



# Wanstead High School

Education with Character

## Religion and Philosophy Curriculum Content 2024/25

Key Stage 3 - Year 7, 8 & 9

Key Stage 4 - Year 10 & 11

Key Stage 5 - Year 12 & 13



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# Religion and Philosophy Year 7

**Pupils receive 1 lesson of Religion and Philosophy each fortnight.**

The importance of Religion and Philosophy in the curriculum is: Making a unique contribution to the spiritual, moral, social and cultural growth of children and young people, supporting their personal development and well-being and fostering community cohesion. Young people are able to understand themselves within the context of a diverse society so that they are equipped to be active citizens with the confidence to participate with peers whose background can often be different to their own.

Religion and Philosophy inspires pupils to develop Education with Character by: Reaching out to the experiences of others, leading to an understanding and respect for their beliefs and outlooks, as well as sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

Skills developed in Religion and Philosophy are: Investigation (in which the increasing ability to ask pertinent questions is an important part), Reflection (being able to evaluate what has been learnt), Expression (being able to record and impart this knowledge), Empathising (the ability to understand and show consideration for the experiences of others) and Application (where the skills acquired enable links and connections between religious traditions and worldviews to be made).

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Ultimate Questions</b> What is Religion and Philosophy and looking at Ultimate Questions, such as: Is there a god? What happens after we die? Does evil disprove God and do we have a soul?	<b>Term 1</b>	Across all unit's vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments.  Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	This unit will involve complex vocabulary which links to further units across Key Stage 3. Scope for debate and which it is hoped pupils will begin to develop their confidence in doing. A variety of skills will be used in this unit which may take some time to master.
<b>Christianity</b> We recap the basics of Christianity from Key Stage 2 and study in more depth topics such as: Temptations, Miracles, Parables and Death and Resurrection how Jesus' teachings can be applied today.	<b>Term 2</b>	Across all unit's vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments.  Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Extension of tasks and relevance of Ultimate Questions today to be applied to Christianity and links to denominations of Christianity.
<b>Islam-</b> <b>We recap/ study the basics of Islam, and study in more depth topics such as 'Pre-Islamic Arabia, Revelation of the Qur'an, life examples of Prophet Muhammad and the death of the Prophet Muhammad</b>	<b>Term 3</b>	Across all unit's vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments.  Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Extension of tasks and relevance of Ultimate Questions today to be applied to Islam.

**How are pupils informally and formally assessed?**

After each unit, pupils are assessed with a written exam consisting of multiple choice, short answer and extended writing questions. Pupils will be tested on current and prior learning.

<b>Developing Independent and Home Learning Skills</b>	Pupils have a wider reading list. This can also be found on the Google Classroom. Lessons are posted onto the Google Classroom and a range of stretch and challenge tasks. Pupils are given homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at each stage of learning.
<b>Useful e-Learning Resources (e.g., web links)</b>	<a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a> <a href="http://www.truetube.co.uk">www.truetube.co.uk</a>
<b>Equipment for lessons</b>	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick.
<b>Enrichment activities</b>	Educational visits to places of worship.
<b>Careers curriculum</b>	Studying Religion and Philosophy will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Career choices could include: law, journalism, teacher, politician, civil service, police officer, priest and social worker. Jobs which require working with people and understanding society will require knowledge of religions and world philosophy.
<b>Head of Department and email contact</b>	Ms E Christofides <a href="mailto:E.Christofides@wansteadhigh.co.uk">E.Christofides@wansteadhigh.co.uk</a>

# Religion and Philosophy Year 8

**Pupils receive 1 lesson of Religion and Philosophy each fortnight.**

The importance of Religion and Philosophy in the curriculum is: Making a unique contribution to the spiritual, moral, social and cultural growth of children and young people, supporting their personal development and well-being and fostering community cohesion. Young people are able to understand themselves within the context of a diverse society so that they are equipped to be active citizens with the confidence to participate with peers whose background can often be different to their own.

