

Religious Education at The Sweyne Park School seeks to inspire curiosity, respect, and understanding of the diverse beliefs and values that shape our world. Through a well-structured and inclusive curriculum, we aim to develop pupils' critical thinking, evaluation skills, and ability to engage thoughtfully with moral and ethical issues. Our vision is to prepare students to become informed, reflective, and compassionate citizens who can thrive in modern Britain and beyond. By exploring religion, philosophy, and ethics, pupils will learn to weigh arguments, appreciate diversity, and make reasoned decisions. We offer Religious Studies at GCSE and A level

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
7 Term 1	Enquiry 1: Can holy books like the Bible provide guidance to us all, religious or not? Key Issue: The Bible and other holy books Enquiry 2: Why is Jesus Christ such a significant figure across the world? Key Issue: Importance of Jesus	Essex SACRE agreed syllabus Where pupils have come from faith schools, their previous learning may differ. E.g. Our Lady of Ransom follow an agreed Catholic curriculum. Autumn Term Branch 1: Creation and Covenant Branch 2: Prophecy and Promise Spring Term Branch 3: Galilee to Jerusalem Branch 4: Desert to garden Summer Term Branch 5: To the ends of the earth	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.	The importance of the Bible and other Holy Books The Importance of Jesus for Christians and in wider society	Sacred: Holy or special, set apart for religious use. Literal: Taking the text at face value, as exactly true. Symbolic: Interpreting the meaning behind the words. Revelation: God revealing knowledge to humans. Scripture: Another word for holy writing or sacred text Disciple: A follower of Jesus. Parable: A simple story with a moral or spiritual lesson. Gospel: "Good news"; refers to the books of Matthew, Mark, Luke, and John. Atonement: Reconciliation between God and humans through Jesus' sacrifice. Kingdom of God: Central to Jesus' teachings; a spiritual realm or way of life aligned with God's will. Incarnation -God became Flesh Resurrection – When Jesus came back to life after being dead for 3 days.	Essay writing Philosophical writing Evaluation PEEL

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		Branch 6: Dialogue and encounter				
7 Term 2	Enquiry 3: Can Buddhism help us to lead a better life? Key Issue: Buddhism Enquiry 4: Does God exist? Key Issue: Does God exist? Philosophy.	Essex SACRE agreed syllabus	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.	How Buddhism began, the basic concepts of Buddhism and can Buddhism help us lead a better life? Exploring does God exist? Arguments for and against the existence of God.	Buddha: 'The Enlightened One'; title given to Siddhartha Gautama. Meditation: Practice to focus the mind and develop insight. Monk: A person who dedicates their life to spiritual practice. Temple: A place where Buddhists gather to worship and meditate. Design Argument: Argument for God's existence based on the order and purpose in the world. Cosmological Argument: Argument that everything must have a cause – and that cause is God. Omnipotent: All-powerful. Omnibenevolent: All-loving. Omniscient: All-knowing. Free Will: The ability to choose between different courses of action	Essay writing Philosophical writing Evaluation Analysing big ideas PEEL
7 Term 3	Enquiry 5: Are Church buildings a waste of money? Key Issue: Church buildings Enquiry 6: What is true justice? What is Morality Key Issue: Justice and Morality	Essex SACRE agreed syllabus	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. Ethical and moral dilemmas.	What is the purpose of a holy building, the basics in the difference between Catholic and Protestant churches and do we still need churches. What is morality, where do we get our morality from? What is justice and who decides what is just. Justice and morality	Key Vocabulary Sacred: Holy and set apart. Altar: Table where religious rites are performed. Pulpit: Raised platform used for preaching. Mihrab: Niche indicating direction of Mecca. Murti: Statue of a Hindu deity. Ark: Cabinet holding Torah scrolls. Vestments: Religious garments worn by clergy. Eucharist: Christian ceremony remembering the Last Supper Key Vocabulary Justice: Treating people fairly and giving each person what they are due. Morality: Ideas about what is right and wrong behaviour. Conscience: An inner guide to right and wrong. Forgiveness: Choosing to let go of anger or resentment. Retribution: Punishment seen as a form of justice. Restorative Justice: A system where offenders make amends directly to their victims.	Essay writing Philosophical writing Ethical dilemmas Evaluation Analysing big ideas PEEL

