

## Curriculum planning map for Philosophy & Ethics at Nunthorpe Academy.

The study of Philosophy & Ethics develops...

<b>The curriculum for Philosophy &amp; Ethics at Nunthorpe Academy aims to ensure that all pupils:</b>	<b>How?</b>
The intent for the Philosophy & Ethics curriculum is to engage, inspire, challenge and encourage students, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society.	The Philosophy & Ethics curriculum is designed to enable our learners to value the importance of respecting the beliefs, cultures and traditions of all parts of the local and global communities.
We want them to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.	SPaG, persuasive writing, debating, comparison and report-writing skills are promoted through the requirement to produce essay-style responses (English Language). All topics take into consideration, cultural and historical trends and events when considering beliefs and attitudes (History & Geography)
A key aim of our course is to support students to develop skills that will help them in their future education, work life, family life and as a valuable member of society.	Topics equip students beyond the Philosophy & Ethics Curriculum. We teach the topic of relationships which develops the understanding of building healthy relationships and the importance of having positive relationships with others. Our topics look at ethical issues which frequently arise within society and the importance of open dialogue and appreciating differing points of view are upheld.
We look at many ways in which Philosophy & Ethics can be used to help people, including ourselves.	By studying differing religious beliefs and cultures, we can develop awareness that can be used to promote inter-faith dialogue and resolve potential disputes. Dispelling myths about particular traditions can also develop trust within communities.
We encourage the development of independence and resilience, offering opportunities for one-to-one support in addition to class time support.	This is in the context of expecting students to take responsibility for their own progress and outcomes.

<b>In Philosophy &amp; Ethics lessons at Nunthorpe Academy pupils will be taught to:</b>	<b>How?</b>
Master the higher-level skill of discussion by looking at strengths, limitations and other discussion points such as compare and contrast throughout the course. This allows students to move away from simplistic answers towards more developed discussions.	Promoted through the practise of 12 mark questions during each lesson. Model answers are also provided, alongside effective use of mark schemes and walking- talking examples.
Students use their knowledge, application and evaluation skills to apply their learning to real world examples of belief and putting belief into practise.	A wide range of examples are used in lessons to support with this, including current issues and global concerns.
Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will 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 research skills. All these skills will help prepare them for further study and to: <ul style="list-style-type: none"> <li>• develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism</li> <li>• develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying</li> <li>• develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject</li> <li>• reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life</li> <li>• reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.</li> </ul>	Re-caps on previous learning at the beginning of each lesson. Opportunities to participate in events with visiting speakers and trips. Debate opportunities in lessons. Advice on completion of the Extended Project Qualification (EPQ) for students who opt to study a religious or ethical issue/approach/interest.

<b>CEIAG, including Gatsby benchmark, further and higher education opportunities in Philosophy &amp; Ethics.</b>
Philosophy & Ethics is most useful in careers that deal with people (GP, social worker, nurse, manager, teacher, etc). There are also clear links with Law, through the consideration of morality and discussion over ethical issues. <b>Linking curriculum learning to careers</b> Discussion through topic content and 'Where can Philosophy & Ethics can take you?' display is embedded in lessons and career discussions. Discussions with a theologian (Peter Vardy). <b>Encounters with employers and employees</b> Y12 complete a work experience placement and assistance is provided for those, where possible, to access Philosophy & Ethics-related opportunities. Peter Vardy trips. ISKCON (Newcastle) trip. Y12 complete a work experience placement and assistance is provided for those, where possible, to access P&E-related opportunities. <b>Encounters with further and higher education</b> University visits.

**Academy focused transferable skills taught in Philosophy & Ethics.**

The transferable skills present in Philosophy & Ethics are immeasurable.

**Team work:** work effectively in a team by cooperating, sharing responsibilities, listening and responding appropriately to the ideas of others in the planning and completion of group-related tasks; demonstrate sensitivity to different religious beliefs and attitudes by working effectively with others, respecting and considering opinions and showing respect for others.

