

## PHILOSOPHY & RELIGION DEPARTMENT CURRICULUM STATEMENT – 2021-2022

### Intent

Our aim: Our Philosophy and Religion curriculum intends to train well-informed critical thinkers who understand how religious ideas have and do shape the world. Students will have knowledge and understanding of a range of religions and worldviews, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. Students will develop a wide range of subject specific language confidently and learning to use the concepts of religious study to describe the nature of religion. Students will understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. Moreover, students will be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

The Philosophy and Religion curriculum teaches our students to engage with the world they live in, to ask questions about human experiences and to begin forming their own views on important religious, ethical and moral issues. Our curriculum provides lessons rich in knowledge and we sequence these in the best order so that students can see how these important ideas link together.

The taught curriculum at GWA is allied to the Swindon Schools Agree Syllabus for Religious education 2016-2021 and follows ideas and guidance set out by this where appropriate. We aim to develop six key skills that will help students to be successful in their application of philosophy & religion – knowledge, understanding, explaining the influences beliefs have on practices, using appropriately any key sources of authority for religions, evaluating beliefs/practices and expressing their own opinions on the topics studied.

### **Year 7-9**

#### Year 7 students will focus on –

#### **1. How do concepts of God differ between religions?**

- 1a. Students **know** keywords such as theist, atheist, agnostic, monotheistic and polytheistic.
- 1b. Students also **know** key words for describing God such as omniscient, omnipotent, omnibenevolent, and omnipresent.
- 1c. Students **know** what Christians believe about God.
- 1d. Students **understand** what is meant by the Holy Trinity.
- 1e. Students **know** what Muslims believe about God.
- 1f. Students **understand** why Allah cannot be drawn, as well as how Muslims might choose to understand him.
- 1g. Students **know** what Hindus believe about God.
- 1h. Students **understand** what is meant by the Trimurti, and the Salt in the Glass analogy.
- 1i. Students will use this **knowledge** and **understanding** to be able to answer a 4-mark question focusing on their ability to **explain** two beliefs/practices.

#### **2. What does it mean to belong?**

- 2a. Students **know** what is meant by belonging and can give examples.
- 2b. Students **know** how Christians might show that they belong to their religion.
- 2c. Students **understand** how important the sacraments of Baptism and Holy Communion are to Christians.
- 2d. Students **know** how Muslims might show that they belong to their religion.

- 2e. Students **understand** the importance of the 5 Pillars of Islam and can give examples.
- 2f. Students **know** how Sikhs might show that they belong to their religion.
- 2g. Students **understand** the importance of the 5ks to Sikhs.
- 2h. Students **know** how Hindus might show that they belong to their religion.
- 2i. Students **understand** the importance of the naming ceremony.
- 2j. Students will use this **knowledge** and **understanding** to be able to answer a 4-mark question focusing on their ability to **explain** two beliefs/practices.

### 3. What does religion teach us about how we should treat the environment?

- 3a. Students **know** what Christians think about how we should treat the environment.
- 3b. Students **understand** the words 'stewardship' and 'dominion' and can use them appropriately in their written work.
- 3c. Students **know** what Hindus think about how we should treat the environment.
- 3d. Students **understand** how the concept of karma works and can use the story of Bhumi Devi to **explain** how we should treat the environment.
- 3e. Students will use this **knowledge** and **understanding** to be able to answer a 4-mark question focusing on their ability to **explain** two beliefs/practices.
- 3f. Students will develop the enterprise skill of '**presenting**' by creating a presentation on religion and the environment.

### 4. How do people express their spirituality?

- 4a. Students **know** what is meant by the spirit and spirituality and can give examples of how this may be expressed.
- 4b. Students **understand** why different people use different methods to express their spirituality.
- 4e. Students will use this **knowledge** and **understanding** to be able to answer a 4-mark question focusing on their ability to **explain** two beliefs/practices.
- 4f. Students will develop the enterprise skill of '**creativity**' by applying their learning and exploring their own spirituality by entering the Spirited Arts Competition (NATRE).

### Year 8 students will focus on –

#### 1. How do religions respond to the existence of evil and suffering?

- 1a. Students **know** the types of evil and suffering that exist (natural/moral, emotional/physical)
- 1b. Students **understand** that evil and suffering poses a potential problem for religious believers
- 1c. Students **know** how Christianity responds to the problem of evil and suffering
- 1d. Students can **explain** how the story of Job **influences** the behaviour of Christians when responding to the problem of evil and suffering
- 1e. Students can **use** the Bible as a **source of authority** to add support for Christian's response
- 1f. Students **know** what Buddhists believe about evil and suffering
- 1g. Students **understand** the 3 marks of existence, 4 noble truths and eightfold path

- 1h. Students can **explain** how the story of the life of the Buddha **influences** Buddhist responses to evil and suffering
- 1i. Students can **use key teachings** of the Buddha to add support to Buddhist response
- 1j. Students will use these skills to be able to answer a 5-mark question focusing on their ability to **explain** two beliefs/practices/influences, whilst using sources of authority to strengthen their responses.

