

# Religion Philosophy and Ethics Delivery Grid



## Curriculum Intent:

By exploring the beliefs, teachings and practices within these religions, students will understand how to think beyond themselves and respectfully engage with contemporary contentious issues, whilst developing social, cultural, political, philosophical and historical awareness. By gaining a systematic knowledge and understanding of a range of religions and worldviews, students will learn to develop their beliefs, values and experiences, whilst considering the viewpoints of others. One of the primary aims of the RPE Department is to challenge any preconceived views of RPE that students may have by making topics and themes linked to religion as real and as relevant as possible. RPE contributes dynamically to children and young people's education by provoking challenging questions about the meaning and purpose of life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. The RPE curriculum has been specifically designed to enable students to fully appreciate how diverse and multicultural the UK and World is. Specific units of work and themes across Key Stage 3 and 4 have been chosen so that students gain an overview and understanding of all the major world religions, including Buddhism, Islam, Hinduism, Sikhism, Judaism and Christianity.

## Curriculum Implementation:

In order for students to fully engage with the beliefs, teachings and practices of the religions taught at Key Stage 3 and 4, different teaching strategies, multimedia formats (e.g. videos, photographs, music etc) and social media platforms are often used to stimulate discussion and engage students with key aspects of current affairs. In addition to this, the curriculum has been specifically designed to ensure that students access new subject-specific terminology and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. These skills have been specifically embedded into the curriculum and are used to assess individual student progress through teacher questioning, observation within the classroom, exam-style questions, formative and summative assessments. Where possible, the RPE Department strives to continually explore ways that students can practically engage with the curriculum through individual research,

## Curriculum Impact:

RPE provides an opportunity for young people to engage with contemporary contentious issues, whilst developing social, cultural, political, philosophical and historical awareness. In order to ensure that RPE stays as relevant as possible, the



curriculum is continually monitored to maintain high levels of student progress and ensure that students are continually engaged with the program of study, which is reflected in the increasing numbers of students choosing to continue their studies at GCSE. By continually reflecting on our curriculum design, teaching practices, use of multimedia formats (e.g. videos, photographs, music etc) and social media platforms, students will not only develop the necessary skills needed to understand, interpret and evaluate texts, sources of wisdom and authority but will also be able to stimulate discussion and respectfully engage with contemporary contentious issues. The skills developed through the study of RPE enables students to continually self-reflect and develop an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews.



### Year 7 RPE (1 x 1 Hour Lesson Per Week)

Autumn Term		Spring Term		Summer Term	
7 Weeks	7 Weeks	7 Weeks	5 Weeks	6 Weeks	7 Weeks
<p><a href="#">Religion in the World Today</a></p> <p>Key content: numeracy data linked to world religions; understanding global diversity and multiculturalism within the UK; an overview of different world religions; the importance of studying Religious Studies.</p>	<p><a href="#">Islam</a> Key content: Understanding the diversity within Islam; exploring key beliefs, teachings and practices within Islam (e.g. the life of the Prophet Muhammad, sources of wisdom and authority, Shi'a and Sunni Muslims, Five Pillars of Islam, Mosque, Hajj Pilgrimage, Islamophobia etc). To develop an understanding of why Islam is the fastest-growing religion in the world.</p>	<p>Continuation of <a href="#">Islam</a> unit of work.</p>	<p>Continuation of <a href="#">Islam</a> unit of work.</p> <p><a href="#">Buddhism</a> Key content: Understanding and exploring key beliefs, teachings and practices within Buddhism (i.e. specialist terms, the sights of Siddhartha Gautama, the vihara, the Five Precepts, enlightenment, the life of a Buddhist monk etc). To make comparisons and understand similarities and differences with Buddhist culture and the aspects of the Western World.</p>	<p>Continuation of <a href="#">Buddhism</a> unit of work.</p>	<p>Continuation of <a href="#">Buddhism</a> unit of work.</p>
<p><a href="#">Baseline Assessment:</a> To recall specialist terms linked to this unit of work; a basic understanding of different world religions and the impact of religion in the world today; the importance of studying Religious Studies.</p>		<p><a href="#">Islam Assessment:</a> To recall the beliefs, teachings and practices within Islam (e.g. the life of the Prophet Muhammad, sources of wisdom and authority, Shi'a and Sunni Muslims, Five Pillars of Islam, Mosque, Hajj Pilgrimage, Islamophobia etc).</p>		<p><a href="#">Buddhism Examination:</a> To recall the beliefs, teachings and practices within Buddhism (i.e. specialist terms, the sights of Siddhartha Gautama, the vihara, the Five Precepts, enlightenment, the life of a Buddhist monk etc).</p>	