**Time management:** *Management* (manage individuals and/or teams, coordinate group discussions, and prioritise individual and team tasks); *Self-regulation* (manage time and stress by completing assigned tasks to meet expectations and deadlines; display initiative and persistence by accepting and completing additional feedback and re-draft advice in a careful, thorough, and dependable manner).

**Researching:** display proficiency with research into different belief systems and Holy Scriptures to support differing views;

**IT Skills:** use of IT to complete research.

**Problem-solving:** demonstrate strong active listening and conversational abilities to order to discuss different opinions and beliefs in group and class debates; manage feedback in order to set targets to develop AO skills.

**Resilience:** adjust successfully to feedback/advice on essays/study skills by responding in a flexible, proactive, and civil manner when changes are necessary.

**Academy 'aspects of Good Learning/non negotiables' will be evident in every lesson in Philosophy & Ethics**

All lessons will identify 'objectives or big questions' that are linked to the curriculum planning document.

All lessons will begin with a knowledge and/or skills retrieval task.

Differentiation will be evident, linked to students needs and will 'enable' progress.

Targeted high quality/challenging questioning will be evident in every lesson.

All lessons will end with a plenary that enables students to demonstrate what they have learnt.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic title</b>	<b>Judaism</b>	<b>Judaism</b>	<b>Christianity</b>	<b>Islam</b>	<b>Sikhism</b>	<b>Sikhism</b>
<b>Building on KS2 (Skills and content)</b>	Skills: Students will need to be coached in answering exam-style questions, as they will not have experienced these at KS2. Content: At KS2, students study a range of themes of the major world religions, with emphasis on Christianity in many primary schools. Additionally, we have some faith feeder schools.					
<b>Intent</b>	Students need to be able to describe, explain and evaluate reasons for beliefs, practices and themes associated with Judaism.	Students need to be able to describe, explain and evaluate reasons for beliefs, practices and themes associated with Judaism.	Students need to be able to describe, explain and evaluate reasons for beliefs, practices and themes associated with Christianity.	Students need to be able to describe, explain and evaluate reasons for beliefs, practices and themes associated with Islam.	Students need to be able to describe, explain and evaluate reasons for beliefs, practices and themes associated with Sikhism.	Students need to be able to describe, explain and evaluate reasons for beliefs, practices and themes associated with Sikhism.
<b>Knowledge Skills Understanding</b>	Shabbat Letter Assessment.	<u>1-mark question</u> Which of the following best describes the work Rabbi? (multiple choice). <u>2 marks question</u> Give two Jewish practices that happen during Hannukah. <u>4 marks question</u> Explain two reasons a Jewish person would go to the Synagogue. <u>6 marks question</u> 'The most important thing to do during Shabbat is to go to the synagogue'.	<u>1 mark question</u> Give a definition for each word: Baptism, Miracle, Parable <u>4 mark question</u> Describe what happened at the birth of Jesus. Explain the meaning of the parable of the Good Samaritan. <u>6 mark question</u> Q4. "Jesus was just a really good man" Do you agree or disagree? Give at least TWO reasons for your opinion, making sure that you use some stories or teachings from the life of Jesus. (6 marks)	<u>1 mark question</u> Choose three of the following words and define them: <u>2 mark question</u> Give two events from the life of Muhammad (pbuh). <u>3 mark question</u> Explain one reason that Muslims give to charity. <u>4 mark question</u> Explain two ways in which respect is shown for the Qur'an. <u>12 mark question</u> 'Going on the pilgrimage to Makkah will change your life.' Evaluate this statement.	<u>2 mark question</u> Name two of the human Sikh Gurus. <u>4 mark question</u> Explain two ways in which the Sikh virtues influence Sikhs today. <u>5 mark question</u> Explain two Sikh teachings about human life. Refer to sacred writings or another source of Sikh belief and teaching in your answer <u>12 mark question</u> 'The most important teachings of Sikhism are about equality.' Evaluate this statement.	<u>2 mark question</u> Give two reasons why Sikhs celebrate gurburbs <u>4 mark question</u> Explain two contrasting ways in which a Sikh's life is affected by becoming a member of the Khalsa <u>5 mark question</u> Explain two religious practices that happen during Sikh worship. Refer to sacred writings or another source of Sikh belief and teaching in your answer. <u>12 mark question</u> 'For Sikhs, the langar is the best way to perform sewa.' Evaluate this statement.
<b>Knowledge and skills revisited</b>	<b>Knowledge:</b> Starter testing on previous lesson content.	<b>Knowledge:</b> Starter testing on previous lesson content.	<b>Knowledge:</b> Starter testing on previous lesson content.	<b>Knowledge:</b> Starter testing on previous lesson content.	<b>Knowledge:</b> Starter testing on previous lesson content.	<b>Knowledge:</b> Starter testing on previous lesson content.
