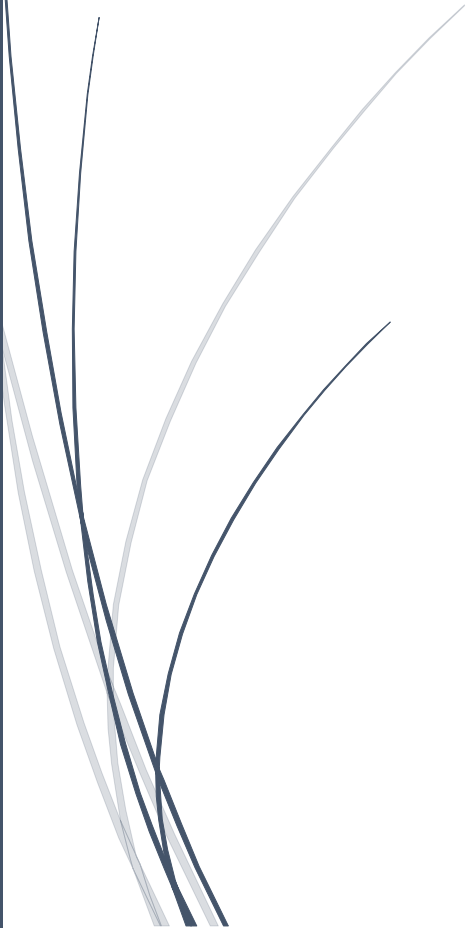


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# RE & PSHE

## Curriculum Overview



## Religious Education: KS3 and KS4

The study of religion is increasingly important as it allows learners to explore topics which influence social and political events and are crucial to understanding the shape of our current multicultural society.

In **KS3** learners are introduced to and explore different religious traditions, the connections between them, and to look to understand their relationship with the larger societies of which they are a part.

KS3 learners focus on Christianity, Islam, Hinduism, Buddhism and analyse and evaluate a range of political, social and cultural practices. Lessons are designed to stimulate curiosity about a variety of religious cultures, their histories and their influence. Learners consider questions which are of fundamental concern, both for individuals and societies, questions about the meaning and purpose of human life, and the values by which we live such as democracy; Justice; individual liberty; equality and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

**KS3: Disciplinary knowledge.** At KS3 schools are encouraged to follow their **Locally Agreed Syllabus**. We do but also **seek to meet the needs of students and reflect the interests and faiths of the local community**. For example, we employ for example a greater range of activities and topic areas which develop learners skills in critical thinking and analysis. A clear example of this are the Philosophy sessions on Arguments for the Existence of God.

In order to further develop tolerance and understanding of wider social issues and groups we make use of a range of topics areas such as Poverty and Prejudice. To reflect the interests and **faiths of local community** we have introduced sessions on Hinduism.

**Key Questions:** Our syllabus is structured around the **three aims of the Kent Agreed Syllabus** (KAS). We also make use of the **key question approach**, where the questions open up the content to be studied. The Key questions revolve around three aspects: **Believing:** (beliefs, teachings, questions about meaning, purpose and truth; **Expressing:** (Religious and spiritual forms of expression; questions about identity and diversity) and **Living:**(Religious practices and ways of living; questions about values and commitments)

**KS4: Disciplinary knowledge.** In KS4 these themes are developed further. We follow **AQA Religious studies A**. The study of Christianity and Buddhists beliefs and

practices and contemporary themes of, **Crime and Punishment; Social justice; Conflict and Peace and Arguments for the Existence of God**. Lessons are designed to enable learners to develop and justify their own answers to some of the most fundamental and important questions such as: *What makes something the morally right thing to do? Do we have free will? Does God exist?*

All schools must take the Christianity paper as our second religious perspective we have chosen Buddhism not least because it allows us to develop learners **conceptual knowledge and critical thinking skills** as we encourage them to understand and explain similarities as well as differences.

**Themes:** 

We have chosen '**Themes**' rather than the study other world religions: *a)* To engage students, we investigate a wide range of contemporary world issues. *b)* To **develop cross-curriculum awareness** (identify and make use of material covered in disciplines such as Geography, History, Science) and knowledge of global perspectives on how disciplinary knowledge is represented and understood within other cultures.

