



Prince William School

RPE Curriculum Overview



Why Teach RPE?

Religion, Philosophy and Ethics (RPE) makes a valuable contribution to students' lifelong search for truth and meaning. In a world full of ethical and philosophical issues this is as important now as it ever has been.




We deliver our lessons with vibrancy and enthusiasm and through our dedication to the subject area we ensure high standards and outcomes. We aim to challenge students in their RPE lessons so that they learn to challenge their own views and question the views of others. We aim to develop young people who understand the positive contribution RPE can make in their future study and careers prospects.

RPE has always been highly relevant in public life and never more so than at the moment. We live in increasingly diverse multi-cultural and multi-religious societies though the world is becoming more secular. This potent mixture means that an understanding of the ways that different religious communities can work together and how organisations can have a successful relationship with clients from these backgrounds is very attractive to employers.

Colleges, universities and employers value the opportunities that students have had in RPE to develop skills and qualities such as debating ideas, evaluating views, demonstrating empathy and tolerance of others.

Substantive Big Ideas

Our RPE curriculum enables pupils to gain knowledge and understanding of a range of different religious, philosophical and ethical stances which enables them to develop ideas related to different:

Beliefs and Teachings 	The different beliefs held by religions and other worldviews, and the teachings that often express these beliefs. Including development of specific ideas of God, religions & life after death. As part of this, The different sources of wisdom and authority acquired from religious texts.	Practices 	The different ways of living and expressing meaning from different belief-based actions and rituals.
Morals and Truth-Claims 	Questions dealing with meaning, purpose and truth and how these shape religious and non-religious ethical codes of practice.		

RPE Curriculum

The RPE curriculum at PWS has been designed to enable students to encounter and develop a coherent understanding of religious and non-religious worldviews. There is an emphasis on studying one religion or worldview at a time (systemic study) in Year 7 and 8 so as to enable students to apply the beliefs, teachings, practices, scriptures, morals and truth-claims explored to a range of philosophical and ethical themes (thematic study) in Year 9 and beyond. The thematic study allows pupils to draw together their learning from previous years, as well as offering planned opportunities for retrieval and recall.

Faiths explicitly taught or referenced thematically	Year 7	Year 8	Year 9	GCSE	A-level
Christianity					
Judaism					
Islam					
Hinduism					
Buddhism					

Students in KS3 will also have people in from 'Souster Youth' – a local charity involved in schools work and counselling – to deliver a variety of sessions each year. The lessons are delivered by the Souster Youth team, and these bespoke lessons cover a range of topics related to Christianity. Each RPE lesson is carefully crafted to engage students with creative learning activities that aid and enhance their learning. They welcome questions from students and when addressing religious topics, a broad Christian perspective is considered.

	Year 7	Year 8	Year 9	GCSE
Content covered	Who was Jesus?	Fair trade and justice	Ultimate questions	Worship & Salvation

Learning for Life and Careers

Employability skills Literacy, Research, Analysis, Creativity, Leadership, Organisation, Resilience, Initiative, Communication, Empathy, Debating, Evaluation, Justifying.

Linking the curriculum to careers

In units studied such as crime and punishment and modern medical dilemmas we delve into the difficult moral and ethical decisions that people in careers such as law and science have to make through their careers and explore the types of skills they need for this and how RPE helps them.

Encounters with employers

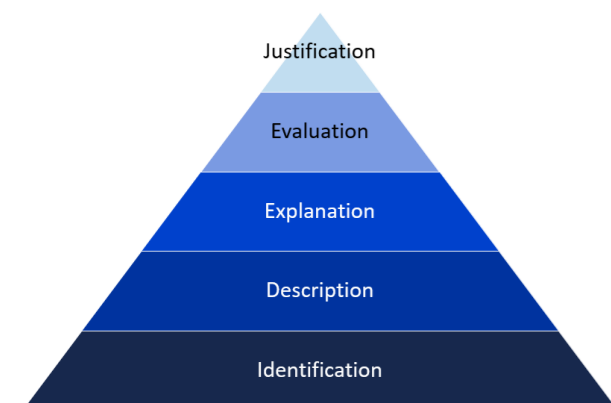
We regularly have people in from 'Souster Youth' – a local charity involved in schools work and counselling.

