

The CPRE curriculum is designed to build pupils' understanding of the world around them and to equip them with the skills necessary to become happy, safe and successful citizens. By the end of KS3, pupils will have learned how to stay safe and build for their future in CPE, while in RE they will have learned about the religions of the world and the diversity of the human race. Pupils will develop their critical thinking and evaluation skills, learning to weigh up arguments and formulate their own, substantiated conclusions. By the end of KS4 in core CPRE, pupils will have built on their prior learning, enhancing their understanding of the wider world and exploring a range of moral and ethical dilemmas, further developing their ability to respond to different interpretations and arguments. Pupils will continue to prepare for their future in the wider world and will be equipped with the knowledge and skills to be successful in whichever path they choose for themselves.

We also offer Religious Studies as an option at both GCSE and A Level.

| Year | Knowledge (Topics / contexts) What pupils will 'know'. | Skills acquired What pupils will be able to 'do'. | Concepts developed What pupils will 'understand'. | Assessment |
|------|--|--|---|--|
| 7 | <p>Enquiry 1: Why do we study Religious Education? Key Issue: The purpose and importance of RE</p> <p>Enquiry 2: How do we decide what is right and wrong? Key Issue: Morality</p> <p>Enquiry 3: Can holy books like the Bible provide guidance to us all, religious or not? Key Issue: The Bible and other holy books</p> <p>Enquiry 4: Does God exist? Key Issue: Does God exist?</p> <p>Enquiry 5: What is extremism and how dangerous is it? Key Issue: Extremism and radicalisation.</p> <p>Enquiry 6: Why is Jesus Christ such a significant figure across the world? Key Issue: Importance of Jesus</p> <p>Enquiry 7: Why should we care about the environment? Key Issue: The Environment</p> <p>Enquiry 8: What is true justice? Key Issue: Justice</p> <p>Enquiry 9: Are Church buildings a waste of money? Key Issue: Church buildings</p> <p>Enquiry 10: Can Buddhism help us to lead a better life? Key Issue: Buddhism</p> | <p>Independent thought; critical thinking; evaluating both sides of an argument; formulating as supported judgement; awareness/respect of different views; explanation and analysis of religious and philosophical concepts.</p> | <p>Morality and ethics; God; Extremism; Significance; Justice; Culture; Diversity; Harmony; Interpretations</p> | <ul style="list-style-type: none"> • Classwork and homework, marked on an effort scale. • Subject knowledge quizzes. • Verbal feedback used during class discussion and debate, as well as for other activities such as role plays and presentations. • Pupils are assessed in line with Key Performance Indicators (KPIs) • Written assessments for enquiries 2, 4, 6, 8 and 10, measuring progress against KPIs <p>Detailed Feedback: Detailed feedback will be provided on at least one piece of classwork each half-term. Normally, this will be the written assessment.</p> |

| Year | Knowledge (Topics / contexts) What pupils will 'know'. | Skills acquired What pupils will be able to 'do'. | Concepts developed What pupils will 'understand'. | Assessment |
|---------------------|--|---|--|--|
| 8 | <p>Enquiry 1: How does religion influence a person's identity? Key Issue: Personal and religious identity</p> <p>Enquiry 2: In what ways can the Ten Commandments help us to live good lives? Key Issue: Love thy neighbour – love and respect.</p> <p>Enquiry 3: What does it mean to be a Muslim in modern Britain? Key issue: Islam</p> <p>Enquiry 4: Where does charity come from and how far can it change the world for the better? Key Issue: Charity</p> <p>Enquiry 5: Can war ever be justified? Key Issue: Morality of War</p> <p>Enquiry 6: How far can Sikhism help us in our own lives? Key Issue: Sikhism</p> <p>Enquiry 7: Are science and religion compatible? Key issue: Relationships between science and religion.</p> <p>Enquiry 8: What is the place of Judaism in the modern world? Key issue: Judaism</p> | Independent thought; critical thinking; evaluating both sides of an argument; formulating as supported judgement; awareness/respect of different views; explanation and analysis of religious and philosophical concepts. | Morality and ethics; God; Extremism; Significance; Justice; Culture; Diversity; Harmony; Interpretations | <ul style="list-style-type: none"> • Classwork and homework, marked on an effort scale. • Subject knowledge quizzes. • Verbal feedback used during class discussion and debate, as well as for other activities such as role plays and presentations. • Pupils are assessed in line with Key Performance Indicators (KPIs) • Written assessments for enquiries 1, 3, 5 and 7, measuring progress against KPIs <p>Detailed Feedback: Detailed feedback will be provided on at least one piece of classwork each half-term. Normally, this will be the written assessment.</p> |
| 10 (GCSE option) | <p>Thematic Studies (Philosophy and Ethics): Religion and life including theories about the origins of life and the universe, abortion and euthanasia; human rights and social justice; crime and punishment.</p> | Independent thought; critical thinking; evaluating both sides of an argument; formulating as supported judgement; awareness/respect of different views; explanation and analysis of religious and philosophical concepts. | God; origins of life and the universe; human rights; crime and punishment; life after death; sources of religious authority. | <ul style="list-style-type: none"> • Classwork and homework, marked on an effort scale. • Subject knowledge quizzes. |

