

## Curriculum Intent : Religion, Philosophy, Ethics and Debate **INTENT**























### What do you want to achieve in your subject through the curriculum?













Religion, Philosophy, Ethics and Debate (RPED) is at the core of the curriculum at the King's Church of England Academy and is designed to encourage students to understand their place within a diverse, multi-religious and multi-secular society, centred around the study of Christianity as a living and diverse faith. RPED aims to develop students knowledge and understanding of a range of religions and worldviews so as to be able to express ideas and insights about the nature, significance and impact of religion on the lives of believers.

As an enquiry based subject RPED allows students to gain and deploy the skills needed to engage effectively in moral and ethical debates within a social and worldwide context in order for students to appreciate the complexity of religion and worldviews, as well as equipping them with the tools to challenge stereotypes and misconceptions.

**At The King's Church of England Academy we aim to promote Spiritual, Moral, Social and Cultural principles through the lens of our Christian values by providing all students with the opportunity to explore their own beliefs and understanding in the context of their own unique worldview.**




































## Half Term points

SH OR T CO UR SE	Half Term points					
	1	2	3	4	5	6
9	<b>Christianity – Beliefs and Teachings</b>  The importance and influence of:  <i>The nature of God</i> <i>The oneness of God and the Trinity</i> <i>Problem of evil and suffering</i>	<b>Christianity – Beliefs and Teachings</b>  The importance and influence of:  <i>Creation</i> <i>Incarnation</i> <i>Crucifixion</i> <i>Resurrection and ascension</i>	<b>Christianity – Beliefs and Teachings</b>  The importance and influence of:  <i>Life after death</i> <i>Salvation – through grace, works and Jesus</i>	<b>Peace and Conflict</b>  Different Christian views of:  <i>Violence</i> <i>Protests and terrorism</i> <i>War</i> <i>The Just War Theory</i> <i>Holy war</i>	<b>Peace and Conflict</b>  Different Christian views of:  <i>Weapons of mass destruction</i> <i>Pacifism</i> <i>Peace making</i>	<b>Peace and Conflict</b>  Different Christian views of:  <i>Victims of war</i> <i>Responses to victims of war</i> <i>Reconciliation</i>
	<b>SACRE</b>   Explore  Engage  Reflect	 Explore  Engage  Reflect	 Explore  Engage  Reflect	 Explore  Engage  Reflect	 Explore  Engage  Reflect	 Explore  Engage  Reflect
<b>British Values</b>	-Individual liberty  	-Tolerance   	-Mutual respect	-Rule of law  	-Tolerance -Rule of law	-Individual liberty




<p>Online Learning</p>	 		 	 	  	 
<p>Spirituality</p>						



## Half Term points

SHORT COURSE	Half Term points					
	1	2	3	4	5	6
<b>10</b>	<b>Islam – Beliefs and Teachings</b>  The importance and influence of:  <i>The oneness of God</i> <i>Sunni and Shi'a Islam</i> <i>The nature of God</i> <i>Angels</i>	<b>Islam – Beliefs and Teachings</b>  The importance and influence of:  <i>Predestination</i> <i>Life after death - Akhirah</i> <i>Day of Judgement</i>	<b>Islam – Beliefs and Teachings</b>  The importance and influence of:  <i>Prophethood – Adam, Ibrahim Muhammad</i> <i>Holy books</i>	<b>Peace and Conflict – Islam</b>  Different Muslim views of:  <i>Protests and terrorism</i> <i>Holy war and Military Jihad</i> <i>Weapons of mass destruction</i>	<b>Peace and Conflict – Islam</b>  Different Muslim views of:  <i>Pacifism</i> <i>Victims of war</i> <i>Responses to victims of war</i> <i>Reconciliation</i>	<b>Work Experience, Revision and Mock Exams</b>
<b>SACRE</b>	 Explore  Reflect  Engage	 Explore  Reflect  Engage	 Explore  Reflect  Engage	 Explore  Reflect  Engage	 Explore  Reflect  Engage	 Explore  Reflect  Engage
<b>British Values</b>	-Tolerance -Individual liberty	-Mutual respect	-Rule of law	-Individual liberty -Tolerance	-Mutual respect	-Democracy
<b>Online Learning</b>	  	  	 	  	  	  

## Half Term points

SHORT COURSE	Half Term points					
	1	2	3	4	5	6
<p><b>11</b></p>	<p><b>Relationships &amp; Family</b></p> <p>Different Christian views of:</p> <p><i>Sexuality</i> <i>Marriage</i> <i>Family planning</i> <i>Divorce</i></p>	<p><b>Relationships &amp; Family</b></p> <p>Different Christian views of:</p> <p><i>Nature and purpose of families</i> <i>Gender equality</i></p>	<p><b>Relationships and Family – Islam</b></p> <p>Different Muslim views of:</p> <p><i>Sexuality</i> <i>Marriage</i> <i>Family planning</i> <i>Divorce</i> <i>Gender Equality</i> <i>Families</i></p>	<p><b>Revision &amp; GCSE</b></p>	<p><b>Revision &amp; GCSE</b></p>	<p><b>Exam Period Ends</b></p>
<p><b>SACRE</b></p>						
<p><b>British Values</b></p>	<p>-Deocracy</p>	<p>-Mutual respect -Individual liberty</p>	<p>-Rule of law -Democracy</p>	<p>-Mutual respect -Rule of law</p>		
<p><b>Online Learning</b></p>	