Religion and Philosophy inspires pupils to develop Education with Character by: Reaching out to the experiences of others, leading to an understanding and respect for their beliefs and outlooks, as well as sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

Skills developed in Religion and Philosophy are: Investigation (in which the increasing ability to ask pertinent questions is an important part), Reflection (being able to evaluate what has been learnt), Expression (being able to record and impart this knowledge), Empathising (the ability to understand and show consideration for the experiences of others) and Application (where the skills acquired enable links and connections between religious traditions and worldviews to be made).

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Morality:</b> <b>To Explore and express insights into significant moral and ethical questions, such as: Moral and Natural evil, punishment, Euthanasia, Abortion and Just War theory.</b>	<b>Term 1</b>	Across all unit's vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	This unit will involve complex vocabulary and debates. Pupils will have the opportunity to research different forms of punishment and link moral and ethical questions worldwide.
<b>Hinduism: Topics include: The Trimurti, Hindu Avatars, Hindu Scriptures, Karma, Reincarnation and Moksha</b>	<b>Term 2</b>	Across all unit's vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	This unit will involve complex vocabulary. Links to Hinduism and gender and Religion
<b>Gender and religion: The relationship between Gender and Religion. Topics will include: female figures in different religions, The theme of manhood and womanhood and how this relates to religion and the gender and God</b>	<b>Term 3</b>	Across all unit's vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments. Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Pupils will be exposed to alternative readings of religion and to strengthen critical and innovative thinking.

**How are pupils informally and formally assessed?**

After each unit, pupils are assessed with a written exam consisting of multiple choice, short answer and extended writing questions. Pupils will be tested on current and prior learning.

**Developing Independent and Home Learning Skills**

Pupils have a wider reading list. This can also be found on the Google Classroom. Lessons are posted onto the Google Classroom and a range of stretch and challenge tasks. Pupils are given homework in accordance with the scheme of work to develop

	subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at each stage of learning.
<b>Useful e-Learning Resources (e.g., web links)</b>	<a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a> <a href="http://www.truetube.co.uk">www.truetube.co.uk</a>
<b>Equipment for lessons</b>	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick.
<b>Enrichment activities</b>	Educational visits to places of worship.
<b>Careers curriculum</b>	Studying Religion and Philosophy will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Career choices could include: law, journalism, teacher, politician, civil service, police officer, priest and social worker. Jobs which require working with people and understanding society will require knowledge of religions and world philosophy.
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# Religion and Philosophy Year 9

## Pupils receive 1 lesson of Religion and Philosophy each fortnight.

The importance of Religion and Philosophy in the curriculum is: Making a unique contribution to the spiritual, moral, social and cultural growth of children and young people, supporting their personal development and well-being and fostering community cohesion. Young people are able to understand themselves within the context of a diverse society so that they are equipped to be active citizens with the confidence to participate with peers whose background can often be different to their own.

Religion and Philosophy inspires pupils to develop Education with Character by: Reaching out to the experiences of others, leading to an understanding and respect for their beliefs and outlooks, as well as sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

Skills developed in Religion and Philosophy are: Investigation (in which the increasing ability to ask pertinent questions is an important part), Reflection (being able to evaluate what has been learnt), Expression (being able to record and impart this knowledge), Empathising (the ability to understand and show consideration for the experiences of others) and Application (where the skills acquired enable links and connections between religious traditions and worldviews to be made).

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Humanism:</b> Topics include: Introduction to Humanism, Humanist Beliefs, Making Decisions, Humanism and the world and Celebrations.	<b>Term 1</b>	Across all units vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments.  Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	This unit will involve complex vocabulary and debates. Pupils will be exposed to a new belief where they will have the opportunity to speak with a Humanist and ask questions related to the topic.
<b>Science vs Religion:</b> <b>Topics include:</b> Scientific and Religious Truth, Christian Creation Story, Hindu Creation Story, The Big Bang Theory, Evolution and Design Argument.	<b>Term 2</b>	Across all units vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments.  Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	This unit will involve complex vocabulary.  Links to Creationism and Evolution.
<b>Immortality:</b> <b>Topics will include:</b> What is meant by immortality, Evidence of Immortality, Dualism  Resurrection, Reincarnation Problems with immortality	<b>Term 3</b>	Across all units vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments.  Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Pupils will be exposed to a variety of different religions and be given the opportunity of Synoptic links to all the topics.

