

Religious Studies

KEVI HWGA Curriculum Map

Curriculum Purpose

Cur	riculum Purp	ose:
	Beyond KEVI HWGA:	Religious Studies is a highly valued subject within the curriculum. Students who pursue Religious Studies often go on to Higher Education to study Philosophy, Theology, Law, English, and Social Sciences. The subject not only deepens students' understanding of the society they live in but also enhances their interpersonal and character-building skills. By exploring moral and ethical questions within religious context, students develop a strong sense of ethics and values. Analysing religious texts and philosophical ideas develops their critical thinking and analytical abilities. Engaging in cumulative and exploratory discussions promotes reasoning and dialogue, thereby improving oracy skills. The study of Religious Studies promotes a spirit of scholarship, encouraging students to engage deeply with complex ideas and diverse perspectives. Hereby, preparing them for a wide range of careers within Law, Education, Social Work, Finance, Journalism, Research, Academia, as well as roles within the National Health Service and Civil Service. At KEVI HWGA, the purpose of Religious Studies is to develop our students into intellectually confident, well-rounded individuals who possess the character and community spirit to thrive in a diverse and interconnected world.
Context	KS5	At Key Stage 5, students who choose to study Religious Studies will delve into fundamental questions about existence, purpose, morality, and spirituality. This multidisciplinary subject enables students to deepen their understanding of Philosophy, Ethics, and Theology. Through extensive contextual application, students are encouraged to become independent learners. At KEVI HWGA, we follow the AQA Religious Studies course, which helps students develop logical and critical thinking skills, and reflect on their personal beliefs and values. A Level Religious Studies combines academic rigor with personal development, preparing students for Higher Education and thoughtful engagement with the world.
	KS4	At GCSE, students build upon and reinforce their learning from Key Stage 3. Our curriculum follows the GCSE AQA Religious Studies Specification A. Students will gain an appreciation of how religion, philosophy, and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, as well as leadership and research skills. At KEVI HWGA, students delve into the beliefs and practices of two major world religions: Christianity and Islam. They also explore topics such as relationships and family structures, religion and life, war, social justice, and human rights from a worldview perspective. This approach facilitates safe and sophisticated dialogue on topics relevant to them and the society in which they live.
	KS3	At Key Stage 3, students can gain a broader understanding of the complex and diverse world around them through Religious Studies. They are taught a range of topics from theological, philosophical, and human social science disciplines. Students are encouraged to be open-minded and inclusive, helping them understand the unique pluralistic nature of Birmingham. The curriculum is sequenced to build on students' personal beliefs in light of their learning. In Year 7, they explore themes of creation and the environment, and then move on to diversity, examining the factors that have shaped modern Britain. They also study inspirational figures from both religious and non-religious backgrounds. By Year 9, students delve into ethical principles, enhancing

	their understanding of themes such as the existence of God, evil, and suffering. Each year, students build upon their skills and gain deeper knowledge of interconnected themes. Religious Studies enables them to make informed judgments using logical reasoning considering religious and worldviews. This prepares them for GCSE studies and helps construct their values of character, social justice, and community.
KS1/2	The Religious Studies curriculum at KEVI HWGA seeks to build upon, but does not rely on, any specific study of Religious Studies at KS1 and 2. All students will have had some exposure to concepts such as compassion for others, forgiveness, living by rules and being self-disciplined which are continued and reinforced during their studies at Secondary School. Students are encouraged to learn about their traditions and culture as well as those of their peers to become sophisticated learners and citizens with a sound understanding of the world they live in. Adopting a tolerant, respectful, and coherent approach to do so.

KING EDWARD VI HANDSWORTH WOOD GIRLS' ACADEMY

KEVI HWGA Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13	Religious Language	Introduction to meta-	Gender and sexuality	Religion and		
Topics		ethics		religious pluralism	Revision and	A-level Exams
-	Miracles		Religion and Science		consolidation	
		Free will and moral		The Dialogue	activities	
	Self, death, and	responsibility	Religion and the	between Philosophy		
	afterlife	,	challenge of	and Christianity		
		Conscience	Secularisation	•		
				The Dialogue		
		Bentham and Kant		between Ethics and		
				Christianity		
Key	Being accountable and					
Concepts	living with integrity					
Concepts	Creating unity and	Being reflective and self-	Creating unity and harmony	Creating unity and	Creating unity and	
	harmony	critical	Being reflective and self-	harmony	harmony	
	Being reflective and self-	Being imaginative and	critical	Being reflective and self-	Being reflective and self-	
	critical	exploratory	Being imaginative and	critical	critical	
	Being imaginative and	Caring for others	exploratory	Being imaginative and	Being imaginative and	
	exploratory	Responding to suffering	Caring for others	exploratory	exploratory	
	Caring for others			Caring for other	Caring for others	