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	<p>viewpoints and arrive at a judgement). Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development). Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief). Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups). Give (tests recall of knowledge). Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p>viewpoints and arrive at a judgement). Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development). Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief). Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups). Give (tests recall of knowledge). Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p>viewpoints and arrive at a judgement). Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development). Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief). Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups). Give (tests recall of knowledge). Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p>viewpoints and arrive at a judgement). Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development). Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief). Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups). Give (tests recall of knowledge). Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p>different viewpoints and arrive at a judgement). Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development). Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief). Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups). Give (tests recall of knowledge). Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p>different viewpoints and arrive at a judgement). Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development). Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief). Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups). Give (tests recall of knowledge). Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>
	<p><b>Other literacy foci:</b> <u>Keywords:</u> Abraham, Torah, Kosher, The Shema, The Ten Commandments, Orthodox, Rabbi, Synagogue, Kippah, Talith, Tefillin, Siddur, Menorah, Ner Tamid, The Star of David, Shabbat, Passover, Hannukkah.</p>	<p><b>Other literacy foci:</b> <u>Keywords:</u> Abraham, Torah, Kosher, The Shema, The Ten Commandments, Orthodox, Rabbi, Synagogue, Kippah, Talith, Tefillin, Siddur, Menorah, Ner Tamid, The Star of David, Shabbat, Passover, Hannukkah.</p>	<p><b>Other literacy foci:</b> <u>Keywords:</u> Temptation, Nativity, Miracles, Baptism, Law of Nature, Nature Miracle, Healing Miracle, Symbol, Golden Rule, Parable, Resurrection, Christian, Christianity, Church, Denomination,</p>	<p><b>Other literacy foci:</b> <u>Keywords:</u> The Five Pillars, Hajj, Imam, Mosque, Muhammad, Qur'an, Salah, Sawm, Shahadah, Tawhid, Ummah, Zakah,</p>	<p><b>Other literacy foci:</b> <u>Keywords:</u> Guru, Baisakhi, Granthi, Five Ks, Khalsa, Aardas, Ahankar, Amrit Sanskar, Atma, Gurdwara, Gurbani, Kangha, Kara, Langar, Mool Mantra,</p>	<p><b>Other literacy foci:</b> <u>Keywords:</u> Guru, Baisakhi, Granthi, Five Ks, Khalsa, Aardas, Ahankar, Amrit Sanskar, Atma, Gurdwara, Gurbani, Kangha, Kara, Langar, Mool Mantra,</p>
<b>Numeracy focus</b>	Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy. Historic dates, number of believers.	Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy. Historic dates, number of believers.	Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy. Historic dates, number of believers.	Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy. Historic dates, number of believers.	Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy. Historic dates, number of believers.	Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy. Historic dates, number of believers.
<b>SMSC / British Values</b>	Sp: learning about beliefs and why they are formed. M: respect for beliefs; morality on the actions of believers. So: discussion on beliefs and opinions. C: festivals and worship as part of culture. BV: respect for others and their beliefs.	Sp: learning about beliefs and why they are formed. M: respect for beliefs; morality on the actions of believers. So: discussion on beliefs and opinions. C: festivals and worship as part of culture. BV: respect for others and their beliefs.	Sp: learning about beliefs and why they are formed. M: respect for beliefs; morality on the actions of believers. So: discussion on beliefs and opinions. C: festivals and worship as part of culture. BV: respect for others and their beliefs.	Sp: learning about beliefs and why they are formed. M: respect for beliefs; morality on the actions of believers. So: discussion on beliefs and opinions. C: festivals and worship as part of culture. BV: respect for others and their beliefs.	Sp: learning about beliefs and why they are formed. M: respect for beliefs; morality on the actions of believers. So: discussion on beliefs and opinions. C: festivals and worship as part of culture. BV: respect for others and their beliefs.	Sp: learning about beliefs and why they are formed. M: respect for beliefs; morality on the actions of believers. So: discussion on beliefs and opinions. C: festivals and worship as part of culture. BV: respect for others and their beliefs.
<b>Safeguarding</b>	Standard classroom rules & academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the beliefs of others. Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Give opportunity to speak further at another time with staff.	Standard classroom rules & academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the beliefs of others. Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Give opportunity to speak further at another time with staff.	Standard classroom rules & academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the beliefs of others. Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Give opportunity to speak further at another time with staff.	Standard classroom rules & academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the beliefs of others. Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Give opportunity to speak further at another time with staff.	Standard classroom rules & academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the beliefs of others. Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Give opportunity to speak further at another time with staff.	Standard classroom rules & academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the beliefs of others. Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Give opportunity to speak further at another time with staff.



