individual unit lists	
Interim Assessments	Ongoing exam practice with peer, self, and whole class feedback Regular live marking and QTF	Reference points: Knowledge organiser issued with Learning Journey – including Worldviews Literacy Statement	
Assessment window	n/a		
Cultural Capital	<u>Cultural</u> See individual unit lists	<u>SMSC</u> Diversity in Belief Religious/Worldviews Literacy Ethical attitudes, responsibilities and duties	<u>CEIAG</u> See individual unit lists
Support: **Challenge:**	Support pupils to overcome the misconceptions: • Question technique • Level 3/4 criteria and writing persuasively • Rubric errors • SPAG focus		

Philosophy + Religion KS4 Curriculum

	Challenge opportunities: •
Notes:	