



## 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 11

<b>SUBJECT</b>	<b>EPR - Ethics , Philosophy and Religion</b>
<b>INTENT</b>	<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.

<b>Year Group</b>	<b>11</b>					
<b>Rationale/ Narrative</b>	Students will utilize the skills they have gained throughout the course to revisit old content and analyse topics with poise and sophistication. Students will be able to call a huge body of subject knowledge to memory, make clear links between units and transfer what they know to new material. Students will be equipped with the appropriate procedural and conditional knowledge they require to be successful in their GCSE examination early in the Summer Term.					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>KNOWLEDGE</b>	Christianity Beliefs: (ensure following completed after lockdown) Jesus incarnate, the crucifixion, ascension, atonement, the great commission  Christianity: Practices  Eucharist, Pilgrimage, Easter, Christmas, Christian charity.	Christianity: Practices  Eucharist, Pilgrimage, Easter, Christmas, Christian charity.	War and Peace  Types and examples of war, Sanctity of Life, Just War Theory, UN peacekeepers, Religious roles in warfare, Terrorism, Modern Warfare, Dictatorship, Diverse religious attitudes to war, Conflict because of religion.	Final Revision  revision on all previous topics.  Relationships and Families Islamic beliefs Religion and Life Islamic Practices Christian beliefs War and Pace Crime and Punishment	Final Revision	x
<b>SKILLS</b>	Identifying, Describing, Explaining, Analysing, sustaining a critical line of argument, Evaluating and reaching a Justified Conclusion					
<b>ASSESSMENTS</b>	Answering a GCSE past paper question on War.	Answering a GCSE past paper question on Crime, War and	Answering a GCSE question on Christian Practices	Final Exams	?	x



# CHORLTON HIGH SCHOOL: CURRICULUM

	Full mock on both Paper 1 and 2	Peace, Religion and Life Progress Test				
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