

P&E Mastery Curriculum Plan

5 year programme of study



Year 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	World Religions – Beliefs and Philosophy	World religions and symbolism	Why have religions?	Why believe in God? Key Assessment	Pilgrimages	How can belief split religion?	Why are we prejudice towards religious believers	Beliefs about death
Autumn	Sometimes called Religious Studies , in this subject we learn about religions from all over the world. This subject will not try and make you have a religion and is very interesting whether you have one or not, because it's all about what different people think.	Draw a symbol to represent yourself and match all symbols to religions correctly. Explain what a symbol is and why we use them. Interpret the meaning of religious quotes.	Challenge: Identify something you believe. More challenging: Describe at least 1 belief and 1 tradition of your own. Mega challenge: Explain the difference between a belief and tradition.	Identify some key beliefs about God and identify your own beliefs. Describe some atheist and theist arguments through illustrations. Explain why the arguments are theist, atheist or agnostic. Begin to think of your own arguments for theism, atheism and agnosticism.	Challenge: Define the term 'pilgrimage' and identify and begin to describe some of the world's main pilgrimages. More challenging: Describe many of the world's main pilgrimages in some <u>detail</u> and explain why people go. Mega challenge: Begin to compare and contrast the pilgrimages you have studied.	Challenge: Describe what happened during the Reformation. More challenging: Explain why some Christians wanted to break from the Catholic Church. Mega Challenge: Evaluate whether the Reformation had to happen.	Challenge: Identify whether situations show religious prejudice or not. More challenging: Describe your own opinions about freedom of speech and religious prejudice. Complete explanation task without using ideas sheet. Mega challenge: Explain whether situations show religious prejudice, religious discrimination or religious ignorance. Analyse why such incidents still happen today.	Describe the idea of a soul in simple terms. Describe what Christians and Muslims believe about the soul using key words. Explain who is most likely to believe in a soul and why and explain three differences and three similarities between Islamic and Christian beliefs.

Spring / Summer	Religious Festivals	Why do we have religious festivals?	What do religious festivals have in common?	Eid and Ramadan	Lent and Ash Wednesday Key Assessment	Wesak and Buddhism Intro	Ganesh Chaturthi	What is Hannukah?
		Identify one reason for having religious festivals. Categorise the different reasons why we have religious festivals. Explain why the reasons fall into particular categories. Create your own categories for why people have religious festivals.	Identify what some of the main religious festivals have in common. Describe what happens during religious festivals. Explain why people do certain things to celebrate religious festivals. Analyse why religious festivals have so much in common.	Identify what Muslims do to celebrate Eid ul-Fitr Describe how Muslims celebrate the festival in the UK Explain why Muslims celebrate the festival and why it is important Analyse whether Ramadan and Eid are still relevant today	Challenge: Identify the religious ideas behind Shrove Tuesday, Ash Wednesday and Lent. More challenging: Describe in detail how the current traditions link to their religious origins. Describe what Christians learn from Jesus' actions during the religious stories studied. Mega challenge: Explain how Christians use Lent to feel closer to God and analyse the meaning of Biblical quotes.	Identify the most significant parts in the story of Buddha Describe how Buddha became Buddha using new key terminology Explain the main differences between Buddhism and other religions using key terminology in the correct context.	Identify what Hindus do to celebrate Ganesh Chaturthi Describe how Hindus celebrate the festival in Britain and India Explain why Hindus celebrate the festival and why it is important Analyse whether the festivities could cause future environmental issues	Make a traditional Jewish game - 'Dreidel'. Describe to a friend the rules of 'Dreidel'. Teach classmates the story of Hanukkah through a play written in your own words. Analyse why light plays a large role in religious festivals

Year 8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Introduction to Islam	Intro to Islam	Who was Muhammed?	Who was Muhammed? Key Assessment	Five Pillars of Islam	The Qur'an	The Hajj	Abrahamic religions
Autumn		Identify facts about Islam and transfer them onto your marketplace wheel. Describe through labelled illustrations new facts about Islam and teach others new information you have learned. Correct misconceptions about Islam, use at least 5 new key words to explain what the day in the life of a religious Islamic teenager would be like.	Describe the teachings of Muhammed Explain why Muhammed is important to Islam Evaluate if his teachings are still relevant in modern society	Describe the teachings of Muhammed Explain why Muhammed is important to Islam Evaluate if his teachings are still relevant in modern society	Create a leaflet for Muslim Aid, match up the 5 Pillars correctly. Include 3 reasons in reference to the Qur'an in your leaflet and order the Pillars in importance according to your opinion. Use quotes from the Qur'an to back up your reasoning about why Muslims should care for those less fortunate and explain the reasons behind your ordering.	Explain why interpreting the Qur'an is difficult Interpret Qur'an quotes correctly, explaining their meaning and why it could cause problems. Create a PEE paragraph detailing why we it is difficult to interpret the Qur'an referring to modern political context.	Identify what Muslims do whilst on the Hajj Explain why Mecca is such an important place for Muslims Analyse why the Hajj is so significant for Muslims	Identify correctly and order chronologically the Bible story of Abraham's life. Describe the more unusual elements of Abraham's life story. Describe Abraham's links with the Torah, the Bible and the Qur'an. Hypothesise ways the religions could work together to promote peace and mutual understanding using the story of Abraham as a reference point.

