



CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 10

SUBJECT	EPR Philosophy Ethics and Religion
INTENT	<p>It is our firm belief that in order to understand the world, you need to understand religion. Religion is so intertwined in our history, society and culture. Through a variety of teaching strategies, study of diverse world views and current issues we enable our students to understand what’s going on in the world and break it down so they can make sense of it.</p> <p>Learning about different faiths, cultures and lifestyles is one of the many lessons that Religious Education offers. In fact, no other subject provides the same opportunity to learn about different communities from around the world. The Religious Education curriculum at Chorlton High gives students a chance to develop an understanding of different cultures and an empathy for people from all walks of life.</p> <p>At KS3 RE, in addition to learning about beliefs and practices of the six main world religions, students consider the many possible answers to ultimate questions such as ‘Why are we here?’ ‘Is there life after death?’ and ‘Why is there evil in the world?’. Later in the course students are encouraged to address ethical and moral issues such as ‘Should we be able to choose when we die?’ ‘Is prison effective?’ and ‘Is there ever a ‘just war?’</p> <p>Throughout the five year course students are taught to think critically. Through debate students develop their reasoning skills and ability to appreciate opinions that differ from their own. By the end of the course students are well equipped to effectively articulate their own beliefs, interrogate arguments and to question and evaluate effectively.</p>



CHORLTON HIGH SCHOOL: CURRICULUM

Year Group	10 GCSE					
Rationale/ Narrative	Student build on their knowledge of diverse views within and between religions and apply what they know about Christianity and Islam to moral issues such as capital punishment and the importance of reconciliation. Students will deepen their knowledge of the foundations of Christian beliefs and consider how such beliefs are manifested in the practices of different Christian denominations.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Crime & Punishment Religious attitudes to crime, aims of punishment, corporal punishment, capital punishment, prison and prison reform, attitudes to hate crime and murder, treatments of minors.	Christianity: Beliefs Trinity, nature of God, problem of evil, Christian responses to evil, Jesus incarnate, the crucifixion, ascension, atonement, the great commission	Peace & Conflict Sanctity of life, quality of life, religious wars	Peace & Conflict Wars within religion, reconciliation, Nato, Red Cross and Red crescent, peace	Christianity: Practices Worship, Prayer, Sacraments, Baptism,	Christianity: Practices Eucharist, Pilgrimage, Easter, Christmas, Christian charity.
SKILLS	Identifying, Describing, Explaining, Analysing, Sustaining a critical line of argument, Evaluating and reaching a Justified Conclusion					
ASSESSMENTS	Answering a GCSE question. On Crime And Punishment	Answering a GCSE past paper question in Christian beliefs Progress Test On Crime, Islam Beliefs	Answering a GCSE question.	Answering a GCSE past paper question on Crime, beliefs, Religion and Life Progress Test	Answering a GCSE question on Christian Practices.	Answering a GCSE past paper Progress Test on content from the Year.