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 |
| **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. |