



PCRE KEY STAGE 3 CURRICULUM MAP

Curriculum Overviews	Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 6 Weeks	Spring 2 6 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
Year 7	Truth and Belief <ul style="list-style-type: none"> Develop an understanding of truth and belief and how this may form part of people's views on the world. Investigate Philosophy as a worldview. 	Why we are special. <ul style="list-style-type: none"> Consider worldviews on important stages of life. Understand the importance of physical and emotional self-care. Explore characteristics of positive and healthy friendships (including online) Celebrate who they are, draw connections between their likes, culture, connections and interests 	How are beliefs shown in ceremonies? <ul style="list-style-type: none"> Explore how different worldviews celebrate new life. Understand the importance of religious festivals and celebrations. Explore marriage ceremonies from religious and non-religious worldviews. 	Understanding Christian Beliefs. <ul style="list-style-type: none"> Developing understanding of Christianity, as a contribution to how we may understand the world and our own experiences within it. Develop religious literacy in terms of theological concepts in Christianity such as God, Creation, Wisdom. 	Being a Teenager. <ul style="list-style-type: none"> Explore key life changes in a teenager's life. Examine ways of coming of age through the religions of Christianity and Sikhism. Examine a range of committed, stable relationships and explore how they might contribute to human happiness. Know rights, responsibilities and opportunities online. 	Buddhist Beliefs and Practices. <ul style="list-style-type: none"> Develop an understanding of Buddhist worldviews. Explore the impact of belief for Buddhism in the UK today. Apply aspects of mindfulness and healthy minds to pupil's own wellbeing.
Year 8	Worldviews. <ul style="list-style-type: none"> Recognise everyone has a world view, influenced by relationships, society, culture and history Recognise what influences our world views – including online algorithms. Use methods of social studies to collect information about different worldviews Assess the role of religion in modern British society. Apply understanding of worldviews to the study of religion. 	Understanding the impact of Jesus. <ul style="list-style-type: none"> Developing understanding of who Jesus is for Christians. Develop religious literacy in terms of theological concepts in Christianity such as incarnation, resurrection and the Kingdom of God. 	Respect for myself and Others. <ul style="list-style-type: none"> Explore practical steps to take in a range of contexts to improve or support respectful relationships. How aspects of health can be affected by choices relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. 	The Global Community. <ul style="list-style-type: none"> Explain and analyse connections between religion and belief and environmental ethics Explore different ways of studying the environment. Give reasons for their views about climate change and its impacts on humanity Consider arguments for climate justice 	The World of Work. <ul style="list-style-type: none"> Apply the study of beliefs, communities and life to student's future within these. Explore and practice employability skills working with others, problem solving, decision making, self-management. Provide access to up-to-date impartial labour market information. 	Community Cohesion. <ul style="list-style-type: none"> Explore how communities work together. Understand the Investigate what may stand in the way of community cohesion and how religious and non-religious groups work towards uniting people. Understand democracy and the role of the justice system in the UK and how this may impact communities.



Year 9	Rights and Responsibilities.	Prejudice and Discrimination.	Environmental and Medical Ethics.	Muslim Beliefs and Values.	Christian Beliefs and Values.	Summer Safety.
	<ul style="list-style-type: none">• Develop knowledge and understanding on the nature and development of human rights, in particular the UDHR and Equality Act 2010.• Recognize different ways in which people put their beliefs into actions.• Explore how Aristotle's virtues may support actions to make the world a better place.• Understand that we all have responsibilities to respect, protect and promote human rights, including online.	<ul style="list-style-type: none">• Recognise what prejudice and discrimination looks like in a local, national and global context and know how to report it.• Recognise the shared responsibility to challenge extreme viewpoints and know how to do so.• Investigate worldviews on prejudice and discrimination and analyse their impact and how to be courageous advocates for equality.	<ul style="list-style-type: none">• Explore worldviews on the use of technology (fertility, organ donation and genetic engineering) and give detailed evaluations of these ideas.• Respond deeply to big questions relating to human life and purpose.• Strengthen the ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.	<ul style="list-style-type: none">• To understand the nature and propose of key concepts in Islam such as the nature of Allah, the role prophets and life after death.• Compare and contrast beliefs and teachings including non-religious views.	<ul style="list-style-type: none">• To understand the nature and propose of key concepts in Christianity such as The Trinity, Incarnation and life after death.• Compare and contrast beliefs and teachings including non-religious views.	<ul style="list-style-type: none">• To learn about healthy and unhealthy one-to-one intimate relationships and strategies to build healthy lasting relationships.• The facts about the full range of contraceptive choices, efficacy and options available• How to assess and manage risk and decision-making in relation to alcohol and other drugs• Basic first aid and CPR



