

The Ethics and Philosophy (RE) Curriculum

The Ethics and Philosophy (RE) Curriculum at Tupton Hall School is created with reference to the Derbyshire and Norfolk SACRE recommendations. Lessons take place once a week during Key Stage Three and is offered as a full optional GCSE course in KS4. For students who do not take the GCSE, statutory provision takes place in Challenge Time sessions and is created by a specialist as a bespoke curriculum matching the needs of our local community.

What do we want our pupils to know and do by the end of KS3?

- 1) To know about and understand **a range of religious and non-religious worldviews** by learning to see these through **the themes of truth, identity, and purpose**.
- 2) To **express ideas and insights** about the **nature, significance, and impact of religious and non-religious worldviews**.
- 3) To **gain and deploy skills** rooted in theology, philosophy and the social sciences, **engaging critically** with religious and non-religious worldviews.

*We make progress towards these aims by building skills in theology, philosophy and social science. **In all areas of the curriculum, students are encouraged to critically reflect on their own positions in relation to the subject matter (positionality).***

	Truth	Identity	Purpose
<i>Substantive themes and concepts covered in the KS3 curriculum</i>	<i>Beliefs about God, the soul, afterlife and philosophical concepts.</i>	<i>Ways of expressing beliefs: e.g. Rites, festivals, pilgrimage, behaviours</i>	<i>How religion relates to ethical issues and 'big questions' today and individual values.</i>

	Theology	Philosophy	Social Science
<i>Disciplinary skills developed</i>	<i>The study of the nature of God or religious beliefs and what this means to a believer or non-believer. Interpretation of Holy Books, experts, scholars, religious leaders, critics and believers and what they have to say on a subject.</i>	<i>The study of knowledge, how we think, what we value and even just how we 'are'. Creating critical, logical arguments and sharing our reasoned position on issues and concepts.</i>	<i>This is the study of information, facts and research that supports or contradicts an argument. Surveys, questionnaires, statistics that give us information, testimony videos, interviews.</i>

How do we assess pupils in Ethics and Philosophy?

All assessment of pupils is designed around encouraging automaticity of key substantive knowledge which in turn deepens their understanding of the complexity and diversity of religious and secular worldviews. Assessments are also designed to assess pupils' understanding of key disciplines and skills within the subject.

Curriculum Intent

The Curriculum Intent is outlined on the curriculum overview on the next page.

The EP curriculum is carefully planned with the intent to instil core knowledge of substantive and disciplinary knowledge throughout each pupil's school career. Topics are sequenced specifically to enable to students to revisit key themes, build on prior knowledge and create synoptic links which in turn gives them a deeper understanding of worldviews and their own place in the local and global community.

Curriculum Implementation

We implement the intent of our curriculum through:

- Careful planning of schemes of work by subject specialists
- Any lessons for KS3 taught by non-specialists (including those within the humanities faculty) are given centralised resources to ensure consistent provision and support from HOD
- CPD provided to EP specialists through external and academy network link
- Collaborative planning and reflection on schemes of learning within the EP department
- Carefully planned and spaced memory recall activities for all lessons and all year groups to assess prior knowledge and memory retention
- Using effective and varied forms of assessment to ensure students are making progress and to inform future planning and intervention.

How will we empower students to make good progress towards the aims of the EP curriculum?

