

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.

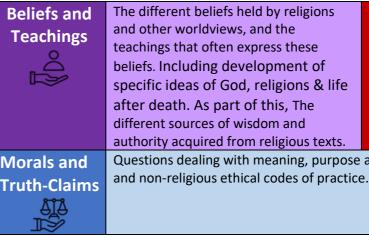
We deliver our lessons with vibrancy and enthusiasm and through our dedication to the subject area we ensure high standards and outcomes. We aim to challenge students in their RPE lessons so that they learn to challenge their own views and question the views of others. We aim to develop young people 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:



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 of 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 philosop 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 retrieve 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 a 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 carefu 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	Ultimate questions	Worship &
		justice		Salvation

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:

Justification Evaluation
Explanation
Description
Identification

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 logica
	conclusions.



The different ways of living and expressing meaning from different belief-based actions and rituals.

Questions dealing with meaning, purpose and truth and how these shape religious

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Learning for Life and Careers

Employability skillsLiteracy, 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 ٠
- University lecturing
- Social work
- Clergy/ministry
- Human resources

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

f	Christianity	✡	Judaism	©‡	Islam	Š	Hinduism		Buddhism
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	Year 7	Year 8	
Autumn 1	 Introduction to RPE What is RPE? What key skills are used and developed in RPE? 	 Judaism: Introduction 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 • What is a moral dilemma? • What is fertility treatment and w • What are the debates surroundin • Why do some people support or • Should we support or oppose eut
Autumn 2	 Introduction to RPE What makes up our personal identity? Why do we ask ultimate questions? How did religion develop? 	 Judaism: A Living Religion 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 Why do some people support or Should we support or oppose eut
Spring 1	 Hinduism: Introduction 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 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 What do we mean by the term 'd What are the risks of alcohol and What is cannabis? Why is the legninvolve?
Spring 2	 Hinduism: A Living Religion 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 Who was Jesus? Did he really exist? Why are the crucifixion and resurrection of Jesus so important to Christians? 	Impact and Attitudes about Drugs • What are the classification and d • What are religious attitudes to d • Evaluative question on drugs – w
Summer 1	 Buddhism: Introduction 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 and ascetic and how did he reach enlightenment? What are the three marks of existence? 	 Islam: Introduction 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 What do we mean by the terms What are the different aims of p What is capital punishment and to what is capital punishment and to be written as a second punction.
Summer 2	 Buddhism: Teachings of the Buddha 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 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 doe they influence Muslims' lives? What is the festival of Eid-al-Fitr all about? 	 The Holocaust: Experiences and Theological Respon What are the main beliefs and te What is antisemitism and how hat What experiences did Jews have

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nism	Thematic Multi-Faith
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Year 9

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- why might people support or oppose it? ding cloning and attitudes towards this? or oppose abortion? euthanasia?
- or oppose abortion? euthanasia?
- of drugs' and how is smoking dangerous?
 nd what do religions teach about its use?
 egalisation of cannabis debated so much? What does the debate
- d dangers of illegal drugs? o drugs – including Christian responses? – why might Christians support or oppose use of cannabis?
- on to GCSE Theme E
- ns 'crime' and 'punishment'?
- f punishment?
- nd what do different religions and denominations teach about it?

ponses

- teachings of Judaism? (re-cap)
- has this impacted Jews in Europe?
- we of the Holocaust?