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				in Islam and Christianity.		
8 Term 1	Enquiry 1: How does religion influence a person's identity? Key Issue: Personal and religious identity Enquiry 2: Are science and religion compatible? Key issue: Relationships between science and religion.	Essex SACRE agreed syllabus	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. Breaking down big ideas and effectively being able to assess their strengths and weakness	What is identity, what is religious identity. How this influences them and what they do. They will understand the complexity of the relationship between science and religion. How science and religion can both work in harmony and sit in conflict. Issues such as IVF and animal experimentation.	Key Vocabulary Identity: Who a person is; their sense of self. Baptism: Christian ritual symbolising entry into the faith. 5 Ks: Five articles of faith worn by committed Sikhs. Khalsa: The community of committed Sikhs. Sexuality: A person's sexual orientation or preferences. Inclusion: Acceptance and respect for all people. Sewa: Selfless service to others, a key Sikh value Key Vocabulary IVF: A medical procedure to help people have children using fertilisation outside the body. Ethics: Moral principles about what is right or wrong. Creation: The religious belief that the universe was made by a divine being. Experiment: A scientific procedure to test an idea. Embryo: An early stage of life formed after fertilisation. Stewardship: Religious duty to care for the Earth and all living beings	Essay writing Philosophical writing Ethical dilemmas Evaluation Analysing big ideas PEEL
8 Term 2	Enquiry 3: What does it mean to be a Muslim in modern Britain? Key issue: Islam Enquiry 4: How far can Sikhism help us in our own lives? Key Issue: Sikhism	Essex SACRE agreed syllabus	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. Breaking down big ideas and effectively being able	What is means to be a Muslim, their key beliefs and practices. Prophet Muhammad's life. Who Guru Nanak was, how Sikhism started, the 5k's and how they show respect.	Key Vocabulary Tawhid: Belief in the oneness of Allah. Prophethood: Belief in the messengers of God. Qur'an: The holy book of Islam. Salah: Daily prayers. Zakah: Charity. Sawm: Fasting. Hajj: Pilgrimage. Ummah: The global Muslim community. Waheguru: Name for God in Sikhism. Gurdwara: Sikh place of worship.	Essay writing Philosophical writing Ethical dilemmas Evaluation Analysing big ideas PEEL

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
			to assess their strengths and weakness		Guru Granth Sahib: Holy book and eternal Guru. Khalsa: Community of committed Sikhs. Sewa: Selfless service to others. Langar: Free communal meal served in Gurdwaras. Amrit: Holy water used in initiation ceremony.	
8 Term 3	Enquiry 5: Can war ever be justified? Key Issue: Morality of War Enquiry 6: What is the place of Judaism in the modern world? Key issue: Judaism	Essex SACRE agreed syllabus	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. Breaking down big ideas and effectively being able to assess their strengths and weakness	War, types of war, reasons to go to war. Just war theory, nuclear weapons and religious views. What do Jews believe and do?	Key Vocabulary Just War: A war considered morally or theologically acceptable. Pacifism: Belief that violence is always wrong. Jihad: Struggle; in Islam, either internal (greater) or external (lesser). Nuclear weapons: Explosive devices with devastating power. Peace: A state of tranquility or absence of conflict. Justice: Acting fairly and ensuring equity for all. Key Vocabulary Torah: Jewish holy book. Synagogue: Jewish place of worship. Rabbi: Jewish religious teacher. Shabbat: Jewish day of rest. Kosher: Food that is allowed under Jewish law. Covenant: Sacred agreement between God and the Jewish people. Ten Commandments: Laws given to Moses by God.	Essay writing Philosophical writing Ethical dilemmas Evaluation Analysing big ideas PEEL
9 Term 1	Theme 1 Philosophy and Ethics		Independent thought; critical thinking; evaluating both sides of an argument; formulating as supported judgement;	Basics of Philosophy, Plato and Aristotle. Morality and religion. Ethics and application to abortion.	Key Vocabulary Philosophy: Love of wisdom; thinking deeply about life. Ethics: Moral principles that govern behavior. Free Will: The ability to choose freely. Determinism: The idea that everything is caused by previous events.	Essay writing Philosophical writing Ethical dilemmas Evaluation Analysing big ideas

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
			awareness/respect of different views; explanation and analysis of religious and philosophical concepts.		Divine Command Theory: Moral rules are given by God. Utilitarianism: Doing what brings the most happiness. Virtue Ethics: Becoming a good person through character. Abortion: Ending a pregnancy before birth.	PEEL
9 Term 2	CPE					
9 Term 3	CPE					
10 Term 1	AQA GCSE RS Christianity teachings and beliefs Islam Teachings and beliefs		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.	Study of religion: Key beliefs and teachings in Christianity and Islam including beliefs about God, the afterlife, creation and sources of authority. Key practices in Christianity and Islam including prayer, worship, festivals and the role of religion in the local and global community.	https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/teaching-resources?secondaryResourceType=Subject+specific+vocabularies	Essay writing Philosophical writing Ethical dilemmas Evaluation Analysing big ideas PEEL Application of religious scripture and teachings Examining strengths and weaknesses
10 Term 2	Christianity practices Islam practices		Independent thought; critical thinking; evaluating both sides	Study of religion:	https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/teaching-resources?secondaryResourceType=Subject+specific+vocabularies	Essay writing Philosophical writing