Year 7	Learning Journey				
Topic/Enquiry Question:	Why are people religious?	What does it mean to be a young Jewish person in the UK today?	What does it mean to be a young Christian in the UK today?	Do you have to be religious to be a moral person?	How have religious leaders had an impact on the world today?
Which theme and 'lens' do we study this unit through?	Identity Social Science	Truth and Identity Theology	Truth and Identity Theology	Truth and Purpose Philosophy	Purpose Social Science
Skills <i>Pupils should be able to do...</i> (Disciplinary skills to be developed)	<i>Interpretation of and response to:</i> statistics testimonies ancient texts positionality	<i>Interpretation of and response to:</i> testimonies scripture positionality	<i>Interpretation of and response to:</i> statistics testimonies scripture positionality	<i>Interpretation of and response to:</i> logical arguments, statistics testimonies positionality	<i>Interpretation of and response to:</i> statistics scholarly opinions scripture positionality
Knowledge <i>Pupils should know...</i> (Core substantive knowledge and concepts to be learned)	Global and local religious populations Atheism, Agnosticism, Theism	Torah Shabbat Pesach Mitzvah Yahweh The Synagogue The Covenant	Nature of God and the Trinity Sin Salvation & Judgement Denominations 'The Church' Sacraments	Humanism Utilitarianism Secularism Atheism Agnosticism	Qualities of inspirational leaders Prophets Civil Rights Non-Violent protest
Why this? Why now?	Students come to THS with vastly different levels of prior RE knowledge. This is a very short introductory unit which aims to give all pupils the same foundational knowledge on which to build their future learning in EP.	Y7 focuses on introducing the foundational Abrahamic faiths. This is the first of the 3 progressive religions and sets the groundwork so they can better understand the Judeo-Christian and Judeo-Islamic links in later units.	This links to the previous unit's learning on Judaism as the 2 nd progression of the Abrahamic faiths. Students build on their knowledge of Judaism and can make links between concepts and identify differences in theology and praxis	This is a short unit which reflects on the religious content learned so far and links back to the initial topic to enable students to reflect on whether the whole population of the UK has a homogenous morality and identify the first NRWVs of their KS3 course.	This unit enables pupils to make synoptic links between past EP learning of the Abrahamic faiths and NRWVs, identifying key figures from those groups and assessing their impact on religious and non-religious society.
Recall from previous learning	See lessons	See lessons	See lessons	See lessons	See lessons
Assessment	Assessment of, for and from learning embedded in SOLs	Assessment of, for and from learning embedded in SOLs	Assessment of, for and from learning embedded in SOLs	Assessment of, for and from learning embedded in SOLs	Assessment of, for and from learning embedded in SOLs
Cultural Capital, Equality, Diversity Inclusion	Understanding and respecting diversity Protected Characteristics Preparing to be a local and global citizen Challenging misconceptions	Understanding and respecting diversity Challenging misconceptions Sharing reasoned positions respectfully	Understanding and respecting diversity Challenging misconceptions Sharing reasoned positions respectfully	Preparing to be a local and global citizen Challenging misconceptions Sharing reasoned positions respectfully	Preparing to be a local and global citizen LGBT+ awareness Sharing reasoned positions respectfully Protected Characteristics
Literacy/Numeracy	Data analysis Extended writing Reading/scholarship curriculum	Extended writing Reading/scholarship curriculum	Data analysis Extended writing Reading/scholarship curriculum	Data analysis Extended writing Reading/scholarship curriculum	Extended writing Reading/scholarship curriculum