HPL ACPs	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	
VAAs	-Confidence -Open-minded -Concerned for society -Enquiring	-Confidence -Open-minded -Concerned for society -Enquiring	-Confidence -Open-minded -Concerned for society -Enquiring	-Confidence -Open-minded -Concerned for society -Enquiring	-Confidence -Open-minded -Concerned for society -Enquiring	
Feedback & Assessment	Key knowledge and evaluation skills assessed through Midterm formative and End of topic summative assessments. Feedback and Feedforward tasks are integrated and delivered as Whole class or individual feedback. Do Now interleaved tasks completed every lesson and live feedback is given.	Students to complete Mock papers from y12 and 13 topics (interleaved) to check student understanding. Personalised feedback given to each student and Whole Class feedback to resolve any misconceptions.	Key knowledge and evaluation skills assessed through Midterm formative and End of topic summative assessments. Feedback and Feedforward tasks are integrated and delivered as Whole class or individual feedback. Do Now interleaved tasks completed every lesson and live feedback is given.	Students to complete 25-mark dialogue questions to practice critical analytical skills for Section B and C	A range of exam questions from all sections of the specification	
EDI	Equality, Diversity, Social equality	Equality, Diversity, Social equality, Privilege	Equality, Gender and sexuality, Diversity, Gender discrimination, social inequality	Equality, Diversity, Marginalisation, Inclusivity, Assimilation, Culture, Racism	All EDI themes are revisited	

Year 12 Topics	Arguments for the existence of God Evil and suffering Religious experience	Normative Ethical theories Natural Moral Law Situation Ethics Virtue Ethics	Application of ethical theories to: Issues of human life and death Issues of non-human life and death	Sources of wisdom and authority God Self-death and afterlife	Good conduct and key moral principles Religious expressions	Review content, finals exams and work experience
	0 1				•	
Key Concepts	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self- critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering
HPL ACPs	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking
VAAs	-Confidence -Open-minded -Concerned for society -Enquiring	-Confidence -Open-minded -Concerned for society -Enquiring	-Confidence -Open-minded -Concerned for society -Enquiring	-Confidence -Open-minded -Concerned for society -Enquiring	-Confidence -Open-minded -Concerned for society -Enquiring	-Confidence -Open-minded -Concerned for society -Enquiring
Feedback &	Key knowledge and	Key knowledge and		Key knowledge and	Key knowledge and	Full paper including
Assessment	evaluation skills assessed through Midterm formative and End of topic summative assessments. Feedback	evaluation skills assessed through Midterm formative and End of topic summative assessments. Feedback	Students to complete Mock papers from y12 topics to check student understanding. Personalised feedback	evaluation skills assessed through Midterm formative and End of topic summative	evaluation skills assessed through Midterm formative and End of topic summative	themes of Philosophy, Ethics and Christianity for end of year Finals.

	and Feedforward tasks are integrated and delivered as Whole class or individual feedback. Do Now interleaved tasks completed every lesson and live	and Feedforward tasks are integrated and delivered as Whole class or individual feedback. Do Now interleaved tasks completed every lesson and live	given to each student and Whole Class feedback to resolve any misconceptions.	assessments. Feedback and Feedforward tasks are integrated and delivered as Whole class or individual feedback. Do Now interleaved	assessments. Feedback and Feedforward tasks are integrated and delivered as Whole class or individual feedback. Do Now interleaved	
	feedback is given.	feedback is given.		tasks completed every lesson and live feedback is given.	tasks completed every lesson and live feedback is given.	
EDI	Diversity, Equality, Inclusion, Poverty, Privilege, Culture, Traditions	Diversity, Equality, Privilege, Democracy, Inclusion	Social inequality, Poverty Privilege, Women Rights, Poverty	Diversity, Social equality, Inclusion, Equality, Denominational differences	Diversity, Social & Wealth inequality, Inclusion, Denominational differences	Diversity, Inclusion, Equality
Careers	Legal worker, Soci	ial worker, Religious Leade	r, Diversity and inclusivity of	ficer, Police, Teacher, Fin	ance, Management, Inter	national relations
Year 11 Topics	Theme A- Relationships and Families Marriage Divorce Sexuality	Theme B- Religion and life The origins and value of the universe and human life	Theme D- Religion, peace, and conflict Religion Violence and Terrorism War	Theme F- Religion, Human Rights and Social Justice Human Rights Wealth and Poverty	Revision activities	Exams
Key Concepts	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	

