**Shipston High School - REP Department**

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| **Year 7** |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | * Key skills in debating and some of the key REP terminology required
* Different beliefs about God, including Christian and Hindu beliefs.
* Philosophical arguments questioning God’s existence, such as the problem of evil.
* Key skills of outlining, explanation, the use of quotes from religious texts and evaluation.
 | Does God exist? Students will complete 4 questions, based on content and skills they have learnt and practiced during the unit. Skills will include: Outlining, explanation, explanation of religious quotes, PEELE paragraphs, evaluation and writing a conclusion.  |
| **Spring** | * The 6 main world religions: Christianity, Judaism, Islam, Sikhism, Hinduism, Buddhism
* The impact and influence these religious can have on believers and non-believers.
* Students will have the opportunity to engage with texts from different Holy books.
* Whether or not religion makes you a better person.
 | What difference does it make to believe in…?Students will complete 4 questions, based on content and skills they have practiced during the unit. Skills will include: Outlining, explanation, explanation of religious quotes, PEELE paragraphs, evaluation and writing a conclusion. |
| **Summer** | * How a belief can impact people’s lives, with a focus on Judaism, Sikhism and Buddhism.
* Explain how teenagers of certain faiths express their faith in Britain today
* Appreciate what is good about being a teenage Sikh, Buddhist or Muslim in Britain today
* The challenges involved with having a faith, including British society’s treatment of immigrant religious groups
 | What is good, what is challenging about being a Jewish and Sikh teenager in Britain today?Students will complete 4 questions, based on content and skills they have practiced during the unit. Skills will include: Outlining, explanation, explanation of religious quotes, PEELE paragraphs, evaluation and writing a conclusion. |

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| **Year 8** |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | * What it means to be human with a focus on Christian and Hindu.
* A comparison of Christian and Hindu beliefs about the afterlife and the soul
* Philosophical arguments about the soul, including Rene Descartes, Thomas Hobbes and Richard Dawkins.
* Equality, diversity and what it means to be equal.
 | What does it mean to human? Students will complete 4 questions, based on content and skills they have learnt during the unit. Skills will include: Outlining, explanation, explanation of religious quotes, PEELE paragraphs, evaluation and writing a conclusion. |
| **Spring** | * Whether religion causes more peace or conflict with a focus on Sikh, Christian, Hindu and Muslim beliefs about conflict.
* Different types of conflict
* Religious quotes from different religious Holy books that support their beliefs about peace and conflict.
* Islamophobia – why it happens and how to combat it.
* The United Nations and explore what they would choose to change about the world.
 | Does religion cause more peace or conflict? Students will complete 4 questions, based on content and skills they have learnt during the unit. Skills will include: Outlining, explanation, explanation of religious quotes, PEELE paragraphs, evaluation and writing a conclusion. |
| **Summer** | * How belief can be expressed through art, with a focus on Buddhism and Islam.
* The features of different religious art forms and why it is important to members of that faith.
* What it means to say a person is spiritual and the difference between ‘spiritual’ and ‘religious’.
* The impact of music and art in helping people to express ideas beyond words, including religious ideas.
* How far music and art help believers understand big ideas in their tradition.
 | How can music and art express spirituality? Students will complete 4 questions, based on content and skills they have learnt during the unit. Skills will include: Outlining, explanation, explanation of religious quotes, PEELE paragraphs, evaluation and writing a conclusion. |