Year 8	Learning Journey				
Topic/Enquiry Question:	What does it mean to be a young Muslim in the UK today?	What does it mean to be a young Hindu in the UK today?	Was the Buddha right to say all life is suffering?	How did the Holocaust impact Jewish identity?	Why do some people choose to follow alternative religions?
Which theme and 'lens' do we study this unit through?	Truth and Identity Theology	Truth and Identity Theology	Truth Philosophy	Identity Social Science	Truth and Identity Theology and Social Science
Skills <i>Pupils should be able to do...</i> (Disciplinary skills to be developed)	<i>Interpretation of and response to: statistics testimonies scripture positionality</i>	<i>Interpretation of and response to: testimonies scripture positionality</i>	<i>Interpretation of and response to: scripture logical arguments positionality</i>	<i>Interpretation of and response to: statistics testimonies scholarly opinions positionality</i>	<i>Interpretation of and response to: statistics testimonies scripture positionality</i>
Knowledge <i>Pupils should know...</i> (Core substantive knowledge and concepts to be learned)	Nature of Allah Muhammad The Qur'an The Mosque The 6 articles The 5 Pillars Festivals	Concept of God/ the Trimurti Atman Moksha, Samsara and Nirvana Hindu Scriptures Festivals Puja	Siddhartha Gautama Impermanence The Sangha Noble Eightfold Path Nirvana Enlightenment Monastic Sangha	Anti Semitism & Protected Characteristics Jewish life in Europe before and during Shoah Bystanders and Upstanders Jewish Apologetics (Elie Wiesel) The Problem of Evil and Suffering	Denominations, Sects and Cults The Amish Mormons Jehovah's Witnesses
Why this? Why now?	This unit progresses pupils' learning of the Abrahamic faiths, makes specific links to their Y7 learning and deepens their understanding of the difference between the 3 progressive religions and serves to correct misconceptions of Islam. It is key for future learning in KS3 and at GCSE.	This unit focuses on Dharmic faith and practice. Students are given the opportunity to identify differences between Abrahamic theology studied in Y7 and in their Islam unit and Dharmic philosophy. It also introduces differing perspectives on the soul and afterlife which benefits future units in Term 3 of Y8.	This is a short unit which specifically follows on from Hinduism to build on their knowledge of characteristics of Dharmic faiths. It enables students to make links between Hinduism but also the nature of suffering, which in turn leads them into learning about the impact and reaction to the Holocaust in the next unit. The unit will also make clear that Buddhism is technically not a religion, furthering their knowledge of NRWVs.	Students are given the opportunity to recall key parts of Jewish religious identity from the last topic and link to philosophical arguments about the problem of evil. This topic corresponds to the History holocaust unit but studies the Shoah from a Jewish apologetic theological perspective.	This unit recalls previous Christian and Islamic denominational knowledge from Y7 and Y8 and seeks to build on pupils previous knowledge of why people seek for meaning within religion.
Recall from previous learning	See lessons	See lessons	See lessons	See lessons	See lessons
Assessment	Assessment of, for and from learning embedded in SOLs	Assessment of, for and from learning embedded in SOLs	Assessment of, for and from learning embedded in SOLs	Assessment of, for and from learning embedded in SOLs	Assessment of, for and from learning embedded in SOLs
Cultural Capital, Equality, Diversity Inclusion	Understanding and respecting diversity Preparing to be a local and global citizen Challenging misconceptions	Understanding and respecting diversity Challenging misconceptions Sharing reasoned positions respectfully	Challenging misconceptions Sharing reasoned positions respectfully	Preparing to be a local and global citizen Challenging misconceptions LGBT+ awareness Protected Characteristics Sharing reasoned positions respectfully	Understanding and respecting diversity Sharing reasoned positions respectfully
Literacy/Numeracy	Extended writing Reading/scholarship curriculum	Extended writing Reading/scholarship curriculum	Extended writing Reading/scholarship curriculum	Data analysis Extended writing Reading/scholarship curriculum	Data analysis Extended writing Reading/scholarship curriculum

Year 9	Learning Journey			
Topic/Enquiry Question:	Is life always 'sacred'? <i>Medical Ethics</i>	Is life always 'sacred'? <i>Crime and Punishment</i>	Is religion a force for harmony or conflict?	Why is social justice and equality important to everyone?
Which theme and 'lens' do we study this unit through?	Purpose Social Science	Purpose Social Science	Purpose Social Science	Social Science Theology
Skills <i>Pupils should be able to do...</i> (Disciplinary skills to be developed)	<i>Interpretation of and response to:</i> <i>statistics</i> <i>testimonies</i> <i>scripture</i> <i>positionality</i>	<i>Interpretation of and response to:</i> <i>statistics</i> <i>testimonies</i> <i>scripture</i> <i>positionality</i>	<i>Interpretation of and response to:</i> <i>statistics</i> <i>testimonies</i> <i>scripture</i> <i>logical arguments</i> <i>positionality</i>	<i>Interpretation of and response to:</i> <i>statistics</i> <i>testimonies</i> <i>scripture</i> <i>positionality</i>
Knowledge <i>Pupils should know...</i> (Core substantive knowledge and concepts to be learned)	Sanctity of Life Argument Quality of Life Argument Animal Testing Saviour Siblings Passive and Active Euthanasia Secular and religious responses	Sanctity of Life Argument Aims of Punishment Treatment of Criminals Capital Punishment Secular and religious responses	When is war fair? Pacifism WMDs Terrorism Holy War Secular and religious responses	Homophobia Racism Sexism Speciesism Secular and religious responses
Why this? Why now?	By the beginning of Y9, all EP students have studied Abrahamic and Dharmic faiths and made links from them with NRWVs and philosophical arguments. The year group by this point is also mature enough to get involved in reasoned, critical discourse surrounding serious moral issues. The Y9 course enables students to consolidate and build on their previous learning by considering how religious beliefs and practices, and NRWVs, are 'lived' practically today. The Y9 course also gives pupils ample opportunity to reflect on their own positions in comparison to their cultural counterparts. The structure of Y9 also benefits future learning at GCSE by setting the substantive and disciplinary groundwork for the 'themes' units assessed at GCSE.			
Recall from previous learning	See lessons	See lessons	See lessons	
Assessment	Assessment of, for and from learning embedded in SOLs	Assessment of, for and from learning embedded in SOLs	Assessment of, for and from learning embedded in SOLs	Assessment of, for and from learning embedded in SOLs
Cultural Capital, Equality, Diversity Inclusion	Preparing to be a local and global citizen Understanding and respecting diversity LGBT+ awareness Sharing reasoned positions respectfully	Preparing to be a local and global citizen Sharing reasoned positions respectfully	Preparing to be a local and global citizen Challenging misconceptions Sharing reasoned positions respectfully	Preparing to be a local and global citizen Understanding and respecting diversity Challenging misconceptions LGBT+ awareness Sharing reasoned positions respectfully Protected Characteristics
Literacy/Numeracy	Extended writing Reading/scholarship curriculum	Data analysis Extended writing	Data analysis Extended writing	Extended writing Reading/scholarship curriculum