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
			of an argument; formulating as supported judgement; awareness/respect of different views; explanation and analysis of religious and philosophical concepts.	Key beliefs and teachings in Christianity and Islam including beliefs about God, the afterlife, creation and sources of authority. Key practices in Christianity and Islam including prayer, worship, festivals and the role of religion in the local and global community.		Ethical dilemmas Evaluation Analysing big ideas PEEL Application of religious scripture and teachings Examining strengths and weaknesses
10 Term 3	Finish off any 'Religion' teaching		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.	Study of religion: Key beliefs and teachings in Christianity and Islam including beliefs about God, the afterlife, creation and sources of authority. Key practices in Christianity and Islam including prayer, worship, festivals and the role of religion in the local and global community.	https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/teaching-resources?secondaryResourceType=Subject+specific+vocabularies	Essay writing Philosophical writing Ethical dilemmas Evaluation Analysing big ideas PEEL Application of religious scripture and teachings Examining strengths and weaknesses

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
11 Term 1	AQA GCSE RS Themes A,B,D & E - Relationships and family - Religion and life - War and peace - Crime and punishment All based on Christianity and Islam		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.	Religion and its views on family, marriage, divorce and other issues. Religion and its views on life, the value of life and ethical issues such as abortion Religion and its views on war, peace and conflict. Religion and its view on crime and punishment	https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/teaching-resources?secondaryResourceType=Subject+specific+vocabularies	Essay writing Philosophical writing Ethical dilemmas Evaluation Analysing big ideas PEEL Application of religious scripture and teachings Examining strengths and weaknesses
11 Term 2	AQA GCSE RS Themes A,B,D & E		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.	Religion and its views on family, marriage, divorce and other issues. Religion and its views on life, the value of life and ethical issues such as abortion	https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/teaching-resources?secondaryResourceType=Subject+specific+vocabularies	Essay writing Philosophical writing Ethical dilemmas Evaluation Analysing big ideas PEEL Application of religious scripture and teachings

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS2/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
				Religion and its views on war, peace and conflict. Religion and its view on crime and punishment		Examining strengths and weaknesses
11 Term 3	AQA GCSE RS Themes A,B,D & E		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.	Religion and its views on family, marriage, divorce and other issues. Religion and its views on life, the value of life and ethical issues such as abortion Religion and its views on war, peace and conflict. Religion and its view on crime and punishment	https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/teaching-resources?secondaryResourceType=Subject+specific+vocabularies	Essay writing Philosophical writing Ethical dilemmas Evaluation Analysing big ideas PEEL Application of religious scripture and teachings Examining strengths and weaknesses