Examples of qualification pathways

- Armed forces
- Counselling
- Entertainment management
- Journalism
- Law
- Primary and secondary school teaching
- Uniformed services – Police, Prison service
- University lecturing
- Social work
- Clergy/ministry
- Human resources

Disciplinary Big Ideas

Pupils make progress in RPE by developing their understanding of different religious (and non-religious) beliefs, teachings, practices, scriptures, morals and truths-claims (Substantive Big Ideas). Throughout their course of study in RPE at Prince William School, pupils should progress in their:



Identification	Recognising aspects related to the Substantive Big Ideas learnt. Answering the 'What?' and 'Who?' questions that may be asked.
Description	Recalling and detailing aspects the Substantive Big Ideas learnt. Answering the 'What?', 'Who?', 'When?', 'Where?' questions that may be asked in detail.
Explanation	Using religious, philosophical or ethical information to explain the Substantive Big Ideas. Answering the 'Why?' and 'How?' questions that may be asked.
Evaluation	Using religious, philosophical or ethical information to evaluate the Substantive Big Ideas. They will do this by breaking information into parts to explain relationships and identify strengths and weaknesses.
Justification	Using religious, philosophical or ethical information to give and justify a range of opinions related to the Substantive Big Ideas. They will do this by assessing the importance of factors and assessing their strengths and weaknesses in order to reach logical conclusions.



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RPE Curriculum Map – Topics by Term (Key Stage 3)



	Christianity		Judaism		Islam		Hinduism		Buddhism		Thematic Multi-Faith
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	Year 7	Year 8	Year 9
Autumn 1	Introduction to RPE <ul style="list-style-type: none"> What is RPE? What key skills are used and developed in RPE? 	Judaism: Introduction <ul style="list-style-type: none"> What are the basic beliefs of Judaism about G-d? what contributions have Jews made to the world? What do Jews believe about life after death and the role of the Messiah? What are the covenants and why are they important to Jews? 	Modern Medical Dilemmas <ul style="list-style-type: none"> What is a moral dilemma? What is fertility treatment and why might people support or oppose it? What are the debates surrounding cloning and attitudes towards this? Why do some people support or oppose abortion? Should we support or oppose euthanasia?
Autumn 2	Introduction to RPE <ul style="list-style-type: none"> What makes up our personal identity? Why do we ask ultimate questions? How did religion develop? 	Judaism: A Living Religion <ul style="list-style-type: none"> What are the key principles (mitzvot) in Judaism and what holy books do they use? What is the synagogue and how do Jews worship? What is Shabbat and why is this an important practice to Jews? 	Modern Medical Dilemmas <ul style="list-style-type: none"> Why do some people support or oppose abortion? Should we support or oppose euthanasia?
Spring 1	Hinduism: Introduction <ul style="list-style-type: none"> What are the origins of Hinduism and how does Hinduism link to India? What do Hindus believe about Brahman? How do Hindus worship in the Mandir and why is this an important place of worship to Hindus? 	Christianity: Key Beliefs and Teachings <ul style="list-style-type: none"> How has Christianity shaped UK society? What are the basic beliefs of Christianity? How does Jesus link to salvation? What is the Trinity and why is this a central belief to Christians? Who was Jesus? Did he really exist? Why are the crucifixion and resurrection of Jesus so important to Christians? 	Impact and Attitudes about Drugs <ul style="list-style-type: none"> What do we mean by the term 'drugs' and how is smoking dangerous? What are the risks of alcohol and what do religions teach about its use? What is cannabis? Why is the legalisation of cannabis debated so much? What does the debate involve?
Spring 2	Hinduism: A Living Religion <ul style="list-style-type: none"> What do Hindus believe about life after death and how does this impact their lives? Why are Hindu rites of passage important? What challenges do Hindus face in Britain? 	Christianity: Key Beliefs and Teachings <ul style="list-style-type: none"> Who was Jesus? Did he really exist? Why are the crucifixion and resurrection of Jesus so important to Christians? 	Impact and Attitudes about Drugs <ul style="list-style-type: none"> What are the classification and dangers of illegal drugs? What are religious attitudes to drugs – including Christian responses? Evaluative question on drugs – why might Christians support or oppose use of cannabis?
Summer 1	Buddhism: Introduction <ul style="list-style-type: none"> What are the origins of Buddhism? What do Buddhists believe about the early life and childhood of Siddhartha Gautama? Why are the four sights important? Why did Siddhartha Gautama become an ascetic and how did he reach enlightenment? What are the three marks of existence? 	Islam: Introduction <ul style="list-style-type: none"> How have Muslims contributed to British society? What are the basic beliefs of Islam? Who was the Prophet Muhammad and why is he so important to Muslims? What is the Qur'an and why are there other holy books in Islam? 	Crime & Punishment: Introduction to GCSE Theme E <ul style="list-style-type: none"> What do we mean by the terms 'crime' and 'punishment'? What are the different aims of punishment? What is capital punishment and what do different religions and denominations teach about it?
Summer 2	Buddhism: Teachings of the Buddha <ul style="list-style-type: none"> What are the Four Noble Truths and Eightfold Path? What are the Five Moral Precepts? How can we demonstrate our understanding of Buddhism in a board game? 	Islam: A Living Religion <ul style="list-style-type: none"> How do Muslims worship in the mosque and what are the key features? What something Islamic art? What are the Five Pillars of Islam and how do they influence Muslims' lives? What is the festival of Eid-al-Fitr all about? 	The Holocaust: Experiences and Theological Responses <ul style="list-style-type: none"> What are the main beliefs and teachings of Judaism? (re-cap) What is antisemitism and how has this impacted Jews in Europe? What experiences did Jews have of the Holocaust?



