



Curriculum Progress Plan

Subject Ethics Key Stage 3 Year 9



| | HALF TERM 1 | HALF TERM 2 | HALF TERM 3 | HALF TERM 4 | HALF TERM 5 | HALF TERM 6 |
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| Topic Titles | | | | | | |
| Objectives (The things we want the pupils to make progress in) | Christian/Scientific beliefs about creation .The role of Word and Spirit Different Christian beliefs about the afterlife and their importance Beliefs and teachings about the crucifixion. Beliefs and teachings about the resurrection How Jesus is the key to Christian teaching and beliefs about sin/salvation Worship and festivals: different forms of worship and their significance Worship and festivals: Holy Communion Worship and festivals: The role and importance of pilgrimage and Celebrations | Introduction to Judaism Key beliefs: The nature of God. Beliefs about life after death Key beliefs: The nature and role of the Messiah. The Covenant and the Mitzvot. The synagogue and worship. Family life and festivals. | The effectiveness of the Design Argument as proof for God's existence. The effectiveness of the Causal Argument as proof for Gods existence . The Argument from Miracles, including two examples of miracles. Evil and Suffering as an argument against the existence of God. Arguments against the existence of God from science | Peace and Justice Forgiveness and reconciliation Violence including violent protest Religious understanding of and attitudes to terrorism War - Religious attitudes to the use of weapons of mass destruction. Religion and peace-making in the 21st century | Good and evil intentions and actions. Reasons for Crime – is Crime evil? Who commits Crime and the aims of punishment Prison and the treatment of Criminals Forgiveness and the Death Penalty | Human Rights - Prejudice and discrimination in religion and belief Religious teachings – social justice Prejudice and discrimination in religion and belief Religious teachings, beliefs and attitudes about wealth and poverty Exploitation of the poor (issues relating to fair pay and people trafficking) Charity, including issues related to giving money to the poor. |
| Stage 5 GCSE 7-9 | To be able to critically evaluate Christian and Scientific beliefs about creation and explain how Jesus is key to Christian teachings and beliefs. | To critically analyse the key beliefs about the nature of God, the role of The Messiah and the significance of family life and festivals in the Jewish faith | To analyse and explain the merits of both the design and causal arguments, citing the argument from miracles as evidence | Can evaluate the significance of Religion and the peacemaking process with explicit reference to contemporary examples of forgiveness and reconciliation | Can discuss analytically the reasons underpinning crime and evaluate the effectiveness of the custodial system. Can explore the concept of forgiveness and the ramifications of the death penalty | Can describe and evaluate the stance of Religion on Human Rights, Prejudice and Discrimination and relate the ideology in a contemporary context |
| Stage 4 GCSE 5-6 | To evaluate Christian and Scientific beliefs about creation and offer ideas about how Jesus is key to Christian teachings and beliefs. | To comment upon and be aware of the key beliefs about the nature of God, the role of The Messiah and the significance of family life and festivals in the Jewish faith | To analyse both the design and causal arguments as proof of the existence of God using two examples of miracles as evidence | Recognises the significance of Religion and the peacemaking process and comment upon how Religion has impacted examples of forgiveness and reconciliation in the Twenty First Century | Can evaluate the reasons underpinning crime and discuss the effectiveness of the custodial system. Is able to recognise the concept of forgiveness and its relationship to punishment and the death penalty | Is able to recognise the influence of Religion on Human Rights, Prejudice and Discrimination and can relate real life examples of charitable acts to Religious thinking |
| Stage 3 GCSE 3-4 | To evaluate and show an awareness of both Christian and Scientific beliefs about creation and comment upon the significance of Christian celebrations. | To know three key beliefs central to the Jewish faith and demonstrate an awareness of the significance of the Covenant and the Mitzvot | To be aware of both the design and causal arguments as evidence for the existence of God and to explain the relevance of two miracles in the argument for the existence of God | Can cite two examples of how Religion and the peacemaking process impact upon the concept of forgiveness and reconciliation in the Twenty First Century | Knows the basic concepts of the penal system and its relationship to different forms of punishment. Can describe the concept of forgiveness and its relationship to religious thinking | Knows the terms discrimination, and prejudice and is able to associate the impact Religion has on society's perception on how we deal with them |
| Stage 2 GCSE 1-2 | To know the role Jesus played in the Christian faith and to demonstrate knowledge of some Christian celebrations and demonstrate an awareness of both Religious and Scientific beliefs about creation | To know about the Jewish beliefs in the nature of God and the significance of festivals and family life to the faith | To know both arguments about the existence of God and the universe and why some people believe in miracles | Knows about Religions involvement in the peace making process and its relationship to acts of terrorism | Can describe how different crimes are punished and offer an opinion on the concept of forgiveness in relation to certain crimes | Can describe what we mean by Human Rights and give an example. Knows the terms Prejudice and Discrimination and how both relate to Religious teachings relate the ideology in a contemporary context |
| Stage 1 Entry Level | To know the role Jesus played in the Christian faith and to demonstrate knowledge of some Christian celebrations | To know how Jews worship God and be aware of the key differences between Judaism and Christianity | To know that there are two opposing arguments about the existence of God and the universe and to explain which one they believe in and why | Knows about the relationship between Acts of Terrorism and the role the peacemaking process has had on key events in the Twenty First Century | Is aware of the different punishments we use to punish those committing crime and can say whether or not they think forgiveness in certain circumstances is acceptable | Knows the terms discrimination, and prejudice and can provide examples of these with comments explaining how they believe Religion influences our thinking |