



Religious Studies



KEVI HWGA Curriculum Map

Curriculum Purpose:

	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

	<p>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.</p>
KS1/2	<p>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.</p>



KEVI HWGA Curriculum Map

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

HPL ACPs	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	
VAAAs	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	
Feedback & Assessment	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>Students to complete 25-mark dialogue questions to practice critical analytical skills for Section B and C</i></p>	<p><i>A range of exam questions from all sections of the specification</i></p>	
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	
Careers	Legal worker, Social worker, Religious Leader, Diversity and inclusivity officer, Police, Teacher, Finance, Management, International relations					

Year 12 Topics	<p>Arguments for the existence of God</p> <p>Evil and suffering</p> <p>Religious experience</p>	<p>Normative Ethical theories</p> <p>Natural Moral Law</p> <p>Situation Ethics</p> <p>Virtue Ethics</p>	<p>Application of ethical theories to:</p> <p>Issues of human life and death</p> <p>Issues of non-human life and death</p>	<p>Sources of wisdom and authority</p> <p>God</p> <p>Self-death and afterlife</p>	<p>Good conduct and key moral principles</p> <p>Religious expressions</p>	<p>Review content, finals exams and work experience</p>
Key Concepts	<p>Being accountable and living with integrity</p> <p>Creating unity and harmony</p> <p>Being reflective and self-critical</p> <p>Being imaginative and exploratory</p> <p>Caring for others</p> <p>Responding to suffering</p>	<p>Being accountable and living with integrity</p> <p>Creating unity and harmony</p> <p>Being reflective and self-critical</p> <p>Being imaginative and exploratory</p> <p>Caring for others</p> <p>Responding to suffering</p>	<p>Being accountable and living with integrity</p> <p>Creating unity and harmony</p> <p>Being reflective and self-critical</p> <p>Being imaginative and exploratory</p> <p>Caring for others</p> <p>Responding to suffering</p>	<p>Being accountable and living with integrity</p> <p>Creating unity and harmony</p> <p>Being reflective and self-critical</p> <p>Being imaginative and exploratory</p> <p>Caring for others</p> <p>Responding to suffering</p>	<p>Being accountable and living with integrity</p> <p>Creating unity and harmony</p> <p>Being reflective and self-critical</p> <p>Being imaginative and exploratory</p> <p>Caring for others</p> <p>Responding to suffering</p>	<p>Being accountable and living with integrity</p> <p>Creating unity and harmony</p> <p>Being reflective and self-critical</p> <p>Being imaginative and exploratory</p> <p>Caring for others</p> <p>Responding to suffering</p>
HPL ACPS	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking
VAAAs	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring
Feedback & Assessment	<p><i>Key knowledge and evaluation skills assessed through Midterm formative and End of topic summative assessments. Feedback</i></p>	<p><i>Key knowledge and evaluation skills assessed through Midterm formative and End of topic summative assessments. Feedback</i></p>	<p><i>Students to complete Mock papers from y12 topics to check student understanding. Personalised feedback</i></p>	<p><i>Key knowledge and evaluation skills assessed through Midterm formative and End of topic summative</i></p>	<p><i>Key knowledge and evaluation skills assessed through Midterm formative and End of topic summative</i></p>	<p><i>Full paper including themes of Philosophy, Ethics and Christianity for end of year Finals.</i></p>

	<i>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.</i>	<i>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.</i>	<i>given to each student and Whole Class feedback to resolve any misconceptions.</i>	<i>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.</i>	<i>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.</i>	
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, Social worker, Religious Leader, Diversity and inclusivity officer, Police, Teacher, Finance, Management, International relations					
Year 11 Topics	<u>Theme A- Relationships and Families</u> Marriage Divorce Sexuality	<u>Theme B- Religion and life</u> The origins and value of the universe and human life	<u>Theme D- Religion, peace, and conflict</u> Religion Violence and Terrorism War	<u>Theme F- Religion, Human Rights and Social Justice</u> 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	

HPL ACPs	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	<ul style="list-style-type: none"> - Connection Finding -Big Picture Thinking -Intellectual Confidence -Seeing alternative perspectives -Precision -Self-regulation -Critical or logical thinking 	
VAs	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	<ul style="list-style-type: none"> -Confidence -Open-minded -Concerned for society -Enquiring 	
Feedback & Assessment	<p><i>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.</i></p> <p><i>Do Now interleaved tasks completed every lesson and live feedback is given.</i></p>	<p><i>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.</i></p> <p><i>Do Now interleaved tasks completed every lesson and live feedback is given.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p> <p><i>Do Now interleaved tasks completed every lesson and live feedback is given.</i></p>	<p><i>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.</i></p> <p><i>Do Now interleaved tasks completed every lesson and live feedback is given.</i></p>	
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	

