Philosophy, Ethics and Religion Intent

It is our intent for Philosophy Ethics and Religion to engage, inspire and challenge. Through the study of key religions and ethical and philosophical issues, we hope that our students will develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. Greater awareness about the faith of others is crucial as we enter the 21st century in the UK because ignorance is a major contributor to prejudice and even to conflict. We hope that students will understand how these beliefs influence people in their behaviour and practices. Throughout all key stages we explore challenging issues surrounding a diverse community including, Islamophobia, Homophobia, Racism, Xenophobia and Religious and Cultural Intolerance. By studying this we also aim to make students aware of the various challenges facing minority groups. Our intention is to equip students with the skills to engage with an increasingly diverse world, with the aim of fostering mutual respect and harmony by celebrating diversity and fostering respect for different identities.

We promote critical thinking and create opportunities for students to develop their skills of empathy, dialogue, interpretation, and analysis that are invaluable in both personal and professional contexts. We ensure that we equip them with the knowledge and skills to consider and answer a variety of challenging questions. We aim to improve their religious literacy in the hope that they understand how belief systems differ and how those distinct from their own shape other people's attitudes, values, and experiences. We want them to consider and respond to a range of important questions related to their own spiritual development and fundamental questions concerning the meaning and purpose of life. For example, how did the universe begin, is there life after death and can war ever be justified? We want them to know how Philosophy, Ethics and Religion promotes discernment and enables them to combat prejudice by challenging negative perceptions of religion and key misconceptions. We encourage students to consider the provenance of the information they read and receive in order to make them more discerning about the weight it carries.

We are committed to providing a supportive and stimulating learning environment where every student can explore and grow.

PER Implementation Statement

Our curriculum is based on the new Essex Agreed Syllabus for Religious Education, "A Religious Education for the Future." It embodies an approach that values lived experiences and diversity within and between religious and belief traditions, encouraging children and young people to engage critically with the big questions in life. In this syllabus, PER is rooted in three key disciplines: theology, philosophy, and the human/social sciences.

- **Theology** can be explained by the phrase "thinking through believing." It involves asking questions that believers would ask, exploring questions and answers that arise from inside religions and worldviews.
- **Philosophy** can be summed up as "thinking through thinking." It requires pupils to think like philosophers, examining concepts through a philosophical lens. Pupils will explore questions and answers concerning the nature of knowledge, existence, and morality.
- **Human/Social Sciences** can be explained by "thinking through living." Pupils will explore questions and answers related to the impact of religions and worldviews on people and their lives.

All staff in the department recognize and understand that outstanding teaching and learning are at the heart of a successful curriculum. They are committed to collaborative planning and sharing resources, which leads to a continually updated and engaging curriculum.

The focus is on religious beliefs and the abstract features of religion (concepts, ideas, values, ethical stances, etc.). The syllabus promotes a multi-disciplinary study of religion and worldviews, developing students' knowledge, critical faculties, and curiosity about the world in which they live. It prepares them for life within the large and diverse County of Essex and the wider world, where they will encounter a vast range of ideas and beliefs.

In developing an understanding of and respect for people of different faiths, PER makes an important contribution to community cohesion. The programmes of study for KS3 cover content related to most of the major world faiths, though the department focuses on Christianity, Islam, and Sikhism as well the exploration of secular as well as religious worldviews.

Pupils' progress is assessed in relation to the purpose and aims of the subject. One of the aims is how well pupils can hold balanced and well-informed conversations about religion and worldviews, essentially measuring their religious literacy. Attainment and progress are therefore linked to the multi-disciplinary approach to PER advocated throughout this syllabus. We use assessment intelligently and purposefully to ensure it also fulfils the purpose of supporting teaching and learning and promoting progress for all children. Assessment processes and structures provide support and guidance, helping teachers make informed decisions about future teaching and addressing misconceptions and areas of weakness. End-of-unit assessments can be both formative and summative. Structures are in place to ensure that all students can access the curriculum offered. Meaningful feedback and feedforward tasks enable students to understand how to improve their answers and make further progress.