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RPE Curriculum Map – Topics by Term (Key Stage 4)



	Christianity		Judaism		Islam		Hinduism		Buddhism		Thematic Multi-Faith
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	Year 10 (Following AQA A Religious Studies Specification)	Year 11 (Following AQA A Religious Studies Specification)
Autumn 1	Buddhism: Beliefs & Teachings <ul style="list-style-type: none"> The Buddha's life and its significance, including: birth, four sights, asceticism and enlightenment. The Dhamma, including: the Three Refuges; the Four Noble Truths; the Three Poisons; the Eightfold; the Three Marks of Existence; the concept of dependent arising and the Tibetan Wheel of Life 	Theme B: Religion & Life Study of Christian and Buddhist attitudes in relation to the following: <ul style="list-style-type: none"> the origins of the universe The value of the world and the duty of human beings to protect it The use and abuse of the environment The use and abuse of animals, including Revision & Exam Technique: Prep. for Mock 1
Autumn 2	Buddhism: Beliefs & Teachings (cont.) <ul style="list-style-type: none"> The human personality, in the Theravada and Mahayana traditions: Buddhahood and Buddha-nature Human destiny: different ideas in Theravada and Mahayana traditions: Arhat and Bodhisattva ideas Buddhahood and the Pure Land The practice and significance of different ceremonies and rituals associated with death and mourning Festivals and retreats, including: Wesak; Parinirvana Day Ethical teaching: kamma and rebirth; compassion (karuna) and loving kindness (metta) 	Theme B: Religion and Life (cont.) Study of Christian and Buddhist attitudes in relation to the following: <ul style="list-style-type: none"> The origins of life The concepts of sanctity of life and the quality of life Abortion Euthanasia Beliefs about death and an afterlife Theme D: Religion, Peace and Conflict Study of Christian and Buddhist attitudes in relation to the following: <ul style="list-style-type: none"> The meaning and significance of: peace; justice; forgiveness; reconciliation Violence Terrorism Reasons for war
Spring 1	Christianity: Beliefs & Teachings <ul style="list-style-type: none"> The nature of God and the problem of evil and suffering The oneness of God and the Trinity Different Christian beliefs about creation The incarnation and Jesus as the Son of God The crucifixion, resurrection and ascension <ul style="list-style-type: none"> Different Christian beliefs about the afterlife The means of salvation and the role of Christ in salvation Different forms of worship and their significance. Prayer and its significance The role and meaning of the sacraments 	Theme D: Religion, Peace and Conflict (cont.) Study of Christian and Buddhist attitudes in relation to the following: <ul style="list-style-type: none"> Nuclear weapons The use of weapons of mass destruction The just war theory Holy war and religion and belief as a cause of war and violence in the contemporary world Revision & Exam Technique: Prep. For Mock 2 <ul style="list-style-type: none"> Pacifism Religion and peace-making in the contemporary world Religious responses to the victims of war
Spring 2	Theme A: Relationships and Families Study of Christian and Buddhist attitudes in relation to the following: <ul style="list-style-type: none"> Human sexuality Sexual relationships before and outside of marriage Contraception and family planning 	Revision: Christian Practices <ul style="list-style-type: none"> Different forms of worship Prayer and its significance The role and meaning of the sacraments The role and importance of pilgrimage and celebrations The role of the Church in the local community The place of mission, evangelism and Church growth The importance of the worldwide Church Revision: Buddhist Practices <ul style="list-style-type: none"> The nature, use and importance of Buddhist places of Puja, the significance and role of puja in the home and in the temple Meditation, the different aims, significance and methods of meditation The practice and significance of different ceremonies and rituals associated with death and mourning in Theravada communities and in Japan and Tibet Festivals and retreats and their importance to Buddhists in Great Britain today Ethical teaching: kamma, rebirth, compassion, loving kindness; the five moral precepts; the six perfections in the Mahayana tradition.
Summer 1	Theme A: Relationships and Families (cont.) Study of Christian and Buddhist attitudes in relation to the following: <ul style="list-style-type: none"> The nature and purpose of marriage Same-sex marriage and cohabitation Divorce and remarriage <ul style="list-style-type: none"> The nature of families and the purpose of families The roles of men and women Gender equality, gender prejudice and discrimination 	Revision & Exam Technique for Final Examinations
Summer 2	Theme E: Religion, Crime and Punishment Study of Christian and Buddhist attitudes in relation to the following <ul style="list-style-type: none"> Good and evil intentions and actions Reasons for crime, Views about different types of crime The aims of punishment <ul style="list-style-type: none"> The treatment of criminals, Forgiveness The death penalty 	