Religion and Conflict	Islam and Sharia Law	The crusades	Who are today's radical extreme groups	Religious terrorism	What makes a good religious leader?	How can religious leader be dangerous?	Assessment Key Assessment
	Describe what capital punishment and Sharia Law is and your own views about them. Explain at least one Islamic view on capital punishment and whether you agree. Explain how you know this is an Islamic view using quotes from holy texts. Score above 4 on the GCSE past paper question and complete all the quotes section of the table task.	Challenge: Explain the meaning of Jihad, Crusade, holy and IS. More challenging: Explain through a newspaper article why people are worried about IS but how it does not represent true Islam Mega challenge: Consider our modern context and evaluate whether we should still study the Crusades today, linking this to IS.	Identify the different religious and right-wing extremist groups. Describe what these groups want and their beliefs. Explain why it's important to think critically and be aware of radicalisation.	Demonstrate an understanding of moderate and extreme Islamic and Christian attitudes towards terrorism and holy war. You will demonstrate deep knowledge and you will be able to use suitable Biblical or Qur'anic quotes to back these ideas up in a practice exam question. A developed understanding of Islamic and Christian attitudes, demonstrating your ability to use religious quotes from numerous sources and religions to argue on both sides of a statement and provide an evaluative conclusion on a practice exam question.	Put leadership qualities in order of importance Judge the qualities of different religious leaders against criteria and explain your judgements Create your own criteria to add to your group's Top Trumps cards evaluate which qualities would be most beneficial or dangerous depending on the motives of the leader.	Describe how religious ideas are spread today. Explain why some religious leaders are so successful in gaining new converts and followers. Predict the outcome of two potentially life changing situations as promised by two examples of powerful religious leaders.	'Religion is the root of all evil and is a major source of conflict!' To what extent do you agree with Richard Dawkins' statement?

Year 9

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Religion and Human Rights	Forced marriage Key Assessment	The ethics of finance	Religious attitudes to crime	Religious attitudes to drugs	Practicing different religions in the UK	Freedom and expression of belief	Women, religion and belief
Autumn		Correctly identify cases of both arranged and forced marriages and begin to describe the differences. Describe why certain case studies are forced or arranged and where victims can find help. Explain the differences between forced and arranged marriages in detail and how a person can access help at different stages in the proceedings using new key terms.	Identify reasons why we should make ethical financial decisions Describe the conditions of sweatshop workers and how we can make more ethical financial decisions Explain meaning of social corporate responsibility and how a company can fail in this duty.	Identify accurately the different reasons crimes are committed and begin to explain reasoning. Explain your reasoning in full, completing accurately the visual notes of all key words, finding Bible or Qur'anic quotes to support the ideas. Use the key words correctly in context when describing the cause and consequences of crime. Find Bible AND Qur'anic quotes to support the ideas of why we need to punish criminals.	Explain religious ideas about legal drugs and gain 7/10 on today's mini assessment questions. Explain religious ideas for and against legal drugs and gain 8/10 on today's mini assessment questions. Analyse religious ideas for and against legal drugs using quotations and gain 9/10 on today's practice exam questions.	Describe the successes of a contemporary celebrity who is both loyal to their religion and loyal to British values. Explain how being loyal to both your religion and British values is achieved. Analyse what issues different people may have to overcome to remain loyal to their religion and British values and explain how they manage to do this.	Demonstrate an understanding of the different rights and freedoms in the UK regarding religious expression and what either Islam or Christianity tells us about their ideas. A full understanding and you will be able to use suitable Biblical or Qur'anic quotes to back these ideas up. A developed understanding of rights and a demonstration of your ability to use religious quotes from numerous sources and religions to argue on both sides of a statement.	Demonstrate an understanding of Islamic and Christian attitudes towards women, their status and how they should be treated. You will demonstrate deep knowledge and you will be able to use suitable Biblical or Qur'anic quotes to back these ideas up in a practice exam question. A developed understanding of Islamic and Christian attitudes, demonstrating your ability to use religious quotes from numerous sources and religions to argue on both sides of a statement and provide an evaluative conclusion on a practice exam question.