| Year | Knowledge (Topics / contexts) What pupils will 'know'. | Skills acquired What pupils will be able to 'do'. | Concepts developed What pupils will 'understand'. | Assessment |
|--|--|--|--|--|
| | <p>Study of religion: Key beliefs and teachings in Christianity and Islam including beliefs about God, the afterlife, creation and sources of authority.</p> | | | <ul style="list-style-type: none"> • Verbal feedback used during class discussion and debate, as well as for other activities. • Regular, exam-style assessments for each religion/theme. • Mock exam. <p>Detailed Feedback:</p> <ul style="list-style-type: none"> • Detailed feedback will be provided on all written assessments. This will include links to GCSE grades and grading criteria. |
| <p>11 (GCSE option)</p> | <p>Thematic Studies (Philosophy and Ethics): Philosophical arguments both for and against the existence of God, general and special revelation.</p> <p>Study of religion: Key practices in Christianity and Islam including prayer, worship, festivals and the role of religion in the local and global community.</p> | <p>Independent thought; critical thinking; evaluating both sides of an argument; formulating as supported judgement; awareness/respect of different views; explanation and analysis of religious and philosophical concepts.</p> | <p>Arguments for the existence of God; revelation; diversity in religious practices.</p> | <ul style="list-style-type: none"> • Classwork and homework, marked on an effort scale. • Subject knowledge quizzes. • Verbal feedback used during class discussion and debate, as well as for other activities. • Regular, exam-style assessments for each religion/theme. • Mock exam. <p>Detailed Feedback:</p> |

| Year | Knowledge (Topics / contexts) What pupils will 'know'. | Skills acquired What pupils will be able to 'do'. | Concepts developed What pupils will 'understand'. | Assessment |
|--------------------------------------|--|---|---|---|
| | | | | Detailed feedback will be provided on all written assessments. This will include links to GCSE grades and grading criteria. |
| 12 (A Level option) | Philosophy: <ul style="list-style-type: none"> • Arguments for the existence of God • Evil and suffering • Religious experience Ethics: <ul style="list-style-type: none"> • Ethical theories • Issues of human life and death • Issues of animal life and death Theology: <ul style="list-style-type: none"> • Sources of wisdom and authority • God/gods/ultimate reality • Self, death and the afterlife • Good conduct and key moral principles • Expression of religious identity | Independent thought; critical thinking; evaluating both sides of an argument; formulating as supported judgement; awareness/respect of different views; explanation and analysis of religious and philosophical concepts. | Philosophical approaches to the existence of God, evil and suffering and religious experience. Ethical approaches to issues of human and non-human life and death. Concepts of God, life, death and the afterlife. Christian morality and identity. | <ul style="list-style-type: none"> • Subject knowledge quizzes. • Verbal feedback used during class discussion and debate, as well as for other activities. • Regular, exam-style assessments for each unit. • Mock exam. Detailed Feedback: Detailed feedback will be provided on all written assessments. This will include links to A Level grades and grading criteria. |
| 13 (A Level option) | Philosophy: <ul style="list-style-type: none"> • Religious language • Miracles • Self and life after death. Ethics: <ul style="list-style-type: none"> • Introduction to meta ethics • Free will and moral responsibility • Conscience • Bentham and Kant. | Independent thought; critical thinking; evaluating both sides of an argument; formulating as supported judgement; awareness/respect of different views; explanation and analysis of religious and philosophical concepts. | Philosophical approaches to language, miracles, self and life after death. Ethical approaches to the meaning of right and wrong; free will, moral responsibility, conscience and moral decision making. | <ul style="list-style-type: none"> • Subject knowledge quizzes. • Verbal feedback used during class discussion and debate, as well as for other activities. • Regular, exam-style assessments for each unit. • Mock exam. |

| Year | Knowledge (Topics / contexts) What pupils will ' know '. | Skills acquired What pupils will be able to ' do '. | Concepts developed What pupils will ' understand '. | Assessment |
|------|--|---|---|---|
| | <p>Theology:</p> <ul style="list-style-type: none"> • Religion, gender and sexuality • Religion and science • Religion and secularisation • Religion and religious pluralism. | | <p>Concepts of gender and sexuality in Christianity; the relationship between religion and science; secularisation and religious pluralism.</p> | <p>Detailed Feedback: Detailed feedback will be provided on all written assessments. This will include links to A Level grades and grading criteria.</p> |