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RPE Curriculum Map – Topics by Term (Key Stage 5)



	Christianity	Judaism	Islam	Hinduism	Buddhism	Thematic Multi-Faith		
	Year 12 (Following the OCR Religious Studies)				Year 13 (Following the OCR Religious Studies)			
	Philosophy		Ethics		Developments in Christian Thought			
Autumn 1	Ancient Philosophical Influences The philosophical views of Plato, in relation to: <ul style="list-style-type: none"> • understanding of reality • the Forms • The analogy of the cave 	Soul, Mind and Body The philosophical language of soul, mind and body in the thinking of Plato and Aristotle. Metaphysics of consciousness, including: <ul style="list-style-type: none"> • substance dualism • materialism 	Natural Law Aquinas' Natural Law, including: <ul style="list-style-type: none"> • <i>telos</i> • the four tiers of law • the precepts 	Situation Ethics Fletcher's situation ethics, including: <ul style="list-style-type: none"> • agape • the six propositions • the four working principles • conscience 	Knowledge of God's Existence <ul style="list-style-type: none"> • natural knowledge of God's existence: as an innate human sense of the divine; as seen in the order of creation • revealed knowledge of God's existence: through faith and God's grace • revealed knowledge of God in Jesus Christ 	The Person of Christ <ul style="list-style-type: none"> • Jesus Christ's authority as: the Son of God; a teacher of wisdom; a liberator 	Augustine's Teaching on Human Nature <ul style="list-style-type: none"> • human relationships pre- and post-Fall • Original Sin and its effects on the will and human societies • God's grace 	Death and the Afterlife <ul style="list-style-type: none"> • Christian teachings on: heaven; hell purgatory • Election
Autumn 2	Soul, Mind and Body (cont.) Teleological Arguments <ul style="list-style-type: none"> • the teleological argument 		Euthanasia Key ideas, including: <ul style="list-style-type: none"> • sanctity of life • quality of life • voluntary euthanasia • non-voluntary euthanasia 	Kant <ul style="list-style-type: none"> • duty • the hypothetical imperative • the categorical imperative and its three formulations • the three postulates 	Utilitarianism <ul style="list-style-type: none"> • utility • the hedonic calculus • act utilitarianism • rule utilitarianism 	The Person of Jesus Christ (cont.) Revision of content and key skills Mock Exam 1: Philosophy and Ethics	Gender and society <ul style="list-style-type: none"> • The effects of changing views of gender and gender roles on Christian thought and practice, including: Christian teaching on the role of men and women in the family and society 	Revision of content and key skills Mock Exam 1: Philosophy and Ethics
Spring 1	Cosmological Argument <ul style="list-style-type: none"> • the cosmological argument • challenges to arguments from observation Ontological Argument <ul style="list-style-type: none"> • the ontological argument 		Business Ethics Key ideas, including: <ul style="list-style-type: none"> • corporate social responsibility • whistle-blowing • good ethics is good business • globalisation 			Religious Pluralism and Theology <ul style="list-style-type: none"> • the teaching of contemporary Christian theology of religion on: exclusivism, inclusivism and pluralism Mock 2: DCT Religious Pluralism and Society <ul style="list-style-type: none"> • the development of contemporary multi-faith societies 	Gender and society (cont.) <ul style="list-style-type: none"> • Christian responses to contemporary secular views about the roles of men and women in the family and society Mock 2: DCT Gender and Theology The reinterpretation of God by feminist theologians, including the teaching of Rosemary Radford Ruether and Mary Daly on gender and its implications for the Christian idea of God	
Spring 2	Religious Experience The nature and influence of religious experience, including: <ul style="list-style-type: none"> • mystical experience • conversion experience • different ways in which individual religious experiences can be understood 	The Problem of Evil The problem of evil and suffering: <ul style="list-style-type: none"> • different presentations • theodicies that propose some justification or reason for divine action or inaction in the face of evil 	Revision of content and key skills Conscience <ul style="list-style-type: none"> • Aquinas' theological approach • Freud's psychological approach 		Religious Pluralism and Society (cont.) <ul style="list-style-type: none"> • Christian responses, including: responses of Christian communities to inter-faith dialogue 	Christian Moral Action <ul style="list-style-type: none"> • The teaching and example of Dietrich Bonhoeffer on: the duty to God and duty to State; Church as community and source of spiritual discipline; the cost of discipleship 		
Summer 1	Mock Exam: Philosophy and Ethics Religious Language: Negative; Analogical; Symbolic <ul style="list-style-type: none"> • Apophatic way – the <i>via negativa</i> • Cataphatic way – the <i>via positiva</i> • Symbol 		Mock Exam: Philosophy and Ethics Meta Ethics <ul style="list-style-type: none"> • Naturalism • Intuitionism • Emotivism 		Liberation theology and Marx <ul style="list-style-type: none"> • The relationship of liberation theology and Marx, including: Marx's teaching on alienation and exploitation; liberation theology's use of Marx to analyse social sin; liberation theology's teaching on the 'preferential option for the poor' Revision & Exam Technique for Final Examinations	Revision & Exam Technique for Final Examinations		
Summer 2	Religious Language: Verification; Falsification; Language Games <ul style="list-style-type: none"> • Logical positivism • Wittgenstein's views on language games and forms of life Discussion about the factual quality of religious language in the falsification symposium	Attributes of God Developments in the understanding of: <ul style="list-style-type: none"> • Omnipotence • Omniscience • Omnibenevolence • Eternity • Free will 	Sexual ethics Consideration of the following areas of sexual ethics: <ul style="list-style-type: none"> • premarital and extramarital sex • homosexuality The influence of developments in religious beliefs and practices on debates about the morality, legality and tolerability of these areas of sexual ethics	Application of the following theories to these areas of sexual ethics: <ul style="list-style-type: none"> • natural law • situation ethics • Kantian ethics • Utilitarianism 	Revision & Exam Technique for Final Examinations	Revision & Exam Technique for Final Examinations		