Spring	Religion and Philosophy	Why do people suffer? Key Assessment	Explaining Evil and the Omni God	What could be beyond our existence?	Plato's Cave			
		You will be able to explain how far you agree with religious and philosophical ideas for why we suffer. Analyse the strengths and limitations arguments about why we suffer from Islamic and Christian perspectives. Evaluate which sections of society particular arguments would be strongest or weakest with; Muslims, Christians, Atheists.	Communicate your ideas and opinions clearly, showing understanding of religious key terms. Demonstrate sound knowledge of the arguments for being able to explain their meaning in some detail using religious keywords. As above, being critical in your analysis of all the arguments for why bad things happen if God exists and using religious keywords.	Describe how we exist in four dimensions. Explain using an example, why it's so hard to imagine any more dimensions. Evaluate the possibility for validity of extra-dimensional theory.	Analyse whether you agree with Plato's ideas and explain why or why not. Explain if an idea is Platonic or Materialist. Explain what Plato meant about the men in the cave and how they saw the world. Correctly identify Platonic or materialist ideas. Explain why it's hard to prove God exists and correctly match up some Platonic or materialist ideas.			

Summer	Religion and the After-Life	Why believe in life after death	Why believe in heaven and hell?	What is a soul?	Sanctity of life			
		Put reasons for and against belief in afterlife into different categories and explain why they fit into them Create your own categories for new reasons Explain how logic dictates extra dimensions may exist.	Create a holiday brochure detailing what you are likely to find in Heaven or Hell. Explain how our different ideas of Heaven can make it hard to imagine as a real place and make your brochure contain at least 3 key words Analyse whether Heaven could logically exist and make your brochure contain at least 3 key words used in detailed context		Describe reasons for and against euthanasia Explain which reasons a religious person is more likely to support and why. Explain whether the reasons for and against euthanasia are about quality of life or sanctity of life.			

Year 10

Y10

Autumn

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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Relationships

Christian beliefs, attitudes and teachings about the nature and purpose of relationships	The nature and purpose of marriage	Varying Christian attitudes towards adultery, divorce and annulment and separation and re-marriage. Interpretations of Matthew 19:8-9, Mark 10:9	Sexual relationships Christian teachings about the nature and purpose of sex and the use of contraception including varied interpretations of the Natural Law/Absolutist approach of Thomas Aquinas' Five Primary Precepts with reference to the second Primary Precept	Diverse attitudes within and across Christian traditions towards same sex relationships, including varied interpretations of: Leviticus 20:13 and 1 Timothy 1: 8-10	Issues of equality: gender prejudice and discrimination	Diverse attitudes within Christianity toward the roles of women and men in worship and authority with reference to Catholic, Orthodox and Anglican views on this issue Interpretations of teachings: 1 Timothy 2:11-12, Galatians The world	Diverse Christian beliefs, teachings and attitudes about the accounts of the origin of the universe: Genesis 1 and 2	The relationship between Christian views and non-religious views of creation and the extent to which they conflict; Stephen Hawking's view of the Big Bang	Christian and non-religious beliefs, teachings and attitudes about dominion, stewardship, environmental responsibility, sustainability, and global citizenship: Genesis 1:28, Psalm 8:6,	'Humanists for a Better World' The origin and value of human life	KA DIRT
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Spring	Issues of Life and Death					Buddhism						
	Diverse Christian beliefs, teachings and attitudes toward the origin and sanctity of human life: Genesis 1:31, Jeremiah 1:5	Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins	Diverse Christian attitudes towards abortion and euthanasia Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism'	Humanist 'Dignity in Dying' Movement Beliefs about death and the afterlife How Christian and Humanist funerals in Britain reflect beliefs about the afterlife	Christian beliefs and teachings about life after death, including soul, judgement, heaven and hell: John 11:24-27, 1 Corinthians 15: 42-44 Diverse Christian beliefs about the afterlife	Beliefs and teachings The Buddha Dependent origination conditionality	Three Marks of Existence Suffering (dukkha), impermanence (anicca); The Four Noble Truths	Suffering The Eightfold Path	Theravada – Five Aggregates Mahayana	Buddha-nature - all have potential to achieve enlightenment Arhat ideals	Buddhahood: the potential of all to be enlightened and become a Buddha Pure Land	KA DIRT
Summer	Buddhism								Issues of Good & Evil			
	Karma and rebirth:	Practices Buddhist places of worship in Britain and elsewhere	The importance of features and functions of temples and viharas	Devotional practices Puja The significance of meditation Loving kindness	Role of mantra recitation to evoke enlightenment	Death and mourning The significance of ceremonies and rituals associated with death	Festivals and retreats: practices in Britain. Mahayana tradition – marks the Buddha's death and passing into final nirvana	The origins and meaning of festivals and retreats such as Theravada Wesak; celebration of birth of Buddha.	Crime and Punishment	Original Sin Forgiveness	Free will and the existence of evil and suffering	KA DIRT