We look at for example religious and philosophical arguments for and against the existence of God and their impact and influence in the modern world. Reasons for crime; Terrorism; the causes and consequences of poverty in the UK and beyond; Responsibility of wealth, Causes of prejudice such as Homophobia, Sexism, Racism; how the law protects people and its effectiveness in doing so.

**Skills:** In addition to developing learner's **academic literacy**, we wish for students in **all Key Stages** to develop the **confidence and skills to question** their own values and those of others **responsibly and ethically**. Learners develop useful skills including how to create cogent and rigorous argument; analyse texts and arguments; how to explain difficult material clearly and concisely, and how to develop criticisms of other people's arguments and views. Lessons allow pupils to understand how they learn; to develop the ability to assess their own work and identify their own strengths and weaknesses.

We also place importance on developing **Inter disciplinary knowledge and skills** to bridge the gaps between disciplines and give pupils cross-curriculum awareness so that learning becomes not only more meaningful, purposeful, and deeper but stays with the student long after the lesson ends.

## PSHE: KS3 and KS4

The study of PSHE is increasingly important as it allows learners to explore topics and develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps pupils to stay healthy and safe, while preparing them to make the most of life and work.

Most of PSHE education became statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships and Sex Education (RSE) at key stages 3 and 4, as well as Health Education. At FSG we provide a PSHE curriculum that goes beyond this statutory content. We provide a progressive, age appropriate programme sensitive to pupils' development, readiness and needs that also covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

Our Programme of Study sets out learning opportunities following guidance set by the PSHE Association, based on three core themes:

### **CORE THEME 1: HEALTH AND WELLBEING**

### **CORE THEME 2: RELATIONSHIPS**

### **CORE THEME 3: LIVING IN THE WIDER WORLD**

Although we may distinguish between these three core themes, there is extensive overlap.

In both Key Stage 3 and Key Stage 4 PSHE sessions aim to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking.

**At key stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed at primary school. PSHE in KS3 acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

**At key stage 4**, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in

adult life, taking on greater responsibility for themselves and others.

Material used in class is taken from recognised and official sources such as the NHS and the Government Equalities Office (GEO) with for example their anti-homophobic, biphobic and transphobic (HBT) bullying project.

**Assessment:** It would be inappropriate for assessment in PSHE to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a student is at the end of a lesson or series of lessons against where they were before the lesson(s). In this way pupils can see what they have learnt and what still needs to be learned. This is important not least as it relates to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences. We therefore use a combination of teacher assessment and pupil self- and peer assessment which include the use of 'I can...' statements tied to the learning outcomes of each topic.

**Academic Skills:** In addition to developing learner's **knowledge** of topics within the three core themes we wish for pupils in **all Key Stages** to develop the **confidence and skills to question** their own values and those of others **responsibly and ethically**. Learners develop useful skills including how to create cogent and rigorous argument; analyse evidence and arguments; and how to explain difficult material clearly and concisely.

### **Personal Skills:**

The curriculum allows pupils to consider questions about the kind of persons they will become and be able to respond appropriately to situations in any area of experience.

We wish for pupils to leave FSG feeling confident and relaxed with themselves and others, yet excited and enthused by the challenges before them.

# RE and PSHE Curriculum Overview for Year 7 and 8: Grid Version

## Key:

### Planned for Learner Attributes:

- a) Critical Thinking
- b) Critical Analysis
- c) Evaluation
- d) Written communication
- e) Verbal Communication
- f) Research Skills
- g) Developing conceptual and theoretical knowledge
- h) Developing tolerance and understanding of wider social issues and groups

### In all Key Stages the dept plans to develop the following skills:

1. **Academic literacy:** Disciplinary knowledge and skills, as well as what it means to think as a member of that disciplinary community.
2. **AfL and Metacognition: (Critical self awareness) To** understand how one learns, develop the ability to assess their own work and work of others, and to identify one's strengths and weaknesses. The ability to organise oneself, develop resilience and perform as an autonomous, effective and independent learner.
3. **Inter Disciplinary: In both** knowledge and skills. We aim to bridge the gaps between disciplines to give pupils cross-curriculum awareness. lesson also aim to give learners the confidence to question their own values and those of others responsibly and ethically.