Learning is embedded through the development of knowledge and skills over time. The department has taken a conscious decision to teach a variety of revision skills and dedicate time to developing this important transferable skill. All lessons start with a recap task to either ensure continual recap of basic knowledge from previous work, or to reflect on some of the issues discussed in previous lessons.

Aspects of the GCSE topics are introduced during KS3 as introductory topics and then built upon in KS4. For example, Islam and Christianity in Year 7, aspects of the Relationships and Equality module in Year 9, and the skills developed throughout KS3. Written tasks and "thinking hard" questions are used to develop their understanding of command words and their ability to give developed and reasoned answers as well as answer exam-style questions. Aspects of A level topics such as life and death, origins of the universe, key ethical issues, and core Christian beliefs are covered in KS3 and KS4, serving as building blocks for the A level curriculum. The essay skills taught at GCSE, especially the skill of appraisal, are further developed at A Level in both AO1 and AO2 question styles.

Our PER and Religious Studies curriculum provides important perspectives on human culture, everyday life, and a range of national and global political and social issues. It also equips our students with valuable transferable employability skills, such as the ability to:

- Think clearly and logically.
- Interpret and synthesize information.
- Communicate and express ideas and information.
- Organize and work to deadlines.
- Empathize with and understand the views and practices of others.
- Engage with others.
- Work independently

In lessons, opportunities are provided to ensure that students can communicate articulately and confidently in various forms. Discussions, debates, and paired work are used to encourage active participation and deeper understanding. The focus is on developing students' abilities to think critically and make informed judgments. Furthermore, it ensures that students acquire the essential communication skill of listening. By incorporating films, documentaries, news articles, and relevant clips, we bring religious stories, practices, and ethical issues to life. Inviting guest speakers, organising workshops, and trips help enrich the experiences of students. By using a variety of effective questioning techniques, we aim to challenge and encourage students to a higher order of thinking.

Curriculum Unit Overview

[PER] - Year 7 – Christian Love				
What are we learning?	**Our intention – what knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
How Christian teachings impact on the life of a Christian.	**Knowledge**: Basic facts about Christianity, how love is taught in the Bible, the work of Christians who were inspired to carry out charitable acts, the Beatitudes, the work of Christian charities. **Understanding**: Students will understand how the Bible inspires people to carry out acts which helps other people. They will be able to understand why these inspirational Christians were willing to dedicate their lives to helping people. They will understand how Christian charities help those in need and why they help everyone **Skills**: Defining key Christian terms, describing and explaining key beliefs, forming logical chains of reasoning, debating and analysing, applying knowledge, making links to their own experiences, explaining similarities and differences in people's lives, empathy.	• Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Students will be able to use Christian terminology correctly and with confidence. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed into social/historical context, which can be used to evaluate the writing. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation.	**KS2 curriculum covers:** ➢ **The importance of Jesus** ➢ **Death & resurrection** ➢ **Teachings** ➢ **Parables** • In primary school, the teaching of religious facts, concepts and understanding is often taught by non-specialists, including learning mentors. Knowledge is often varied amongst students • Students will generally have some understanding of key people (Jesus, God, angels) and a basic understanding of how this links into behaviours (praying, charity)	BBC Bitesize Poor kids – media server Growing up poor – media server. My life my religion – media server

		• Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further.		

[PER] - Year 7 – Islam				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
The key beliefs and practises of Islam	**Knowledge**: The life of Muhammad, the Five Pillars, Allah, Mosque, Qur'an, Jihad **Understanding**: Students will understand how the life and experiences of Muhammad links to the creation of Islam. They will be able to understand how each of the Five Pillars is independently important in the life of a Muslim, including how it affects the daily / yearly / life of a Muslim. They will be able to describe the nature of Allah through different characteristics. They will understand why a Mosque has been designed with key structures in place. They will understand how the Qur'an is treated by believers and the importance of respect. They will understand how the media has changed attitudes to the word 'Jihad', the history behind this change and the Islamic definitions in terms of Greater and Lesser Jihad.	• Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Students will be able to use Islamic terminology correctly and with confidence. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed into social/historical context, which can be used to evaluate the writing. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation. • Significant contributions to discussions are made, which highlight intelligent and thoughtful	**KS2 curriculum covers:** ➢ **The life of Muhammad** ➢ **The revelation and beliefs about the Qur'an** ➢ **The Five Pillars** ➢ **Features of and what happens inside a mosque** • In primary school, the teaching of religious facts, concepts and understanding is often taught by non-specialists, including learning mentors. Knowledge is often varied amongst students • Students will generally have some understanding of key people (Muhammad, Allah) and a basic	BBC Bitesize www.islamreligion.com Year 7 Islam Textbook www.islamreligion.com A very British Ramadan – media server. My life my religion – media server Make me a Muslim – media server

