RMPS Learner Journey

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| **N5/ Higher** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment**  |
| **Origins** | Provide relevant, accurate, up to date and detailed knowledge relating to the origins of the universe  | Provide relevant, accurate, up to date and detailed knowledge on:* Role of a Creator – Story of Genesis
* The Big Bang Theory
* The evidence of the BBT – Red Shift Factor, Singularity, CBR and Helium and Hydrogen
* Cosmological Argument
* Consistency/Contradiction within religious responses
* Consistency/Contradiction within non-religious responses
 | Regularly revise essay plans for regular timed 8/ 20 mark essay questions in class, prelim and exam. | Encourage pupils to be aware of creation stories both from a religious and a non-religious perspective.  Pupils are issued with an ‘Origins of Universe’ booklet where they have all the information to complete possible 8 and 20 mark essay questions from the course.  | Regular timed 8/ 20 mark essay questions in class. Knowledge will also be important in Higher assignment. |
| **Passport of Skills** |
| * Taking Responsibility
* Communicating
* Working with others
* Managing, Planning, Organising
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| **Origins** | Analyse and Evaluate a range of issues related to origins of the universe.  | * Use knowledge in all of the above areas to make analytical comments and evaluative judgements on each.
 | Regularly revise essay plans for regular 8/20 mark timed essay questions in class, prelim and exam. | Ask them to explain their opinions regularly on who they think created the earth and if there is a creator behind it. Pupils are issued with an ‘Origins of Universe’ booklet where they have all the information to create responses to 8 and 20 mark essay questions from the course. Use this booklet to add analytical and evaluative comments to the knowledge points. | Regular timed 8 and 20 mark essay questions in class.Skills of analysis and evaluation will also be important in Higher assignment. |
| **Passport of Skills** |
| * Taking Responsibility
* Communicating
* Working with others
* Managing, Planning, Organising
 |
| **N5/ Higher** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment**  |
| **Origins** | Provide relevant, accurate, up to date and detailed knowledge relating to the origins of life  | Provide relevant, accurate, up to date and detailed knowledge on:* Theory of Evolution
* Teleological Argument
* Consistency/Contradiction within religious responses
* Consistency/Contradiction within non-religious responses
 | Regularly revise essay plans for regular timed 8/ 20 mark essay questions in class, prelim and exam. | Encourage pupils to be aware of creation stories both from a religious and a non-religious perspective.  Pupils are issued with an ‘Origins of Life’ booklet where they have all the information to complete possible 8 and 20 mark essay questions from the course.  | Regular timed 8/ 20 mark essay questions in class. Knowledge will also be important in Higher assignment. |
| **Passport of Skills** |
| * Taking Responsibility
* Communicating
* Working with others
* Managing, Planning, Organising
 |
| **Origins** | Analyse and Evaluate a range of issues related to origins of life.  | * Use knowledge in all of the above areas to make analytical comments and evaluative judgements on each.
 | Regularly revise essay plans for regular 8/20 mark timed essay questions in class, prelim and exam. | Ask them to explain their opinions regularly on who they think created the earth and if there is a creator behind it. Pupils are issued with an ‘Origins of Life’ booklet where they have all the information to create responses to 8 and 20 mark essay questions from the course. Use this booklet to add analytical and evaluative comments to the knowledge points. | Regular timed 8 and 20 mark essay questions in class.Skills of analysis and evaluation will also be important in Higher assignment. |
| **N5/ Higher** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment**  |
| **Morality and Justice** | Analyse and Evaluate a range of issues related to morality and making moral decisions | * Explain Utilitarianism and their views on making moral decisions
* Explain Humanism and their views on making moral decisions
* Explain Christianity and their views on making moral decisions
* Explain Buddhism and their views on making moral decisions
 | Regularly revise essay plans for regular timed essay questions in class, prelim and exam. | Ask them to explain their opinions regularly on decision making as they arise. Pupils are issued with a ‘Morality and Justice’ booklet where they have planned responses to 8 and 10 mark essay questions from the course. Use this booklet to add analytical and evaluative comments to the knowledge points. | Regular timed 8 and 10 mark essay questions in class.Skills of analysis and evaluation will also be important in Higher assignment. |
| **Morality and Justice** | Analyse and Evaluate a range of issues related to purposes of punishment | Provide relevant, accurate, up to date and detailed knowledge on:* Retribution
* Deterrence
* Protection of society
* Reformation
* Proportionality
* Evaluate religious responses to purposes of punishment
* Evaluate non-religious responses to purposes of punishment
 | Regularly revise essay plans for regular timed essay questions in class, prelim and exam. | Pupils are issued with a ‘Morality and Justice’ booklet where they have planned responses to 8 and 10 mark essay questions from the course. Use this booklet to add analytical and evaluative comments to the knowledge points. | Regular timed 8 and 10 mark essay questions in class.Skills of analysis and evaluation will also be important in Higher assignment. |
| **Morality and Justice** | Analyse and Evaluate a range of issues related to causes of crime | * Explain some of the different causes of crime.
* Evaluate religious responses to the causes of crime
* Evaluate non-religious responses to the causes of crime
* Explain the UK responses to crime
* Evaluate religious responses to tackling crime
* Evaluate non-religious responses to tackling crime
* Evaluate the effectiveness of the tackling crime by analysing evidence to reach an informed, justified judgement.
* Explain the advantages and disadvantages of different punishments, giving specific examples
* Evaluate religious responses to the various punishments in the UK
* Evaluate non-religious responses to the various punishments in the UK
* Use knowledge in all of the above areas to make analytical comments and evaluative judgements on each.
 | Regularly revise essay plans for regular timed essay questions in class, prelim and exam. | Pupils are issued with a ‘Morality and Justice’ booklet where they have planned responses to 8 and 10 mark essay questions from the course. Use this booklet to add analytical and evaluative comments to the knowledge points. | Regular timed 8 and 10 mark essay questions in class.Skills of analysis and evaluation will also be important in Higher assignment. |
| **Morality and Justice** | Analyse and Evaluate a range of issues related to capital punishment | Provide relevant, accurate, up to date and detailed knowledge on:* The justifications of CP
* The humanness of CP
* Evaluate the sanctity of life in regard to CP
* Evaluate case studies regarding miscarriages of justice in reference to CP
* Evaluate religious responses to capital punishment
* Evaluate non-religious responses to capital punishments
* Use knowledge in all of the above areas to make analytical comments and evaluative judgements on each.
 | Regularly revise essay plans for regular timed essay questions in class, prelim and exam. | Pupils are issued with a ‘Morality and Justice’ booklet where they have planned responses to 8 and 10 mark essay questions from the course. Use this booklet to add analytical and evaluative comments to the knowledge points. | Regular timed 8 and 10 mark essay questions in class.Skills of analysis and evaluation will also be important in Higher assignment. |