Year 11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Issues of Human Rights				Christianity							
	Human Rights and Social Justice	Censorship, freedom of religious expression and religious extremism	Prejudice and discrimination	Issues of wealth and poverty	The nature of God The Trinity, beliefs and teachings about the oneness of God:	The role of Word and Spirit in creation:	Beliefs and teachings about Jesus' incarnation: John 1:14, Luke 1:28-33	Crucifixion: Matthew 27:28-50; Salvation and Atonement	Resurrection Ascension & Salvation	Law: Word of God Sin as preventing salvation.	Grace and the Spirit: Acts 2:1-6.	The afterlife Judgement Resurrection Traditional and contemporary beliefs about heaven and hell
Spring	Christian Practices											
	Forms of worship	Set prayers and informal prayers: different forms of worship across the different Christian traditions with reference to Society	Diverse beliefs regarding Sacraments	The role, meaning and celebration of Baptism and Eucharist: John 3:3-6	The importance of pilgrimage	How Christians celebrate Christmas and Easter Christianity in Britain and the Church in the local community	Christianity in Britain; results of the 2011 census compared to the 2001 census, showing an increase in diverse religious and nonreligious beliefs and practices	U.K. laws, festivals and traditions are rooted in the Christian tradition whilst also celebrating the festivals, beliefs and cultures	The role of the Church in the local community; a place of worship, social and community functions	Working for reconciliation: World Council of Churches, The Ecumenical Movement		Revision of practice papers under time supervision

Summer	Revision											
	Revision of practice papers under time supervision	Paper 1 Theme 1:Issues of Relationships Theme 2:Issues of Life and Death Theme 3:Issues of Good and Evil Theme 4:Issues of Human Rights	Paper 1 Theme 1:Issues of Relationships Theme 2:Issues of Life and Death Theme 3:Issues of Good and Evil Theme 4:Issues of Human Rights	Paper 2 Christianity & Buddhism	Paper 2 Christianity & Buddhism							

P&E Mastery – Ethical Studies

Curriculum Plan (Year 8)

The Ethical Studies programme is to run concurrently alongside the Philosophy & Ethics curriculum to supplement the skills and knowledge.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Autumn - Spring	Rights & Responsibilities	Introduction to human rights	Rights denied	Stereotyping	Prejudice & discrimination	Disability rights	Legal rights	Right to shelter	Equality rights
	Personal Identity <i>Describe personal identity and compare similarities and differences with others</i>	Introduction to human rights <i>Identify a range of human rights and link to responsibilities</i>	Rights denied <i>Research and extract examples of human rights being denied</i>	Stereotyping <i>Describe examples and the impact of stereotyping</i>	Prejudice & discrimination <i>Understand different forms of prejudice and discrimination</i>	Disability rights <i>Reflect on the experiences of physically disabled students and analyse their right to education</i>	Legal rights <i>Identify arguments from civil law cases</i>	Right to shelter <i>Reflect on the experiences of the homeless community and analyse the impact on their human rights</i>	Equality rights <i>Reflect on experiences of racism and analyse the impact on human rights</i>
Spring- Summer	Culture, Migration & Conflict	Britishness	British culture	Global cultures	Migration Experiences	Conflict	Racial & religious conflict	Connecting culture, migration & conflict	Genocide – Rwanda case study
		Britishness <i>Identify and explore different definitions of being British</i>	British culture <i>Identify and compare traditional and modern British culture</i>	Global cultures <i>Extract and describe aspects of global cultures</i>	Migration Experiences <i>Identify key facts about migration</i>	Conflict <i>Understand and apply key roles within conflict situations</i>	Racial & religious conflict <i>Identify and reflect on examples of racist conflict</i>	Australia case study <i>Reflect on the impact of migration on communities</i>	Genocide – Rwanda case study <i>Understand and explain the eight stages of genocide</i>