# Year 7 RE Curriculum Overview

<b>INTRO to Course</b> <b>TERM 1</b> <b>6 Sessions 3 weeks-Intro</b>	Week 1		Week 2		Week 3	
<b>TERM 1</b> <b>6 Sessions 3 weeks-Intro</b>	<b>Lesson 1</b> Introduction to the Course and Thinking	<b>L2</b> What are British Values and how might these be influenced effected by religious belief? What do the terms religion and morality mean?	<b>L3</b> Mutual Respect: Why are there different religions and what areas will we study?	<b>L4</b> Tolerance: What do we mean by community and faith communities?	<b>L5</b> What are some alternative sources of morality?	<b>L6</b> Liberty: Do religious rules impact the behaviour of individuals and communities?
<b>WEEK</b>	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>
<b>TERM 1 and 2</b> Introduction and Hinduism				What do Hindus believe about God? (The Trimurti)  What happened during the creation? (Creation/Significance of Aum)	Why do Hindus have so many avatars? (Stories of Krishna/Ganesh – purpose of stories as morality, origin myth)  Sources of Wisdom – Grace and Ummah	Living a Hindu life today (concept of karma)  Living a Hindu life today – ceremonies (Birth and Sacred Thread Ceremony or Weddings)
<b>Term 2</b>	How can it be challenging to be a Hindu in Britain today?	How do Hindus show love for the divine? (The story of Rama and Sita)	How do Hindus show love for the Divine through Diwali?	How does our partner school celebrate Tihar?	How do Hindus show love for the divine? (Temple and Home Puja)	Assessment
<b>Term 3 Christianity</b>	Creation	Bible Skills	Covenants and Ten Commandments	Who is the Messiah?	Christmas	Jesus, Teachings and Parables
<b>Term 4 Christianity</b>	Nature of God, Holy Trinity	Resurrection and Ascension	Heaven and Hell	Judgement	Denominations	Assessment
<b>Term 5 RE and BRITISH VALUES</b>	Do we live in a cohesive society?	What is the purpose of our human rights?	Why should we value justice?	What is Islamophobia?	How can we learn from hate crime and change our future?	Who is responsible for tackling Hate Crimes?
<b>Term 6 ISLAM</b>	Who are Muslims? The Prophet and Allah (Shahada)	Salah	Zakat	Sawm	Hajj	Assessment Presentation 5 Pillars

## Year 7 PSHE Curriculum Overview: One lesson a fortnight (3 each term) Codes refer to PSHE Association

<p>Term 1</p> <p><b>Identity</b></p> <p>to manage growth and change as normal parts of growing up</p>	<p>1. Identity</p> <p>recognise their personal strengths and how this affects their self-confidence and self-esteem</p>	<p>2. Resilience</p> <p>How to manage transition the knowledge and skills needed for setting realistic and challenging personal targets and goals</p>	<p>3. Role in the Community</p> <p>qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships Clarify and if necessary, challenge their own core values and how their values influence their choices</p>	<p>Assessment for unit in lesson 3</p>
<p>Term 2</p> <p><b>Risks</b></p> <p>How to assess and manage risks to health; and to keep themselves and others safe</p>	<p>Risks, becoming independent recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations</p>	<p>Cyber safety and responsibility to assess and manage risks; and to keep themselves and others safe</p>	<p>Revisit resilience: Pressures and dealing with setbacks the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies</p>	<p>Assessment for unit in lesson 3</p>
<p><b>Term 3</b></p> <p><b>SRE</b></p>	<p>Healthy Relationships</p> <p>R1. R2. R3. R4.R6. R7. R13. R14. R29.</p>	<p>Puberty, anatomy and emotions</p> <p>H7. R5.</p>	<p>Sexuality, celebrating diversity</p> <p>R8. R24. R25. R26. R27</p>	<p>Assessment for unit in lesson 3</p>
	<p>Money management</p> <p>L15. L16. L18. L19. L20</p>	<p>Communication and teamwork</p> <p>L8</p>	<p>Ambitions and achievements</p> <p>L1 L2</p>	<p>Assessment for unit in lesson 3</p>
	<p>Keeping Healthy, food and hygiene</p> <p>H9. H13. H14. H15. H16. H17</p>	<p>Drugs, risks, fact and fiction</p> <p>H24. H25. H26. H27. H28. H29. H30. H31</p>	<p>Self-esteem and health</p> <p>H4. H5. H6</p>	<p>Assessment for unit in lesson 3</p>
<p><b>Citizenship/British Values Project</b></p>				<p>Assessment for unit in lesson 4 and 6</p>