	-Open-minded -Concerned for society -Enquiring	-Open-minded -Concerned for society -Enquiring	-Open-minded -Concerned for society -Enquiring	-Open-minded -Concerned for society -Enquiring	-Open-minded -Concerned for society -Enquiring	-Open-minded -Concerned for society -Enquiring
Feedback & Assessment	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>Students to complete Mock papers from y10 topics to check student understanding. Personalised feedback given to each student and Whole Class feedback and feedforward to resolve and reteach any misconceptions.</i>	
EDI	Diversity, History of Religion, Role of men and women, inclusion, Denomination differences	Diversity, History of Religion, Role of men and women, persecution of minorities, inclusion	Diversity, History of Religion, Role of men and women, inclusion,	Diversity, History of Religion, Role of men and women, stereotype, Equality	All EDI themes are revisited	All EDI themes are revisited
Careers	Legal worker, Social worker, Religious Leader, Diversity and inclusivity officer, Police, Teacher, Humanitarian worker, International relations					
Year 9 Topics	<u>Existence of God</u> Can we ever prove the existence of God?	<u>Evil and suffering</u> What causes evil and suffering in the world?	<u>Revelation</u> How is God's nature revealed?	<u>Human Rights</u> What are our Human Rights?	<u>Religion and Life</u> What is the value of human/animal life?	<u>Religion and Life</u> What is the value of human/animal life?
Key Concepts	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others	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	Being accountable and living with integrity Creating unity and harmony Being reflective and self-critical Being imaginative and exploratory Caring for others	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	Responding to suffering		Responding to suffering	Responding to suffering	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
VAAAs	-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 & Assessment	- <i>WCF to be provided to students' mid unit on a written task.</i> <i>Students to complete end of topic assessment with individual feedback and feedforward task.</i>	<i>WCF to be provided to students' mid unit on a written task.</i> <i>Students to complete end of topic assessment with individual feedback and feedforward task.</i>	<i>WCF to be provided to students' mid unit on a written task.</i> <i>Students to complete end of topic assessment with individual feedback and feedforward task.</i>	<i>WCF to be provided to students' mid unit on a written task.</i> <i>Students to complete end of topic assessment with individual feedback and feedforward task.</i>	<i>WCF to be provided to students' mid unit on a written task.</i> <i>Students to complete end of topic assessment with individual feedback and feedforward task.</i>	<i>WCF to be provided to students' mid unit on a written task.</i> <i>Students to complete end of topic assessment with individual feedback and feedforward task.</i>
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 Topics	<u>Diversity</u> How does being part of a diverse society impact you?	<u>Prejudice and discrimination</u> How does religion respond to prejudice and discrimination?	<u>Inspirational People</u> What can we learn from inspirational people?	<u>Rites of passage</u> What role do rites of passage play in an individual's life journey?	<u>Life after death</u> What happens when we die?	<u>Morality</u> What factors influence moral and ethical behaviours?

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
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VAAAs	-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
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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 worker, Social worker, Religious Leader, Diversity and inclusivity officer, Police, Teacher, Librarian, Humanitarian worker					
Year 7 Topics	<u>Religion and Worldviews</u> What is Religion and Worldviews?	<u>Creation</u> Why do people have different views on how the world began?	<u>Environment</u> How should we treat the environment?	<u>Jesus</u> Who was Jesus?	<u>Jesus and Morality</u> What moral lessons can we learn from Jesus' teachings?	<u>Poverty</u> Do we have a responsibility to care for the poor
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
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VAA's	-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 & Assessment	<i>WCF to be provided to students' mid unit on a written task.</i>	<i>WCF to be provided to students' mid unit on a written task.</i>	<i>WCF to be provided to students' mid unit on a written task.</i>	<i>WCF to be provided to students' mid unit on a written task.</i>	<i>WCF to be provided to students' mid unit on a written task.</i>	<i>WCF to be provided to students' mid unit on a written task.</i>

	<i>Students to complete end of topic assessment with individual feedback and feedforward task.</i>	<i>Students to complete end of topic assessment with individual feedback and feedforward task.</i>	<i>Students to complete end of topic assessment with individual feedback and feedforward task.</i>	<i>Students to complete end of topic assessment with individual feedback and feedforward task.</i>	<i>Students to complete end of topic assessment with individual feedback and feedforward task.</i>	<i>Students to complete end of topic assessment with individual feedback and feedforward task.</i>
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					