	Skills: Defining key Islamic terms, describing and explaining key beliefs, forming logical chains of reasoning, debating and analysing, applying knowledge, making links to their own experiences, explaining similarities and differences in people's lives, empathy.	listening and show evidence of response to higher order questions, and challenge others to extend the discussion further.	understanding of how this links into behaviours (praying, charity, fasting)	

[PER] - Year 7 – Pay it Forward				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
How and why people should complete acts of kindness and the impact these have.	**Knowledge**: Religious and secular teachings on how to treat people. What the concept of pay it forward is and the benefits of it. Examples of inspirational people who have applied this concept. To know what a role model is. **Understanding**: Students will understand how religious teachings and humanist beliefs can have a positive impact on society. They will understand the difference between a hero and a role model. They will understand through reflection how this concept could have an impact on their lives and the lives of those around them. **Skills**: Defining key Christian and Islamic terms, describing and explaining key beliefs, forming logical chains of reasoning, debating and analysing, applying knowledge, justifying points of view,	• Students will be able to use religious and secular terminology correctly and with confidence. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. • There will be a logical chain of reasoning in their presentation. • Arguments will have supporting evidence. • Comparisons and judgements may be made. • Students will create a PowerPoint that is concise and articulated clearly.	• Often in primary school students are taught key moral values. • Students will draw on the knowledge from the Christian and Islam modules studied earlier in the year – For example in Christianity students learn about key teachings such as "love thy neighbour" and in Islam they learn about the key act of giving "Zakat".	Film pay it forward – media server.

	making links to their own experiences, explaining similarities and differences in people's lives, empathy, presentation skills.	• Students will with confidence and articulate clearly.		

[PER] - Year 8 – Impact of Religion				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
How religion has both a positive and negative impact on the world	**Knowledge**: The background information on modern day terrorist attacks, the history of the KKK as well as the modern-day KKK, modern day warfare including the rules behind a just war and a holy war, why some people choose to forgive, how the Golden Rule is used by different religions **Understanding**: Students will understand how religion can be seen to have both a positive and negative impact on the world. They will understand that often 'religious impacts' have other factors behind them	• Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Students will be able to describe and explain historical events attributed to religious beliefs. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed into social/historical context, which can be used to evaluate the writing.	**KS2 curriculum covers:** ➢ **Humanism – life without religion** ➢ **Golden Rule** • In Year 7 Term 1, students looked at Christian beliefs on love and charity, which helps explain forgiveness and attitudes to war • In Year 7 Term 2, students looked at	

	such as political factors – as seen in terrorism, KKK and modern-day warfare. They will understand the religious rules behind a just war and holy war and how this applies to real life conflict (ie Syria). They will understand that religion has a positive impact on the word in terms of people forgiving the 'unforgiveable' and through use of the Golden Rule **Skills**: Describing and explaining key historical events, describing and explaining key beliefs, forming logical chains of reasoning, debating and analysing, applying knowledge, making links to their own experiences, explaining similarities and differences in people's lives, empathy	• There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation. • Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further.	Islam, which helps explain holy war through recapping Jihad • The Golden Rule shows students the overlap between different religions, as studied in primary school and Year 7	

