



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 7

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>



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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.



CHORLTON HIGH SCHOOL: CURRICULUM

Year Group	7					
Rationale/ Narrative	All pupils to be religiously literate. By the end of their Key Stage 3 study all students should be able to identify key features of the 6 main world religions and explain their significance, to explore beliefs and recognize similarities and difference within and between different faiths; and to be able to see the world from a variety of different perspectives; and enter into meaningful discussions about religion with accuracy and tolerance and diplomacy. Year 7 sees a focus on the Dharmic Religions in chronological order. To complement the religious study an ethics unit explores human right to develop a greater understanding of global issues and a personal development unit focuses on the individual and their own social and emotional health.					
	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
KNOWLEDGE	<u>What is religion?</u> Overview and introduction to the 6 main world religions. What is religion? Places of Worship Symbols Holy Books Religious Clothing Important Figures Religious Community Does God exist? Religious Artefacts Prayer and Pilgrimage Life After Death Religious Buildings Religious Festivals	<u>Hinduism</u> Analysis on Hindu sources of belief and practices. Brahman and Trimurti, Reincarnation, Caste System, Hindu Creation	<u>Buddhism</u> Exploration of the Buddhist way of life. The 4 sights, 4 noble truths, The Middle Way, 5 Precepts, Meditation, Karma, Tibetan Flags, Viraha and is Buddhism a religion?	<u>Sikhism</u> Introduction to Sikhism. The Gurus, Guru Granth Sahib, Khalsa and the 5'ks, Gudwara, Discrimination of Sikhs	<u>Ethics</u> Religion, Human Rights and Social Justice Universal declaration of Human Rights, Racism, Discrimination Civil Rights and Wealth and poverty. Rights of the Global Child	<u>PSHE – Health and Wellbeing</u> Puberty Mental Well Being and Self Esteem Healthy Relationships/Long Term relationships Digital Safety Healthy Lifestyles



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SKILLS	Identification, description explanation	Explaining the influence and significance, Compare and contrasting, giving reasoned opinions	Explaining the influence and significance, Compare and contrasting, giving reasoned opinions	Explaining the influence and significance, Compare and contrasting, giving reasoned opinions	Listening, discussion and debate. Formulating opinions with justification	Listening, discussion and debate. Formulating opinions with justification.
Assessments	<p>SPM1.Evaluative question- Why study EPR?</p> <p>SPM2. Evaluative Question- Does God exist?</p>	SPM3. Progress Test on content from Autumn 1 and 2	<p>SPM1.Evaluative Question - is Buddhism a true religion?</p> <p>SPM2. Knowledge Re-Call of Hinduism, Buddhism and Key religious vocab.</p>	SPM3.Progress Test on content from across Autumn and Spring Terms	<p>SPM1. – Evaluative question - The World has made great steps towards social justice and human rights.</p> <p>SMP2 – Knowledge Re-call of Hinduism, Buddhism, Sikhism and key vocab.</p>	SPM3. Progress Test on content from across the whole year.