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

f	Christianity	¢	Judaism	C*	Islam	30	Hinduism		Buddhisn
Autumn 2 Autumn 1 🧧		owing AQA A ance, including: I ee Refuges; the I of dependent ar nt.) neravada and Ma n Theravada and Ma different ceremo Wesak; Parinirv	Year 10 Religious Studies Spe birth, four sights, asceticis Four Noble Truths; the Thi ising and the Tibetan Whe ahayana traditions: Buddh Mahayana traditions: Arh pnies and rituals associated ana Day	ecification) m and enlightenment ree Poisons; the Eight eel of Life nahood and Buddha-na hat and Bodhisattva id d with death and mou	fold; the Three sture eas	Theme B: Religion & L the origins of the ur The value of the wo The use and abuse of The use and abuse of Revision & Exam Tech Theme B: Religion and Study of Christian and following: The origins of life The concepts of sam Abortion Euthanasia	(Fol ife Study of Christian and B niverse rld and the duty of human b of the environment of animals, including nique: Prep. for Mock 1 I Life (cont.) Buddhist attitudes in relatio	lowing AQ uddhist attitu eings to prot	Year 11 A A Religious Studie Ides in relation to the fo
Spring 1	 Christianity: Beliefs & Teachings The nature of God and the probl suffering The oneness of God and the Trin Different Christian beliefs about The incarnation and Jesus as the 	ity creation Son of God	 Different forms of Prayer and its sign	ation and the role of C worship and their sign	hrist in salvation hificance.	 Nuclear weapons The use of weapons The just war theory Holy war and religion violence in the control 	ace and Conflict (cont.) Stu s of mass destruction on and belief as a cause of w emporary world		n and Buddhist attitude Pacifism Religion and peac Religious respons
Spring 2	 The crucifixion, resurrection and Theme A: Relationships and Famili Study of Christian and Buddhist att Human sexuality Sexual relationships before and Contraception and family planni 	i es itudes in relatior outside of marria				 Revision: Christian Pra Different forms of w Prayer and its signif The role and meanin The role and import celebrations The role of the Chur 	vorship icance ng of the sacraments cance of pilgrimage and rch in the local community n, evangelism and Church	 The nate Puja, the Meditat The prac mournir Festivals Ethical t 	Buddhist Practices ure, use and importance e significance and role of ion, the different aims, s ctice and significance of ng in Theravada commun s and retreats and their i eaching: kamma, rebirth ons in the Mahayana tra
Summer 1	 Theme A: Relationships and Famili Study of Christian and Buddhist att The nature and purpose of marr Same-sex marriage and cohabita Divorce and remarriage 	itudes in relatior iage	n to the following: • The nature of fami • The roles of men a • Gender equality, g	ind women				Revision & Ex	am Technique for Final
Summer 2	Theme E: Religion, Crime and Puni Study of Christian and Buddhist att Good and evil intentions and act Reasons for crime, Views about different types of cr The aims of nunishment	itudes in relatior ions	n to the following The treatment of c Forgiveness The death penalty						

• The aims of punishment



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lies Specification) following:

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, **Peace and Conflict** and Buddhist attitudes in relation to the following: d significance of: peace; justice; forgiveness; reconciliation

des in relation to the following:

ace-making in the contemporary world nses to the victims of war

ce of Buddhist places of

- of puja in the home and in the temple
- , significance and methods of meditation
- of different ceremonies and rituals associated with death and nunities and in Japan and Tibet
- ir importance to Buddhists in Great Britain today
- rth, compassion, loving kindness; the five moral precepts; the six tradition.