[PER] - Year 8 – Sikhism				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
The key beliefs and practises of Sikhism	**Knowledge**: Basic facts about Sikhism, how it was formed, the important leaders, the formation of the Khalsa, the 5Ks, the holy book, the Gurdwara, the purpose and importance of selfless service **Understanding**: Students will understand how the life and experiences of Guru Nanak links to the creation of Sikhism. They will understand how each of the ten human gurus added to the religion and why the final guru was a book. They will	• Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Students will be able to use Sikh terminology correctly and with confidence. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed	**KS2 curriculum covers:** ➢ **The first and final Gurus** ➢ **The formation of the Khalsa** ➢ **The 5Ks** ➢ **The Mool Mantra** ➢ **The importance of equality** ➢ **The Guru Granth Sahib**	BBC Bitesize Y8 Sikhism Textbook BBC Bitesize Y8 Sikhism Textbook My life my religion – media server

	understand the purpose and importance of the Khalsa and how this links to modern day practises. They will understand the purpose and importance of the 5Ks and how this impacts on Sikhs today. They will understand the importance of equality and respect as a key teaching in Sikhism, being able to understand how this links through the Gurdwara and the selfless service (Seva) **Skills**: Defining key Sikh terms, describing and explaining key beliefs, forming logical chains of reasoning, debating and analysing, applying knowledge, making links to their own experiences, explaining similarities and differences in people's lives, empathy	into social/historical context, which can be used to evaluate the writing. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation. • Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further.	➢ **Inside the Gurdwara** • The idea of equality and respect links to the topic in Year 7 Term 3, where the concept of Pay It Forward is discussed	Bend it like Beckham The History of the turban – SharePoint The selfless Sikh – media server

[PER] - Year 8 – Buddhism				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
The key beliefs and practises of Buddhism	**Knowledge**: Basic facts about Buddhism, how it was formed, the key beliefs, the impact of Karma, the purpose and benefits of mediations, how Buddhists worship **Understanding**: Students will understand how the life and experiences of Siddhartha Gautama links to the creation of Buddhism. They will understand how the four noble truths cause conflict and why following the Eightfold Path is the	• Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Students will be able to use Buddhist terminology correctly and with confidence. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed	**KS2 curriculum covers:** ➢ **The story of the Buddha** ➢ **The Eightfold Path / Middle Way** ➢ **Enlightenment & Nirvana** ➢ **Mediation** ➢ **Shrines**	BBC Bitesize My life my religion

	Buddhist way of living the best life. They will understand the nature of Karma and how they can apply this concept to their own lives. They will understand how and why Buddhists worship and how they can use meditation techniques to benefit their own lives. **Skills**: Defining key Buddhist terms, describing and explaining key beliefs, forming logical chains of reasoning, debating and analysing, applying knowledge, making links to their own experiences, explaining similarities and differences in people's lives, empathy	into social/historical context, which can be used to evaluate the writing. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation. • Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further.	➢ **Image of the Buddha** • In primary school, the teaching of religious facts, concepts and understanding is often taught by non-specialists, including learning mentors. Knowledge is often varied amongst students • Students will generally have some understanding of key people (Buddha) and a basic understanding of how this links into behaviours (meditation)	

[PER] - Year 8 – Reality				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
To reflect on what we consider our reality to be. Whether we are completely free to make decisions or	**Knowledge**: The Truman show, Plato's cave allegory, free will, determinism, compatibilism, the blind men and the elephant, what an optical illusion is. **Understanding**: Students will need to understand the meaning of Plato's cave and the impact of how we view and	• Students will be able to use Philosophical terminology correctly and with confidence. • Descriptions of key ideas will be correct with appropriate detail, backed up with evidence.	This is an introduction to Philosophy.	The Truman Show

whether we are determined in our actions. What may determine us and whether it is better to be happy but ignorant or feel sadness but have knowledge.	approach the world. To understand the difference between the three key words and the implications of these. Students need to understand that people see the world in different ways and that things are not always as they first appear. To understand the message behind and the similarities between The Truman Show, the story of the blind men and the elephant and Plato's cave. **Skills**: Defining key philosophical terms, describing and explaining key ideas of reality, forming logical chains of reasoning, debating and analysing, applying knowledge, making links to their own experiences, explaining similarities and differences in people's lives, empathy	• There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating a good understanding of philosophical arguments. • Comparisons and judgements will be made between key philosophical examples to support with evaluation.		

