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| S2 RMPS Curriculum | | | | | | |
|  | August - October | October - Christmas | | January - Easter | | Easter - Summer |
| S2 | Reminder of SIX Hats and Austins butterfly, Feedback and PEE. Looking at the use of animals for food. | Christianity.  Beliefs. Beliefs about Jesus | | Crime and Punishment (No Capital Punishment) Examination of Reform as a punishment. | | Existence of God.  Examination of the Teleological argument for the Existence of God. |
| Key Skills  Literacy and Numeracy | I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate. LIT 3-21a. I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate. LIT 4-21a. I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. LIT 3-24a. I can justify my choice and use of layout and presentation in terms of the intended impact on my reader. LIT 4-24a | | | | | |
| Skills for learning, work and life | Thinking skills, Literacy, Communication. | Thinking skills, Teamwork, Research, Planning, Organising, Working with others, Time Management, Creative, and Communication. | | Thinking skills, Literacy, Communication. | | Thinking skills, Literacy, Communication. |
| Assessment | Level 2 | | Level 3 | | Level 4 | |
| At least **one** source | | At least **two** sources | | At least **three** sources | |
| Give **two** relevant factual points. | | Give **three** relevant factual points. (This could be three relevant factual points OR one developed relevant factual point and one relevant factual point.) | | Give **three** opinions from the following. (**One** from a Christian person, Christianity or a Christian group. **One** from another world religion. **One** from a non-religious person or a non-religious group) | |
| Express your own opinion with **one** reason. | | Give **one** possible consequence or implication. | | Look at the reasons that people give and say if they are strong or weak. | |
| Show how a belief affects how someone behaves. | | Give your opinion with at least **two** reasons. | | Give **one** developed opinion with supporting reasons. (This could be **three** relevant points OR **one** developed point and one separate point.) | |
| Home Learning Tasks | Animals For Food Home learning sheets.  Revision for Assessment | Animals For Food Home learning sheets. | | Charity Home learning sheets. | | Investigation task. |