al Examinations





	RPE Currie	Prince William School ulum Map – Topics by Term (Key Stage	5)	THAMPTON ALLOW ALL
ſ	Christianity	Judaism 🕼 Islam) Hinduism 🛓 Bud	dhism
	(Followin	Year 12		Year 13 OCR Religious Studies)
	Philosophy	he OCR Religious Studies) Ethics		s in Christian Thought
Autumn 1	AncientTheSoul, Mind and BooPhilosophicalPhilosophicalThe philosophicalInfluencesviews oflanguage of soulThe philosophicalAristotle, inmind and body inThe philosophicalAristotle, inmind and body inviews of Plato, inrelation to:the thinking of Prelation to:• understandingand Aristotle.• understanding ofof realityMetaphysics of• the Forms• the four causesincluding:• The analogy ofMover• substance dualis• the cave• materialism	Natural Law Situation Ethics Aquinas' Natural Law, Fletcher's situation ethics, including: including: • agape • telos • the six propositions	 Knowledge of God's Existence 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 Jesus Christ's authority as: the Son of God; a teacher of wisdom; a liberator 	 Augustine's Teaching on Human Nature human relationships pre- and post-Fall Original Sin and its effects on the will and human societies God's grace
Autumn 2	Soul, Mind and Body (cont.) Teleological Arguments • the teleological argument	EuthanasiaKantUtilitarianismKey ideas, including:• duty• utility• sanctity of life• duty• utility• quality of life• the hypothetical imperative• the hedonic calculus• voluntary euthanasia• the categorical imperative and its three formulations • the three postulates• act utilitarianism	The Person of Jesus Christ (cont.) Revision of content and key skills Mock Exam 1: Philosophy and Ethics	Gender and societyRevision of content and key• The effects pf 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 societyMock Exam 1: Philosophy and Ethics
Spring 1	 Cosmological Argument the cosmological argument challenges to arguments from observation Ontological Argument the ontological argument 	Business Ethics Key ideas, including: • corporate social responsibility • whistle-blowing • good ethics is good business • globalisation	 Religious Pluralism and Theology the teaching of contemporary Christian theology of religion on: exclusivism, inclusivism and pluralism Mock 2: DCT Religious Pluralism and Society the development of contemporary multi-faith societies 	 Gender and society (cont.) 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 od Rosemary Radford Ruether and Mary Daly on gender
Spring 2	Religious ExperienceThe Problem of EvilThe nature and influence of religious experience, including:The problem of evil and suffering:mystical experiencedifferent presentationsconversion experiencetheodicies that propos some justification or reason for divine action inaction in the face of e		 Religious Pluralism and Society (cont.) Christian responses, including: responses of Christian communities to inter-faith dialogue 	 and its implications for the Christian idea of God Christian Moral Action 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 • Apophatic way – the via negativa • Cataphatic way – the via positiva • Symbol	Mock Exam: Philosophy and Ethics Meta Ethics Naturalism Intuitionism Emotivism	 Liberation theology and Marx 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 GamesAttributes of Go Developments in understanding• Logical positivism • Wittgenstein's views on language games and forms of life Discussion about the factual quality of religious language in the falsification symposiumOmnipotence • Omniscience • Omnibenevol • Eternity • Free will	f: sexual ethics: these areas of sexual • premarital and extramarital sex ethics: • homosexuality • natural law	Revision & Exam Technique for Final Examinations	Revision & Exam Technique for Final Examinations





SCHOOL	RPE		e William Substantive Kno		Progression – 1 of 2							
f	Christianity	\$	Judaism	(C*	Islam	ૐ	Hinduism		Buddhism	hematic Mu	ılti-Faith	
	Year 7	Year 8	Year 9			Ye	ar10		Year 11	Year 12	Year 13	
Beliefs and teachings of specific ideas of God, ligions & life after death	 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 	 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 		ne &	 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 t Son of God 	•	The afterlife, including resurre judgement; heaven and hell Original sin The means of salvation, includ grace and Spirit The role of Christ in salvation i the idea of atonement	ing law,	(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	the afterlife: heaven; hell; purgatory; election	
Incl uding development re	the Four Noble Truths	 Tawhid, Akhira, Risalah, and the importance of the Prophet Muhammad 	 Antisemitism, the Shoah/Holocaust the Problem of Ex Suffering 	and	 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 Mar of Existence 	•	The human personality, in the Theravada and Mahayana trad Buddhahood and Buddha-natu Human destiny: different ideas Theravada and Mahayana trad Arhat and Bodhisattva ideals Buddhahood and the Pure Lan	ditions: ure s in ditions:		Philosophy and Ethics)	 The person of Jesus Christ Religious pluralism and theology 	
worship and ceremonies	 Hindu worship in the mandir and at home Hindu rites of passage: naming ceremony; sacred thread; marriage Challenges faced by practicing Hindus in Britain 	 The synagogue Shabbat Different Christian denominations and their emphasis on different practices The mosque Islamic art The Five Pillars of Islam Fid of Eitr 			 The practice and significance of different ceremonies and rituals associate 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 		sociated	 d The practice and significance of different ceremonies and rituals associated with death an 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 	t	 Religious pluralism and society the challenge of secularism 		
Practices Including exploration of wor		• Eid-al-Fitr							 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 			