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic title</b>	<b>Alternative Beliefs</b>	<b>Alternative Beliefs</b>	<b>Buddhism</b>	<b>Holocaust</b>	<b>Hinduism</b>	<b>Hinduism</b>
<b>Building on Year 7 (Skills and content)</b>	Skills: Students will need to be continue to be coached in answering GCSE exam-style questions, which they have been completing throughout Y7. Content: In Y7, students study Judaism, Christianity, Islam and Sikhism, from the six major world religions.					
<b>Intent</b>	Students need to be able to describe, explain and evaluate reasons for beliefs, practices and themes associated with Alternative Beliefs.	Students need to be able to describe, explain and evaluate reasons for beliefs, practices and themes associated with Alternative Beliefs.	Students need to be able to describe, explain and evaluate reasons for beliefs, practices and themes associated with Buddhism.	Students need to be able to describe, explain and evaluate the events of the Holocaust and the impact they had on belief.	Students need to be able to describe, explain and evaluate reasons for beliefs, practices and themes associated with Hinduism.	Students need to be able to describe, explain and evaluate reasons for beliefs, practices and themes associated with Hinduism.
<b>Knowledge Skills Understanding</b>	<u>12 mark question</u> "If everyone believed the same, there would be no suffering in the world" Do you agree? Give reasons for your opinion. Give different beliefs' points of view with reasons. You must refer to Scientology, Rastafari, Amish, Humanist, Mormon or Jehovah Witnesses and/or teachings in your answer.	<u>12 mark question</u> "If everyone believed the same, there would be no suffering in the world" Do you agree? Give reasons for your opinion. Give different beliefs' points of view with reasons. You must refer to Scientology, Rastafari, Amish, Humanist, Mormon or Jehovah Witnesses and/or teachings in your answer.	<u>1 mark questions</u> What does 'Buddha' mean? Where did Buddhism begin? How old is Buddhism? What was the name of the founder of Buddhism? <u>4 marks questions</u> Describe the effect that seeing the four signs had on the prince. Explain why the prince was not allowed to see suffering. <u>6 marks question</u> "It is impossible to agree with/follow all of the Four Noble Truths" Do you agree or disagree? Give at least TWO reasons for your opinion, making sure that you use some stories or teachings from Buddhism.	Write a letter about what you have been learning about in Philosophy & Ethics lessons, describing what life was like in the Ghettos. <u>Some things you could include:</u> A brief explanation of the reasons they were there, because of religion, and the unfairness of this. What it was like being moved into the ghetto? What is life like? What problems might they face? <u>Think about practical problems and problems with practicing religion.</u> How might they feel about the future? How might their religion help them to cope with their life at the moment? Think about how Jews have been persecuted in the past and the impact that may have.	<u>1 mark question</u> What is the God of Hinduism called? <u>3 mark question</u> Name one other God and briefly explain one story which they are associated with. Explain how karma influences reincarnation. Define Dharma and give two examples. Produce a copy of the samsara. <u>4 mark question</u> Explain what moksha is. <u>5 mark question</u> Explain what the Trimurti is.	<u>1 mark question</u> Which one of the following is the Hindu name for the eternal inner self (soul)? <u>2 mark question</u> Give two of the ages in the cycle of four ages. <u>4 mark question</u> Explain box two ways in which belief in the Tri-murti influences Hindus today. <u>5 mark question</u> Explain two Hindu teachings about Moksha. Refer to sacred writings or another source of Hindu belief and teaching in your answer. <u>12 mark question</u> 'Varanasi is the most important place of pilgrimage for Hindus.' Evaluate this statement.
<b>Knowledge and skills revisited</b>	<b>Knowledge:</b> Starter testing on previous lesson content.	<b>Knowledge:</b> Starter testing on previous lesson content.	<b>Knowledge:</b> Starter testing on previous lesson content.	<b>Knowledge:</b> Starter testing on previous lesson content.	<b>Knowledge:</b> Starter testing on previous lesson content.	<b>Knowledge:</b> Starter testing on previous lesson content.
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	<p>viewpoints and arrive at a judgement).            Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development).            Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief).            Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups).            Give (tests recall of knowledge).            Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p>viewpoints and arrive at a judgement).            Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development).            Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief).            Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups).            Give (tests recall of knowledge).            Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p>viewpoints and arrive at a judgement).            Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development).            Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief).            Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups).            Give (tests recall of knowledge).            Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p>viewpoints and arrive at a judgement).            Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development).            Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief).            Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups).            Give (tests recall of knowledge).            Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p>different viewpoints and arrive at a judgement).            Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development).            Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief).            Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups).            Give (tests recall of knowledge).            Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p>different viewpoints and arrive at a judgement).            Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development).            Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief).            Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups).            Give (tests recall of knowledge).            Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>