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VAAs	-Confidence -Open-minded -Concerned for society -Enquiring	-Confidence -Open-minded -Concerned for society -Enquiring	-Confidence -Open-minded -Concerned for society -Enquiring	-Confidence -Open-minded -Concerned for society -Enquiring	-Confidence -Open-minded -Concerned for society -Enquiring	
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Assessment	evaluation skills assessed through Midterm formative and End of topic summative assessments. Feedback and Feedforward tasks are integrated and delivered as Whole class or individual feedback. Do Now interleaved tasks completed every lesson and live feedback is given.	evaluation skills assessed through Midterm formative and End of topic summative assessments. Feedback and Feedforward tasks are integrated and delivered as Whole class or individual feedback. Do Now interleaved tasks completed every lesson and live feedback is given.	Students to complete Mock papers from Y10/Y11 topics to check student understanding. Personalised feedback given to each student and Whole Class feedback to resolve any misconceptions.	evaluation skills assessed through Midterm formative and End of topic summative assessments. Feedback and Feedforward tasks are integrated and delivered as Whole class or individual feedback. Do Now interleaved tasks completed every lesson and live feedback is given.	evaluation skills assessed through Midterm formative and End of topic summative assessments. Feedback and Feedforward tasks are integrated and delivered as Whole class or individual feedback. Do Now interleaved tasks completed every lesson and live feedback is given.	
EDI	Equality, Gender and sexuality, social equality, Role of men and women, Denominational differences	Equality, Diversity, Inclusion, Denominational differences	Inclusion, Foreign relations, Democracy, Social Justice,	Persecution of minorities, Marginalisation, Dictatorship, Prejudice, and discrimination	All EDI themes are revisited	

Careers	Legal worker, socia	Il worker, Religious Leader,	Diversity and inclusivity off	icer, Police, Teacher, Hur	nanitarian worker,	
Year 10 Topics	Beliefs and teachings: Christianity Key Christian teachings Jesus Christ and Salvation	Key practices: Christianity Worship and festivals The role of the church in the local and worldwide community	Beliefs and Teachings: Islam Key Islamic teachings Authority	Key practices: Islam Worship Duties and Festivals	Revision and Finals exams	Review learning, interleaved exam practice and work experience
Key Concepts	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	
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Careers Legal worker, Social worker, Religious Leader, Diversity and inclusivity officer, Police, Teacher, Humanitarian worker, International relations		and women, inclusion,	and women,	and women, inclusion,	and women,	All EDI themes are	All EDI themes are
Careers Legal worker, Social worker, Religious Leader, Diversity and inclusivity officer, Police, Teacher, Humanitarian worker, International relations Year 9 Existence of God Can we ever prove the Topics Evil and suffering What causes evil and suffering In the world? Revelation How is God's nature revealed? Human Rights What are our Human Rights? Religion and Life What is the value of human/animal life? Key Being accountable and		Denomination	persecution of		stereotype, Equality	revisited	revisited
Year 9 Topics Existence of God Can we ever prove the existence of God? What causes evil and suffering in the world? Evil and suffering What causes evil and suffering in the world? Evil and suffering What causes evil and suffering in the world? How is God's nature revealed? What are our Human Rights What is the value of human/animal life? What is the value of human/animal life? Key Being accountable and		differences	minorities, inclusion				
Year 9 Topics Can we ever prove the existence of God? What causes evil and suffering in the world? What is God's nature revealed? What are our Human Rights? What is the value of human/animal life?	Careers	Legal worker, Soci	al worker, Religious Leade	r, Diversity and inclusivity of	fficer, Police, Teacher, Hu	manitarian worker, Interr	national relations
Topics existence of God? suffering in the world? revealed? Rights? human/animal life? human/animal life? Key Being accountable and		Existence of God	Evil and suffering	Revelation	Human Rights	Religion and Life	Religion and Life
Key Being accountable and	Year 9	Can we ever prove the	What causes evil and	How is God's nature	What are our Human	What is the value of	What is the value of
Key Being accountable and	Topics	existence of God?	suffering in the world?	revealed?	Rights?	human/animal life?	human/animal life?
	-						
Companies living with integrity	Key	_	_		_	_	_
Concepts	Concepts			living with integrity	living with integrity		
Creating unity and Creating unit							
harmony harmony Being reflective and self- Being reflective and self-		•	•	_	•	•	· ·
Being reflective and self- critical self- critical Being reflective and self- critical self- cri			_		_	_	_
Being imaginative and Being imaginative and exploratory Being imaginative and Being imag							
exploratory exploratory Caring for others exploratory exploratory exploratory		0 0					
Caring for others		exploratory	exploiatoly	Caring for others	exploratory	exploratory	CAPIDIALOIY

