

Subject: Philosophy, Beliefs and Ethics	Term one		Term two		Term three	
	Key Knowledge and understanding (Beliefs)	Unit 1 Philosophical Skills – How do we ask better questions?	2 Science vs Religion What is truth?	3 Miracles – Does reason limit our understanding of the world?	4 Philosophy of Religion – Are the teachings of Jesus still relevant?	5 World Faith– How do the 5 pillars of Islam impact on Muslim's' lives
Progression	Why study Religion & Beliefs? What is Philosophy? How do we know what we know? Can we trust our senses? (Plato's Cave) Thinking creatively	What is Truth? Can something come from nothing? (Genesis account) How different to science is religion in the questions they ask? How do we decide what to believe?	How useful is reason for making sense of life? What are miracles? Does reason limit our understanding of the world? Does ancient belief and modern science have anything in common?	Who was 'Jesus'? Does love rule? (Agape) What is the 'Sanctity of Life'? Do Jesus' teachings survive the test of time? (Forgiveness)	What does Islam mean to its followers? How do the 5 pillars of Islam impact on Muslim's' lives? What does Islam say God is like?	Why is wealth a moral issue? What does being poor really mean? Who has responsibility for the poor? What do Christian and Muslims teach about poverty?
Challenge	We cannot trust our senses" How far do you agree?	CREATE a 'myth' that tells the story of the creation or destruction of the world ... that is somehow 'TRUE'.	Consider if ancient beliefs are still relevant when compared to scientific ones.	"Agape is the most important lesson Jesus taught us" Do you agree?	Analyse the impact the 5 pillars on Muslims	Identify and summarise moral questions surrounding money and wealth

<p>Skills</p>	<p><i>Understand & recognise</i> what is needed to be a creative thinker</p> <p><i>To Identify their</i> next step to improve creative thinking & apply strategies</p> <p>Organisation</p> <p>Presentation of work</p> <p>Persistence</p> <p>Independence</p> <p>Acting on feedback</p>	<p>THINKING CREATIVELY to see and express ideas in a new way</p> <p>ORGANISE ideas so that they show my understanding of 'truth'</p> <p>Organisation</p> <p>Presentation of work</p> <p>Persistence</p> <p>Independence</p> <p>Acting on feedback</p>	<p>Reflecting on themselves as a learner by identifying strengths and areas of improvement</p> <p>To consider the learning of others in the same way</p> <p>To summarise what you have learnt so far.</p> <p>Organisation</p> <p>Presentation of work</p> <p>Persistence</p> <p>Independence</p> <p>Acting on feedback</p>	<p>Show understanding of religion, apply ideas to themselves and others</p> <p>Explain impact of religion and express own views</p> <p>Accounts & beliefs, interpret, express insights, consider challenges to ideas</p> <p>Analysis of key ideas</p> <p>Evaluation of key ideas</p> <p>Organisation</p> <p>Presentation of work</p> <p>Persistence</p> <p>Independence</p> <p>Acting on feedback</p>	<p>Organisation</p> <p>Presentation of work</p> <p>Persistence</p> <p>Independence</p> <p>Acting on feedback</p> <p>Show understanding of religion, apply ideas to themselves and others</p> <p>Explain impact of religion and express own views</p> <p>Accounts & beliefs, interpret, express insights, consider challenges to ideas</p>	<p>To evaluate the effects of poverty</p> <p>To reflect on who suffers the most – children/adults/older generation</p> <p>Develop questions that drive independent learning</p> <p>Constructing an evaluative argument</p> <p>Organisation</p> <p>Presentation of work</p> <p>Persistence</p> <p>Independence</p> <p>Acting on feedback</p> <p>Show understanding of religion, apply ideas to themselves and others</p> <p>Explain impact of religion and express own views</p> <p>Accounts & beliefs, interpret, express insights, consider challenges to ideas</p>
---------------	---	---	--	---	---	--

Scope i.e. Local/Global	Global	Global	Global	Global	Local & Global	Local & Global
Assessment	Effort Assessment Formal End of Unit Assessments		Effort Assessment Formal End of Unit Assessments		Effort Assessment Formal End of Unit Assessments	