

Department/ Subject: PB

Key Stage: 3/4

Staff: PJ/CK

<p>Intent Curriculum design, coverage and appropriateness</p>	<p>Implementation</p> <ul style="list-style-type: none">● Curriculum delivery● Teaching● Assessment (formative and Summative)
<p>Aim/Rationale</p> <p>To make a distinctive contribution to the curriculum by developing pupils' knowledge and understanding of philosophy, religion, religious beliefs, practices, and traditions and their influence on individuals, communities, societies and cultures.</p> <p>To encourage consideration of important questions related to pupils own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.</p> <p>To enhance the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. Provide opportunities to explore, and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences.</p> <p>To provide opportunities for all pupils to learn and to achieve.</p> <p>To promote pupils' spiritual, moral, social</p>	<p>Delivery</p> <p>Full range of resources and technology utilised. ICT facilities to encourage deeper investigation, research approaches and presentation.</p> <p>External speakers and organisations to enhance student learning and experience along with appropriate off site visits including Bristol Places of Worship for Y7/8 as appropriate</p> <p>Scope for more extra curricular trips?</p> <p>Teaching</p> <p>Range of T and L approaches including Whole class and group/paired working. P4C techniques and discussion of BIG PB questions. Whole class discussions directed through effective questioning.</p> <p>Differentiation and support by task and outcome and detailed understanding of individual need. Including PP students and SEND supported with effective AFL and feedback/ DIRT time/ green pen reflection.</p> <p>Independent learning is encouraged in class and outside of the classroom.</p>

and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future.

To establish an entitlement through SACRE statutory programmes for pupils to contribute to their developing knowledge, understanding, skills and attitudes, which are necessary for their personal fulfillment and development as active and responsible citizens.

**Design
KS3**

Y7- What is Philosophy and Religion?
The origins of Religion- The 6 World Religions
Ultimate Questions
Who was Jesus?
Inspirational people
Introduction to Islam
Attitudes to the Environment - Islamic focus

Y8
Journey of life
Life After death
Sacred Places
How did christianity start?
Buddhism
Right and Wrong

Y9
Prejudice and Discrimination
Conflict and Forgiveness
Christian Beliefs

Big emphasis on Islam and Christianity across KS ????????????

Light on philosophy

KS4

Short course Edexcel.

Assessment

Summative assessment - routine marking and red pen feedback requiring student response. Periodic end of unit summative assessment and use of towers to report on individual progress.

This increases at KS4 as examined programme and increased frequency of lessons.

Have we got the balance and frequency of assessment right. Must be focussed, manageable and worthwhile AFL objectives, clear and understood by pupils to secure consistent progress for all.

Y10 Focus on Christianity - including,
christian Beliefs and Marriage and the family

Y11 focus on Islam including, Muslim beliefs
and crime and Punishment

Revision

**Again big focus on these two World
religions**

Is it appropriate for all to sit Short course

**Questions of motivation and comittment
to the subject**