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RPE Curriculum Map – Substantive Knowledge Progression – 1 of 2

f	Christianity	✡	Judaism	¢‡	Islam	30	Hinduism		Buddhis
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	Year 7	Year 8	Year 9	Year10	Year 1
	 The Three Marks of Existence (universal truths) The Eightfold Path The Five Moral Precepts 	 Jewish beliefs about the mitzvot, including the 10 commandments. 	 Issues around morality concerning: fertility treatments, cloning, when life 	 Ethnical Teaching Kamma and rebirth Compassion (karuna) and loving-kindness (metta) Kamma and rebirth Compassion (karuna) and loving-kindness (metta) Relationships and Families Contraception and family planning Good and evil interview 	ntions and The value of the wor
Morals and truth-claims			 begins and abortion Issues around morality concerning different types of drugs Issues around morality concerning crime & punishment Discussion around the immorality concerning the Shoah/Holocaust and the treatment of Jews and others. 	 Contraception and family planning Sexual relationships before and outside of marriage Homosexual and heterosexual relationships The nature and purpose of marriage Same-sex marriage and cohabitation Divorce and remarriage The nature of families The roles of men and women The treatment of oprison; corporal puctomunity service Forgiveness The death penalty 	le who break rent types of rent types of rence; unishment; e

ism

Thematic Multi-Faith

r 11	Year 12	Year 13
	Philosophy	
universe	The philosophical views of	
erpretations	Plato and Aristotle	
Big Bang;	 The philosophical language 	
	of soul, mind and body in	
world and the	the thinking of Plato and	
eings to dship;	Aristotle	
nsibility; awe;	 The teleological argument 	
isionity, awe,	 The cosmological 	
e of the	argument	
ural	• The ontological argument	
llution	 Religious experience 	
e of animals:	• The problem of evil and	
ntation and	suffering	
r food	• The nature or attributes of	
man life:	God	
ation	 Religious language: 	
	negative, analogical,	
afterlife	symbol	
arternie	, Twentieth-century	
ct	perspectives and	
eace; justice;	philosophical comparisons	
nciliation		
protest		
: greed; self-		
liation		
ory		
ıs: nuclear		
is. nuclear		
ss		
ctims of war		



Prince William School RPE Curriculum Map – Disciplinary Knowledge Progression



	KS3		KS4	
Identification	 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 of phrases in growing detail and begin to apply this to a range of ethical and philosophical issues 			
Description	 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 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 	 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 to a philosophical and philosophical will apply this to a range of ethical and philosophical issues. Students will also begin describing how teachings may can be interpreted in different ways. 	 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. 	 Desc pract and r Inter religi speci Desc diffe Desc voca Desc issue
Explanation	 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 	 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. 	 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. 	 Expla pract and r Inter religi speci Expla differ Expla voca Expla issue
Evaluation	 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 phy this to a range of ethical and philosophical issues 	 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. 	 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. 	 Evalu demo Evalu Evalu Evalu comp supp Use a consi souro Consi demo show
Justification	 Begin to use religious and secular concepts to argue for and against a statement in logical chains leading to a justified conclusion. 		l nd against a statement in logical chains leading to a justified ccurate reasons and evidence to support their arguments.	• Use abou

- scribe the significance and impact of beliefs, teachings, sources, actices, ethics, philosophies, ways of life and forms of expressing d meaning as identified by the specification.
- erpret the meaning and importance of beliefs and practices of the gion, ethics, and philosophies studied as identified by the ecification.
- scribe, where appropriate, how differences in belief lead to ferences of religious, philosophical and ethical responses.
- scribe and understand scholarly views using a range of specialist abulary.
- scribe a range of evidence to respond to religious beliefs, moral uses and ultimate questions recognising the complexity of issues.
- blain the significance and impact of beliefs, teachings, sources, ctices, ethics, philosophies, ways of life and forms of expressing I meaning as identified by the specification.
- erpret the meaning and importance of beliefs and practices of the gion, ethics, and philosophies studied as identified by the ecification.
- lain, where appropriate, how differences in belief lead to
- erences of religious, philosophical and ethical responses.
- blain and understand scholarly views using a range of specialist abulary.
- lain a range of evidence to respond to religious beliefs, moral use and ultimate questions recognising the complexity of issues.
- luate a rage of religious beliefs, philosophies and ethics to monstrate informed insight in evaluating different points of view. Iluate a range of questions specifically and select relevant material. Iluate a range of theories, beliefs, philosophies and ethics nprehensively, using accurate knowledge, expressed lucidly oported with examples and sources of evidence.
- e a range of technical language and terminology to accurately and asistently evaluate appropriate examples and/or relevant arces/scholars.
- nstruct a coherent and well-organised evaluative argument nonstrating an informed viewpoint and evidence of own thinking owing understanding of different arguments and views.

e religious and secular concepts to reach evidenced judgements but religious beliefs, issues and questions.

