

Subject: Philosophy, Beliefs and Ethics	Term one		Term two		Term three	
	Key Knowledge and understanding (Beliefs)	Unit 1	2	3	4	5
	Ethics How do I make moral decisions?	Suffering & Evil - Does suffering have a purpose?	Life after Death – What is so good about life?	Buddhism - What is the best way to find real happiness?	Britishness - What does it mean to be British?	Identity & Culture - How did you learn to become you?
Progression	How do we make ethical decisions?  Can we explain why we sometimes choose to act in 'good' / 'bad' ways?  Are some things always 'right' or 'wrong' no matter what?  How do I know what the good thing to do is?  What's the point of being a good person?  What do we mean by a 'good' person?	What does it mean to suffer?  Does suffering have a purpose?  Evil people or evil actions?  evaluate the various explanations for evil existing.  Why is evil and suffering a problem for religious believers?  How do religious believers respond to evil?	What is meant by Death?  What is so good about life?  How do beliefs about life after death help us cope with dying?  What do Hindus believe about life after death?  What do we mean by 'Ghosts'?  Should Euthanasia be made legal in the UK?	What is happiness?  What is the best way to find real happiness?  Is Life suffering?  How do we end suffering?  Are the teachings of the Siddhartha Gautama still relevant?  Is there a 'real me'?	What does it mean to be British?  What is Democracy?  Freedom of Faith in the UK  What are the Religious Beliefs and Practices that contribute to British values?  How does the value of diversity challenge discrimination in UK society?  What does it mean to be British now?	What is Culture?  What makes us human?  How do we learn to be social?  What is Social Identity?  How do we learn to be us?
Challenge	DISCOVER and EXPLAIN the key ideas of utilitarianism and virtue theory  APPLY these approaches to moral dilemmas	'Evil proves there is no God'  Evaluation of this statement	"A Belief in the afterlife is not as important as the life you live now".  Give reasons for your answer, showing you have	"How far would Buddhists agree that Dukkha is the most important lesson that the Buddha taught".  Give reasons for your answer, showing you	Identify what being British means to different people  Construct a meaningful definition of Britishness	Identify who we are and how we are seen by other people  Construct a working definition of racism/sexism/tolerance/homophobia  Summarise what make us, us.

	ASSESS the usefulness of these two approaches, giving a clear opinion / more than one point of view		thought about more than one point of view. Refer to <u>religious arguments</u> in your answer?	have thought about more than one point of view. Refer to <u>religious arguments</u> in your answer?	Summarise what being British means to them self.	
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 Presentation of work Persistence Independence 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 Presentation of work Persistence Independence 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 Presentation of work Persistence Independence 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 Presentation of work Persistence Independence 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 Presentation of work Persistence Independence 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 Presentation of work Persistence Independence Acting on feedback</p>
Scope i.e. Local/Global	Local & Global	Global	Global	Local & Global	Local	Local & Global
Assessment	<b>Effort Assessment</b> <b>Formal End of Unit Assessments</b>		<b>Effort Assessment</b> <b>Formal End of Unit Assessments</b>		<b>Effort Assessment</b> <b>Formal End of Unit Assessments</b>	