[PER] - Year 9 – Relationships

What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
The different approaches to dealing with key relationship and life issues	**Knowledge**: The importance of friendship, the different types of love, the importance of commitment, choices behind marriage, attitudes to sexual relationships, attitudes to divorce, religious and non-religious beliefs about the afterlife **Understanding**: Students will understand importance characteristics of a good friend. They will understand the four types of love and how this links to their own lives. They will understand why commitment is so important in different types of relationship. They will understand why some people choose to get married and others do not. They will understand the reasons behind different attitudes to sexual behaviour. They will understand why some people do not believe in divorce while others accept it. They will understand the different religious and non-religious viewpoints on what happens to us after we die. **Skills**: Verbal and listening skills Empathy Justifying points of view. Written skills (point, develop and justification) Using correct vocabulary. Explaining similarities and differences in people's lives. Making links to their own experiences. Expressing their own insight to religious and moral questions. Showing coherent	• Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed into social/historical context, which can be used to evaluate the writing. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation. • Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further.	• The concept of love is covered when studying Christian teachings in Year 7.	Pursuit of Happiness – media server A very British wedding – media server Sharing mum and dad – media server The boy who lived before – SharePoint

	understanding of issues. Justifying their points of view with comprehensive and balanced conclusions.			

[PER] - Year 9 – Equality

What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
The problems faced by minority groups in society and how these can be overcome	**Knowledge**: Definitions and examples of prejudice, discrimination and stereotyping, ageism, racism, sexism, Islamophobia, homophobia. **Understanding**: Students will understand how and why prejudice, discrimination and stereotyping takes place. They will understand how and why ageism takes place. They will understand how and why racism takes place. They will understand how and why sexism takes place to both older and younger people. They will understand how and why Islamophobia takes place. They will understand how and why homophobia takes place including religious attitudes. **Skills**: Verbal and listening skills. Empathy. Justifying points of view. Written skills (point, develop and justification) Using correct vocabulary. Explaining similarities and differences in people's lives. Making links to their own experiences. Expressing their own insight to religious and moral questions. Showing coherent understanding of issues. Justifying their points of view with comprehensive and balanced conclusions.	• Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Students will be able to use discriminatory terminology correctly and with confidence. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed into social/historical context, which can be used to evaluate the writing. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation. • Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further.	• In Year 7 Term 2 and Year 8 Term 1, students studied Islam and how key parts of the religion can be misunderstood and misreported by the media (ie Jihad), linking to Islamophobia • In Year 7 Term 1 and Year 9 Term 1, students studied Christianity, linking to why some Christians have strong viewpoints in relation to sexuality	Hate on the doorstep – media server. Too many immigrants – media server Is Britain Racist? – media server Most hated family – Netflix Louis meets the Nazis – Netflix Simpsons – Mypods and Broomsticks – SharePoint

[PER] - Year 9 – Who is to blame for the Holocaust?

What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
How do people respond to the problem of the Holocaust and what lessons can we learn from it?	**Knowledge**: Where people faced dilemmas during the Holocaust, the names and actions of rescuers, how the Milgram experiment links to the actions of the Nazis, how propaganda changed attitudes of citizens, how the Holocaust changed religious beliefs, the survivors attitude to forgiveness, modern day genocide **Understanding**: Students will understand how people faced genuine dilemmas during the Holocaust. They will understand the actions of Holocaust rescuers and their reasons for this. They will understand how Psychology offers an explanation for the actions of the camp guards. They will understand how propaganda changed the attitudes of normal citizens. They will understand that the Holocaust caused different groups of people to question their religious beliefs. They will understand why some survivors chose to forgive and others did not. They will understand that the Holocaust was not the last mass genocide. **Skills**: Verbal and listening skills. Empathy. Justifying points of view. Written skills (point, develop, justification and appraisal) Using correct vocabulary. Explaining similarities and differences in people's lives. Making links to their own experiences. Expressing their own insight to religious and moral questions. Showing coherent understanding of issues. Justifying their	• Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Descriptions of attitudes will be correct with appropriate detail, backed up with historical evidence. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed into social/historical context, which can be used to evaluate the writing. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation. • Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further.	• In primary school, the teaching of the second world war and Holocaust is sporadic, some students know more than others. • In Year 8 Term 2, students discuss forgiveness	Irena Sendler – media server Milgram experiment – SharePoint Pianist – media server The seven dwarfs of Auschwitz – media server

	points of view with comprehensive and balanced conclusions.			