

Philosophy, Religion and Ethics Following the Bucks Agreed Syllabus -

<https://schoolsweb.buckscc.gov.uk/media/5418/agreed-syllabus-online-version-2016>

Aims/Intent

Philosophy, Religion and Ethics is designed to encourage a more profound insight into the world around us and the part that we play in ensuring sound community cohesion and thoughtful understanding and tolerance of others. This subject offers students a unique opportunity to learn about other religions and cultures in order to prepare themselves for the future. We encourage students to develop an inquisitive approach to understanding religious and non-religious beliefs and practices through a varied and inclusive curriculum.

The Four Aims in line with the Bucks Agreed Syllabus are:

- To understand the nature, role and significance of religion and belief in the world.
- To pursue a personal quest for meaning, purpose and value.
- To formulate reasoned opinion or argument and handle controversial issues and truth claims.
- To enter into meaningful dialogue with people of different beliefs and backgrounds, being able to appreciate and celebrate diversity, recognising what we hold in common and maintaining a respect for shared human values that can be experienced, expressed and responded to in diverse ways.

These aims drive us to ensure that all learners (including EAL, SEND and M.A.) will be enabled to make strong progress by learning how to:

1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth.
2. Recognise the diversity which exists within and between communities and individuals and the impact this can have on believers.
3. Nurture a healthy regard and respect for the many different religions and lifestyles.
4. Question whether we must be religious in order to make sound moral judgements and decisions.
5. Explore the impact our moral decisions have on others.
6. Enjoy asking 'big' philosophical questions such as questions surrounding the existence of God.
7. Recognise our crucial role in the global community and within our own community.
8. Read and develop specialist language and the ability to critique sources of wisdom.
9. Gain an understanding of atheism and humanism.
10. Understand secularism and its impact on modern society.

How cultural capital is enhanced through Philosophy, Religion and Ethics PRE:

Personal Development

The PRE department keeps students involved with national competitions and projects that encourage self-motivation and provide opportunities for creative expression. Students are exposed to careers that can include the skills learnt in PRE, such as critical thinking, collaborative thinking and teamwork. They gain confidence in their ability to formulate and voice their own opinion, free from judgement in a safe classroom environment. Students are taught the importance of self-respect and individual responsibility through expectations and routines within the classroom and role modelling of department staff.

Social Development

Students learn to respect other opinions and avoid ignorance through education on worldviews that they might not have come across before. This aims to cultivate members of society who build each other up through tolerance and understanding, rather than divide through difference. Students learn about their own place in society through exploring ideas such as identity, belonging and community.

Spiritual Development

Students are encouraged to explore and develop their own personal beliefs through learning about world views and belief systems through the entire PRE curriculum. Students are given the opportunity to look at physical artefacts and wonder at their purpose in public and private worship. Through trips we can begin to return to developing a sense of awe by exposing young people to historic places of worship (following COVID restrictions being lifted). From Year 7 through to the end of GCSE and A Level, students are exposed to a belief in a transcendent being which enables them to acknowledge feelings that there is more to life than here and now. This in turn develops an enquiring attitude into a search for meaning and a

purpose in life.

Cultural Development

International residential trips are in the future plans for the department but in the meantime we make use of all online resources available to encourage students to broaden their horizons and wonder at the marvel of the natural and cultural world around us. Throughout the year there are religious festivals which can be explored through the TFCHA programme and/or assemblies.

Moral Development

The department promotes an awareness of the value of feelings and emotions through asking students to engage in debate around relevant topics. Students are encouraged to share their viewpoint but also challenge each other respectfully as demonstrated in healthy debate in wider society. The GCSE specification calls for students to develop the skill of justified reasoning, so students from Year 7 onwards are aware of the criteria used as a basis for making judgements on moral issues to ensure that all students are secure in this by the time they leave school.

How students' vocabulary is developed through Philosophy, Religion and Ethics:

Students have the key words for each lesson on the Title Slide of every lesson and are encouraged to use this language through questioning, verbal and written responses in class work and homework. Spelling tests are set as homework to ensure that students are encouraged to learn new vocabulary.

At GCSE, students are given different resources as they progress through the course, starting with populated key terms sheets in Year 9, and then in Year 10 they must find the definitions to the key terms given, and in Year 11 too, they must find the key terms to the definitions given. Adding a layer of challenge to each academic year group.

Implementation

PRE Education offers a unique opportunity to think about life's most profound questions and to explore new ways of thinking. The very fundamentals of what it means to be human are explored and students are encouraged to express their points of view freely (and politely) and celebrate their differences. At GCSE, students focus on Christianity and Islam and are further explored through themes at KS3. There are three subject specialists teaching PRE across the school.

Key stage 3: Bucks Agreed Syllabus

Year 7 systematic learning covers:

- World Religions – we study the basics of all of the six major world religions. This study incorporates an exploration of teaching and practices which are later developed during the study of the GCSE, where we focus on Christianity and Islam.

Year 8 thematic learning covers:

- Rights of Passage – what do different faiths do to mark important times in life?
- Peace and Conflict – how can religions respond?
- Evil and Suffering – how can religions respond?
- The Lessons of Jesus – can these apply to non-Christians?

Key stage 3/KS4 GCSE: Eduqas Specification

Religious Education full course is compulsory for all students. Students will embark on an in- depth study of the beliefs and practices within both Christianity and Islam.

There are four ethical themes which are taught through the lens of Christianity and Islam:

- Theme 1: Issues of Relationships
- Theme 2: Issues of Life and Death
- Theme 3: Issues of Good and Evil
- Theme 4: Issues of Human Rights.