<b>6 Weeks</b> <b>Including Active learning experience</b>	What does it mean to be a citizen?	Human rights, role of a global community and justice	The UK justice system, Age of responsibility and purpose	Different types of crime, the effects and causes	Aims of punishment	Types of punishment	Evidence explore and preparation for mock trial <b>Active learning experience</b>	Mock trial lesson <b>Active learning experience</b>	Evaluate the mock trial-strengths and weaknesses
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In this scheme of work pupils will be able to distinguish right from wrong and to respect the civil and criminal law of England and develop an appreciation

- that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law

## Year 8 RE Curriculum Overview

Term 1 Islam Continues from Year 7	Recall the role of Prophet and Five Pillars	Young British Muslims	Islam and females	Jihad	Sariah Law	Assessment
Term 2 and Three Christianity (Belief in Action)	Christianity Recall	Martin Luther and Reformation	The Church	Pilgrimage	Rites of Passage	Inspirational Christians- Mother Theresa, Poverty
<b>Term 3</b>	Prejudice DISNEY, Gender and Ethnicity	Sexuality	Responses to conflict	Worldwide Church	Global responsibility	Assessment
Term 4 Buddhism	The Buddha: Life of the Buddha	Four Noble Truths	Beliefs about Life after death - Samsara	Three Refuges and Three Poisons	Three Refuges and Three Poisons	Meditation
<b>Buddhism Term 5</b>	Sangha	Three Marks of Existence	Global Responsibility	Theravada Buddhism	Mahayana Buddhism	Assessment
<b>Term 6 RE and British Values Is religion a force for social change?</b>	How can we bring about change in the UK?	What are the barriers to social change?	Is voting in general elections and contacting MP's enough to bring about social change?	What do religions teach about social issues?	How have religious people worked for social change?	Is religion always a force for social change? How might it be a barrier to change?



# Year 8 PSHE Curriculum Overview. One 1-hour Lesson a Fortnight.

## Codes refer to PSHE Association

Lesson Title/Theme	Lesson Objectives	Code
<b>Term 1</b>		
1. Reflection, resilience and achievements.	Students should reflect on their own achievements. Students introduced to and begin applying a growth mind set.	H1. H2. H3. H15. H18.
2. Becoming the best I can be, target setting.	To reflect on the values students currently hold. To use the SMART method to set targets for the year. To consider how individual values will affect the people around you.	H1. H2. H3.
3. My role in the community, valuing and supporting one another	Explore the meaning of community cohesion. Consider the purpose of community cohesion, and the individual role played. Set goals to address and achieve further cohesion in one's own communities.	L3. L4.
<b>Term 2</b>		
1. Social networking, exploring your online identity	All students must consider their online presence and responsibility. Most students should identify how their cyber activity could affect future options. Some students will reflect on changes they may make to internet usage and identity.	H21.
2. Independence, Anti-social behaviour, what is your responsibility? Alcohol and nicotine	All students should identify common risks to their health in youth communities. Most students will explain actions and behaviour changes they can make to reduce these risks. Some students will consider how they can use the progress from this lesson to influence and support others.	H24. H25. H26. H27. H28. H29. H30. H31.
3. Money, budgeting, risks and awareness	All students will consider the benefits and challenges of budgeting. Most students will effectively plan a budget for specified event. Some students could evaluate the ideal of budgeting in an exam style question.	L16. L18. L19. L20.
<b>Term 3</b>		
1.	All students should be able to access the Fast Tomato programme and be aware of which subjects match their profile Most students will be able to match at least one relevant career to their subject choices Some students will be able to consider complimenting subjects that link to more than one chosen career	L9. L10. L11. L12. L13. L14.
2.	All students should be able to contrast two different careers Most students will be identify all career options and begin to make value judgements on their ambitions Some students will be able to consider relevant academic routes to meet their aspirations	
3.	All students will be able to discuss an aspect of their future career Many students will be able to discuss their career in detail and evaluate its appeal and drawbacks	