CORE PCRE KEY STAGE 4 CURRICULUM MAP

Curriculum Overviews	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Does Religion help people be good?</p> <ul style="list-style-type: none"> Investigate and analyse ways in which religious and non-religious principles guide people in living good lives. Reflect on their own position of moral and immoral behaviour and what has significant influence on this. Argue for and justify their own positions with regard the role of religion in helping people to be good, providing a detailed evaluation of the perspectives of others. 	<p>Should happiness be the purpose of life?</p> <ul style="list-style-type: none"> Analyse different worldviews of happiness and how to achieve it. Examine and evaluate a range of evidence on different ideas of happiness. Reflect on my own idea of happiness and how I can create and maintain happiness. 	<p>Law and Justice.</p> <ul style="list-style-type: none"> Understand the role that laws play in our society and how laws are made to create a fair and safe environment for everyone to live in. 	<p>Law and Justice.</p> <p>Explore worldviews on justice and give detailed evaluations of these ideas.</p> <ul style="list-style-type: none"> Argue and justify their own position on law and justice in our society. 	<p>Summer Safety.</p> <ul style="list-style-type: none"> To learn about healthy and unhealthy one-to-one intimate relationships and strategies to build healthy lasting relationships. The facts about the full range of contraceptive choices, efficacy and options available. Know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. 	<p>The ethics and spirituality of money: What do the rich owe to the poor?</p> <p>TBC</p>
Year 11	<p>Moral Philosophy</p> <p>What is ethics and how can we study it?</p> <p>Explore and analyse a range of ethical approaches such as Business, animal and A.I ethics.</p> <p>Draw on case studies and theorists such as Bonhoffer and Kant.</p>	<p>'Spiritual but not religious' Will this identity continue to grow in the UK?</p> <p style="text-align: center;">TBC</p>	<p>'Spiritual but not religious' Will this identity continue to grow in the UK?</p> <p>TBC</p>	<p>What makes and inspirational leader?</p> <p>Explore the character and aspirations of leading figures.</p> <p>Identify what we can learn from them and practice in everyday life.</p>	<p>Exam Preparation and Wellbeing</p> <p>Revisit and practice a range of revision strategies.</p> <p>Know the importance of good exam skills such as timekeeping.</p> <p>Know how to look after mental health and identify strategies to manage stress.</p>	<p>Revision</p>



GCSE RELIGIOUS STUDIES KEY STAGE 4 CURRICULUM MAP

Curriculum Overviews	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Marriage and the Family (Christianity) <ul style="list-style-type: none"> • Marriage patterns • Christian marriage • Sexual Relationships • Contraception/family planning • Importance of family for Christians. • Divorce • Equality in the family • Gender Prejudice 	Peace and Conflict (Islam) <ul style="list-style-type: none"> • Peace • Peace-making • Conflict • Pacifism • Just war • Holy war • Weapons of mass destruction 	Matters of Life and Death (Christianity) <ul style="list-style-type: none"> • Origins of the Universe • Value of the universe • Sanctity of Life • Origins of human life • Value of human life • Abortion 	Matters of Life and Death <ul style="list-style-type: none"> • Life after Death • Euthanasia • Issues in the natural world Muslim Beliefs <ul style="list-style-type: none"> • 6 Beliefs and 5 Roots • Prophets and Holy Books • Al-Qadr and Akhirah 	Christian Beliefs <ul style="list-style-type: none"> • Trinity • Incarnation • Salvation • Applying Sources of Authority • Evil and Suffering 	Mock Revision <ul style="list-style-type: none"> • Peace and Conflict • Marriage and the Family • Exam Skills • Mocks and feedback • Addressing improvement areas
Year 11	Living the Muslim Life <ul style="list-style-type: none"> • Ten Obligatory Acts • Prayer • Fasting • Charity • Pilgrimage • Jihad • Festivals and Celebrations. 	Living the Christian Life <ul style="list-style-type: none"> • Worship • Sacraments • Prayer, Pilgrimage, Celebrations • Church (local and worldwide) 	Crime and Punishment (Islam) <ul style="list-style-type: none"> • Crime and Justice • Good, Evil and Suffering • Attitudes to Punishment • Forgiveness • Treatment of Criminals • Death Penalty 	Exam Skills and Revision	Exam Skills and Revision	N/A

Texts, Exam Boards, and Useful Websites:

Key Stage 4 (Year 10 - 11)



Exam Board – Edexcel Spec B: [Edexcel GCSE Religious Studies B \(2016\) | Pearson qualifications](#)

