

Subject: Philosophy, Beliefs and Ethics	Term one		Term two		Term three	
Key Knowledge and understanding  (Beliefs)	Unit 1	2	3	4	5	6
	Prejudice and Discrimination  How far would you go to protect your beliefs?	Animal Rights  Are animals just another resource?	Sikhism & Equality  Why does Sikhism focus on equality?	Environment –  Are we good stewards?	Art & Belief  How do religious believers express their beliefs?	Spirituality & Symbols –  How does the church use symbols to express belief?
Progression	What is prejudice and discrimination?  What does tolerance, justice, harmony and the value of the individual look like in action?  Who fought Prejudice and discrimination?  How did MLK fight against racial discrimination?	Are we just another animal?  Are animals sentient beings?  Is animal testing worth it?  Are animals just another resource?  How different to animals are we?	What was India like before Sikhism?  What is the Guru Granth Sahib?  What do Sikhs believe?  How do Sikhs use symbolism in the Gurdwara to express belief?  What is the Khalsa and how did it begin?	How awesome is Planet Earth?  What are humans doing to harm the planet?  How responsible are we for the destruction of the environment?  What does it mean to be a steward?	How & why do humans express belief?  How do people express their spiritual ideas through the arts?  Does art make us reflective?  How do Muslims express their beliefs?	How important are symbols?  How did beliefs shape the history of the church?  How does the church use Christian symbols?  What is a Baptism?  How do Catholics express their beliefs?
Challenge	How far would you go to protect your beliefs?  How far do you agree?	“Animals are not as important as humans”  How far do you agree?	Creation of a learning guide	‘Having a good lifestyle is more important than caring for the earth.’  How far do you agree?	What are the main differences between Christian, Hindu and Islamic art?  Analysis	Should parents have their children baptised if they have no intention of bringing them up as Christians?

Skills	<p>Show understanding of religion, apply ideas to themselves and others</p> <p>Explain impact of religion and express own views</p> <p>Accounts &amp; beliefs, interpret, express insights, consider challenges to ideas</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 &amp; beliefs, interpret, express insights, consider challenges to ideas</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 &amp; beliefs, interpret, express insights, consider challenges to ideas</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 &amp; beliefs, interpret, express insights, consider challenges to ideas</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 &amp; beliefs, interpret, express insights, consider challenges to ideas</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 &amp; beliefs, interpret, express insights, consider challenges to ideas</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>
Scope i.e. Local/Global	Local & Global	Global	Global	Local & Global	Local & Global	Local
Assessment	<p><b>Effort Assessment</b></p> <p><b>Formal End of Unit Assessments</b></p>		<p><b>Effort Assessment</b></p> <p><b>Formal End of Unit Assessments</b></p>		<p><b>Effort Assessment</b></p> <p><b>Formal End of Unit Assessments</b></p>	