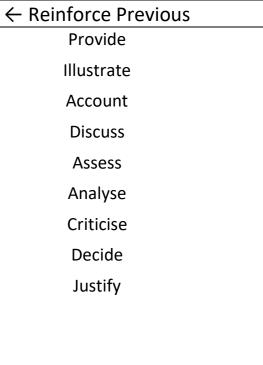


Prince William School RPE Disciplinary Vocabulary



Prog	gression of Disciplinary Vocabulary	
KS3	KS4	
← Reinforce Previous	← Reinforce Previous	
Identify	Give	
Tell	Use	
Retell	Explain	
Describe	Influence	
Suggest	Reference	
Meaning	Interpret	
Link	Context	
Story	Compare	
Similarities	Contrast	
Differences	Evaluate	
Reflect	Relate	
	Apply	
	Agree	
	Disagree	

KS5





Prince William School RPE Key Vocabulary KS3



		Year 7			Year 8			Year 9			
	Introdu	ction to Philosophy, Religion a	nd Ethics		Judaism: Introduction			Modern Medical Dilemmas			
	Religion	Careers		Attributes	Benevolent	Gan Eden	Conjoined twins	IVF	Surrogacy		
& 2	Philosophy	Symbols		Omnipotent	Shema	Sheol	Morality	AIH	Cloning		
, ,	Ethics	Labels		Omniscient	Messiah		Fertility	AID			
Autumn	Introdu	ction to Philosophy, Religion a	nd Ethics		Judaism: A Living Religion		Im	pact and Attitudes about Dr	ugs		
A	Development			Temple	Ten Commandments	Synagogue	Abortion	Relative morality	Absolute morality		
	Theist			Mitzvot	Shabbat	Ark					
	Atheist			Torah	Sabbath	Bimah					
	Hinduism: Introduction			Chr	istianity: Key Beliefs and Teach	ings	Im	pact and Attitudes about Dr	ugs		
	Sanatarna Dharma	Trimurti	Omnipresent	Monotheism	Heaven	Gospel	Alcohol	Drug classification	Hallucinogens		
2	Monotheism	Omnipotent	Mandir	Denominations	Hell	Resurrection	Caffeine	Stimulants	Opioid analgesics		
જ	Polytheism	Omniscient	Murtis				Cannabis	Depressants			
ıg 1											
Spring	Hinduism: A Living Religion			Chr	Christianity: Key Beliefs and Teachings			pact and Attitudes about Dr	ugs		
	Atman	Karma/kamma	Rite of passage	Trinity	Easter	Crucifixion	Archaeology	Image of God	Relative		
	Samsara	Moksha	Diwali	Messiah			Ritual	Rastafarianism	County lines		
	Reincarnation	Caste					Medicine	Morality	Exploitation		
					Islam: Introduction			Crime & Punishment: Introduction to GCSE Theme E			
	Buddha	Asceticism	Anatta	Tawhid	Monotheism	Hmm al-kitab	Crime	Retribution	Vindication		
0	Enlightenment	Meditation	Dukkha	Akhira	Prophet	Qur'an	Punishment	Deterrence	Reparation		
<u>د</u> 2							Protection	Reformation	Capital punishment		
જ	Four sights	Anicca		Risalah	Pilgrimage		FIOLECLION	Reformation	capital pullisitient		
1 &		Anicca Iddhism: Teachings of the Bud	dha	Risalah	Pilgrimage Islam: A Living Religion			st: Experiences and Theologi			
1 &		1	dha Kamma/karma	Risalah Mosque	1	Salah					
જ	В	ıddhism: Teachings of the Bud			Islam: A Living Religion	Salah Ramadan	The Holocau	st: Experiences and Theologi			
1 &	Bu Dukkha	uddhism: Teachings of the Bud Magga	Kamma/karma	Mosque	Islam: A Living Religion Sawm		The Holocaus Torah	st: Experiences and Theologi Benevolent			
1 &	Bu Dukkha Samudaya	iddhism: Teachings of the Bud Magga Eightfold Path	Kamma/karma Samsara	Mosque Calligraphy	Islam: A Living Religion Sawm Zakat	Ramadan	The Holocaus Torah Omnipotent	st: Experiences and Theologi Benevolent Persecution			

