

	<b>Topic</b>	<b>Key concepts</b>	<b>What knowledge will they acquire?</b>
<p><u>Understanding</u> = Understanding humanity (including subject content, subject specific skills, cultural capital)  <u>Practising</u> = Practising humanity (including personal skills, British Values, mental health, moral education, spiritual education)  <u>Contributing</u> = Contributing to humanity (including forming views on current issues, transferable skills, aspiration, careers and employability, social education)</p>			
<b>Half term 1</b>	<b>Theme E – Religion, crime and punishment</b>	<p><u>Understanding</u> = contrasting Christian and non-religious ideas about how criminals should be treated by society  <u>Practising</u> = ideas about if, when and how we should forgive people and how we should treat those who have wronged us  <u>Contributing</u> = exploring how society can be improved through the just treatment of criminals</p>	<p><u>Understanding</u> = Christian ideas about the origin of evil; causes of crime; why laws are important; different types of crime; the aims of punishment and how these relate to ideas about justice; views on prison, community service, corporal punishment and the death penalty (advantages, disadvantages, Christian views); Christian and non-religious ideas about forgiveness of criminals and others; how victims of crime can be supported  <u>Practising</u> = reasons to and not to forgive others; the relationship between justice and forgiveness; the rule of law and its role in our lives; how to treat others  <u>Contributing</u> = how forgiving and punishing people contributes to order in society</p>
<b>Half term 2</b>			
<b>Assessment 1</b>			
<b>Half term 3</b>	<b>Key elements of Christianity</b>	<p><u>Understanding</u> = how and why Jesus, the Church and the Bible help Christians make moral decisions in the modern world  <u>Practising</u> = how to make moral decisions in their own lives  <u>Contributing</u> = acting in a way that improves and enhances the lives of others; decision making</p>	<p><u>Understanding</u> = how the conscience is used by Christians and others to make moral decisions; the theory of situation ethics; the life and example of Jesus as a role model; the teachings of Jesus about how to live a good life; the origins of the church; the purpose of the church; the life and importance of St Paul; similarities and differences between Christian denominations  <u>Practising</u> = using the conscience as a guide to making decisions; real life situations that require a moral response  <u>Contributing</u> = how to make moral decisions; applying ethical theories and principles to social settings</p>

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<b>Half term 4</b>			
	<b>Assessment 2</b>		
<b>Half term 5</b>	<b>Theme A – Relationships and families</b>	<p><u>Understanding</u> = contrasting Christian and non-religious attitudes towards sex, relationships, family and gender roles  <u>Practising</u> = appropriate and inappropriate relationships and treatment of others  <u>Contributing</u> = debating different points of view and promoting social harmony</p>	<p><u>Understanding</u> = how attitudes, expectations and the law have changed in the UK on the topics on sex, relationships, family and gender; Christian and non-religious views about pre-marital sex and cohabitation; Christian attitudes towards the purpose of sex and family; the importance and role of marriage for Christians; contrasting Christian views on divorce, remarriage, contraception and homosexual relationships; Christian and non-religious views on gender roles and gender equality  <u>Practising</u> = the nature and purpose of sexual relationships and families; treating people with respect and equality  <u>Contributing</u> = debating different ideas about relationships and families; the role of compromise and collaboration in society</p>
<b>Half term 6</b>			
<b>Assessment 3</b>			