## How are pupils informally and formally assessed?

After each unit, pupils are assessed with a written exam consisting of multiple choice, short answer and extended writing questions. Pupils will be tested on current and prior learning.

<b>Developing Independent and Home Learning Skills</b>	Pupils have a wider reading list. This can also be found on the Google Classroom. Lessons are posted onto the Google Classroom and a range of stretch and challenge tasks. Pupils are given homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at each stage of learning.
<b>Useful e-Learning Resources (e.g., web links)</b>	<a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a> <a href="http://www.truetube.co.uk">www.truetube.co.uk</a>
<b>Equipment for lessons</b>	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick.
<b>Enrichment activities</b>	Educational visits to places of worship.
<b>Careers curriculum</b>	Studying Religion and Philosophy will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Career choices could include: law, journalism, teacher, politician, civil service, police officer, priest and social worker. Jobs which require working with people and understanding society will require knowledge of religions and world philosophy.
<b>Head of Department and email contact</b>	Ms E Christofides <a href="mailto:E.Christofides@wansteadhigh.co.uk">E.Christofides@wansteadhigh.co.uk</a>

# GCSE Religion and Philosophy - Year 10

**Pupils receive 6 lessons of Religion and Philosophy each fortnight.**

**The importance of Religion and Philosophy in the curriculum is:** Making a unique contribution to the spiritual, moral, social and cultural growth of children and young people, supporting their personal development and well-being and fostering community cohesion. Young people are able to understand themselves within the context of a diverse society so that they are equipped to be active citizens with the confidence to participate with peers whose background can often be different to their own.

**Religion and Philosophy inspires pupils to develop Education with Character by:** Reaching out to the experiences of others, leading to an understanding and respect for their beliefs and outlooks, as well as sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

**Skills developed in Religion and Philosophy are:** **Investigation** (in which the increasing ability to ask pertinent questions is an important part), **Reflection** (being able to evaluate what has been learnt), **Expression** (being able to record and impart this knowledge), **Empathising** (the ability to understand and show consideration for the experiences of others) and **Application** (where the skills acquired enable links and connections between religious traditions and worldviews to be made).

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Christian Beliefs and Teachings</b> , with particular focus on the nature and the attributes of God, the concept of the Trinity, beliefs about creation, the life of Jesus (incarnation, crucifixion, resurrection, ascension) and its importance, beliefs about the afterlife, judgement and salvation as well as the role of Jesus Christ in them.	<b>September to November</b>	Across all units terminology will be used with the expectation that pupils use this within their written work and in formal assessments.  Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	
<b>Christian Practices</b> , with particular focus on worship, prayer, the sacraments (Baptism and Holy Communion), pilgrimage, festivals (Christmas and Easter), the role of the church in the local and global community, charity, mission and evangelism, and reaction to persecution.	<b>December to February</b>	Across all units terminology will be used with the expectation that pupils use this within their written work and in formal assessments.	
<b>Islamic Beliefs and Teachings</b> , with particular focus on the nature of God (tawhid), the differences between Sunni and Shia Islam, beliefs on predestination and the afterlife, and the prophethood of Muhammad, Adam and Ibrahim.	<b>March to May</b>	Across all units terminology will be used with the expectation that pupils use this within their written work and in formal assessments.  Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	
<b>Islamic Practices</b> , with particular focus on the five pillars (shahada, salat, zakat,	<b>May to July</b>	Across all units terminology will be used with the expectation that pupils use	