	Responding to suffering	Responding to suffering		Responding to suffering	Responding to suffering	Responding to suffering		
HPL ACPs	- Connection Finding -Big Picture Thinking	- Connection Finding -Big Picture Thinking	- Connection Finding -Big Picture Thinking	- Connection Finding -Big Picture Thinking	- Connection Finding -Big Picture Thinking	- Connection Finding -Big Picture Thinking		
	-Intellectual Confidence -Seeing alternative	-Intellectual Confidence -Seeing alternative	-Intellectual Confidence -Seeing alternative	-Intellectual Confidence -Seeing alternative	-Intellectual Confidence	-Intellectual Confidence -Seeing alternative		
	perspectives -Precision	perspectives -Precision	perspectives -Precision	perspectives	-Seeing alternative perspectives	perspectives		
	-Self-regulation	-Self-regulation	-Self-regulation	-Precision	-Precision	-Precision		
	-Critical or logical	-Critical or logical	-Critical or logical	-Self-regulation	-Self-regulation	-Self-regulation		
	thinking	thinking	thinking	-Critical or logical thinking	-Critical or logical thinking	-Critical or logical thinking		
VAAs	-Confidence	-Confidence	-Confidence	-Confidence	-Confidence	-Confidence		
	-Open-minded	-Open-minded	-Open-minded	-Open-minded	-Open-minded	-Open-minded		
	-Concerned for society	-Concerned for society	-Concerned for society	-Concerned for society	-Concerned for society	-Concerned for society		
Feedback &	-Enquiring	-Enquiring	-Enquiring	-Enquiring	-Enquiring	-Enquiring		
Assessment	WCF to be provided to students' mid unit on a written task.	WCF to be provided to students' mid unit on a written task.	WCF to be provided to students' mid unit on a written task.	WCF to be provided to students' mid unit on a written task.	WCF to be provided to students' mid unit on a written task.	WCF to be provided to students' mid unit on a written task.		
	Students to complete end of topic assessment with individual feedback and feedforward task.	Students to complete end of topic assessment with individual feedback and feedforward task.	Students to complete end of topic assessment with individual feedback and feedforward task.	Students to complete end of topic assessment with individual feedback and feedforward task.	Students to complete end of topic assessment with individual feedback and feedforward task.	Students to complete end of topic assessment with individual feedback and feedforward task.		
EDI	Diversity, Equality, Poverty, Religion, Secularism	Inequality, poverty, Religion, Wealth inequality	Diversity, Equality, Poverty, Non-religious views	Inequality, poverty, Religion, dictatorship, Gender	Diversity, Equality, Poverty, Religion, Secularism	Diversity, Equality, Poverty, Religion, Secularism		
Careers	Legal worker, Social worker, Religious Leader, Diversity and inclusivity officer, Police, Teacher, Librarian, Humanitarian worker							
Year 8	Diversity	Prejudice and	Inspirational People	Rites of passage	Life after death	Morality		
Topics	How does being part	discrimination	What can we learn	What role do rites of	What happens when	What factors		
	of a diverse society	How does religion	from inspirational	passage play in an	we die?	influence moral and		
	impact you?	respond to prejudice	people?	individual's life		ethical behaviours?		
		and discrimination?		journey?				

Key Concepts	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others Responding to suffering
HPL ACPs	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking	- Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking
VAAs	-Confidence -Open-minded -Concerned for society -Enquiring					
Feedback & Assessment	WCF to be provided to students' mid unit on a written task. Students to complete end of topic assessment with individual feedback and feedforward task.	WCF to be provided to students' mid unit on a written task. Students to complete end of topic assessment with individual feedback and feedforward task.	WCF to be provided to students' mid unit on a written task. Students to complete end of topic assessment with individual feedback and feedforward task.	WCF to be provided to students' mid unit on a written task. Students to complete end of topic assessment with individual feedback and feedforward task.	WCF to be provided to students' mid unit on a written task. Students to complete end of topic assessment with individual feedback and feedforward task.	WCF to be provided to students' mid unit on a written task. Students to complete end of topic assessment with individual feedback and feedforward task.
EDI	Diversity, Equality, Poverty, Religion, Secularism, Migration, Prejudice, Stereotype	Inequality, poverty, History of Religion, Wealth inequality.	Diversity, Equality, Poverty, Non-religious views, Status of Women	Inequality, Culture, Religion, Traditions,	Diversity, Inclusion, Religion, Culture	Diversity, Inclusion, Religion, Culture, Wealth inequality

