

RPE Core Curriculum Map

Key = matching colours denote links between topics either in content or skills across year groups and key stages.

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|--|--------------------|--|----------------------------------|
| | THEOLOGICAL | | HUMAN AND SOCIAL SCIENCES |
| | ETHICAL | | PHILOSOPHICAL |
| | | | EXTERNAL EXAMS |

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| KEY STAGE 3 | 7 | What is religion? – Origin of Religion? Why believe in God? Or why be an atheist? | What can we learn from places of worship? | Do the teachings of religions stand the test of time? - Attitudes to Money | What does it mean to be religious? Attitudes to marriage Attitudes to festivals Attitudes to the environment |
| | 8 | What do we mean by good and evil? | What will make our communities more respectful? | Where can we find wisdom to live by? | What does justice mean in religion? Can crimes be justified? |
| | 9 | How do we think? What do Aristotle and Kant say? | Is it easy to make moral decisions? | Is it morally acceptable to have weapons of mass destructions? | How did the Holocaust affect Jewish survivors' belief in God? |

By the end of KS3 students will have had the opportunity to develop their religious literacy through a balanced religion, philosophy, and ethics curriculum, exploring the topic through a theological, philosophical, and human and social science lens. They will build upon their knowledge and understanding of different religious and non-religious world views, exploring a range of religions life's 'big issues'. Year 9 builds on the critical content from the previous years, drawing together religious beliefs, teachings and practices from different faiths and world views to apply these to modern ethical and philosophical issues and highlighting the diversity of approaches to modern issues.

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| KEY STAGE 4 | 10 | Relationships and Families – What attitudes are there to relationships and sexuality? | Religion and Life – Can animal experimentation be justified? | Is money the root of all evil? |
| | 11 | Peace and Conflict Can wars be justified? | Ethical Studies – Why are there different attitudes to ethics? | Crime and Punishment – What causes crime? What are the aims of punishment? Should the death penalty be reinstated? |

By the end of KS4, students will have had the opportunity to develop their knowledge and understanding of religions and non-religious beliefs, such as humanism and atheism. Through their reading of key religious texts, other texts, and scriptures from Christianity and Islam, students will develop their knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority. Students will engage with questions of belief, value, purpose, truth and their influence on human life, whilst being challenged to reflect on their own beliefs, values, and attitudes, preparing them for adult life in a pluralistic society and global community.

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| KEY STAGE 5 | 12 | Investigation of Philosophy and Ethics | | | |
| | | Investigate the beliefs and practices of religions and worldviews using a range of arguments. | Use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies. | Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews. | Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value. |
| | 13 | Application of Philosophy and Ethics | | | |
| | | Argue for and justify their own positions about key questions about the nature of religion. | Provide a detailed evaluation of different perspectives. | Enquire into and develop insightful evaluations of ultimate questions. | A Level Revision and Exams |

By the end of KS5, will develop their understanding and appreciation of ethics and the philosophy of religion. Students will study philosophical language and thought, and issues and questions raised by belief. Students explore key concepts and the works of influential thinkers, ethical theories, and their application.