Through studying these themes, students will develop their higher order thinking skills and engage in the study of ethical dilemmas and big philosophical questions. Students will understand the impact of religious beliefs and teachings in the

global community and within their own immediate community. They will understand the nature and impact of non-religious beliefs and the importance of living in a multi-faith society and what it means to live in a society with secularist values.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge developing and hone their skills and understanding in a deep and rich way.

Key Stage 5: Eduqas Specification

This is a new A level as of 2020. Eduqas Religious Studies is a challenging and thought-provoking course that inspires an advanced level of critical and analytical engagement. It is divided into three components; Philosophy, Ethics and Christianity.

The course covers topics such as the traditional teachings of the Ancient Greek Philosophers on the Body and Soul, arguments for the existence of God and Religious Experience. The Ethics component explores topics including Ethical Thought, Utilitarianism and Meta Ethics. Christian Development covers topics such as Christianity and Feminism, and the Nature of God.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding, taking ownership of their work as it progresses in a deep and rich way.

Impact

Through the study of PRE our students will demonstrate that they have made good progress from their starting points and become well rounded individuals. Work in students' books show they understand the different religions and beliefs and consider ethical questions. Discussions with students illustrate that they can explain and explore their own personal beliefs and have empathy with others' beliefs.

The impact of PRE will be displayed in a healthy and inquisitive nature from our students. We will encourage wonder and a desire for knowledge that pupils can carry through life. We will develop our students' higher order thinking skills and promote an analytical and evaluative approach to problem solving.

Students will harbour respect for others and embrace the school values that extend beyond school life and equip them with the Christian values upheld in the school.

Students will take what they have learnt during school to religious spaces to inform them of their understanding of other religious rituals and beliefs. We have also taken part in:

- Dr Peter Vardy Candle Conferences on Philosophy and Ethics for A level
- University of Chester online seminars.

This table outlines the key topic areas covered in **Philosophy, Religion and Ethics** across KS3, KS4 and KS5. They are divided into the topics outlined below. Philosophy, Religion and Ethics is designed to encourage a more profound insight into the world around us and the part that we play in ensuring sound community cohesion and thoughtful understanding and tolerance of others. This subject offers students a unique opportunity to learn about other religions and cultures in order to prepare themselves for the future. We encourage students to develop an inquisitive approach to understanding religious and non-religious beliefs and practices through a varied and inclusive curriculum.

Curriculum map - subject: PRE

AGE-STAGE						
Year 7 Systematic	<i>The learning objective when studying World Religions in Year 7 is to know and understand the basics surrounding each global faith. They are planned and scheduled to coincide with relevant festivals and celebration.</i>					
	BUDDHISM	HINDUISM	CHRISTIANITY	JUDAISM	SIKHISM	ISLAM
Year 8 Thematic	RIGHTS OF PASSAGE <i>To know and understand the impact of rites of passage on the life of religious believers.</i>		PEACE AND CONFLICT <i>To know and understand how religion can impact on peace and conflict.</i>		RACISM <i>To explore the responsibilities we have to highlight and eliminate racism.</i>	SPIRITED ARTS COMPETITION <i>To explore the themes of the competition – 2021 was focussed on humanity and harmony.</i>
GCSE Y9 Core Subject	UNDERSTANDING GCSE <i>Opportunity to understand why this is a core GCSE and how it can benefit future pathways in society.</i>	STUDY OF CHRISTIANITY <i>To know and understand the beliefs and teachings of Christianity as a worldview. Students will be given the opportunity to learn about different denominations and viewpoints to be better equipped to live in a multicultural society.</i>			STUDY OF ISLAM <i>To know and understand the beliefs and teachings of Islam as a worldview. Students will be given the opportunity to learn about different groups and viewpoints to be better equipped to live in a multicultural society.</i>	
GCSE Y10 Core Subject	ISSUES OF HUMAN RIGHTS <i>To know and understand the issues facing Human Rights – from the origins of the UN Declaration of Human Rights, through to religious extremism and censorship.</i>		ISSUES OF GOOD AND EVIL <i>To know and understand the issues surrounding Good and Evil – from its origins to its consequences, justice and punishment.</i>		ISSUES OF LIFE AND DEATH <i>To know and understand the issues found in Life and Death – abortion, euthanasia, evolution and the afterlife.</i>	ISSUES OF RELATIONSHIPS <i>To know and understand the issues facing relationships – marriage, divorce and family life.</i>

GCSE Y11 Core Subject	<p style="text-align: center;">REVISION AND EXTERNAL EXAM PREPARATION</p> <p style="text-align: center;"><i>This time is used to recap the content learnt in Year 9 and 10, giving a clear focus to exam technique. There are opportunities to take part in external conferences that work on writing skill and mastery of exam question structures.</i></p>		
A-level Y12 Option Subject	STUDY OF CHRISTIANITY	STUDY OF PHILOSOPHY	STUDY OF ETHICS
A-level Y13 Option Subject	STUDY OF CHRISTIANITY	STUDY OF PHILOSOPHY	STUDY OF ETHICS
KS5 CORE RE Form Time and Complimentary Studies	INTRODUCTION TO PHILOSOPHY AND ETHICS <i>Students will be introduced to basic arguments in P.R.E, such as deductive and inductive arguments.</i>	THE EXISTENCE OF GOD <i>Students will look at two arguments surrounding whether or not God exists and also look at how Science and Religion can interact.</i>	MEDICAL ETHICS <i>Students will explore the ethics surrounding genetics, euthanasia and abortion.</i>

KS3 National Curriculum coverage – Colour code for ease

	CHRISTIANITY
	EXTERNAL EXAM REVISION
	COMPONENT 1 TOPICS
	ISLAM