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
7 Term 1	Enquiry 1: Can holy books like the Bible provide guidance to us all, religious or not? Key Issue: The Bible and other holy books Enquiry 2: Why is Jesus Christ such a significant figure across the world? Key Issue: Importance of Jesus	- Classwork and homework, marked on an effort scale. - Low stake subject knowledge quizzes where there is no formal assessment. Data collected in KPI1 Knowledge. - 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 and 6 measuring progress against all KPIs. All KPI's will be covered through the 3 assessments.	Using Do Now tasks allow for revisiting of previous learning, plus the Assessment in Enq 2 has a cumulative element in the knowledge section	Frayer models to pre teach vocabulary Targeted questioning- cold calling Adapted lessons and resources for set 4 and below	Links to KS4 GCSE-Christianity teachings and beliefs Links to KS5 A Level Theology
7 Term 2	Enquiry 3: Can Buddhism help us to lead a better life? Key Issue: Buddhism Enquiry 4: Does God exist? Key Issue: Does God exist? Philosophy.	- Classwork and homework, marked on an effort scale. - Low stake subject knowledge quizzes where there is no formal assessment. Data collected in KPI1 Knowledge. - 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 and 6 measuring progress against all KPIs. All KPI's will be covered through the 3 assessments.	Using Do Now tasks allow for revisiting of previous learning, plus the Assessment in Enq 4 has a cumulative element in the knowledge section		Links to KS4 GCSE Christianity Teachings and Beliefs Links to KS5 Philosophy Arguments for the Existence of God.
7 Term 3	Enquiry 5: Are Church buildings a waste of money?	- Low stakes subject knowledge quizzes. - Cold calling and use of mini whiteboards	Using Do Now tasks allow for revisiting of previous learning, plus the		KS4&5 links with Church history and Ethics via Justice and Morality.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
	Key Issue: Church buildings Enquiry 6: What is true justice? What is Morality Key Issue: Justice and Morality	- 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 and 6 measuring progress against all KPIs. All KPI's will be covered through the 3 assessments.	Assessment in Enq 6 has a cumulative element in the knowledge section		
8 Term 1	Enquiry 1: How does religion influence a person's identity? Key Issue: Personal and religious identity Enquiry 2: Are science and religion compatible? Key issue: Relationships between science and religion.	- Low stake 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 and 5, measuring progress against all KPIs. All KPI's will be covered through the 3 assessments.	Using Do Now tasks allow for revisiting of previous learning, plus each assessment has a cumulative element in the knowledge section. Plus KPI skills are built upon	Adapted lessons and resources for set 4 and below Frayer models to pre teach vocabulary Targeted questioning- cold calling	KS4 links to the Themes element on GCSE. KS4 GCSE links to identity and how 4 mark questions on influence.
8 Term 2	Enquiry 3: What does it mean to be a Muslim in modern Britain? Key issue: Islam Enquiry 4: How far can Sikhism help us in our own lives? Key Issue: Sikhism	- Low stake 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)	Using Do Now tasks allow for revisiting of previous learning, plus each assessment has a cumulative element in the knowledge section. Plus KPI skills are built upon		KS4-Islam is 50% of GCSE

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
		Written assessments for enquiries 1, 3 and 5, measuring progress against all KPIs. All KPI's will be covered through the 3 assessments.			
8 Term 3	Enquiry 5: Can war ever be justified? Key Issue: Morality of War Enquiry 6: What is the place of Judaism in the modern world? Key issue: Judaism	- Low stake 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 and 5, measuring progress against all KPIs. All KPI's will be covered through the 3 assessments.	Using Do Now tasks allow for revisiting of previous learning, plus each assessment has a cumulative element in the knowledge section. Plus KPI skills are built upon		KS4- Theme on war and peace. Judaism gives a good background for KS4&5 Christianity.
9 Term 1	Theme 1 Philosophy and Ethics	A written assessment covering all KPI's	Do now tasks	Targeted questioning- cold calling	KS5-Philosophy and Ethics
9 Term 2	CPE			Adapted lessons and resources	
9 Term 3	CPE				
10 Term 1	AQA GCSE RS Christianity teachings and beliefs Islam Teachings and beliefs	- Low stake 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, with written or verbal feedback given. - Mock exam marked to AQA mark scheme	Do now tasks Low stakes quizzes Mock exams Seneca	Adapted resources that allow a reduction of content Frayer models for some vocab Scaffolding	KS5-AQA Alevel RS Christianity Ethics

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
		Detailed Feedback: Detailed feedback will be provided on all written assessments. This will include links to GCSE grades and grading criteria.			
10 Term 2	AQA GCSE RS Christianity practices Islam practices	- Low stakes 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, with written or verbal feedback given. - Mock exam marked to AQA mark scheme Detailed Feedback: Detailed feedback will be provided on all written assessments. This will include links to GCSE grades and grading criteria.	Do now tasks Low stakes quizzes Mock exams Seneca		KS5-AQA Alevel RS Christianity Ethics
10 Term 3	AQA GCSE RS Finish off any 'religion' teaching	- Low stakes 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, with written or verbal feedback given. - Mock exam marked to AQA mark scheme Detailed Feedback: Detailed feedback will be provided on all written assessments. This will include links to GCSE grades and grading criteria.	Do now tasks Low stakes quizzes Mock exams Seneca		KS5-AQA Alevel RS Christianity Ethics

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11 Term 1	AQA GCSE RS Themes A,B,D & E	- Low stakes 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, with written or verbal feedback given. - Mock exam marked to AQA mark scheme Detailed Feedback: Detailed feedback will be provided on all written assessments. This will include links to GCSE grades and grading criteria.	Do now tasks Low stakes quizzes Mock exams Seneca	Adapted resources that allow a reduction of content Frayer models for some vocab Scaffolding	KS5-AQA Alevel RS Christianity Ethics
11 Term 2	AQA GCSE RS Themes A,B,D & E	- Low stakes 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, with written or verbal feedback given. - Mock exam marked to AQA mark scheme Detailed Feedback: Detailed feedback will be provided on all written assessments. This will include links to GCSE grades and grading criteria.	Do now tasks Low stakes quizzes Mock exams Seneca		KS5-AQA Alevel RS Christianity Ethics
11 Term 3	AQA GCSE RS Themes A,B,D & E	- Low stakes 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, with written or verbal feedback given.	Do now tasks Low stakes quizzes Mock exams Seneca		KS5-AQA Alevel RS Christianity Ethics