	Some students will be able to develop an in-depth evaluation of multiple career strands							
<b>Term 4</b>								
1. Gender and identity, LGBT	All understand the difference between assigned/biological sex, gender identity and sexual orientation. Most/Some can accurately use the terms associated with sex, gender identity and sexual orientation. <a href="https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic">https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic</a>						R8. R24. R25. R26. R27.	
2. Language and effect-homophobia	All recognise diversity is sexual attraction and developing sexuality. All aware of unacceptability of sexist, homophobic, transphobic language. Most identify the need to change these instances of prejudice and discrimination, and appropriate methods available to do this. <a href="https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic">https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic</a>						R7. R23. R24. R25. R26. R27.	
3. HIV and AIDS, stigma and support	All understand some greater risks presented by unprotected sex.						R22.	
<b>Term 5</b>								
1. Coping with stress, peer pressure- subtle address eating disorders and self-harm	All students should identify the characteristics of mental and emotional health, and strategies for managing it.  Some students could understand how to recognise when they or others need help, and sources of help and strategies for accessing it.						H3. H5. H6. H9.	
2. Societies influence positive and negative, Body image, and physical activity	All students should recognise how the media portrays young people, and its possible impact on body image and health issues.  Some students could consider how identity is affected by a range of factors, including the media and a positive sense of self.						H24. H17. H18. H19.	
3. Challenging stereotypes and practising individual choice	All students are aware of the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so.  Most students can recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking). Some students could reflect on the importance of safe and responsible use of information and communication technology.						R3. R27. R28. R35.	
<b>Term 6 6 Weeks</b>							Evidence Active learning experience	lesson  Active learning experience
<b>Including Active learning experience</b>								

PSHE in YEAR 9-11 is delivered through dedicated drop-down days.  
In addition, in term 6 Year 10 all sessions are PSHECi related.

Year 11 also have regular PSHE sessions as part of their Tutor time programme.

# Year 11 PSHE Curriculum Overview: TWO sessions a term Codes refer to PSHE Association

Term 1	<p style="text-align: center;">Session 1.</p> <p style="text-align: center;"><b>H1.</b> <b>Assess their areas of strength and development</b></p> <p><i><b>What do I want from this year? Where might it take me?</b></i></p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p>	2.	<p><b>INTRO Pathways: Which way now? Post 16 opportunities and progression post 18</b></p> <p><b>L4</b> the range of opportunities available for career progression, including in education training and employment</p> <p><b>ICT BASED</b> Use of <b>Unifrog/ UCAS</b></p>	3.	<p><b>Evaluate and further develop their study and employability skills</b></p> <p>L6. information, advice and guidance available to them on next steps how to access appropriate support and opportunities</p> <p>Thinking about Work Experience</p> <p>L9. to research, secure and take full advantage of any opportunities for work experience that are available</p>
Term 2	<p><b>A Level/ Post 16 Choices ( Part One)</b></p> <p><i><b>What can I study? Where Can I study? Are there subjects or qualifications I need to take to realise my career goals? What work experience is available and appropriate?</b></i></p> <p><b>L5:</b> the need to challenge stereotypes about particular pathways.</p>	A Level/ Post 16 Choices (Part Two)	<p><i><b>What will I study in my next step choice? What is expected of me as a post 16 learner or employee?</b></i></p> <p><b>ICT BASED</b> Use of <b>Unifrog/ UCAS</b></p>		
Term 3	<p><b>H4.</b> strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p> <p><b>H8.</b> to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p>	<b>H11:</b> to make informed lifestyle choices regarding sleep, diet and exercise	<p>Explore a range of strategies for ensuring appropriate sleep patterns and suggest advice for those struggling to sleep.</p>		

<p>Term 4</p>	<p><b>L16:</b> how to effectively budget, including the benefits of saving  <b>L17:</b> to effectively make financial decisions...  <b>L18:</b> to recognise and manage the range of influences on their financial decisions</p> <p>Practice how to effectively budget  Identify bills they may need to pay and when to pay them  Recognise the impact of poor money management</p>	<p>Use of credit cards  Identify what to consider when renting accommodation</p> <p>Recognise factors that go into a credit score</p> <p>L19: to access appropriate support for financial decision making</p>	
<p>Term 5</p>			
<p><b>FOCUS DAY</b></p>	<p><b>SRE</b>  SELF HARM  BODY IMAGE  HEALTHY RELATIONSHIPS  RISKS-Social media</p> <p>Drugs:  Addiction</p>		

## Year 9 GCSE RE

### AIMS:

GCSE RE has an accelerated curriculum with pupils sitting examination in Year 10.

Lessons seek to stimulate enquiry and awaken students to the active pursuit of knowledge and understanding of religious and philosophical traditions.

