



RPE – Key Stage 4 – Sybil Andrews Academy

This document outlines both the Core KS4 RPE Course as well as the GCSE Option RPE Course.

GCSE RPE

Subject: RPE	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 RPE student will...
	Year 10	Year 11		
Autumn	<p>Autumn Half Term 1: Issues of life and death</p> <p>This theme requires Students to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life. Students are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.</p>	<p>Autumn Half Term 1: Issues of Good and Evil</p> <p>This theme requires Students to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered. Students are expected to make relevant references to scripture and other sources of authority.</p>	<p>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.</p> <p>Students will move from the important, broad (surface learning) learning, to the</p>	<ol style="list-style-type: none"> Equip students with the required knowledge and understanding to live as well-rounded citizens in a changing, vast and diverse British society; Demonstrate detailed and empathetic understanding of both religious and non-religious views, where relevant, in terms of both practices within and/ or between religions;



	<p>Autumn Half Term 2:</p> <p>Christian Beliefs</p> <p>The compulsory nature of this component ensures that Students know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, but also diverse. This knowledge may be applied throughout the assessment of the specified content. Students must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/ or sacred texts.</p>	<p>Autumn Half Term 2:</p> <p>Issues of Human Rights</p> <p>This theme considers contemporary issues of human rights and social justice and their relationship with religion and belief. Students will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination. Students are expected to make relevant references to scripture and other sources of authority.</p>	<p>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 skills.</p> <p>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 of GCSE exam-style questions; independent research; using film to understand religious belief.</p>	<ol style="list-style-type: none"> 3. Be able to consistently and confidently construct sustained and convincing arguments on matters of religion, philosophical and/ or ethical issues, with 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.
<p>Spring</p>	<p>Spring Half Term 1 and Half Term 2:</p> <p>Christian Practices</p> <p>The compulsory nature of this component ensures that Students know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, but also diverse.</p>	<p>Spring Half Term 1:</p> <p>Issues of Relationships</p> <p>This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered,</p>		



	<p>This knowledge may be applied throughout the assessment of the specified content. Students must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/ or sacred texts.</p>	<p>including same sex relationships and gender roles.</p>		
<p>Summer</p>	<p>Summer Half Term 1 and Half Term 2:</p>	<p>Spring Half Term 2:</p> <p>Applying ethical themes to religious and non-religious perspectives</p> <p>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.</p>		



	<p>Islam Beliefs and Practices</p> <p>Students should be aware that Islam is one of a diverse range of religious and non-religious traditions and beliefs. This knowledge may be applied throughout the assessment of the specified content. Students must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.</p>	<p>GCSE Revision</p> <p>Students will be completing targeted revision for their GCSE Exams.</p>		
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Core RPE (for 22/ 23)

Term	Year 10	Year 11	What do students <i>do</i> with this knowledge?	By the end of year 11 a Sybil Andrews RPE student will...
<p>Autumn Term</p>	<p>Philosophy for Life</p> <p>Students develop an understanding and appreciation for Greek Philosophy. Students will investigate the range of Philosophical and Ethical theories provided by Greek Philosophers and discuss how helpful these are or are not in modern Britain. Whilst</p>	<p>Core RPE is not studied in Year 11</p>	<p>In KS4 Core RPE, 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</p>	<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-



	<p>considering these, Students will understand the context and history of their belief. This helps to develop cultural capital and a wider sense of appreciation of a range of Philosophies that have influence on belief. Students are encouraged to use skills from English lessons when analysing and evaluating pieces of writing. Topics considered include those of Plato and his theory surrounding the Cave and what this means for how some people understand society and the Stoics and how their philosophy may influence the idea of the mindset of an individual.</p>		<p>and non-religious beliefs. This has a particular focus on the development of wider philosophical and ethical theories, especially Greek Philosophy.</p> <p>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 skills. For example, Students may take a Philosophical or Ethical belief, analyse it, compare it to a previously studied belief and draw conclusions about the effectiveness of these theories in helping respond to philosophical and ethical issues.</p> <p>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;</p>	<p>religious views, where relevant, in terms of both practices within and/ or between religions;</p> <ol style="list-style-type: none"> 3. Be able to consistently and confidently construct sustained and convincing arguments on matters of religion, philosophical and/ or ethical issues, with 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.
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			evaluation of religious and non-religious perspectives surrounding philosophical and/or ethical issues.	
Spring Term	<p>Ethics for Life</p> <p>Students will be investigating wider ethical issues in contemporary society. This topic makes reference to world religions, as well as philosophical and ethics theories. Students will be considering topics such as atheism, humanism and agnosticism, absolute and relative morality, theories about good and evil, Natural Law theory and Kant, and how these ideas can be applied to ethical issues in modern Britain.</p>			
Summer Term	<p>Philosophy and Ethics for Life</p> <p>Students combine previous knowledge from Philosophy for Life and Ethics for Life topics and question how useful they are in providing a means for understanding more about issues within Modern Britain. For example, Students may consider how ideas from the Stoics or ideas from Natural Law may help people consider whether ideas of abortion/ pro</p>			



	<p>choice/ pro life are strong or weak. Students will be developing and discussing ideas relevant to this topic.</p>			
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<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; • Teaching is adaptive and universal adaptations are used in lessons to ensure all Students are supported and challenged; • 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 and Core RPE. This could include explanation, evaluation and discussion; • Within KS4 RPE, Students will be carry out rich, deep learning and will be thinking hard about religious, ethical and philosophical issues. Students will leave Key Stage 4 with beneficial skills also relevant to further, Key Stage 5 study; • 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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