

Topic Name	Term	Skills Developed	Link to NC Subject Content	Prior Learning	Next Link in curriculum
GP5 – Migration	rotation	<p>Empathy and respect for diversity Critical thinking and evaluation</p> <p>Knowledge and understanding of global issues</p> <p>Communication and debating skills</p> <p>Global awareness and citizenship understanding</p>	<p>Links have been made with DfE statutory guidance for RSE, PSHE and Citizenship</p> <ul style="list-style-type: none"> • Fostering empathy, respect for diversity, and awareness of cultural identity • What migration is and the different forms it takes • The difference between migrants, refugees and asylum seekers • Exploring the universal declaration of human rights • Why refugees would like to come to the UK • Debating immigration in the UK 	<p>Students have encountered ideas about migration, diversity and human rights through Geography, Citizenship, Religious Studies and History. They have explored causes of migration, global inequality, cultural identity and respect for difference, alongside developing skills in discussion, empathy and argumentation.</p>	<p>Students may build on this learning at KS4 and KS5 through deeper exploration of migration, human rights and global inequality. They will increasingly evaluate political, social and ethical perspectives on immigration, analyse policy and media representation, and engage critically with debates around identity, citizenship and global responsibility.</p>
RS3 – Crime	rotation	<p>Communication and discussion skills</p> <p>Critical thinking and decision-making</p> <p>Empathy and understanding of others' perspectives</p>	<ul style="list-style-type: none"> • Understanding justice systems, fairness, and the rule of law). • Identify and describe religious and humanist explanations for the causes of evil actions, including different beliefs about human behaviour and morality. • Explain religious teachings on the concept of “hate the sin, love the sinner,” showing understanding of how belief systems distinguish between actions and individuals. • Discuss and evaluate whether good and evil are relative terms, using religious, humanist and philosophical arguments to support viewpoints. 	<p>Students have encountered ideas about crime, justice and morality through Citizenship, Religious Studies, History and English. They have explored rules and laws, consequences of wrongdoing, historical and modern justice systems, and ethical ideas about right and</p>	<p>Students may build on this learning at KS4 and KS5 through deeper study of crime, law and justice systems. They will increasingly evaluate theories of punishment, analyse causes of crime, and explore how legal and ethical frameworks shape responses to</p>

		<p>Respect, tolerance, and cultural awareness</p> <p>Collaboration and teamwork</p>	<ul style="list-style-type: none"> • Look at different types of crime and murder case studies • Discuss Islam attitudes to the law • Explore the aims of punishment and if these are achieved through a cultural lens • Exploring corporal and capital punishment 	<p>wrong, alongside developing skills in discussion, debate and evaluation.</p>	<p>criminal behaviour in society.</p>
<p>RS4 – Festivals and Beyond the Big Six</p>	<p>rotation</p>	<p>Viewpoints and political positions - debating</p> <p>Decision making</p> <p>Personal reflections</p> <p>Empathy and respect</p> <p>Research and critical evaluation of sources and ideas</p>	<ul style="list-style-type: none"> • Comparing and contrasting religious festivals from around the globe to explore common threads and historical significance • Describe key aspects of other beliefs of cultural significance beyond the big six major religions e.g. humanism in relation to their worldview, the purported benefits and how they differ. • Explain in detail the purported benefits of these cultural and teachings and why more people are turning to these worldviews • 	<p>Students have encountered different world religions and worldviews through Religious Studies, alongside exploration of key festivals, beliefs and practices. They may have compared religious traditions, considered non-religious perspectives such as Humanism, and developed understanding of cultural diversity, respect and belonging within society.</p>	<p>Students may build on this learning at KS4 and KS5 through deeper exploration of world religions, non-religious worldviews and philosophical thought. They will increasingly analyse, compare and evaluate belief systems, consider their role in society, and engage with complex questions of truth, meaning and identity.</p>