The course allows pupils to be able to explain and challenge their ideas about how beliefs, practices and forms of expression influence individuals and communities; they will be able to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including contemporary ethical issues.

We promote self-awareness and honest self-assessment by reflecting on issues of personal meaning and identity. We encourage reflection, dialogue, creativity and a sense of the spiritual.

Pupils learn about, and from, the beliefs and examples of others, enabling them to view world issues of today within broader perspectives, thus developing tolerance, understanding and respect for others.


At GCSE pupils develop knowledge and understanding of two religions, Christianity and Buddhism, as well as atheist and Humanist views.

**SKILLS** In addition to developing learner's academic literacy, we wish for students to develop the confidence and skills to question their own values and those of others responsibly and ethically. Learners develop useful skills including how to create cogent and rigorous argument; analyse texts and arguments; how to explain difficult material clearly and concisely, and how to develop criticisms of other people's arguments and views. Lessons allow pupils to understand how they learn; to develop the ability to assess their own work and identify their own strengths and weaknesses.

Lessons are constructed with the following planned for learner attributes:

- Critical Thinking
- Critical Analysis
- Evaluation
- Written communication
- Verbal Communication
- Research Skills
- Developing conceptual and theoretical knowledge
- Developing tolerance and understanding of wider social issues and groups

Students in Year 9 will complete the following units from TWO components of AQA specification

Religion	Religious, philosophical, and ethical studies: 
<b>Term 1</b>	
<b>Christianity</b>	<b>1.Peace and Conflict</b>
<b>Key Beliefs: The nature of God</b> God as omnipotent, loving and just. The oneness of God and the Trinity: Father, Son and Holy Spirit. Key Beliefs: different Christian beliefs about creation Different Christian beliefs about the afterlife and their importance	Reason for war incl: greed, self-defence, religion, resources, power, retaliation, prejudice and examples. Research tasks Key terms such as Justice The just war theory -What are the criteria for a just war/holy war? Applying JWT to recent examples Challenges
<b>Term 2</b>	
The person of Jesus Christ Beliefs and Teachings about the incarnation and Jesus as the Son of God Beliefs and teachings about the crucifixion Beliefs and teachings about the resurrection	<b>Peace and Pacifism</b> Religious and non religious teachings about peace and justice Religious teachings about forgiveness and reconciliation. Notable figures


	<p>understanding of attitudes to violence and violent protests.</p> <p>Religious and non religious attitudes to the use of weapons of mass destruction.</p> <p>Applied to JWT</p>
Term3	
<p>Beliefs and teachings about the ascension.</p> <p>Beliefs and teachings about sin (including original sin) and the means of salvation, including law, grace and Spirit</p> <p>Beliefs and teachings about the role of Christ in salvation including the idea of atonement.</p>	<p>Religious and non religious understanding of and attitudes to terrorism</p> <p>Religion and non religious peace-making in the 21st century</p> <p>present day religious organisation that helps victims of war</p>
Term 4	
<p style="text-align: center;"><b>Worship and festivals:</b></p> <p>Different forms of worship and their significance</p> <p>Liturgical, informal (non-liturgical) and private worship</p> <p>Prayer and its significance -The Lord's Prayer, set prayers and informal prayer.</p> <p>The meaning of sacrament.</p> <p>The rite of infant baptism and its significance for Christians.</p>	<p style="text-align: center;"><b>2. Crime and Punishment</b></p> <p>What is crime?</p> <p>Good and evil intentions and actions, including whether it can ever be good to cause suffering.</p> <p>Reasons for crime, including: poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law.</p>
Term 5	
<p style="text-align: center;">Worship and festivals:</p> <p style="text-align: center;">Eucharist/Holy Communion</p> <p>Significance for Church of England/Roman Catholic Christians.</p> <p>Significance for Orthodox Christians and for Baptist and Pentecostal Christians.</p> <p>The role and importance of pilgrimage</p> <p>The role and importance of celebrations</p> <p>The role of the church in the local and worldwide community.</p>	<p>Views about people who break the law</p> <p>Views about different types of crime</p> <p>The aims of punishment</p> <p>Types of Punishment</p> <p>Religious and non religious views and attitudes to all the above.</p>
Term 6	
<p style="text-align: center;"><b>Buddhism Beliefs</b></p> <p>The Buddha's life and its significance</p> <p>The Four Sights, illness, old age, death, holy man (Jataka 75).</p> <p>The Buddha's ascetic life.</p> <p>The Buddha's Enlightenment</p> <p>The Four Noble Truths</p> <p>The Concept of Dhamma</p> <p>The Concept of dependent arising</p> <p>The Three Marks of Existence</p> <p>The Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness and in the Mahayana tradition, sunyata, the possibility of attaining Buddhahood and Buddha-nature.</p>	<p>Forgiveness</p> <p>Arguments and evidence in favour and opposed to different forms of Punishment</p> <p>Arguments and evidence in favour and opposed to the death penalty</p>