**Year 8 RPE (1 x 1 Hour Lesson Per Week)**

Autumn Term		Spring Term		Summer Term	
7 Weeks	7 Weeks	7 Weeks	5 Weeks	6 Weeks	7 Weeks
<p>Key content: To understand the origin of Hinduism and explore whether it is a monotheistic religion or polytheistic. Understanding and exploring key beliefs, teachings and practices within Hinduism (e.g. specialist terms, Trimurti, beliefs about life after death, the role of a pandit, caste system, exterior features of the mandir; puja in the mandir, rites of passage, the four aims in life and Kumbh Mela.</p>	<p>Continuation of <a href="#">Hinduism</a> unit of work.</p>	<p><a href="#">Sikhism</a> Key content: Guru Nanak (Overview); Guru Gobind Singh and the Khalsa; key events from the life of Guru Nanak; the Guru Granth Sahib; the 5Ks of Sikhism; Waheguru and the Mool Mantar; The Gurdwara; Sewa and the Sikh naming ceremony.</p>	<p>Continuation of <a href="#">Sikhism</a> unit of work.</p>	<p>Continuation of <a href="#">Sikhism</a> unit of work.</p>	<p><a href="#">Inspirational Religious Figures</a> Key content: To develop an understanding of key people have used their religious faith to have a positive impact on society and the legacy they have created (i.e. Gandhi, Mother Teresa, William Booth, Ravi Singh, Martin Corrie Ten Boom; Ibtihaj Muhammad).</p>
<p><a href="#">Hinduism Assessment:</a> To recall the beliefs, teachings and practices within Hinduism and demonstrate knowledge of the specialist terms learnt in this unit of work (e.g. specialist terms; the role of the pandit; the caste system; the mandir).</p>		<p><a href="#">Sikhism Assessment:</a> linked to this unit of work; students to focus on the teachings and beliefs within Sikhism. Students are required to demonstrate knowledge learnt from the unit of knowledge of Sikhism; specialist terms; the life of Guru Nanak; the birth of the Khalsa; the gurdwara; the 5Ks of Sikhism etc.)</p>		<p><a href="#">Inspirational Religious (TBC)</a> To recall specialist terms linked to this unit of work; students to focus on a religious figure and analyse why they are inspirational; the ability to understand what makes someone inspirational by making comparisons with other religious figures studied in this unit of work.</p>	



