



TOPIC	KEY LEARNING	ASSESSMENT
Half Term 1 – Judaism - Practices	<p>To understand the importance of the practices within the Jewish faith and their impact on individual faith and community.</p> <ul style="list-style-type: none"> ▪ To describe the features of Jewish festivals and evaluate their importance, including Rosh Hashanah, Yom Kippur, Pesach, Shavuot and Sukkot. ▪ To explore the nature, features, history and purpose of celebrating Shabbat at home and in the synagogue. ▪ To evaluate whether it is more important to keep the laws on Shabbat or worship God. ▪ To explore the nature, history and purpose of different synagogue features and designs, for Orthodox and Liberal Jews. ▪ To evaluate whether worship in the synagogue is the most effective way to deepen their relationship with God. 	<p>1. Pupils are set a selection of exam practice questions on topics they have covered across the GCSE course.</p> <p>2. Formal Assessment – Pupils are provided with the details of formal assessments two weeks in advance via Firefly.</p>
Half Term 2 – Philosophy and Ethics – Arguments for the Existence of God.	<p>To evaluate Biblical, philosophical and non-religious arguments for and against God’s existence.</p> <ul style="list-style-type: none"> ▪ To explore special revelation throughout the Bible and describe what it teaches Catholics about the nature of God, with reference to Jesus as the culmination of God’s revelation. ▪ To evaluate whether the Bible can be proof of God’s existence. ▪ To analyse Biblical and non-Biblical visions, including Abraham, the Transfiguration and Joan of Arc as proof of God’s existence and provide non-religious counter arguments. ▪ To analyse Biblical and non-Biblical miracles, including the healing miracles in Lourdes and the Tilma of Our Lady of Guadalupe as proof of God’s existence and provide non-religious counter arguments. ▪ To describe Catholic attitudes towards religious experiences such as conversions, numinous experiences and answered prayer. ▪ To evaluate philosophical arguments in response to religious experiences, including Richard Swinburne, David Hume and Sigmund Freud. 	<p>1. Pupils are set a selection of exam practice questions on topics they have covered across the GCSE course.</p> <p>2. Formal Assessment – Pupils are provided with the details of formal assessments two weeks in advance via Firefly.</p>
Half Term 3 – Philosophy and Ethics – Arguments for the Existence of God.	<p>To evaluate Biblical, philosophical and non-religious arguments for and against God’s existence.</p> <ul style="list-style-type: none"> ▪ To describe William Paley and Thomas Aquinas’ design arguments and what they teach Catholics about the nature of God. ▪ To evaluate the non-religious responses to the classical design argument and the Catholics response. ▪ To explore the Cosmological Argument and it’s use by Catholics as proof of God’s existence, including reference to Thomas Aquinas’ First Three Ways. ▪ To evaluate the non-religious responses to the Cosmological Argument and the Catholics response. ▪ To analyse the issues raised by the existence of evil and suffering on the Catholic understanding of God’s omnibenevolent and omnipotent nature. ▪ To evaluate Catholic solutions to the problem of suffering and evil, with reference to Biblical, theoretical and practical responses such as St. Irenaeus, charity and prayer. 	<p>1. Pupils are set a selection of exam practice questions on topics they have covered across the GCSE course.</p> <p>2. Formal Assessment – Pupils are provided with the details of formal assessments two weeks in advance via Firefly.</p>
Half Term 4 – Families and Relationships in the 21st Century.	<p>To describe and evaluate Christian and secular attitudes to relationships and families in the 21st century.</p> <ul style="list-style-type: none"> ▪ To analyse the importance and purpose of marriage for Catholics, divergent Christians and non-religious, including its lack of importance, cohabitation and the Catholic responses to these attitudes. ▪ To describe the Catholic teaching on the purpose of sexual relationships and homosexuality. To evaluate non-religious attitudes to sexual relationships. ▪ To explore the Catholic teaching on the purpose and importance of the family, including procreation, security and education for children and the Catholic responses to the different type of families within the 21st century. ▪ To analyse the Catholic teaching on artificial contraception and natural family planning. To evaluate Protestant and non-religious attitudes to artificial contraception and application of ethical theories, such as situation ethics. 	<p>1. Pupils are set a selection of exam practice questions on topics they have covered across the GCSE course.</p> <p>2. Formal Assessment – Pupils are provided with the details of formal assessments two weeks in advance via Firefly.</p>

<p>Half Term 5 –</p> <p>Families and Relationships in the 21st Century.</p>	<p>To describe and evaluate Christian and secular attitudes to relationships and families in the 21st century.</p> <ul style="list-style-type: none"> ▪ To discuss how a local Catholic parish supports families, including through family worship, the sacraments, classes for parents, groups for children and counselling. ▪ To describe the Catholic, divergent Christian and non-religious attitudes to divorce, annulment and remarriage, including the application of ethical theories such as situation ethics, and Catholic responses to them. ▪ To analyse the Catholic teachings on the equality of men and women in the family, including the dignity of work within the home. To analyse Fundamentalist Christian and Liberal Christian attitudes to gender equality and the Catholic response to them. ▪ To evaluate the Catholic teachings on gender prejudice and discrimination, including theology of the body, examples of Catholic opposition to gender prejudice and discrimination. To analyse Fundamentalist Christian and Liberal Christian attitudes to gender differences, including the role of women in the Church and the Catholic response to them. 	<p>1. Pupils are set a selection of exam practice questions on topics they have covered across the GCSE course.</p> <p>2. Formal Assessment – Pupils are provided with the details of formal assessments two weeks in advance via Firefly.</p>
<p>Half Term 6 –</p> <p>GCSE Examinations</p>		