Students in Y10 and Y11 follow the AQA Religious Studies GCSE Full course 8062MA.

Year 10	Learning Journey			
Topic/Enquiry Question:	Focus 1: Islamic Beliefs (BTH) (DBU)	Focus 2: Islamic Practices (BTH) (DBU)	Focus 3: Theme E Crime and Punishment (EMC) (JCL)	Focus 4: Theme B Religion and Life (EMC) (JCL)
Skills <i>Pupils should be able to do...</i> (Disciplinary skills to be developed)	<i>Interpretation of and response to:</i> statistics testimonies scripture scholarly opinions positionality	<i>Interpretation of and response to:</i> testimonies scripture scholarly opinions positionality	<i>Interpretation of and response to:</i> statistics testimonies scripture scholarly opinions positionality	<i>Interpretation of and response to:</i> statistics testimonies scripture scholarly opinions positionality
Knowledge <i>Pupils should know...</i> (Core substantive knowledge and concepts to be learned)	Six articles of faith (Sunni) Five roots of Usul ad-Din (Shi'a) The nature of Allah Risalah Prophets Prophet Muhammad The Qur'an Other holy books within Islam Angels Akhirah Day of Judgement	The Five Pillars Shahadah Salah The Mosque Sawm Zakah Hajj Shi'a Islam Eid ul-Fitr Eid ul-Adha Ashura	Aims of punishment Treatment of criminals Corporal Punishment Capital Punishment Forgiveness Religious and secular responses	Environmental ethics Stewardship and dominion Animal rights and experimentation Abortion Euthanasia Religious and secular responses Afterlife Religious vs Scientific accounts of creation
Why this? Why now?	Students recall core content from KS3 course and build upon this to give more depth and meet AQA specification. Completed in Y10 to ensure plenty of time for exam practice and interleaved recall in preparation for Y11 exams.		Students recall core content from Y9 course and build upon this to give more depth and meet AQA specification. Theme E done at this point to enable synthesis and application of both religions and raise engagement.	Students recall core content from KS3 and KS4 course and build upon this to give more depth and meet AQA specification. Theme B is studied in Y11 as it raises the most complex and mature issues and because it is a large topic which takes pupils up to the end of the year. Extra time taken each week to recall previous GCSE learning.
Recall/review from previous learning	See lessons	See lessons	See lessons	See lessons
Assessment	Assessment of, for and from learning embedded in SOLs Exam questions previously set by AQA	Assessment of, for and from learning embedded in SOLs Exam questions previously set by AQA	Assessment of, for and from learning embedded in SOLs Exam questions previously set by AQA	Assessment of, for and from learning embedded in SOLs Exam questions previously set by AQA
Cultural Capital, Equality, Diversity Inclusion	Preparing to be a local and global citizen Understanding and respecting diversity Challenging misconceptions Sharing reasoned positions respectfully	Preparing to be a local and global citizen Understanding and respecting diversity Challenging misconceptions Sharing reasoned positions respectfully	Preparing to be a local and global citizen Understanding and respecting diversity Sharing reasoned positions respectfully	Preparing to be a local and global citizen Understanding and respecting diversity Sharing reasoned positions respectfully Protected Characteristics
Literacy/Numeracy	Extended writing Reading/scholarship curriculum	Data analysis Extended writing Reading/scholarship curriculum	Data analysis Extended writing Reading/scholarship curriculum	Data analysis Extended writing Reading/scholarship curriculum