## Year 10

In year 10 students continue to study the beliefs, teachings and practices of Christianity and Buddhism and their basis in sources of wisdom and authority. Having looked at some key beliefs of various Buddhist traditions in year 9 students learn look at the nature, use and importance of Buddhist places of worship and their key features including

Buddha rupa, artefacts and offerings. Students also learn about the significance and role of worship and festivals- puja and chanting, malas, different forms of meditation and other activities of the sangha.

In Component 2: *Religious, philosophical and ethical studies* students study and apply religious beliefs from Component 1 to the issues below. Students also study non-religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.

<b>Religion</b>
<b>Term 1</b>
<b>Buddhism</b> Beliefs recap A 'perfected person' (Arhat) and Bodhisattva ideals, Buddhahood and the Pure Land. Buddhahood and its relation to Pure Land Buddhism. The five moral precepts (pancha/sila) The Six Perfections  <b>Buddhist Practices</b> The nature, use and importance of Buddhist places of worship Temples, shrines, monasteries (viharas), halls for meditation or learning (gompas) and their key features including Buddha rupa, artefacts and offerings. The significance and role of puja/devotional ritual, including chanting, mantra recitation, use of malas. Meditation, the different aims, significance and methods of meditation The practice and significance of different ceremonies and rituals associated with death and mourning in Theravada communities, and in Japan and in Tibet Festivals and retreats and their importance to Buddhists in Great Britain today,
<b>Term 2</b>
<b>Religious, philosophical, and ethical studies:</b>  <b>God and Revelation</b> The nature of God The Ontological Argument The Cosmological Argument The Argument From Miracles Evil and Suffering as an argument against the existence of God Arguments against the existence of God from science
<b>Term 3</b>
Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) Experience as a source of knowledge about the divine (God, gods or ultimate reality) Enlightenment as a source of knowledge about the divine General Revelation Scripture as a source of knowledge about the divine
<b>Term 4</b>
<b>Social Justice</b> Human Rights. Equality, Tolerance, Social Justice Prejudice and discrimination in religion and law and in society- causes and consequences Human rights and the responsibilities that come with rights Prejudice and Discrimination Ethnicity, Gender, sexuality and disability discrimination Wealth and Poverty- Religious teachings, beliefs and attitudes and non religious views about wealth, including its uses. responsibilities of wealth including the duty to tackle poverty and its causes. Exploitation of the poor and responsibilities of those living in poverty to help themselves overcome the difficulties they face. Charity

Term 5

Revision and exam practice

Term 6

**PSHE/ British Values**

<p><b>PSHE</b></p> <p><b>Including</b> <b>British</b> <b>Values</b> <b>Active</b> <b>learning</b> <b>experience</b></p>	<p>SRE CONSENT Healthy Relationship</p>	<p>SRE Pornography</p>	<p>FAKE NEWS</p>	<p>PREVENT and Extremism</p>	<p>British Values</p>	<p>Evidence explore and preparation for Pressure Group activity Active learning experience</p>	<p>Pressure Group lesson</p> <p>Active learning experience</p> <p>Evaluate Activity- strengths and weaknesses</p>
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Sex and Relationships Education (SRE) is developed sensitively with a key focus on healthy relationships, where students will understand the elements of healthy personal and sexual relationships, supporting individuals in these relationships, and the law in regard to consent and abusive behaviour. These lessons build into further exploration of the unrealistic portrayal of relationships and sex in pornography, contraception and the legal and personal consequences of sexting in relationships.

Diversity, Multiculturalism and responsibility in a global community focuses on enabling students to make informed decisions about the world through exploring and identifying fake news, identifying and challenging extremism through tolerance in exploration of British Values (democracy, the rule of law, individual liberty, and mutual respect for and tolerance), and the ethos of multiculturalism.