Past Papers: [Edexcel GCSE Religious Studies B \(2016\) | Pearson qualifications](#)

Revision - Seneca: [Seneca | GCSE RE Revision \(senecalearning.com\)](#)



Philosophy and Ethics KEY STAGE 5 CURRICULUM MAP

Curriculum Overviews	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p>Ancient Philosophical influences</p> <p>Plato / Aristotle</p> <p>Soul, mind and body</p> <p>Dualism / Materialism</p> <p>Augustine's teaching on human nature</p> <p>The Fall / Grace</p> <p>Critical analysis</p>	<p>Arguments based on observation</p> <p>Teleological / Cosmological</p> <p>Arguments based on reason</p> <p>Ontological argument</p> <p>Death and the afterlife</p> <p>Heaven / Hell / Purgatory / Judgement</p>	<p>Religious experience</p> <p>Forms of religious experience</p> <p>Psychological and Physiological interpretations</p> <p>The problem of evil</p> <p>Presentations of the problem of evil</p> <p>Theodicies</p> <p>Knowledge of God's existence</p> <p>Natural theology / Revelation</p>	<p>Natural Law</p> <p>Natural law as an ethical system</p> <p>Critical analysis of natural law</p> <p>Situation Ethics</p> <p>Situation ethics as a system of ethics</p> <p>Critical analysis of Situation Ethics</p> <p>The person of Jesus Christ</p> <p>The 'Son of God' / Teacher / Liberator</p>	<p>Kantian Ethics</p> <p>Kantian Ethics as an ethical system</p> <p>Critical analysis of Kantian Ethics</p> <p>Utilitarianism</p> <p>Utilitarianism as a system of ethics</p> <p>Critical analysis of Utilitarianism</p> <p>Christian moral principles and action</p> <p>Scripture / Tradition / Reason / Love</p> <p>Bonhoeffer</p>	<p>Euthanasia</p> <p>Sanctity / Quality of life</p> <p>Personhood</p> <p>Applying ethical theory to euthanasia</p> <p>Business Ethics</p> <p>Business ethical principles</p> <p>Applying ethical theory to euthanasia</p> <p>Religious pluralism in theology and society</p> <p>Exclusivism / Inclusivism / Pluralism</p> <p>Multi -faith societies / Inter – faith dialogue</p>
Year 13	<p>The nature of God</p> <p>Omnipotence / Omniscience / Omnibenevolence</p> <p>Critical analysis of attributes</p> <p>Religious language: negative, analogical or symbolic</p> <p>Apophatic / cataphatic</p> <p>Critical analysis of analogy and symbol</p> <p>Religious pluralism in society and theology</p> <p>Exclusivism / Inclusivism / Pluralism</p> <p>Multi-faith societies / Inter-faith dialogue</p> <p><i>Redemptoris Missio</i> / Scriptural reasoning movement</p>	<p>Religious language: Twentieth – century perspectives</p> <p>Analytic / Synthetic</p> <p>Cognitive / Non – cognitive</p> <p>Meta – ethical theories</p> <p>Absolutism / Relativism</p> <p>Naturalism / Intuition / Emotivism</p> <p>Gender in society and theology</p> <p>Gender identity / Feminism / Gender roles in society</p> <p>Feminist theology / Daly and Reuther</p>	<p>Conscience</p> <p>Theological / Psychological / Sociological</p> <p>Sexual Ethics</p> <p>Premarital and extramarital sex</p> <p>Homosexuality</p> <p>Ethical approaches to sex</p> <p>The challenge of secularism</p> <p>Psychology / secularization / Atheism</p> <p>Religion in public life / Religion and state</p> <p>Liberation theology and Marx</p> <p>Marxism / Structural sin / Liberation</p>	<p>Exam preparation</p> <p>A01 - Key knowledge checks</p> <p>A02 - Evaluation skills</p> <p>Workshops</p> <p>Past paper questions</p> <p>Exemplar answers analysis</p>	<p>Exam preparation</p> <p>A01 - Key knowledge checks</p> <p>A02 - Evaluation skills</p> <p>Workshops</p> <p>Past paper questions</p> <p>Exemplar answers analysis</p>	<p>Exam preparation</p> <p>A01 - Key knowledge checks</p> <p>A02 - Evaluation skills</p> <p>Workshops</p> <p>Past paper questions</p> <p>Exemplar answers analysis</p>



Texts, Exam Boards, and Useful Websites:

Key Stage 5 (Year 12 - 13)

Exam Board – OCR <https://www.ocr.org.uk/qualifications/as-a-level-gce/religious-studies-h173-h573-from-2016/>