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RPE Curriculum Map – Substantive Knowledge Progression – 1 of 2



	Christianity	Judaism	Islam	Hinduism	Buddhism	Thematic Multi-Faith		
	Year 7	Year 8	Year 9	Year 10		Year 11	Year 12	Year 13
Beliefs and teachings Including development of specific ideas of God, religions & life after death	<ul style="list-style-type: none"> Hindu beliefs and teachings about Brahman and life after death Origins and key teachings of Buddhism: birth; childhood; 4 sights; asceticism and enlightenment of Siddhartha Gautama and the Four Noble Truths 	<ul style="list-style-type: none"> Jewish beliefs about the nature of God, life after death, the Covenants and the Messiah. The Christian story of Salvation history, the importance of Jesus and the Trinity, the crucifixion and resurrection of Jesus Tawhid, Akhira, Risalah, and the importance of the Prophet Muhammad 	<ul style="list-style-type: none"> Drug use and crime & punishment Antisemitism, the Shoah/Holocaust and the Problem of Evil and Suffering 	<ul style="list-style-type: none"> The nature of God and the problem of evil and suffering The oneness of God and the Trinity linked to ideas about creation The incarnation of Jesus as the Son of God The Buddha's life and its significance: birth, four sights, asceticism and enlightenment The Dhamma, including: the Three Refuges; the Four Noble Truths; the Three Poisons; the Eightfold Path; the Three Marks of Existence 	<ul style="list-style-type: none"> The afterlife, including resurrection; judgement; heaven and hell Original sin The means of salvation, including law, grace and Spirit The role of Christ in salvation including the idea of atonement The human personality, in the Theravada and Mahayana traditions: Buddhahood and Buddha-nature Human destiny: different ideas in Theravada and Mahayana traditions: Arhat and Bodhisattva ideals Buddhahood and the Pure Land 	(Not taught discretely in this year as covered in the GCSE in Year 10)	(Not taught discretely in this year as covered in the A-Level in Year 13, however it is implicitly applied in Philosophy and Ethics)	<ul style="list-style-type: none"> Augustine's teaching on human nature Death and the afterlife: heaven; hell; purgatory; election The person of Jesus Christ Religious pluralism and theology
Practices Including exploration of worship and ceremonies	<ul style="list-style-type: none"> Hindu worship in the mandir and at home Hindu rites of passage: naming ceremony; sacred thread; marriage Challenges faced by practicing Hindus in Britain 	<ul style="list-style-type: none"> The synagogue Shabbat Different Christian denominations and their emphasis on different practices The mosque Islamic art The Five Pillars of Islam Eid-al-Fitr 		<ul style="list-style-type: none"> The practice and significance of different ceremonies and rituals associated with death and mourning Festivals and retreats, including: Wesak and Parinirvana Day Different forms of worship – liturgical; non-liturgical and informal Prayer and its significance The role and meaning of the sacraments 	<ul style="list-style-type: none"> The practice and significance of different ceremonies and rituals associated with death and mourning The nature, use and importance of Buddhist places of worship Puja – in the home and in the temple Meditation: samatha; vipassana; visualisation of Buddhas and bodhisattvas Festivals and retreats, including: Wesak and Parinirvana Day Christian Practices Different forms of worship – liturgical; non-liturgical and informal Prayer and its significance The role and meaning of the sacraments The role and meaning of pilgrimage The celebrations of Christmas and Easter The role of the Church in the local community, including food banks and street pastors The place of mission, evangelism and Church growth The importance of the worldwide Church 		<ul style="list-style-type: none"> Religious pluralism and society the challenge of secularism 	



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RPE Curriculum Map – Disciplinary Knowledge Progression