	<p><b>Other literacy foci:</b>  <u>Keywords:</u> Amish, Bahai, Humanism, Jehovah's Witnesses, Mormonism, Rastafari, Scientology, Pagan, Jainism, Shinto,</p>	<p><b>Other literacy foci:</b>  <u>Keywords:</u> Amish, Bahai, Humanism, Jehovah's Witnesses, Mormonism, Rastafari, Scientology, Pagan, Jainism, Shinto,</p>	<p><b>Other literacy foci:</b>  <u>Keywords:</u> Buddha, The Noble Eightfold Path, Meditation, Monks, Suffering, The Four Noble Truths, Dukkha,</p>	<p><b>Other literacy foci:</b>  <u>Keywords:</u> Scapegoat, Holocaust, Jews, Nazi, Propaganda, Ghetto, Concentration Camp, Victim, Justice, Belief, Survivors, Liberation.</p>	<p><b>Other literacy foci:</b>  <u>Keywords:</u> Atman, Reincarnation, Karma, Brahma, Duties, Bhagavad Gita, Avatars, Yoga, Mandir, Temple, Gurus,</p>	<p><b>Other literacy foci:</b>  <u>Keywords:</u> Atman, Reincarnation, Karma, Brahma, Duties, Bhagavad Gita, Avatars, Yoga, Mandir, Temple, Gurus,</p>
<b>Numeracy focus</b>	<p>Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy.            Historic dates, number of believers.</p>	<p>Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy.            Historic dates, number of believers.</p>	<p>Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy.            Historic dates, number of believers.</p>	<p>Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy.            Historic dates, statistics,</p>	<p>Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy.            Historic dates, number of believers.</p>	<p>Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy.            Historic dates, number of believers.</p>
<b>SMSC / British Values</b>	<p>Sp: learning about beliefs and why they are formed.            M: respect for beliefs; morality on the actions of believers.            So: discussion on beliefs and opinions.            C: festivals and worship as part of culture.            BV: respect for others and their beliefs.</p>	<p>Sp: learning about beliefs and why they are formed.            M: respect for beliefs; morality on the actions of believers.            So: discussion on beliefs and opinions.            C: festivals and worship as part of culture.            BV: respect for others and their beliefs.</p>	<p>Sp: learning about beliefs and why they are formed.            M: respect for beliefs; morality on the actions of believers.            So: discussion on beliefs and opinions.            C: festivals and worship as part of culture.            BV: respect for others and their beliefs.</p>	<p>Sp: learning about events and beliefs that led to the Holocaust.            M: respect for beliefs; morality on the actions of believers.            So: discussion on beliefs and opinions about the events of the Holocaust.            C: the impact of the atrocities of the Holocaust.            BV: respect for others and their beliefs.</p>	<p>Sp: learning about beliefs and why they are formed.            M: respect for beliefs; morality on the actions of believers.            So: discussion on beliefs and opinions.            C: festivals and worship as part of culture.            BV: respect for others and their beliefs.</p>	<p>Sp: learning about beliefs and why they are formed.            M: respect for beliefs; morality on the actions of believers.            So: discussion on beliefs and opinions.            C: festivals and worship as part of culture.            BV: respect for others and their beliefs.</p>
<b>Safeguarding</b>	<p>Standard classroom rules &amp; academy procedures apply for physical safeguarding.            Set expectations of all students being able to express opinions, showing respect for the beliefs of others.            Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable.            Give opportunity to speak further at another time with staff.</p>	<p>Standard classroom rules &amp; academy procedures apply for physical safeguarding.            Set expectations of all students being able to express opinions, showing respect for the beliefs of others.            Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable.            Give opportunity to speak further at another time with staff.</p>	<p>Standard classroom rules &amp; academy procedures apply for physical safeguarding.            Set expectations of all students being able to express opinions, showing respect for the beliefs of others.            Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable.            Give opportunity to speak further at another time with staff.</p>	<p>Standard classroom rules &amp; academy procedures apply for physical safeguarding.            Set expectations of all students being able to express opinions, showing respect for the beliefs of others.            Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable.            Give opportunity to speak further at another time with staff.</p>	<p>Standard classroom rules &amp; academy procedures apply for physical safeguarding.            Set expectations of all students being able to express opinions, showing respect for the beliefs of others.            Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable.            Give opportunity to speak further at another time with staff.</p>	<p>Standard classroom rules &amp; academy procedures apply for physical safeguarding.            Set expectations of all students being able to express opinions, showing respect for the beliefs of others.            Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable.            Give opportunity to speak further at another time with staff.</p>