**Year 9 RPE (1 x 1 Hour Lessons Per Week)**

Autumn Term		Spring Term		Summer Term	
7 Weeks	7 Weeks	7 Weeks	5 Weeks	6 Weeks	7 Weeks
<p><a href="#">Humanism</a></p> <p>Key content: Students to develop an understanding of what Humanists believe and how they practice these beliefs. Students will learn about: what is humanism; similarities and differences with other belief systems; the world around us; humanism and life; the one life; humanist funerals; miracles and unusual events; humanist ethics; humanism in society.</p>	<p>Continuation of <a href="#">Humanism</a> unit of work.</p> <p><a href="#">An Introduction to Philosophy</a></p> <p>Key content: Students to develop an understanding of basic philosophical questions. Students will learn about utilitarianism, Plato – Truth, the Design Argument, What is Philosophy? What is Ethics? Religious Experiences, Artificial intelligence.</p>	<p>Continuation of an <a href="#">Introduction to Philosophy</a> unit of work.</p>	<p>Continuation of an <a href="#">Introduction to Philosophy</a> unit of work.</p>	<p><a href="#">Introduction to Christianity</a></p> <p>Key content: Understanding and exploring some of the basic beliefs, teachings and practices within Christianity. Students learn about: the birth and growth of Christianity; Christian Denominations; the nature of God; the structure of the Bible; how Christians use the Bible; the reliability of the Bible; prophecies within the Bible; the life of Jesus; the miracles of Jesus..</p>	<p>Continuation of an <a href="#">Introduction to Christianity</a></p>
	<p><a href="#">Humanism Assessment</a></p> <p>Students will complete a short assessment where they recall some specialist terms linked to this unit. They also must provide an understanding of: key beliefs linked to humanism; humanist funerals; comparisons between humanism and the world religions; criticisms of humanism.</p>		<p><a href="#">Introduction to Philosophy Assessment</a></p> <p>Students to complete a short assessment where they recall some specialist terms linked to this unit. They must also provide an understanding of basic philosophical questions.</p>		<p><a href="#">Introduction to Christianity Assessment.</a></p> <p>To recall specialist terms linked to this unit of work; students to be tested on: specialist terms; Christian denominations; the structure of the Bible; the birth and growth of Christianity; using the Bible and the reliability of the Bible.</p>



**Year 10 RPE (2.5 x 1 Hour Lessons Per Week)**

**Autumn Term**

**Spring Term**

**Summer Term**

7 Weeks


7 Weeks

7 Weeks


5 Weeks

6 Weeks

7 Weeks

[Christianity - Beliefs and Teachings](#) 


Key content: Students to develop an understanding of the beliefs and teachings within Christianity. Students will learn about: the nature of God; the problem of evil; the Trinity; Christian beliefs about creation; judgement and life after death; the incarnation; crucifixion, resurrection and ascension; original sin; salvation and the role of Christ.

[Relationships and Families](#) 

Key content: Pupils will focus on various moral issues relating to human relationships, including: the roles of men and women in the family and society, marriage (including same sex marriage), divorce and the value of sexual relationships.

Continuation of [Christianity - Beliefs and Teachings](#) unit of work.

Continuation of [Relationships and Families](#) unit of work.

Continuation of [Christianity - Beliefs and Teachings](#) unit of work. 

[Religion and Life](#)  
Key content: Pupils will examine in detail the origins and value of human life; they will look at controversial issues such as abortion and euthanasia. They will also consider the value of the earth, how humans affect this, how we use and abuse the environment and the life that surrounds us.

[Christianity - Practices](#) 

Key content: Students to develop an understanding of the traditions and practices within Christianity. Students will learn about: denominational worship; the importance of prayer; sacraments; baptism; Holy Communion; Holy Week; celebrating Easter; celebrating Christmas; Pilgrimage to - Lourdes, Rome, Jerusalem and Walsingham; the role of the Global Church - evangelism; persecution; mission; CAFOD and Christian Aid; the role of the local church - food banks, street pastors.

Continuation of [Religion and Life](#) unit of work.

Continuation of [Christianity - Practices](#) unit of work.

[Religion, Peace and Conflict](#) unit of work.

Key content: Pupils explore religious and non- religious views about peace, war and justice. They will examine in detail the different implications of war, violence and terrorism have on the world today and they will explore the different responses to these issues.

Continuation of [Christianity - Practices](#) unit of work.

Continuation of [Religion, Peace and Conflict](#) unit of work.



<p>Christian – Beliefs and Teachings Examination (TBC)</p> <p>To recall specialist terms linked to the nature of God; the Trinity; Christian responses to the Problem of Evil.</p>	<p>N/A</p>	<p>Christian – Beliefs and Teachings Examination (TBC)</p> <p>To recall specialist terms linked to this unit of work; judgement and life after death; the incarnation; crucifixion, resurrection and ascension; original sin; salvation and the role of Christ.</p>	<p><a href="#">Religion and Life Examination</a></p> <p>To recall specialist terms linked to this unit of work; Christian beliefs about the use of animals; the use and abuse of the environment; euthanasia and the beliefs about the afterlife.</p>	<p>N/A</p>	<p><a href="#">Christian - Beliefs and Teachings Examination</a>; To recall specialist terms linked to this unit of work; the nature of God; the importance of Jesus' crucifixion; interpretations of the Genesis creation story; Christian responses to suffering in the world.</p> <p><a href="#">Religion, Peace and Conflict Examination</a>; To recall specialist terms linked to this unit of work; Christian responses to victims of war; beliefs about the use of weapons of mass destruction; pacifism; different responses to war.</p>