		Prejudice, Discrimination							
Careers	Legal work		Leader Diversity and inclus	ivity officer Police Teac	 her Librarian Humanitari	an worker			
Careers	Legal worker, Social worker, Religious Leader, Diversity and inclusivity officer, Police, Teacher, Librarian, Humanitarian worker								
Year 7	Religion and	Creation	<u>Environment</u>	<u>Jesus</u>	Jesus and Morality	<u>Poverty</u>			
Topics	<u>Worldviews</u>	Why do people have	How should we treat	Who was Jesus?	What moral lessons	Do we have a			
	What is Religion and	different views on	the environment?		can we learn from	responsibility to			
	Worldviews?	how the world			Jesus' teachings?	care for the poor			
		began?				•			
Key	Being accountable and	Being accountable and	Being accountable and	Being accountable and	Being accountable and	Being accountable and			
Concepts	living with integrity	living with integrity	living with integrity	living with integrity	living with integrity	living with integrity			
	Creating unity and	Creating unity and	Creating unity and harmony	Creating unity and	Creating unity and	Creating unity and			
	harmony	harmony	Being reflective and self-	harmony	harmony	harmony			
	Being reflective and self-	Being reflective and self-	critical	Being reflective and self-	Being reflective and self-	Being reflective and self-			
	critical	critical	Being imaginative and	critical	critical	critical			
	Being imaginative and	Being imaginative and	exploratory	Being imaginative and	Being imaginative and	Being imaginative and			
	exploratory	exploratory	Caring for others	exploratory	exploratory	exploratory			
	Caring for others	Caring for others	Responding to suffering	Caring for others	Caring for others	Caring for others			
	Responding to suffering	Responding to suffering		Responding to suffering	Responding to suffering	Responding to suffering			
HPL ACPs	- Connection Finding	- Connection Finding	- Connection Finding	- Connection Finding	- Connection Finding	- Connection Finding			
	-Big Picture Thinking	-Big Picture Thinking	-Big Picture Thinking	-Big Picture Thinking	-Big Picture Thinking	-Big Picture Thinking			
	-Intellectual Confidence	-Intellectual Confidence	-Intellectual Confidence	-Intellectual	-Intellectual	-Intellectual			
	-Seeing alternative	-Seeing alternative	-Seeing alternative	Confidence	Confidence	Confidence			
	perspectives	perspectives	perspectives	-Seeing alternative	-Seeing alternative	-Seeing alternative			
	-Precision	-Precision	-Precision	perspectives	perspectives	perspectives			
	-Self-regulation	-Self-regulation	-Self-regulation	-Precision	-Precision	-Precision			
	-Critical or logical	-Critical or logical	-Critical or logical	-Self-regulation	-Self-regulation	-Self-regulation			
	thinking	thinking	thinking	-Critical or logical	-Critical or logical	-Critical or logical			
	tilliking	tilliking	uniking	thinking	thinking	thinking			
VAAs	-Confidence	-Confidence	-Confidence	-Confidence	-Confidence	-Confidence			
	-Open-minded	-Open-minded	-Open-minded	-Open-minded	-Open-minded	-Open-minded			
	-Concerned for society	-Concerned for society	-Concerned for society	-Concerned for society	-Concerned for society	-Concerned for society			
	-Enquiring	-Enquiring	-Enquiring	-Enquiring	-Enquiring	-Enquiring			
Feedback &	WCF to be provided to	WCF to be provided to	WCF to be provided to	WCF to be provided to	WCF to be provided to	WCF to be provided to			
Assessment	students' mid unit on a written task.	students' mid unit on a written task.	students' mid unit on a written task.	students' mid unit on a written task.	students' mid unit on a written task.	students' mid unit on a written task.			

	Students to complete end of topic assessment with individual feedback and feedforward task.	Students to complete end of topic assessment with individual feedback and feedforward task.	Students to complete end of topic assessment with individual feedback and feedforward task.	Students to complete end of topic assessment with individual feedback and feedforward task.	Students to complete end of topic assessment with individual feedback and feedforward task.	Students to complete end of topic assessment with individual feedback and feedforward task.	
EDI	Diversity, Equality, Religion, Secularism, Migration	Diversity, Inclusion, Religion, Culture	Wealth inequality, Poverty, Diversity	Diversity, Inclusion, Religion differences and similarities, Culture	Diversity, Inclusion, Religion differences and similarities, Culture, Prejudice	Inequality, poverty, History of Religion, Wealth inequality. Prejudice, Discrimination	
Careers	Legal worker, Social worker, Religious Leader, Diversity and inclusivity officer, Police, Teacher, Librarian, Humanitarian worker						