



Subject: RE, Philosophy and Ethics	Components		Composite	Mission statement
	What new knowledge do we introduce?		What do students <i>do</i> with this knowledge?	By the end of year 11 a Sybil Andrews English student will...
	Year 10	Year 11		
Autumn	Autumn Term: Issues of life and death Students will look at ideas surrounding the afterlife, euthanasia, evolution, the quality of life and the soul, and the perspectives of a variety of philosophers and ethicists in response to issues of life and death. This topic will also consider attitudes towards these areas from both Christian and non-religious perspectives.	Autumn Term: Issues of life and death Students will look at ideas surrounding the afterlife, euthanasia, evolution, the quality of life and the soul, and the perspectives of a variety of philosophers and ethicists in response to issues of life and death. This topic will also consider attitudes towards these areas from both Christian and non-religious perspectives.	In particular at Key Stage 4, students demonstrate knowledge and understanding of religion and belief, including the influence on individuals, communities and societies and similarities and differences within and/ or between religions and belief. Further, students will analyse and evaluate aspects of religion and belief, including religious and non-religious beliefs. Students will move from the important, broad (surface learning) learning, to the crucial, rich (deep learning). This is important because it ensures that students' progress over time is evident through their development of knowledge as well as their development of higher-level	<ol style="list-style-type: none"> 1. Equip students with the required knowledge and understanding to live as well-rounded citizens in a changing, vast and diverse British society; 2. Demonstrate detailed and empathetic understanding of both religious and non-religious views, where relevant, in terms of both practices within and/ or between religions; 3. Be able to consistently and confidently construct sustained and convincing arguments on matters of religion, philosophical and/ or ethical issues, with
Spring	Spring Term: Applying ethical themes to religious and non-religious perspectives Students will use their knowledge from the topic of Christian beliefs and teachings,	Spring Term: Applying ethical themes to religious and non-religious perspectives Students will use their knowledge from the topic of Christian beliefs and teachings,		



	Islam beliefs and teachings, issues of relationships and issues of life and death in this topic. Students will be considering how a follower of X worldview would respond to Y philosophical/ ethical issue. This will be with particular relation to GCSE exam criteria and GCSE exam expectations.	Islam beliefs and teachings, issues of relationships and issues of life and death in this topic. Students will be considering how a follower of Y worldview would respond to X philosophical/ ethical issue. This will be with particular relation to GCSE exam criteria and GCSE exam expectations.	skills. Tasks in lessons will include: structured discussion and debate surrounding religious, philosophical and/ or ethical issues; inference of religious, philosophical and/ or ethical themes from religious texts, sources of wisdom and authority pertaining to religious/ non-religious beliefs; evaluation of religious and non-religious perspectives surrounding philosophical and/ or ethical issues; completion, marking and DIRT of GCSE exam-style questions; independent research; using film to understand religious belief.	critical analysis and evaluation of different perspectives; 4. Have a holistic picture of, and clear understanding that, 'Religion and belief for many people forms a crucial part of their culture and identity' (DFCSF, 2010, p.5) and what that means for them to live in a diverse, contemporary, British society.
Summer	Summer Term: GCSE Revision Students will be completing targeted revision for their GCSE exam. Please see notes, below.	Summer Term: GCSE Revision Students will be completing targeted revision for their GCSE exam. Please see notes, below.		
Rationale for these specific components and composite outcomes:	The rationale for the curriculum in Year 10 (as valid for 19/20 academic year) based on the GCSE Short Course RE specification. The rationale for the curriculum in Year 10 will also introduce students to another	The rationale for the curriculum in Year 11 (as valid for 19/20 academic year) based on the GCSE Short Course RE specification. The rationale for the curriculum in Year 11 will also introduce students to another		



	<p>philosophical/ ethical issue of life and death and students will consider and apply attitudes towards relationships from both Christian and non-religious perspectives.</p> <p>The key words that students will be learning in Year 9 will be subject-specific, specialised, tier 3 vocabulary.</p>	<p>philosophical/ ethical issue of life and death and students will consider and apply attitudes towards relationships from both Christian and non-religious perspectives.</p> <p>The key words that students will be learning in Year 9 will be subject-specific, specialised, tier 3 vocabulary.</p>		
<p>How is challenge embedded into the KS4 curriculum?</p> <ul style="list-style-type: none"> • Students will frequently be given a choice of tasks to complete in a lesson. Such tasks vary, depending on ability, but students are advised by teachers as to the most suitable (or challenging) task for them to complete; • Stretch and Challenge tasks are included in every lesson. These are pitched at GCSE 7-9-level for students to complete; • Revision booklets are available to all students, which contain practice GCSE exam questions, WAGOLL (What A Good One Looks Like) example GCSE exam questions, which are targeted at GCSE 7-9-level. 			<p>How does the KS4 curriculum above build on prior knowledge from KS3 and adequately prepare the student for KS5?</p> <ul style="list-style-type: none"> • Within Key Stage 3, students are also taught skills, which have direct relation to the GCSE Short Course in RE that students will sit; • The ways in which the Key Stage 3 RE, Philosophy and Ethics schemes of learning have been planned to ensure that this is the case can be seen in the Assessment Criteria document, by which all students, at Key Stage 3-level, are graded with relation to.; • The rich (deep learning) that students will leave Key Stage 4 with are beneficial to them, should further, Key Stage 5 study, be appropriate for them; • As students will be able to demonstrate detailed and empathetic understanding of both religious and non-religious views, where relevant, in terms of both practices within and/or between religions, construct a sustained and convincing argument on matters of religion and/or belief, with critical analysis and evaluation of different perspectives, these are skills that would be beneficial to 	



	them, should further, Key Stage 5 study, be appropriate for them;
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NOTE: If students were in Year 9 for the 18/19 academic Year, they will be sitting the GCSE Short Course exam at the end of their Year 10 in 19/20.

NOTE: If students were in Year 10 for the 18/19 academic Year, they will be sitting the GCSE Short Course exam at the end of their Year 11 in 19/20.

NOTE: If students will be entering Year 9 for the 19/20 academic Year, they will be sitting the GCSE Short Course exam at the end of their Year 10 in 20/21.