**Year 11 RPE (2 x 1 Hour Lessons Per Week)**

Autumn Term		Spring Term		Summer Term	
7 Weeks	7 Weeks	7 Weeks	5 Weeks	6 Weeks	7 Weeks
<p><a href="#">Judaism - Practices</a></p> <p>Key content: Students to develop an understanding of the traditions and practices within Judaism. Students will learn about: the purpose of a synagogue and the key features; Shabbat in the home and at the synagogue; Pesach; Rosh Hashanah and Yom Kippur; worship in the home; Brit Milah; Bar and Bat Mitzvah; Jewish weddings and attitudes linked to life after death and mourning.</p> <p><a href="#">Religion, Philosophy and Ethics.</a></p> <p>Key content: Pupils explore religious and non- religious views about previously taught material. They will re-visit their year 10 mock exam and explore exam techniques.</p>	<p>Continuation of <a href="#">Judaism - Practices</a> unit of work.</p> <p>Continuation of <a href="#">Religion, Peace and Conflict</a> unit of work.</p> <p><a href="#">Religion, Crime and Punishment</a></p> <p>Key content: Pupils will be exploring both religious and secular attitudes towards crime, criminals and how they are punished for breaking the law. We will explore moral and ethical discussion surrounding the causes of crime including poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law. We will then move to look at the different types of punishment and their aims for society and the criminal. We will look in detail at two religious and philosophical principles: the sanctity of life and the principle of utility.</p>	<p>Continuation of <a href="#">Judaism - Practices</a> unit of work.</p> <p>Continuation of <a href="#">Religion, Crime and Punishment</a> unit of work.</p>	<p>Revision linked to the following themes: Christianity – beliefs, teachings and practices; Judaism – beliefs, teachings and practices (please note – individual topics to be confirmed).</p> <p>Continuation of <a href="#">Religion, Crime and Punishment</a> unit of work.</p> <p>Revision of all topics: Theme A Relationships and Families Theme B Religion and Life Theme D Religion, Peace and Conflict Theme E Religion, Crime and Punishment.</p>	<p>Revision linked to the following themes: Christianity – beliefs, teachings and practices; Judaism – beliefs, teachings and practices (please note – individual topics to be confirmed).</p> <p>Revision of all topics: Theme A Relationships and Families Theme B Religion and Life Theme D Religion, Peace and Conflict Theme E Religion, Crime and Punishment.</p> <p><a href="#">Religion, Philosophy and Ethics.</a></p> <p>Key content: Pupils explore religious and non- religious views about previously taught material. They will re-visit exam techniques.</p>	





N/A	<p>Judaism - Practices Examination (TBC): To recall specialist terms linked to this unit of work; key features within a synagogue; prayer and items worn for prayer; Shabbat in the home; Shabbat in the synagogue.</p> <p><u><a href="#">Judaism - Beliefs and Teachings Examination:</a></u> To recall specialist terms linked to this unit of work; covenants between God and humanity; the Ten Commandments; Abraham and the Promised Land; the Messiah and the Messianic Age; attitudes towards the Mitzvot.</p> <p>Religion, Crime and Punishment Examination: To recall specialist terms linked to this unit of work; causes of crime; Christian responses to the suffering of others; aims of punishment and forgiveness.</p>	N/A	<p>Judaism - Practices Examination (TBC): To recall specialist terms linked to this unit of work; key features within a synagogue; Rosh Hashanah; Bar and Bat Mitzvah; Jewish dietary laws; Yom Kippur.</p> <p>Thematic Studies Examination (Topics TBC) To revise overall themes in preparation for the summer examination.</p>	N/A	
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