

# RS/ P and E



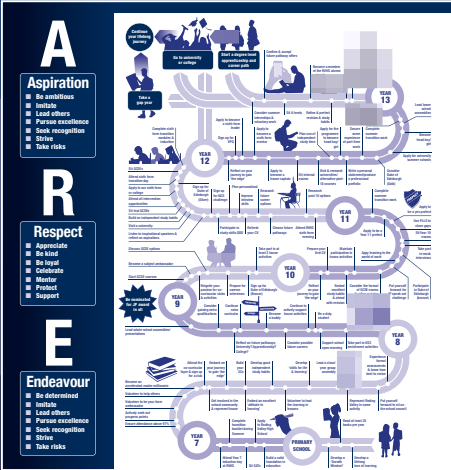
Roding Valley  
HIGH SCHOOL

The ‘big’ skills needed for both GCSE and A Level:  
A Level: AO1 – knowledge and understanding (religious, philosophical/ ethical thought and teaching)  
AO2 – analysis and evaluations including significance, influence and study.

YEAR	Term 1	Term 2	Term 3
12	<p><b>Topic:</b> Ancient philosophical influences <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Soul, mind and body <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Arguments based on observation <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Arguments based on reason <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Religious experience <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> The problem of evil <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p>	<p><b>Topic:</b> Natural Law <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Situation Ethics <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Kantian Ethics <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Utilitarianism <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Euthanasia <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Business Ethics <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p>	<p><b>Topic:</b> Augustine’s teaching on human nature <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Death and the afterlife <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Knowledge of God’s existence <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> The person of Jesus Christ <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Christian moral principles <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Christian moral action <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p>

By the end of Year 12 our students can:

Students can present a complex and cogent arguments drawing on a wide range of evidence. Students can use their own knowledge to support and challenge theories and interpretations and make a judgement on the weight the evidence will bring to bear on an enquiry. Students will be confident expressing their ideas. They will be able to research, structure and complete extended academic essays.



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The ‘big’ skills needed for both GCSE and A Level:  
A Level: AO1 – knowledge and understanding (religious, philosophical/ ethical thought and teaching)  
AO2 – analysis and evaluations including significance, influence and study.

YEAR	Term 1	Term 2	Term 3
13	<p><b>Topic:</b> The nature and attributes of God <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Religious language: negative, analogical or symbolic <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Religious language: 20th century perspectives and philosophical comparisons <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Meta-ethical theories <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Conscience <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p>	<p><b>Topic:</b> Sexual ethics <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Religious pluralism and theology <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Religious pluralism and society <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> gender and Society <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Gender and theology <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> The challenger of secularism <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p> <p><b>Topic:</b> Liberation theology and Marx <b>Skills:</b> recall /evaluation/ interpretation/ source analysis / judgement <b>Assessment:</b> explain and analyse with references / interpretation / judgement</p>	<p><b>Revision</b></p> <p>RVHS Revision techniques:</p> <p>Buzan mind mapping Cornell notes Seneca</p>

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