<b>Assessment (for learning)</b>	<p><b>End of unit assessment:</b> Mid topic assessment (full section from exam paper) /27marks. End of topic assessment (full section from exam paper) /27 marks.</p>	<p><b>End of unit assessment:</b> Mid topic assessment (full section from exam paper) /27marks. End of topic assessment (full section from exam paper) /27 marks.</p>	<p><b>End of unit assessment:</b> Mid topic assessment (full section from exam paper) /27marks. End of topic assessment (full section from exam paper) /27 marks.</p>	<p><b>End of unit assessment:</b> Mid topic assessment (full section from exam paper) /27marks. End of topic assessment (full section from exam paper) /27 marks.</p>	<p><b>End of unit assessment:</b> Mid topic assessment (full section from exam paper) /27marks. End of topic assessment (full section from exam paper) /27 marks.</p>	<p><b>End of unit assessment:</b> Mid topic assessment (full section from exam paper) /27marks. End of topic assessment (full section from exam paper) /27 marks.</p>
	<p><b>Cumulative assessment:</b> Crime &amp; Punishment Mid topic assessment (full section from exam paper)/27 (30 mins). Crime &amp; Punishment End of topic assessment (full section from exam paper)/27 (30 mins).  Used to inform DC1 and all future DCs.</p>	<p><b>Cumulative assessment:</b> Peace &amp; Conflict Mid topic assessment (full section from exam paper)/27 (30 mins). Crime &amp; Punishment and Peace &amp; Conflict End of topic assessment (full sections from exam paper)/54 (60 mins).  Used to inform DC2 and all future DCs.</p>	<p><b>Cumulative assessment:</b> Family Mid topic assessment (full section from exam paper)/27 (30 mins). Crime &amp; Punishment, Peace &amp; Conflict and Family End of topic assessment (full sections from exam paper)/81 (85 mins).  Used to inform DC2 and all future DCs.</p>	<p><b>Cumulative assessment:</b> Issues Mid topic assessment (full section from exam paper)/27 (30 mins). Crime &amp; Punishment, Peace &amp; Conflict, Family and Issues End of topic assessment (full sections from exam paper)/81 (85 mins).  Used to inform DC3 and all future DCs.</p>	<p><b>Cumulative assessment:</b> Big Questions Mid topic assessment (full section from exam paper)/27 (30 mins). Crime &amp; Punishment, Peace &amp; Conflict, Family and Big Questions End of topic assessment (full sections from exam paper)/81 (85 mins).  Used to inform DC3 and all future DCs.</p>	<p><b>Cumulative assessment:</b> Faith in Action Mid topic assessment /27 (30 mins).  Crime &amp; Punishment, Peace &amp; Conflict, Family and Faith in Action End of topic assessment )/81 (85 mins).  Used to inform DC3 and all future DCs.</p>
<b>Literacy focus</b>	<p><b>Command words:</b> Evaluate (tests evaluation- requires students to consider different viewpoints and arrive at a judgement). Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development). Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief). Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups). Give (tests recall of knowledge). Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p><b>Command words:</b> Evaluate (tests evaluation- requires students to consider different viewpoints and arrive at a judgement). Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development). Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief). Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups). Give (tests recall of knowledge). Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p><b>Command words:</b> Evaluate (tests evaluation- requires students to consider different viewpoints and arrive at a judgement). Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development). Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief). Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups). Give (tests recall of knowledge). Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p><b>Command words:</b> Evaluate (tests evaluation- requires students to consider different viewpoints and arrive at a judgement). Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development). Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief). Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups). Give (tests recall of knowledge). Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p><b>Command words:</b> Evaluate (tests evaluation- requires students to consider different viewpoints and arrive at a judgement). Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development). Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief). Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups). Give (tests recall of knowledge). Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>	<p><b>Command words:</b> Evaluate (tests evaluation- requires students to consider different viewpoints and arrive at a judgement). Explain (tests knowledge and understanding of teachings and/practices, eg. Requires students to identify at least two relevant points and demonstrate understanding by some development). Explain different attitudes to... (tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief). Explain how X may influence Y (tests knowledge and understanding of how a belief or practice influences individuals or groups). Give (tests recall of knowledge). Why (tests analysis. Requires a reasoned consideration of a single point of view through a logical chain of reasoning).</p>
	<p><b>Other literacy foci:</b> <u>Keywords:</u> crime, punishment, evil, poverty, mental illness, addiction, greed, hate crimes, retribution, deterrence, reformation, free will, prison, corporal punishment, community service, forgiveness, death penalty, sanctity of life,</p>	<p><b>Other literacy foci:</b> <u>Keywords:</u> war, peace, justice, forgiveness, reconciliation, protest, violence, terrorism, greed, self-defence, retaliation, nuclear weapons, weapons of mass destruction, chemical weapons, biological weapons, just war, holy war, pacifism, peacemaker, peacemaking.</p>	<p><b>Other literacy foci:</b> <u>Keywords:</u> Cohabitation, Compassion, Contraception, Divorce, Extended family, Family planning, Gender discrimination, Gender equality, Gender prejudice, Heterosexuality, Homosexuality, Nuclear family, Polygamy, Procreation, Remarriage, Vows.</p>	<p><b>Other literacy foci:</b> <u>Keywords:</u> Abortion, Afterlife, Animal experimentation, Awe and Wonder, Big Bang Theory, Death, Dominion, Environment, Euthanasia, Evolution, Natural resources, Pollution, Quality of life, Responsibility, Scientific, Stewardship.</p>	<p><b>Other literacy foci:</b> <u>Keywords:</u> Belief, animal rights, Design Argument, The Big Bang, Theory of Evolution, The Problem of Evil, Philosophy, Socrates.</p>	<p><b>Other literacy foci:</b> <u>Keywords:</u> Bonhoeffer, Gandhi, Martin Luther King, Zakar, Muslim Aid, Christian Aid, Salvation Army, Chipko Movement.</p>
<b>Numeracy focus</b>	<p>Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy. Historic dates, statistics,</p>	<p>Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy. Historic dates, statistics, victims of war,</p>	<p>Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy. Statistics,</p>	<p>Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy. Statistics,</p>	<p>Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy. Historic dates,</p>	<p>Sequencing ideas and prioritising ideas for structure; logical reasoning in philosophy. Historic dates, statistics, number of believers,</p>