<p>sawm, hajj) and the ten obligatory acts (Shia), and the festivals (Id-ul-Fitr, Id-ul-Adha and Ashura).</p>		<p>this within their written work and in formal assessments.</p> <p>Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.</p>	
<p><b>How are pupils informally and formally assessed?</b></p>	<p>After each unit, pupils are assessed with a written exam consisting of multiple choice, short answer and extended writing questions. Pupils will be tested on current and prior learning.</p>		
<p><b>Developing Independent and Home Learning Skills</b></p>	<p>Pupils have a wider reading list. This can also be found on the Google Classroom. Lessons are posted onto the Google Classroom and a range of stretch and challenge tasks. Pupils are given homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at each stage of learning.</p>		
<p><b>Useful e-Learning Resources (e.g., web links)</b></p>	<p><a href="http://www.rsrevision.com/GCSE">www.rsrevision.com/GCSE</a>  <a href="https://www.bbc.co.uk/bitesize/subjects/zb48q6f">https://www.bbc.co.uk/bitesize/subjects/zb48q6f</a></p>		
<p><b>Equipment for lessons</b></p>	<p>Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick.</p>		
<p><b>Enrichment activities</b></p>	<p>Educational visits to places of worship.</p>		
<p><b>Careers curriculum</b></p>	<p>Studying Religion and Philosophy will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Career choices could include: law, journalism, teacher, politician, civil service, police officer, priest and social worker. Jobs which require working with people and understanding society will require knowledge of religions and world philosophy.</p>		
<p><b>Head of Department and email contact</b></p>	<p>Ms E Christofides  <a href="mailto:E.Christofides@wansteadhigh.co.uk">E.Christofides@wansteadhigh.co.uk</a></p>		

# GCSE Religion and Philosophy Year 11

## Pupils receive 4 lessons of Religion and Philosophy each fortnight.

The importance of Religion and Philosophy in the curriculum is: Making a unique contribution to the spiritual, moral, social and cultural growth of children and young people, supporting their personal development and well-being and fostering community cohesion. Young people are able to understand themselves within the context of a diverse society so that they are equipped to be active citizens with the confidence to participate with peers whose background can often be different to their own.

Religion and Philosophy inspires pupils to develop Education with Character by: Reaching out to the experiences of others, leading to an understanding and respect for their beliefs and outlooks, as well as sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

Skills developed in Religion and Philosophy are: Investigation (in which the increasing ability to ask pertinent questions is an important part), Reflection (being able to evaluate what has been learnt), Expression (being able to record and impart this knowledge), Empathising (the ability to understand and show consideration for the experiences of others) and Application (where the skills acquired enable links and connections between religious traditions and worldviews to be made).

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
Christian, Islamic and secular ideas and approaches with reference to the theme of <b>Religion and Life</b> , which, in particular, includes topics, such as the origins of the universe, the value of the environment, the value of human and animal life, abortion, euthanasia and the afterlife.	<b>September and October</b>	Across all units vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments.  Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	
Christian, Islamic and secular ideas and approaches with reference to the theme of <b>the existence of God and Revelation</b> , which, in particular, includes topics, such as the design argument, the first cause argument, miracles, arguments against the existence of God, and general and special revelation.	<b>November and December</b>	Across all units vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments.  Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	
Christian, Islamic and secular ideas and approaches with reference to the theme of <b>Religion, peace and conflict</b> , which, in particular, includes topics, such as violent protest and terrorism, reasons for war, nuclear war and weapons of mass destruction, the just war, holy war, and pacifism and peacemaking.	<b>January and February</b>	Across all units vocabulary will be used with the expectation that pupils use this within their written work and in formal assessments.  Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	
Christian, Islamic and secular ideas and approaches with reference to the theme of <b>Religion, crime and</b>	<b>March and April</b>	Across all units vocabulary will be used with the expectation that pupils use this within their written	