	KS3	KS4	KS5	
Identification	<ul style="list-style-type: none"> Identifying relevant references to religious beliefs, teachings, practices and world views using accurate religious words or phrases and begin to apply this to a range of ethical and philosophical issues Identifying an interpretation of a teaching or story and begin considering what someone may believe or do because of this using accurate religious words or phrases in growing detail and begin to apply this to a range of ethical and philosophical issues 			
Description	<ul style="list-style-type: none"> Describing religious beliefs, teachings, practices and world views using accurate religious words of phrases and begin to apply this to a range of ethical and philosophical issues Interpreting a teaching or story and beginning to suggest what someone may believe or do because of this and using descriptions of teachings to support answers and begin to apply this to a range of ethical and philosophical issues Describing a single influence (or multiple influences) a belief/teaching may have on a believer using accurate words of phrases and begin to apply this to a range of ethical and philosophical issues Describing a single (or multiple) opinion(s) or belief about something with accurate factual knowledge linked to religion beliefs using accurate words of phrases and begin applying this to a range of ethical and philosophical issues 	<ul style="list-style-type: none"> Describing a range of religious beliefs, teachings practices and world views using accurate religious words or phrases, as identified by the GCSE specification, and applying these to a range of ethical and philosophical issues. Students will also begin describing links between people’s beliefs and their practices. Interpreting a teaching or story and suggesting what someone may believe or do because of this and using descriptions of accurate and relevant teachings to support exam-style answers and apply this to a range of ethical and philosophical issues. Students will also begin describing how teachings may can be interpreted in different ways. 	<ul style="list-style-type: none"> Describing multiple influences a belief/teaching may have on a religious believer using accurate words or phrases, as identified by the GCSE specification, and apply these to a range of ethical and philosophical issues. Students will also begin describing the impact of religious practices on individuals, communities or societies using relevant evidence and examples. Describing multiple points of view or beliefs about religious, philosophical and ethical issues with accurate factual knowledge using accurate words or phrases and applying this to a range of ethical and philosophical issues. Students will also describe strengths and weaknesses of some arguments by describing evidence to support or challenge them. 	<ul style="list-style-type: none"> Describe the significance and impact of beliefs, teachings, sources, practices, ethics, philosophies, ways of life and forms of expressing and meaning as identified by the specification. Interpret the meaning and importance of beliefs and practices of the religion, ethics, and philosophies studied as identified by the specification. Describe, where appropriate, how differences in belief lead to differences of religious, philosophical and ethical responses. Describe and understand scholarly views using a range of specialist vocabulary. Describe a range of evidence to respond to religious beliefs, moral issues and ultimate questions recognising the complexity of issues.
Explanation	<ul style="list-style-type: none"> Developing explanations of religious beliefs, teachings, practices and world views using accurate religious words of phrases and begin to apply this to a range of ethical and philosophical issues Interpreting a teaching or story and explaining what someone may believe or do because of this and using relevant explanations of teachings to support interpretations and begin to apply this to a range of ethical and philosophical issues Explaining a single influence (or multiple influences) a belief/teaching may have on a believer using accurate religious words of phrases and begin to apply this to a range of ethical and philosophical issues Explaining a single (or multiple) opinion or belief about something with accurate factual knowledge linked to religion using accurate religious words of phrases and begin to apply this to a range of ethical and philosophical issues 	<ul style="list-style-type: none"> Explaining a range of religious beliefs, teachings practices and world views using accurate religious words or phrases, as identified by the GCSE specification, and applying these to a range of ethical and philosophical issues. Students will also begin describing links between people’s beliefs and their practices. Interpreting a teaching or story and suggesting what someone may believe or do because of this and using explanations of accurate and relevant teachings to support exam-style answers and apply this to a range of ethical and philosophical issues. Students will also begin explaining how teachings may can be interpreted in different ways. 	