<p><b>SMSC / British Values</b></p>	<p>Sp: forgiveness. M: reasons for crime. So: hate crimes, punishment. C: crime, punishment. BV: respect for others. 'Contemporary British Society' as part of content.</p>	<p>Sp: learning about importance of peace. M: use of different types of weapons. So: reasons for war and types of weapons. C: reasons for war and the use of weapons. BV: respect for others. 'Contemporary British Society' as part of content.</p>	<p>Sp: learning about beliefs and why they are formed. M: respect for beliefs. So: discussion on beliefs and opinions; role of family within society. C: differing family units in societies; individual family roles and responsibilities. BV: respect for others. 'Contemporary British Society' as part of content.</p>	<p>Sp: learning about beliefs and why they are formed. M: respect for beliefs; morality on the implementation of issues. So: discussion on beliefs and opinions. C: Cultural views on euthanasia. BV: respect for others. 'Contemporary British Society' as part of content.</p>	<p>Sp: learning about beliefs and why they are formed. M: respect for beliefs; morality on the actions of Jesus. So: discussion on beliefs and opinions. C: creation stories as part of Christian culture. BV: respect for others. 'Contemporary British Society' as part of content.</p>	<p>Sp: learning about beliefs and why they are formed. M: respect for beliefs; morality on the actions of Jesus. So: discussion on beliefs and opinions. C: creation stories as part of Christian culture. BV: respect for others. 'Contemporary British Society' as part of content.</p>
<p><b>Safeguarding</b></p>	<p>Standard classroom rules &amp; academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the beliefs of others. Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Give opportunity to speak further at another time with staff.</p>	<p>Standard classroom rules &amp; academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the beliefs of others. Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Give opportunity to speak further at another time with staff.</p>	<p>Standard classroom rules &amp; academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the beliefs of others. Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Give opportunity to speak further at another time with staff.</p>	<p>Standard classroom rules &amp; academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the beliefs of others. Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Give opportunity to speak further at another time with staff.</p>	<p>Standard classroom rules &amp; academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the beliefs of others. Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Give opportunity to speak further at another time with staff.</p>	<p>Standard classroom rules &amp; academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the beliefs of others. Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Give opportunity to speak further at another time with staff.</p>