<p><b>punishment</b>, which, in particular, includes topics, such as reasons for crime, aims of punishment, attitudes to suffering and lawbreaking, attitudes to treatment of criminals, corporal and capital punishment, and forgiveness.</p>		<p>work and in formal assessments.</p> <p>Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.</p>	
<p><b>How are pupils informally and formally assessed?</b></p>	<p>After each unit, pupils are assessed with a written exam consisting of multiple choice, short answer and extended writing questions. Pupils will be tested on current and prior learning.</p>		
<p><b>Developing Independent and Home Learning Skills</b></p>	<p>Pupils have a wider reading list. This can also be found on the Google Classroom. Lessons are posted onto the Google Classroom and a range of stretch and challenge tasks. Pupils are given homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at each stage of learning.</p>		
<p><b>Useful e-Learning Resources (e.g., web links)</b></p>	<p><a href="http://www.rsrevision.com/GCSE">www.rsrevision.com/GCSE</a>  <a href="https://www.bbc.co.uk/bitesize/subjects/zb48q6f">https://www.bbc.co.uk/bitesize/subjects/zb48q6f</a></p>		
<p><b>Equipment for lessons</b></p>	<p>Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick.</p>		
<p><b>Enrichment activities</b></p>	<p>Educational visits to places of worship.</p>		
<p><b>Careers curriculum</b></p>	<p>Studying Religion and Philosophy will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Career choices could include: law, journalism, teacher, politician, civil service, police officer, priest and social worker.          Jobs which require working with people and understanding society will require knowledge of religions and world philosophy.</p>		
<p><b>Head of Department and email contact</b></p>	<p>Ms E Christofides  <a href="mailto:E.Christofides@wansteadhigh.co.uk">E.Christofides@wansteadhigh.co.uk</a></p>		

# A Level Religion and Philosophy - Year 12

**Pupils will receive 9 lessons of Religion and Philosophy each fortnight.**

The importance of Religion and Philosophy in the curriculum is: Making a unique contribution to the spiritual, moral, social and cultural growth of children and young people, supporting their personal development and well-being and fostering community cohesion. Young people are able to understand themselves within the context of a diverse society so that they are equipped to be active citizens with the confidence to participate with peers whose background can often be different to their own.

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**Skills developed in Religion and Philosophy are:** Investigation - in which the increasing ability to ask pertinent questions is an important part. Reflection - being able to evaluate what has been learnt. Expression - being able to record and impart this knowledge. Empathising - the ability to understand and show consideration for the experiences of others. Application - where the skills acquired enable links and connections between religious traditions and worldviews to be made.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
	<b>Term 1</b>	<p>Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments.</p> <p>Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.</p>	
	<b>Term 2</b>	<p>Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments.</p> <p>Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.</p>	
	<b>Term 3</b>	<p>Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments.</p> <p>Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.</p>	

## Year 12 and 13 Curriculum Content Booklet 2024-25

<b>How are pupils informally and formally assessed?</b>	After each unit, pupils are assessed with a written exam. Pupils will be tested on current and prior learning. Assessments include Challenge Weeks.
<b>Developing Independent and Home Learning Skills</b>	Pupils have a Wider reading list. This can also be found on Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks. Pupils are set homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at that each stage of learning.
<b>Useful e-Learning Resources (e.g., web links)</b>	<p><a href="https://www.ocr.org.uk/qualifications/as-and-A-Level/religious-studies-h173-h573-from-2016/">https://www.ocr.org.uk/qualifications/as-and-A-Level/religious-studies-h173-h573-from-2016/</a></p> <p>Additional revision material: Seneca Learning:  <a href="https://app.senecalearning.com/courses?Price=Free&amp;text=OCR+A+Level+Religious+studies+">https://app.senecalearning.com/courses?Price=Free&amp;text=OCR+A+Level+Religious+studies+</a></p> <p>Sample Paper 1 – Philosophy of religion: <a href="https://www.ocr.org.uk/Images/242924-unit-h573-01-philosophy-of-religion-sample-assessment-material.pdf">https://www.ocr.org.uk/Images/242924-unit-h573-01-philosophy-of-religion-sample-assessment-material.pdf</a></p> <p>Sample Paper 2 – Religion and ethics: <a href="https://www.ocr.org.uk/Images/242925-unit-h573-02-religion-and-ethics-sample-assessment-material.pdf">https://www.ocr.org.uk/Images/242925-unit-h573-02-religion-and-ethics-sample-assessment-material.pdf</a></p>
<b>Equipment for lessons</b>	Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick, file dividers, folders.
<b>Enrichment activities</b>	Educational visits to places of worship and Interfaith Day
<b>Careers curriculum</b>	Studying Religion and Philosophy will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Career choices could include: Law, Journalism, Teacher, politician, civil service, Police officers, priest and social worker. Jobs which requires working with people and understanding society will require knowledge of religions and world philosophy.
<b>Head of Department and email contact</b>	Ms E Christofides <a href="mailto:e.christofides@wansteadhigh.co.uk">e.christofides@wansteadhigh.co.uk</a>

# A Level Religion and Philosophy - Year 13

**Pupils receive 10 lessons of Religion and Philosophy each fortnight.**

**The importance of Religion and Philosophy in the curriculum is:** Making a unique contribution to the spiritual, moral, social and cultural growth of children and young people, supporting their personal development and well-being and fostering community cohesion. Young people are able to understand themselves within the context of a diverse society so that they are equipped to be active citizens with the confidence to participate with peers whose background can often be different to their own.