Year 11	Learning Journey			
Topic/Enquiry Question:	Theme C – Philosophy and the Existence of God	Paper 1 – intensive content recall	Paper 2 intensive content recall	Exam Revision + Formal Exams
Skills <i>Pupils should be able to do...</i> (Disciplinary skills to be developed)	<i>Interpretation of and response to:</i> statistics testimonies scripture scholarly opinions positionality	<i>Interpretation of and response to:</i> statistics scripture logical arguments scholarly opinions positionality	<i>Interpretation of and response to:</i> scripture logical arguments scholarly opinions positionality	<i>Interpretation of and response to:</i> scripture logical arguments scholarly opinions positionality
Knowledge <i>Pupils should know...</i> (Core substantive knowledge and concepts to be learned)	Miracles Revelations Cosmological Argument Teleological Argument Moral Argument Enlightenment Atheist arguments against existence of God	Recall and interleave revision of Islam and Christianity for Paper 1 Exam. Focus on using quotes effectively, using correct exam structure as practiced throughout the GCSE <u>Topics covered will be:</u> Islamic Beliefs Islamic Practices Christian Beliefs Christian Practices	Recall and interleave revision of ethical themes for Paper 2 Exam. Focus on using quotes effectively, using correct exam structure as practiced throughout the GCSE <u>Topics covered will be:</u> Theme A Families and Relationships Theme B Religion and Life Theme C Existence of God Theme D Peace and Conflict Theme E Crime and Punishment	Recall and interleaved revision of Islam, Christianity and the ethical ‘themes’ from the GCSE course. Focus on using quotes effectively, using correct exam structure as practiced throughout the GCSE
Why this? Why now?	Students recall core content from Y10 and build upon this to give more depth and meet AQA specification. Theme C is studied in Y11 as it raises the most complex and mature issues and because it is a large unit which takes pupils up to the November Mock Exams. Extra time taken each week to recall previous GCSE learning.	Students recall core content from KS3 and KS4 course and build upon this to give more depth and meet AQA specification. Mock Exam Data is used to inform class and pupil specific intervention and target key areas to improve on in lessons. Extra time taken each week to recall previous GCSE learning in preparation for the mock exams.		Both exams for AQA are completed by the end of May. Lessons are specifically focused on exam practice, recall of core content and effective use of quotes.
Recall/review from previous learning	See lessons	See lessons	See lessons	See lessons
Assessment	Assessment of, for and from learning embedded in SOLs Exam questions previously set by AQA	Assessment of, for and from learning embedded in SOLs Exam questions previously set by AQA	Assessment of, for and from learning embedded in SOLs Exam questions previously set by AQA	Assessment of, for and from learning embedded in SOLs Exam questions previously set by AQA
Cultural Capital, Equality, Diversity Inclusion	Preparing to be a local and global citizen Sharing reasoned positions respectfully Challenging misconceptions	Preparing to be a local and global citizen Understanding and respecting diversity LGBT+ awareness Sharing reasoned positions respectfully Protected Characteristics	Preparing to be a local and global citizen Challenging misconceptions Sharing reasoned positions respectfully	Preparing to be a local and global citizen Sharing reasoned positions respectfully
Literacy/Numeracy	Data analysis Extended writing Reading/scholarship curriculum	Data analysis Extended writing Reading/scholarship curriculum	Extended writing Reading/scholarship curriculum	Extended writing Reading/scholarship curriculum

