

## RPE Curriculum Map – at a glance.

(For a more detailed narration of your child’s RPE journey, please see our curriculum sequencing maps and/or subject overview)

### Key stage 3 RPE



|   | Part 1   | Part 2   | Part 3  | Part 4 |
|---|--|--|---|--------|
| <b>Year 7</b>   | <b>Stories and Symbols – Identifying personal, literal and symbolic ways of knowing.</b>   | <b>Being Sikhi – what are the benefits and challenges of being a Sikhi in Britain today?</b>   | <b>What does it mean to be religious? Indeed, are we all religious? Using an anthropological lens to investigate seven dimension of religion.</b>   |        |
| How can I help my child? – a few sources for investigation if you wish to delve deeper. | <a href="#">How can people express the spiritual through art, music and literature? – KS3 Religious Studies – BBC Bitesize - BBC Bitesize</a><br>Read any mythology books – Perhaps enjoy films like ‘Clash of the Titans’ or @percy Jackson and the Lightening Thief’ | <a href="#">Sikhism - KS3 Religious Studies - BBC Bitesize</a><br><br>Around the World in 80 Faiths - Sikhism  | Research the work of Ninian Smart.  |        |
| <b>Year 8</b>   | <b>Is Buddhism a “religion”?</b>   | <b>What does it mean to be Muslim? Which ‘ways of knowing’ and ‘sources of authority’ have the most influence and legitimacy?</b>  | <b>Christianity and Ethics - Who decides what is ‘good’? – Introducing the moral lens.</b>  |        |
| How can I help my child? – a few sources for investigation if you wish to look further. | <a href="#">Buddhism - KS3 Religious Studies - BBC Bitesize</a><br>Film – Little Buddha (with Keanu Reeves)  | <a href="https://www.bbc.co.uk/bitesize/topics/zfwhfg8/articles/znjhcqf">https://www.bbc.co.uk/bitesize/topics/zfwhfg8/articles/znjhcqf</a><br><br>Watch ‘He named me Malala’<br>Watch ‘Mariam’ (2016)   | <a href="https://www.bbc.co.uk/bitesize/topics/zkdk382">https://www.bbc.co.uk/bitesize/topics/zkdk382</a><br><br>There are so many good movies for children with strong ethical themes you could discuss. Here are just a few;<br>‘My Sister’s Keeper’ – inspired by the book by Jodi Piccoult.<br>‘Marley and Me’<br>‘Juno’<br>‘Groundhog Day’ |        |
| <b>Year 9</b>   | <b>Does God exist? – Using Christian theological and philosophical lenses to develop understanding of God and evil.</b>  | <b>Holocaust Education: Questions raised from the personal testimony of Elie Wiesel in the book ‘Night.’</b>   | <b>What is real? – Interpreting the interpretations.</b>  |        |
| How can I help my child? – a few sources for investigation if                           | <a href="#">Why do people suffer? – KS3 Religious Studies – BBC Bitesize - BBC Bitesize</a><br>Challenge: Chapter 4 – ‘Rebellion’ of Dostoyevsky’s ‘Brothers Karamazov’.   | Watch related films <b>IF</b> you feel they are suitable. <b>Warning – rated 15. Containing upsetting themes and scenes.</b> <ul style="list-style-type: none"> <li>• The Boy in the Striped Pyjamas</li> <li>• Schindler’s List</li> <li>• The Courageous Heart – A Film about Irena Sendler</li> </ul> | Watch Film – The Adjustment Bureau<br>Watch – The Truman Show   |        |

|                                 |   |   |  |  |
|---------------------------------|---|---|--|--|
| you wish to look further.       |   | <ul style="list-style-type: none"> <li>The Pianist</li> </ul> |  |  |
| <b>Homework</b>                 | <p>Homework at KS3 will not be set on a weekly basis - we believe it is important that students have time to learn through life and experience, in addition to directed education. In this busy world they seem to be lacking in time to be children. We will set homework at the most important and helpful junctures of their journey, particularly the week(s) before a formal assessment task, asking that they prepare thoroughly using the knowledge organiser sheets and notes completed in class. On occasion we may ask them to complete a piece of work begun in class, particularly if they have not had chance to finish a personal piece e.g. 'How can we express the spiritual through music and art?'</p>  |   |  |  |
| <b>Feedback</b>                 | <p>In RPE, at all key stages, we will support students to make good progress. We will model exemplary work and the methods of attaining best practice will be articulated and exemplified to your child repeatedly. High quality instruction will lay the foundations for effective feedback, including both summative and formative assessment strategies. Key knowledge will be regularly tested in advance of formal summative assessments and tools (e.g. Knowledge organisers, exemplar essays, essay map guidance) will be provided to help students access and review key learning. We will endeavour to make instruction about how to make good progress clear and accessible to all.</p> <p>We are aware that both pupils and parents value feedback. As such, books will be maintenance marked once termly at KS3 and KS4, usually during summative assessment periods. Since we regulate and control much of the content of classwork, this feedback will be largely effort and presentation based. More detailed feedback, target setting and DIRT work will be undertaken after summative assessments. Feedback will highlight both strengths and specific areas for improvement. Opportunities for verbal feedback might be whole class based or on an individual basis. The latter will be indicated in exercise books using stamps. Praise and encouragement will often be shared – an often undervalued, essential and non-visible component of ensuring student progress. Postcards home and phone calls occur too.</p> |   |  |  |
| <b>Assessment</b>               | <p>Regular formative assessment – key terms and concepts tests.<br/> Self-assessment and regulation.<br/> General book work – effort, engagement and presentation.<br/> Summative End of Unit tests including MCQ's, Application, Analysis, Interpretation and Evaluation questions.<br/> End of Year Exam</p>  |   |  |  |
| <b>How can I help my child?</b> | <p>First and foremost it would be great if you could find a few moments to take an interest in what your child investigates with us – hopefully you might enjoy talking about what we have covered in class.<br/> Watch films together IF you think they might be appropriate. We can recommend further reading and documentaries if you wish.</p>  |   |  |  |