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Prince William School RPE Key Vocabulary KS4



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



Prince William School RPE Key Vocabulary KS5



			Year 12					Year 13				
	Ancie	ent Philosophical influence	ces / Soul, Mind and Body ,	/ Natural Law / Situation	Ethics	Knowledge of God's	Existence / The Person of	Christ / Augustine's Teach	ing on Human Nature / D	eath and the Afterlife		
÷.	Rationalism	Particulars	Immutable	Ockham's Razor	Deontological	Natural theology	Repent	Concupiscence	Beatific vision	Single predestination		
	Empiricism	Material cause	Deism	Eudaimonia	Agape	Revealed theology	Forgive	Human will	Parousia	Unlimited election		
Autumn	A priori	Formal cause	Theism	Synderesis	Legalism	Innate	Liberator	Original sin	Purgatory	Universalism		
Au	A posteriori	Efficient cause	Substance dualism	Consequentialism	Antinomianism	Sensus divinitas	Fall	Grace	Election	Particular judgement		
	Reason	Final cause	Materialism	Absolutism	Pragmatism	Revelation	Human nature	Summum bonum	Double predestination	Final judgement		
	Forms	Telos	Categorical error	Teleological		Divinity	Sin	Predestination	Limited election			
		Teleological Ar	gument / Euthanasia / Kant	/Utilitarianism			Gender and Society					
	A posteriori reasoning	Euthanasia	Quality of life	Hypothetical imperative	Summum bonum	Patriarchy						
Autumn 2	Teleological	Suicide	Autonomy	Categorical imperative	Utilitarianism							
utu	Contingent being	Active euthanasia	Voluntary euthanasia	Universal law	Utility							
A	Necessary being	Non-voluntary euthanasia	Good will	Persons as ends	Hedonic calculus							
	Logical fallacy	Passive euthanasia	Duty	Kingdom of ends	Act utilitarianism							
	Assisted suicide	Sanctity of life	Maxim	Postulates	Rule utilitarianism							
		Cosmological Arg	ument /Ontological Argume	nt/ Business Ethics		Religious Pluralism and Theology/ Religious Pluralism and Society / Gender and Theology						
ng 1	Ontological	Synthetic	Logical fallacy	Stockholder	Whistleblowing	Theology of religion	Universal access exclusivism	Anonymous Christian	Evangelism			
Spring 1	A priori reasoning	Necessary being	Corporate social responsibility	Socialism	Globalisation	Restricted access exclusivism	Normative way to salvation	Social cohesion				
	Predicate	Contingent being	Stakeholder	Capitalism	Consumerism							
	Analystic											
		Religious Ex	<pre>wperience / Problem of Evil /</pre>	/ Conscience				Christian Moral Action				
8	Pluralism	Theodicy	Inconsistent triad	Epistemic distance	Vincible ignorance	Religionless Christianity	Costly grace	Solidarity				
ing	Mystical experience	Moral evil	Privation	Instrumental good	Invincible ignorance							
Spring	Numinous experience	Natural evil	Fall	Universal salvation	Ego							
	Conversion	Suffering	Soul-deciding theodicy	Conscientia	Id							
	Corporate experience	Innocent suffering	Soul-making theodicy	Phronesis	superego							
		Re	ligious Language 1/ Meta Et	hics			L	iberation Theology and Ma	arx			
Summer 1	Cognitive	Apophatic way (via negativa)	Agnosticism	Moral realism	Non-cognitivism	Praxis	Hermen	eutic of suspicion	0	rthopraxis		
E E	Non-cognitive	Anthropomorphic	Meta-ethics	Intuitionism	Logical positivism	Alienation	Preferentia	l option for the poor	0	rthodoxy		
Su	Univocal	Cataphatic way (via positiva)	Normative ethics	Naturalistic fallacy	Moral anti-realism	Reversal						
	Equivocal	Analogy	Naturalism	Emotivism	Covenant							
2		Rel	igious Language 2/ Sexual E	thics			Revision &	Exam Technique for Final I	Examinations			
Summer	Verification principle	Blik	Omniscience	Premarital sex	Covenant							
L L	Metaphysics	Omnipotence	Benevolent	Sacrament	Homosexuality							
Su	Tautology	Eternal	Covenant	Extramarital sex								
	Falsification	Everlasting										