A Level Course – OCR A2 Religious Studies

Year 12	Term 1			Term 2			Term 3		
Topic/Enquiry Question:	Philosophy of Religion	Ethics	Developments in Christian Thought	Philosophy of Religion	Ethics	Developments in Christian Thought	Philosophy of Religion	Ethics	Developments in Christian Thought
Skills <i>Pupils should be able to do...</i> (Disciplinary skills to be developed)	<i>Interpretation of and response to: scripture logical arguments scholarly opinions positionality</i>	<i>Interpretation of and response to: statistics testimonies scripture scholarly opinions positionality</i>	<i>Interpretation of and response to: scripture logical arguments scholarly opinions positionality</i>	<i>Interpretation of and response to: scripture logical arguments scholarly opinions positionality</i>	<i>Interpretation of and response to: statistics testimonies scripture scholarly opinions positionality</i>	<i>Interpretation of and response to: scripture logical arguments scholarly opinions positionality</i>	<i>Interpretation of and response to: scripture logical arguments scholarly opinions positionality</i>	<i>Interpretation of and response to: statistics testimonies scripture scholarly opinions positionality</i>	<i>Interpretation of and response to: scripture logical arguments scholarly opinions positionality</i>
Knowledge <i>Pupils should know...</i> (Core substantive knowledge and concepts to be learned)	Ancient Greek Philosophical Influences: Aristotle Plato	Teleological and Deontological Ethics Situation Ethics Utilitarianism	Contextualising DCT Christology Augustine	Ontological Arguments Teleological Arguments	NLT Kantian Ethics	Death and the Afterlife Knowledge of God	Evil and Suffering Religious Experience	Business Ethics Euthanasia	Christian Moral Action (Dietrich Bonhoeffer) Christian Moral Practices
Why this? Why now?	The course takes the OCR specification's advised order and uses the first term as a way to build the foundations of Alevel expectations and learning. The topics chosen for term 1 are vital as the building blocks for fully understanding future units.			The course takes the OCR specification's advised order and builds on foundational knowledge from Term 1 to build on students previous knowledge.			The course takes the OCR specification's advised order and builds on foundational knowledge from Term 1 and 2 to build on students previous knowledge. The Ethics and DCT units can, at this point, make practical use of the theories learned in Terms 1 and 2.		
Recall/review from previous learning	See lessons	See lessons	See lessons	See lessons	See lessons	See lessons	See lessons	See lessons	See lessons
Assessment	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR
Cultural Capital, Equality, Diversity Inclusion	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely Protected Characteristics	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely Protected Characteristics	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely Protected Characteristics	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely Protected Characteristics	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely Protected Characteristics
Literacy/Numeracy	Data analysis Extended writing Reading/scholarship curriculum			Data analysis Extended writing Reading/scholarship curriculum			Extended writing Reading/scholarship curriculum Data analysis		

A Level Course – OCR A2 Religious Studies

Year 13	Term 1			Term 2			Term 3		
Topic/Enquiry Question:	Philosophy of Religion	Ethics	Developments in Christian Thought	Philosophy of Religion	Ethics	Developments in Christian Thought	Philosophy of Religion	Ethics	Developments in Christian Thought
Skills <i>Pupils should be able to do...</i> (Disciplinary skills to be developed)	<i>Interpretation of and response to: scripture logical arguments scholarly opinions positionality</i>	<i>Interpretation of and response to: statistics testimonies scripture scholarly opinions positionality</i>	<i>Interpretation of and response to: scripture logical arguments scholarly opinions positionality</i>	<i>Interpretation of and response to: scripture logical arguments scholarly opinions positionality</i>	<i>Interpretation of and response to: statistics testimonies scripture scholarly opinions positionality</i>	<i>Interpretation of and response to: scripture logical arguments scholarly opinions positionality</i>	<i>Interpretation of and response to: scripture logical arguments scholarly opinions positionality</i>	<i>Interpretation of and response to: statistics testimonies scripture scholarly opinions positionality</i>	<i>Interpretation of and response to: scripture logical arguments scholarly opinions positionality</i>
Knowledge <i>Pupils should know...</i> (Core substantive knowledge and concepts to be learned)	Religious Language 1 Religious Language 2	Theories of the Conscience Meta Ethics	Liberation Theology Gender and Society Gender and Theology	Attributes of God.	Sex Ethics	Pluralism (2 part unit) Secularism (2 part unit)	All content will be finished by this point. Guided and targeted final exam revision takes place until June. A2 exams usually take place at the beginning of June. Normally, each paper is spaced a week apart.		
Why this? Why now?	The course takes the OCR specification's advised order.			The course takes the OCR specification's advised order.			Interleaved revision and recall will have taken place throughout the two year course. This point in the A level will be an opportunity for students to consolidate exam skills in timed practice conditions and ensure their substantive (content) knowledge is also revisited enough to ensure accuracy and quick recall during the exam period.		
Recall/review from previous learning	See lessons	See lessons	See lessons	See lessons	See lessons	See lessons	See lessons	See lessons	See lessons
Assessment	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR	Assessment of, for and from learning embedded in SOLs Exam questions previously set by OCR
Cultural Capital, Equality, Diversity Inclusion	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely Protected Characteristics	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely Protected Characteristics	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely Protected Characteristics	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely	Preparing to be a local and global citizen Sharing reasoned positions logically and maturely
Literacy/Numeracy	Data analysis Extended writing Reading/scholarship curriculum			Data analysis Extended writing Reading/scholarship curriculum			Extended writing Reading/scholarship curriculum Data analysis		