### Key Stage 4 Core RPE

|   | <b>Part 1 – How do we live a good life? Philosophy and Theology.</b>  | <b>Part 2 – How do we live a good life in hell on earth?</b>   | <b>Part 3 – What does film tell us about living a good life?</b>  | <b>Part 4 – Love, Beauty and meaning – Synopsis questions on a good life/</b>  |
|---|---|--|---|--|
| <b>Year 10</b>  | <b>What can we learn from philosophy about the meaning of life and the pursuit of happiness from philosophy?</b>  | <b>A survivors’ testimony and wisdom. Using Viktor Frankl’s ‘Man’s Search for Meaning’. Exploring psychological, theological and philosophical contributions to the question ‘How do we live a good life?’</b>   | <b>Equilibrium</b> – What does it mean to be human? Is there anything worth living for?<br>AND/OR<br><b>Minority Report</b> – How important is freedom in helping us live good lives? | <b>What is love? Is Beauty a matter of fact or taste? What is the purpose of art? Is there a difference between health and beauty? Why do bad things happen to good people? What is the meaning of life?</b> |
| How can I help my child?  | Read extracts from ‘Sophie’s World’ by Jostein Gardener<br>Watch ‘The Pursuit of Happiness’ Book – philosophy for Life – Jules Evans<br>Ted talks about Happiness.<br>Happy - why more or less everything is absolutely fine.<br>Derren Brown | Research Viktor Frankl – plenty of documentaries and interviews out there.<br>Re-read ‘Night’ by Elie Wiesel – what is Elie’s main source of motivation to live?<br>Watch ‘Little Miss Sunshine’   | Research other films and sources of wisdom which investigate philosophical themes through mediums such as art, film and music.  | Discuss these questions – enjoy debating these questions, search for examples and answers.   |
| <b>Year 11 – Lessons taught during PSHE and designed to contribute to important features of PSHE curriculum requirements.</b> | <b>Radicalisation and Extremism</b> - What are Logical Fallacies? Logical fallacies in politics, religion and social media investigated. Knowledge and understanding test to follow.  | <b>Prejudice and Discrimination</b> – e.g. Is equality about treating everyone the same? Is positive discrimination an oxymoron? Is banning conversion therapy religious discrimination? Is putting transgender women in male prisons positive discrimination? Is the abortion law discriminatory against disabled people? Is farming and eating animals speciesism? |   |  |
| How can I help my child?  | Look out for logical fallacies everywhere – news, social media etc.   | Follow debates around equality, equity and discrimination in the news e.g. transgender rights in sports  |   |  |

|                                 |  |
|---------------------------------|--|
| <b>Homework</b>                 | <p>Homework for Core RPE at KS4 will not be set regularly – since homework demands increase significantly for our KS4 students we acknowledge that their time at home will be best spent focussing on formally examined subjects or things that will contribute to their well-being and positive mental health. We might set revision related homework at the most important and helpful junctures of their journey, particularly the week(s) before a formal assessment task.</p> <p>GCSE students can expect 1-2 pieces of homework each week. This might be in the form of exam questions, writing revision cards for the lesson’s learning, revision and preparing for tests etc.</p>                            |
| <b>Feedback</b>                 | <p>Books will be maintenance marked once termly, usually during summative assessment weeks. Since we regulate and control much of the content of classwork, this feedback will be largely effort and presentation based, although brief targets and advice will be given for any exam question work. More detailed feedback, target setting and DIRT work will be undertaken after summative assessments.</p> <p>Opportunities for verbal feedback might be whole class based or on an individual basis. The latter might be indicated in exercise books using stamps. Praise and encouragement are provided regularly – an often undervalued, essential and non-visible component of ensuring student progress.</p> |
| <b>Assessment</b>               | <p>There is much discussion with these topics and students will be informally assessed on their involvement and engagement (which can be verbal or written).</p> <p>General book work – effort, engagement and presentation.</p> <p>Summative End of Unit tests which may be knowledge and understanding based.</p> <p>Extended A-level style essay - well-considered, complex and informed worldviews which demonstrates their substantive knowledge, disciplinary knowledge and personal knowledge. This will be an evaluated judgement based response to the question “Is there a good way to live life?”</p>   |
| <b>How can I help my child?</b> | <p>First and foremost it would be great if you could find a few moments to take an interest in what your child investigates with us – hopefully you might enjoy talking about what we have covered in class. There are some very complex and increasingly adult themes covered.</p> <p>Watch films together IF you think they might be appropriate. We can recommend further reading and documentaries if you wish.</p>  |