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| **Year 9** |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | * An introduction to philosophy and ethics, including an introduction to Situation Ethics, Utilitarianism and the Categorical Imperative.
* What morality, morals and ethics mean and where we get our morals from.
* The Trolley Problem and how different ethical theories would respond to this.
* The use of animal testing and how different religious believers and ethical theories would respond to this issue.
* Free will and determinism
 | What is philosophy and ethics? Students will complete 4 questions, based on content and skills they have learnt during the unit. Skills will include: Outlining, explanation, explanation of religious quotes, PEELE paragraphs, evaluation and writing a conclusion. |
| **Spring** | * If human life is distinctive to any other life, with a focus on Christian, Hindu, Sikh and Atheist beliefs about the sanctity of life.
* Different religious responses to the ethical issues of abortion, euthanasia, fertility treatment, cloning and genetic engineering.
* The issues surrounding abortion, euthanasia, fertility treatment, cloning and genetic engineering.
* Students will engage with a film called ‘The Island’, to grasp some of the issues surrounding cloning.
 | Is all life sacred? Students will complete 4 questions, based on content and skills they have learnt during the unit. Skills will include: Outlining, explanation, explanation of religious quotes, PEELE paragraphs, evaluation and writing a conclusion. |
| **Summer** | * Different beliefs about suffering including non-religious, Christian, Jewish and Buddhist.
* A brief look Holocaust (learning will be supported with a unit studied in Year 9 History)
* The banality of evil
* Why humans suffer and different religious and non-religious ways to combat suffering.
* The 4 Noble Truths and what Buddhists can learn from the wheel of life.
* If the idea of suffering is a natural human state as to which there is no solution
 | Why is there suffering? Students will complete 4 questions, based on content and skills they have learnt during the unit. Skills will include: Outlining, explanation, explanation of religious quotes, PEELE paragraphs, evaluation and writing a conclusion. |

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| **Year 10** |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn/Spring** | Christian BeliefsIn this unit, students will learn about: * The Trinity
* Creation, including divergent Christian beliefs, scientific theories and stewardship
* The Incarnation
* The last days of Jesus’ life
* Salvation
* Divergent Christian beliefs about the afterlife
* The problem of evil
* The solutions to the problem of evil

Hindu BeliefsIn this unit, students will learn about: * Beliefs about God – Brahman
* How God manifests – the deities
* Beliefs about the soul and reincarnation
* Purpose of life
* Varnashrama dharma
* Suffering
* Hindu cosmology
 | Students will complete one assessment on Christian beliefs and one assessment on Hindu beliefs.For each assessment, students will complete four exam style questions. These will be based on skills such as outlining, explanation, explanation of religious quotes, PEELE paragraphs, evaluation and writing a conclusion. |
| **Spring/Summer** | Christianity: Crime and PunishmentIn this unit, students will learn about: * Divergent Christian beliefs, Atheist beliefs and Humanist beliefs about justice, crime and good, evil and suffering.
* Punishment and the aims of punishment
* Forgiveness
* The treatment of criminals
* The death penalty

Hinduism: Marriage and the familyIn this unit, students will learn about: * Importance and purpose of marriage
* Sexual relationships
* Importance of family
* How the community supports families
* Family planning
* Attitudes towards divorce and remarriage
* Equality if men and women in the family
* Gender prejudice and discrimination
 | Mock ExaminationsStudents will also complete another assessment before the end of the summer term, based on the content and skills they have learnt this year.  |

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| **Year 11** |
| **Term** | **Content covered** | **Key Assessment** |
| **Autumn** | Living the Christian lifeIn this unit, students will learn about: * A range of beliefs including Christian, atheist, humanist, situation ethics and utilitarianism.
* Forms of worship
* Sacraments
* Prayer
* Different pilgrimages
* Christmas and Easter
* Future of the Church
* Evangelism
* The local and worldwide Church

Living the Hindu lifeIn this unit, students will learn about: * Festivals
* Pilgrimage
* Environment and the natural world
* Hindu worship at home and in the temple.
* Yoga
 | Mock Examinations |
| **Spring** | Christianity: Peace and conflictIn this unit, students will learn about: * A range of beliefs including Christian, atheist, humanist, situation ethics and utilitarianism.
* Peace
* Peacemaking
* Pacifism
* Conflict
* Just war theory
* Holy war
* Weapons of mass destruction
* Issues surrounding conflict

Hinduism: Matters of life and deathIn this unit, students will learn about: * Charity work
* Environment projects
* Origin and value of universe
* Sanctity of life
* Abortion
* Euthanasia
* Teachings about life after death – religious and non-religious responses
 | Students will complete one assessment on Peace and conflict and one assessment on Matters of life and death. For each assessment, students will complete four exam style questions. These will be based on skills such as outlining, explanation, explanation of religious quotes, PEELE paragraphs, evaluation and writing a conclusion. |
| **Summer** | Revision of content from year 10 and 11 | Practice exam questions will be completed as part of revision lessons and set as homework.  |