



CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 10

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| SUBJECT | EPR - Ethics , Philosophy and Religion |
| INTENT | <p>It is our firm belief that in order to understand the world, you need to understand religion. Religion is so intertwined in our history, society and culture. Through a variety of teaching strategies, study of diverse world views and current issues we enable our students to understand what’s going on in the world and break it down so they can make sense of it.</p> <p>Learning about different faiths, cultures and lifestyles is one of the many lessons that Religious Education offers. In fact, no other subject provides the same opportunity to learn about different communities from around the world. The Religious Education curriculum at Chorlton High gives students a chance to develop an understanding of different cultures and an empathy for people from all walks of life.</p> <p>In Years 7-8 EPR, in addition to learning about beliefs and practices of the six main world religions, students consider the many possible answers to ultimate questions such as ‘Why are we here?’ ‘Is there life after death?’ and ‘Why is there evil in the world?’. Later in the course students are encouraged to address ethical and moral issues such as ‘Should we be able to choose when we die?’ ‘Is prison effective?’ and ‘Is there ever a ‘just war?’</p> |



CHORLTON HIGH SCHOOL: CURRICULUM

Throughout their curriculum journey students are taught to think critically. Through debate students develop their reasoning skills and ability to appreciate opinions that differ from their own. By the end of the course students are well equipped to effectively articulate their own beliefs, interrogate arguments and to question and evaluate effectively.

| Year Group | GCSE Religious Studies 10 | | | | | |
|-------------------------|---|--|--|--|---|---|
| Rationale/ Narrative | Students will deepen their knowledge of how religious beliefs and practices shape the lives of believers. Students will look at religious scriptures - with a specific focus on Islam - and consider their authority; why some aspects of scripture may contrast with attitudes in modern society and how religious believers assimilate the two in a way that ensures they remain true to their faith whilst upholding contemporary British values. Students will also consider more broadly Christian and Islamic perspectives on moral issues such as the environment and the value of human life. | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| KNOWLEDGE | Religion & Life (origins & value of human life) Abortion, euthanasia, life after death Islam: Practices The five Pillars: declaration of faith, prayer, fasting | Christianity Beliefs: Jesus incarnate, the crucifixion, ascension, atonement, the great commission. | Crime & Punishment Religious attitudes to crime, aims of punishment, corporal punishment, capital punishment, prison and prison reform, attitudes to hate crime and murder, treatments of minors. | Crime & Punishment Religious attitudes to crime, aims of punishment, corporal punishment, capital punishment, prison and prison reform, attitudes to hate crime and murder, treatments of minors. | Islam: Practices The Five Pillars: declaration of faith, prayer, fasting; charity; pilgrimage Festivals: Eids & Ashura. Sunni and Shia differences | Christianity: Practices Eucharist, Pilgrimage, Easter, Christmas, Christian charity. |
| SKILLS | Identifying, Describing, Explaining, Comparing and Contrasting Analysing, Sustaining a critical line of argument, Evaluating and reaching a Justified Conclusion | | | | | |
| ASSESSMENTS | Answering an extended writing question (Plan, monitor and evaluate) | Progress Test on content from all of Year 9 and 10 | Answering extended writing questions | Progress Test on all topics studied to date. | Answering a GCSE past paper question on Islam: Practices | Progress Test on all topics studied to date. |