<ul style="list-style-type: none"> Explaining multiple influences a belief/teaching may have on a religious believer using accurate words or phrases, as identified by the GCSE specification, and apply these to a range of ethical and philosophical issues. Students will also begin explaining the impact of religious practices on individuals, communities or societies using relevant evidence and examples. Explaining multiple points of view or beliefs about religious, philosophical and ethical issues with accurate factual knowledge using accurate words or phrases and applying this to a range of ethical and philosophical issues. Students will also explain strengths and weaknesses of some arguments by explaining evidence to support or challenge them. 	<ul style="list-style-type: none"> Explain the significance and impact of beliefs, teachings, sources, practices, ethics, philosophies, ways of life and forms of expressing and meaning as identified by the specification. Interpret the meaning and importance of beliefs and practices of the religion, ethics, and philosophies studied as identified by the specification. Explain, where appropriate, how differences in belief lead to differences of religious, philosophical and ethical responses. Explain and understand scholarly views using a range of specialist vocabulary. Explain a range of evidence to respond to religious beliefs, moral issues and ultimate questions recognising the complexity of issues.
Evaluation	<ul style="list-style-type: none"> Briefly evaluate religious beliefs, teachings, practices and world views using accurate religious words of phrases and begin to apply this to a range of ethical and philosophical issues Interpret a teaching or story and evaluate what someone may believe or do because of this using relevant explanations of teachings to support interpretations and begin to apply this to a range of ethical and philosophical issues Explaining a single influence (or multiple influences) a belief/teaching may have on a believer using accurate religious words of phrases and evaluate this and begin to apply this to a range of ethical and philosophical issues Explaining a single (or multiple) opinion or belief about something with accurate factual knowledge linked to religion using accurate religious words of phrases and evaluate this and begin to apply this to a range of ethical and philosophical issues 	<ul style="list-style-type: none"> Evaluate a range of religious beliefs, teachings practices and world views using accurate religious words or phrases, as identified by the GCSE specification, and applying these to a range of ethical and philosophical issues. Students will also begin describing links between people’s beliefs and their practices. Interpreting a teaching or story and evaluating what someone may believe or do because of this and using explanations of accurate and relevant teachings to support exam-style answers and apply this to a range of ethical and philosophical issues. Students will also begin evaluating how teachings may can be interpreted in different ways. 	<ul style="list-style-type: none"> Evaluating multiple influences a belief/teaching may have on a religious believer using accurate words or phrases, as identified by the GCSE specification, and apply these to a range of ethical and philosophical issues. Students will also begin evaluating the impact of religious practices on individuals, communities or societies using relevant evidence and examples. Evaluating multiple points of view or beliefs about religious, philosophical and ethical issues with accurate factual knowledge using accurate words or phrases and applying this to a range of ethical and philosophical issues. Students will also evaluate strengths and weaknesses of some arguments by explaining evidence to support or challenge them. 	<ul style="list-style-type: none"> Evaluate a range of religious beliefs, philosophies and ethics to demonstrate informed insight in evaluating different points of view. Evaluate a range of questions specifically and select relevant material. Evaluate a range of theories, beliefs, philosophies and ethics comprehensively, using accurate knowledge, expressed lucidly supported with examples and sources of evidence. Use a range of technical language and terminology to accurately and consistently evaluate appropriate examples and/or relevant sources/scholars. Construct a coherent and well-organised evaluative argument demonstrating an informed viewpoint and evidence of own thinking showing understanding of different arguments and views.
Justification	<ul style="list-style-type: none"> Begin to use religious and secular concepts to argue for and against a statement in logical chains leading to a justified conclusion. 	<ul style="list-style-type: none"> Use religious and secular concepts to argue for and against a statement in logical chains leading to a justified conclusion. Students will also give relevant and accurate reasons and evidence to support their arguments. 	<ul style="list-style-type: none"> Use religious and secular concepts to reach evidenced judgements about religious beliefs, issues and questions. 	