**Religion and Philosophy inspires pupils to develop Education with Character by:** Reaching out to the experiences of others, leading to an understanding and respect for their beliefs and outlooks, as well as sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

**Skills developed in Religion and Philosophy are:** Investigation - in which the increasing ability to ask pertinent questions is an important part. Reflection - being able to evaluate what has been learnt. Expression - being able to record and impart this knowledge. Empathising - the ability to understand and show consideration for the experiences of others. Application - where the skills acquired enable links and connections between religious traditions and worldviews to be made.

What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	What is taught
	<b>Term 1</b>	<p>Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments.</p> <p>Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.</p>	
	<b>Term 2</b>	<p>Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments.</p> <p>Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.</p>	
	<b>Term 3</b>	<p>Across all unit's terminology will be used with the expectation that pupils use this within their written work and in formal assessments.</p> <p>Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.</p>	
<b>How are pupils informally and formally assessed?</b>	After each unit, pupils are assessed with a written exam. Pupils will be tested on current and prior learning. Assessments include Challenge Weeks.		

<p><b>Developing Independent and Home Learning Skills</b></p>	<p>Pupils have a Wider reading list. This can also be found on Google classroom. Lessons are posted on Google classroom and a range of stretch and challenge tasks. Pupils are set homework in accordance with the scheme of work to develop subject understanding, undertake research to supplement learning in the classroom, to develop a specific set of skills relevant to the subject matter being learnt at that each stage of learning.</p>
<p><b>Useful e-Learning Resources (e.g., web links)</b></p>	<p><a href="https://www.ocr.org.uk/qualifications/as-and-A-Level/religious-studies-h173-h573-from-2016/">https://www.ocr.org.uk/qualifications/as-and-A-Level/religious-studies-h173-h573-from-2016/</a>            Additional revision material: Seneca Learning:  <a href="https://app.senecalearning.com/courses?Price=Free&amp;text=OCR+A+Level+Religious+studies">https://app.senecalearning.com/courses?Price=Free&amp;text=OCR+A+Level+Religious+studies</a> +            Sample Paper 1 – Philosophy of religion: <a href="https://www.ocr.org.uk/Images/242924-unit-h573-01-philosophy-of-religion-sample-assessment-material.pdf">https://www.ocr.org.uk/Images/242924-unit-h573-01-philosophy-of-religion-sample-assessment-material.pdf</a>            Sample Paper 2 – Religion and ethics: <a href="https://www.ocr.org.uk/Images/242925-unit-h573-02-religion-and-ethics-sample-assessment-material.pdf">https://www.ocr.org.uk/Images/242925-unit-h573-02-religion-and-ethics-sample-assessment-material.pdf</a></p>
<p><b>Equipment for lessons</b></p>	<p>Black or blue pen, green pen, pencil, eraser, ruler, highlighter, glue stick, file dividers, folders.</p>
<p><b>Enrichment activities</b></p>	<p>Educational visits to places of worship and Interfaith Day.</p>
<p><b>Careers curriculum</b></p>	<p>Studying Religion and Philosophy will help pupils to develop a wide variety of employability skills as well as developing an understanding of the world around us. Career choices could include: Law, Journalism, Teacher, politician, civil service, Police officers, priest and social worker.            Jobs which requires working with people and understanding society will require knowledge of religions and world philosophy.</p>
<p><b>Head of Department and email contact</b></p>	<p>Ms E Christofides  <a href="mailto:e.christofides@wansteadhigh.co.uk">e.christofides@wansteadhigh.co.uk</a></p>