



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 7

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	7					
Rationale/ Narrative	All pupils to be religiously literate. By the end of their year of study all students should be able to identify key features of the 6 main world religions and explain their significance, to explore beliefs and recognize similarities and difference within and between different faiths; and to be able to see the world from a variety of different perspectives; and enter into meaningful discussions about religion with accuracy and tolerance and diplomacy.					
	Autumn 1 (7)	Autumn 2 (8)	Spring 1 (6)	Spring 2 (6)	Summer 1 (5)	Summer 2 (7)
KNOWLEDGE	<u>What is religion?</u> Overview and introduction to the 6 main world religions. Places of Worship Symbols Holy Books Religious Clothing Important Figures Religious Community Does God exist?	<u>What is religion?</u> Overview and introduction to the 6 main world religions. Religious Artefacts Prayer and Pilgrimage Life After Death Religious Buildings Religious Festivals	<u>Buddhism</u> Exploration of the Buddhist way of life. The 4 sights, 4 noble truths, The Middle Way, 5 Precepts, Meditation, Karma, Tibetan Flags, Viraha and is Buddhism a religion?	<u>Judaism</u> What are the key features of Judaism? The synagogue, Key beliefs and figures, food and food rituals, Moses and Exodus , festivals and marriage	<u>Sikhism</u> Introduction to Sikhism. The Gurus, Guru Granth Sahib, Khalsa and the 5'ks, Gudwara, Discrimination of Sikhs	<u>Hinduism</u> Analysis on Hindu sources of belief and practices. Brahman and Trimurti, Reincarnation, Caste System, Hindu Creation
SKILLS	Identification, description explanation	Identification, explanation, comparison	Explaining the influence and significance, Compare and contrasting, giving reasoned opinions	Explanation the influence, Comparing and contrasting, giving reasoned opinions, formulating questions	Comparison analysis, evaluation, reaching a justified conclusion	Comparison analysis, evaluation, reaching a justified conclusion



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ASSESSMENTS	1-Extended Writing why study EPR? (2 star and a wish)	2 - Progress Test on Content from Autumn 1 and 2 3 - Oracy – is there life after death?	1- Extended writing - is Buddhism a true religion? (2 stars and a wish)	2 – Progress Test on content from across Autumn and Spring Terms 3. Reasoned question Was God right to send the 10 plagues? Should religious people follow their Gods orders out of fear? Do humans need religious rules to keep order? Oracy Or Master-chef assessment (Whole class feedback)	1 - Extended writing piece- Sikhism Discrimination scenarios (2 star and a wish)	2- Progress Test on content from all of Year 7 3 – Oracy Assessment- Hindu Creation Lesson- why we should look after the environment?