

Curriculum Plan

Department/subject: **GCSE RS (Philosophy and ethics)**

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year 11 GCSE Philosophy and ethics (RS)	Autumn 1	Autumn 2	Signpost/notes
Knowledge to be taught	Unit 1: Relationships and families <ul style="list-style-type: none"> - What do religious people think about sexuality? - What do religious people think about marriage? - What do religious people think about sex outside of marriage? - What do religious people think about contraception and family planning? - What do religious people think about remarriage and divorce? - What do religious people think about the nature and purpose of a family? - What do religious people think about the roles of men and women? 	Unit 2: Religion, crime and punishment <ul style="list-style-type: none"> - What are the reasons for crime? - How do different people react to types of crime? - What are the aims of punishment? - How do religious people feel about punishment? - Should the death penalty be allowed? - What is believed about forgiveness? 	Why do we teach this unit here? The three remaining thematic units of work need to be taught this academic year to complete the course. Strategies to embed concepts in long term memory <ul style="list-style-type: none"> - ‘Think about’ question at the start of every lesson, linking back to the previous lesson - Key words tests – 1 per week minimum - Verbal questioning and feedback sessions - Written task every lesson - Exam prep questions - Revision homework
Key Words	Family, co-habitation, marriage, civil partnership, divorce, annulment, sex, contraception, role	Crime, punishment, aim, forgiveness, prison, capital punishment/death penalty	Careers <ul style="list-style-type: none"> - Social worker - Teacher - Social activist - Reporter

Links to prior knowledge	Elements of theme studied in year 9	Elements of theme studied in year 9	- Lawyer/solicitor/barrister
How knowledge is assessed	Throughout lessons: <ul style="list-style-type: none"> - Tasks and plenary tasks within the lesson - Exam prep questions - Class discussions and paired discussions where verbal feedback follows - Teacher checks students' work in lesson - Homework End of unit test	Throughout lessons: <ul style="list-style-type: none"> - Tasks and plenary tasks within the lesson - Exam prep questions - Class discussions and paired discussions where verbal feedback follows - Teacher checks students' work in lesson - Homework End of unit test	SMSC - Every lesson contains SMSC
How gaps will be addressed	<ul style="list-style-type: none"> - Support sheets are available for each lesson - Verbal feedback and support given by teachers throughout lessons - Paired work allows students to work together to develop their understanding - Medal and mission used to highlight and address misconceptions - Teach checks students' work throughout lesson and addresses misconceptions if needed 		Mental/physical development High levels of mental development in every unit. Literacy Opportunities to develop literacy in every lesson and homework task
Cultural capital lessons	All GCSE RS lessons contain SMSC/cultural capital	All GCSE RS lessons contain SMSC/cultural capital	Students develop the ability to write: Descriptions/Explanations/Comparisons /Evaluations/critical evaluation/forming philosophical/ethical questions Numeracy - Statistic/percentages

Year 10 GCSE Philosophy and ethics (RS)	Spring 1/Spring 2	Signpost/notes
Knowledge to be taught	Unit 3: The existence of God and revelation <ul style="list-style-type: none"> - What is the Design argument? - What is the First Cause argument? 	Why do we teach this unit here?

	<ul style="list-style-type: none"> - Why does evil and suffering question the existence of God? - What is the argument from miracles? - What is revelation? - What is general revelation? - What is enlightenment? 		<p>In order to apply the philosophical/ethical issues to Hinduism, students must have an in depth understanding of the religion.</p> <p>Strategies to embed concepts in long term memory</p> <ul style="list-style-type: none"> - ‘Think about’ question at the start of every lesson, linking back to the previous lesson - Verbal questioning and feedback sessions - Written task every lesson - Revision homework <p>Careers</p> <ul style="list-style-type: none"> - Social worker - Teacher - Social activist - Reporter - Lawyer/solicitor/barrister <p>SMSC</p> <ul style="list-style-type: none"> - Every lesson contains SMSC <p>Mental/physical development</p> <p>High levels of mental development in every unit.</p> <p>Literacy</p> <p>Opportunities to develop literacy in every lesson and homework task</p> <p>Students develop the ability to write:</p> <p>Descriptions/Explanations/Comparisons /Evaluations/Critical evaluation/forming philosophical/ethical arguments</p> <p>Numeracy - Statistic/percentages</p>
Key Words	Design, William Paley, complex, purpose, cause, motion, contingency, evil, suffering, miracles, revelation, special revelation, general revelation, enlightenment		
Links to prior knowledge	Elements of course previously discussed in previous parts of the course.		
How knowledge is assessed	<p>Throughout lessons:</p> <ul style="list-style-type: none"> - Tasks and plenary tasks within the lesson - Exam prep questions - Class discussions and paired discussions where verbal feedback follows - Teacher checks students’ work in lesson - Homework <p>End of unit test</p>	<p>Throughout lessons:</p> <ul style="list-style-type: none"> - Tasks and plenary tasks within the lesson - Exam prep questions - Class discussions and paired discussions where verbal feedback follows - Teacher checks students’ work in lesson - Homework <p>End of unit test</p>	
How gaps will be addressed	<ul style="list-style-type: none"> - Support sheets are available for each lesson - Verbal feedback and support given by teachers throughout lessons - Paired work allows students to work together to develop their understanding - Medal and mission used to highlight and address misconceptions - Teach checks students’ work throughout lesson and addresses misconceptions if needed 		
Cultural capital lessons	All GCSE RS lessons contain SMSC/cultural capital	All GCSE RS lessons contain SMSC/cultural capital	

Year 10 GCSE Philosophy and ethics (RS)	Summer 1/Summer 2		Signpost/notes
Knowledge to be taught	- Revision – all units		Why do we teach this unit here? N/A Strategies to embed concepts in long term memory
Key Words	See previous key words lists		<ul style="list-style-type: none"> - ‘Think about’ question at the start of every lesson, linking back to the previous lesson - Verbal questioning and feedback sessions - Written task every lesson - Revision homework
Links to prior knowledge	All content studied throughout year 10/11		<ul style="list-style-type: none"> - - - -
How knowledge is assessed	Throughout lessons: <ul style="list-style-type: none"> - Tasks and plenary tasks within the lesson - Exam prep questions - Class discussions and paired discussions where verbal feedback follows - Teacher checks students’ work in lesson - Homework End of unit test	Throughout lessons: <ul style="list-style-type: none"> - Tasks and plenary tasks within the lesson - Exam prep questions - Class discussions and paired discussions where verbal feedback follows - Teacher checks students’ work in lesson - Homework End of unit test	Careers <ul style="list-style-type: none"> - Social worker - Teacher - Social activist - Reporter - Lawyer/solicitor/barrister SMSC <ul style="list-style-type: none"> - Every lesson contains SMSC
How gaps will be addressed	<ul style="list-style-type: none"> - Support sheets are available for each lesson - Verbal feedback and support given by teachers throughout lessons - Paired work allows students to work together to develop their understanding - Medal and mission used to highlight and address misconceptions - Teach checks students’ work throughout lesson and addresses misconceptions if needed 		Mental/physical development High levels of mental development in every unit. Literacy Opportunities to develop literacy in every lesson and homework task

<p>Cultural capital lessons</p>	<p>All GCSE RS lessons contain SMSC/cultural capital</p>	<p>All GCSE RS lessons contain SMSC/cultural capital</p>	<p>Students develop the ability to write: Descriptions/Explanations/Comparisons /Evaluations/Critical evaluation/forming philosophical/ethical arguments Numeracy - Statistic/percentages</p>
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