Prince William School

RPE Disciplinary Vocabulary



Progression of Disciplinary Vocabulary

KS3	KS4	KS5
← Reinforce Previous	← Reinforce Previous	← Reinforce Previous
Identify	Give	Provide
Tell	Use	Illustrate
Retell	Explain	Account
Describe	Influence	Discuss
Suggest	Reference	Assess
Meaning	Interpret	Analyse
Link	Context	Criticise
Story	Compare	Decide
Similarities	Contrast	Justify
Differences	Evaluate	
Reflect	Relate	
	Apply	
	Agree	
	Disagree	



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RPE Key Vocabulary KS4



Year 10				Year 11				
Autumn 1	Buddhism Beliefs and Teachings				Theme B; Religion and Life			
	Buddha	Enlightenment	Meditation	Dhamma	Universe	Awe	Stewardship	Wonder
	The four sights	The three watches of the night	Ascetic		Fundamentalist Christian	Responsibility	Liberals	
Autumn 2	Buddhism Beliefs and Teachings				Theme B: Religion and Life			
	The five aggregates	The three poisons	Tanha	Theravada Buddhism	Vegetarian	Adaption	Quality of life	Passive euthanasia
	Samudaya	The Eightfold Path	Sunyata	Buddha-nature	Vegan	Sanctity of life	Euthanasia	Active euthanasia
	Nirodha	Pure Land Buddhism	Festival	Buddhahood	Animal experimentation	Evolution	Eternity	
	Magga	Pure Land Buddhism	Metta	Mahayana Buddhism				
	Arhat	Bodhisattva	Kamma	Wesak				
Parinirvana Day	Karuna	Five moral precepts	The six perfections					
Spring 1	Christian Beliefs and Teachings				Theme D; religion, Peace and Conflict			
	Denomination	Son of God	Trinity	The Word	War	Reconciliation	Forgiveness	Greed
	God	Just	Omnipotent	Benevolent	Peace	Protest	Weapons of mass destruction	Self-defence
	Creation				Justice	Violence	Chemical weapons	Retaliation
					Just war	Terrorism	Biological weapons	Nuclear weapons
				Holy war	Pacifism	Peace making	Peacemaker	
Spring 2	Christian Beliefs and Teachings				Revision of Christian and Buddhist Practices			
	Incarnation	Day of Judgement	Hell	Atonement	Pilgrimage	Evangelism	Monastery	Temple
	Resurrection	Purgatory	Set prayer	Mass	Festival	The Great Commission	Puja	Gompa
	Ascension	Forgiveness	Liturgical worship	Worship	Christmas	Missionary	Chanting	Stupa
	Heaven	Informal prayer	Baptism		Easter	Reconciliation	Mantra	Shrine
	Non-liturgical worship	Sacraments	Eucharist		Church	Persecution	Mala	Buddha rupa
					Agape	Mission	Kamma	Thangka
				Samatha meditation	Meditation	Zazen meditation	Vipassana meditation	
Summer 1	Theme A: Relationships and Families				Revision & Exam Technique for Final Examinations			
	Human sexuality	Sex outside of marriage	Same-sex marriage	Nuclear family				
	Heterosexual	Contraception	Cohabitation	Stepfamily				
	Homosexual	Family planning	Divorce	Polygamy				
	Sex before marriage	Marriage	Remarriage	Procreation				
	Adultery	Civil partnership	Annulment	Gender equality				
	Prejudice	Gender discrimination	Egalitarianism					
	Sexual stereotyping	Essentialism						
Summer 2	Theme E: Crime and Punishment							
	Crime	Evil	Murder	Reformation				
	Punishment	Poverty	Theft	Capital punishment				
	Actions	Mental illness	Hate crime	Prison				
	Intentions	Addiction	Retribution	Corporal punishment				
	Good	Greed	Deterrence	Community service				