Year	Knowledge (Topics/Unit of work? What pupils will 'know')	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
		Mock exam marked to AQA mark scheme Detailed Feedback: Detailed feedback will be provided on all written assessments. This will include links to GCSE grades and grading criteria.			

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
12 Term 1	AQA RS A level Philosophy: - Arguments for the existence of God - Evil and suffering - Religious experience Ethics: - Ethical theories - Issues of human life and death - Issues of animal life and death Theology: - 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.	Do now tasks are used to revisit Quizzes Seneca	- 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.	Adapted resources that allow a reduction of content Frayer models for some vocab Scaffolding Pace Extensions	Links with other A levels in Humanities and social sciences
12 Term 2	AQA RS A level Philosophy: - Arguments for the existence of God - Evil and suffering - Religious experience Ethics: - Ethical theories	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.	Do now tasks are used to revisit Quizzes Seneca	- Subject knowledge quizzes. - Verbal feedback used during class discussion and debate, as well as for other activities. - Regular, exam-style assessments for each unit.	Adapted resources that allow a reduction of content Frayer models for some vocab Scaffolding Pace Extensions	Links with other A levels in Humanities and social sciences

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
	- Issues of human life and death - Issues of animal life and death Theology: - Sources of wisdom and authority - God/gods/ultimate reality - Self, death and the afterlife - Good conduct and key moral principles Expression of religious identity	Ethical approaches to issues of human and non-human life and death. Concepts of God, life, death and the afterlife. Christian morality and identity.		Mock exam. Detailed Feedback: Detailed feedback will be provided on all written assessments. This will include links to A Level grades and grading criteria.		
12 Term 3	AQA RS A level Philosophy: - Arguments for the existence of God - Evil and suffering - Religious experience Ethics: - Ethical theories - Issues of human life and death - Issues of animal life and death Theology: - Sources of wisdom and authority - God/gods/ultimate reality - Self, death and the afterlife	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.	Do now tasks are used to revisit Quizzes Seneca	- 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.	Adapted resources that allow a reduction of content Frayer models for some vocab Scaffolding Pace Extensions	Links with other A levels in Humanities and social sciences

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
	Good conduct and key moral principles Expression of religious identity					
13 Term 1	Philosophy: - Religious language - Miracles - Self and life after death. Ethics: - Introduction to meta ethics - Free will and moral responsibility - Conscience - Bentham and Kant. Theology: - Religion, gender and sexuality - Religion and science - Religion and secularisation Religion and religious pluralism	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.	Do now tasks are used to revisit Quizzes Seneca	- 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.	Adapted resources that allow a reduction of content Frayer models for some vocab Scaffolding Pace Extensions	Links with other A levels in Humanities and social sciences
13Term 2	Philosophy: - Religious language - Miracles - Self and life after death. Ethics: - Introduction to meta ethics - Free will and moral responsibility - Conscience - Bentham and Kant. Theology: - Religion, gender and sexuality - Religion and science - Religion and secularisation	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.	Do now tasks are used to revisit Quizzes Seneca	- 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:	Adapted resources that allow a reduction of content Frayer models for some vocab Scaffolding Pace Extensions	Links with other A levels in Humanities and social sciences

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
	Religion and religious pluralism	Concepts of God, life, death and the afterlife. Christian morality and identity.		Detailed feedback will be provided on all written assessments. This will include links to A Level grades and grading criteria.		
13 Term 3	Philosophy: - Religious language - Miracles - Self and life after death. Ethics: - Introduction to meta ethics - Free will and moral responsibility - Conscience - Bentham and Kant. Theology: - Religion, gender and sexuality - Religion and science - Religion and secularisation Religion and religious pluralism	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.	Do now tasks are used to revisit Quizzes Seneca	- 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.	Adapted resources that allow a reduction of content Frayer models for some vocab Scaffolding Pace Extensions	Links with other A levels in Humanities and social sciences

Year	Unit/Big Idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessment (Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
12 Term 1						
12 Term 2						
12 Term 3						
13 Term 1						
13 Term 2						
13 Term 3						