## 2. Is there life after death?

- 2a. Students **know** reasons for and against believing in life after death
- 2b. Students **understand** that beliefs about life after death are influenced by a variety of factors
- 2c. Students **know** and **understand** Christian ideas of Heaven, Hell and Purgatory, Immortality of the Soul and Resurrection
- 2d. Students can **explain** how believing in life after death **influences** the behaviour of Christians
- 2e. Students can **use** the Bible as a **source of authority** to add support for Christian's response
- 2f. Students **know** and **understand** Hindu ideas of reincarnation, karma, atman, cycle of samsara and moksha
- 2g. Students can **explain** how believing in life after death **influences** the behaviour of Hindus
- 2h. Students can **use** the Bhagavad Gita as a **source of authority** to add support for Hindu's response
- 2i. Students will use these skills to be able to answer a 5-mark question focusing on their ability to **explain** two beliefs/practices/influences, whilst using sources of authority to strengthen their responses.
- 2j. Students will develop the enterprise skill of '**creativity**' by creating a board game to demonstrate their understanding of religion and life after death.

## 3. Why do believers go on pilgrimages?

- 3a. Students **know** reasons for going on a pilgrimage and the value it has for believers
- 3b. Students **know** and **understand** why Lourdes is important for Christians
- 3c. Students can **explain** how going to Lourdes might **influence** the life of Christians
- 3d. Students **know** and **understand** why the Hajj is important for Muslims
- 3e. Students can **explain** how going on the Hajj might **influence** the life of a Muslim
- 3f. Students can **use** Islamic **sources of authority** to explain the importance of the Hajj
- 3g. Students **know** and **understand** why the Western Wall is important for Jews
- 3h. Students can **explain** how going to the Western Wall might **influence** the life of a Jew
- 3i. Students **know** and **understand** why the Varanasi is important for Hindus
- 3j. Students can **explain** how going to Varanasi might **influence** the life of a Hindu
- 3k. Students **know** and **understand** why Iona is important for Christians
- 3l. Students can **explain** how going to Iona might influence the life of a Christian
- 3m. Students **know** and **understand** why Kumbh Mela is important for Hindus
- 3n. Students can **explain** how celebrating Kumbh Mela might **influence** the life of a Hindu
- 3o. Students **know** and understand why Amritsar is important for Sikhs
- 3p. Students can **explain** how going to Amritsar might influence the life of a Sikh
- 3q. Students will use these skills to be able to answer a 5-mark question focusing on their

ability to **explain** two beliefs/practices/influences, whilst using sources of authority to strengthen their responses.

#### 4. How do people express their spirituality?

4a. Students **know** what is meant by the spirit and spirituality and can give examples of how this may be expressed.

4b. Students **understand** why different people use different methods to express their spirituality.

4e. Students will use this **knowledge** and **understanding** to be able to answer a 5-mark question focusing on their ability to **explain** two beliefs/practices, whilst using sources of authority to strengthen their responses.

4f. Students will develop the enterprise skill of '**creativity**' by applying their learning and exploring their own spirituality by entering the Spirited Arts Competition (NATRE).

#### Year 9 students will focus on –

##### 1. How do believers respond to philosophical and ethical issues?

1a. Students **know** what is meant by a philosophical question

1b. Students **understand** the design argument and first cause argument

1c. Students can **explain** how belief in these might **influence** religious believers lives

1d. Students **know** what ethics is and can give examples of ethical issues

1e. Students **understand** the importance of discussing ethical issues and the impact it can have on society

1f. Students can **explain** how religious beliefs might **influence** people's ethical decisions

1g. Students can **use religious sources of authority** to back up religious points they make whilst discussing these ethical issues

1h. Students can **evaluate** the strengths and weaknesses of opinions and religious sources of authority

1i. Students can **express their own opinions** on the philosophical and ethical issues studied

1j. Students will use these skills to be able to answer a 12-mark question focusing on their ability to **evaluate** a statement by giving a balanced discussion and coming to a justified conclusion.

##### 2. What are the main beliefs and practices of Judaism?

2a. Students **know** the key beliefs of Judaism

2b. Students **understand** the covenants made between God and Abraham/Moses.

2c. Students can **explain** how belief in the covenants **influences** the lives of Jewish people

2d. Students **know** and can give examples of Jewish Laws (Mitzvot)

2e. Students **understand** the importance of the Synagogue

2f. Students can **explain** how the Exodus might **influence** the attitudes of Jewish people

2g. Students **know** what happens during Passover and **understand** the importance

2h. Students can **use religious sources of authority such as the Torah/Tenakh/Talmud** to explain why Jewish people hold these beliefs

2i. Students can **evaluate** the strengths and weaknesses of these religious sources of

authority and arguments provided

2j. Students can **express their own opinions** on what they have studied

2k. Students will use these skills to be able to answer a 12-mark question focusing on their ability to **evaluate** a statement by giving a balanced discussion and coming to a justified conclusion.

### 3. Multi-faith Britain – How can people with different beliefs coexist?

3a. Students **know** which religions and beliefs exist within the UK and how this compares globally

3b. Students **understand** what it means to live in a multi-faith society

3c. Students **know** and **understand** the benefits and challenges that may arise from living in a multi-faith society

3d. Students can **use key sources of authority** from religions to explain what religions think about accepting other's belief and coexisting peacefully

3e. Students can **explain** how these sources **influence** the behaviour of religious believers in the UK

3f. Students can **evaluate** the strengths and weaknesses of these religious sources of authority and arguments provided

3g. Students **know** and **understand** the implications of choosing not to accept that Britain is a multi-faith society

3h. Students can **express their own opinions** on how we can coexist and the importance of this

3i. Students **know, understand,** and can **explain** the key beliefs of a range of alternative religions (Mormonism, Amish, Jehovah's Witnesses, Paganism, Bahai and Taoism) that contribute to making Britain a Multi-faith society.

3j. Students will develop the enterprise skill of '**listening**' by listening to experiences of religious groups in the UK.

### 4. Philosophy – How can we think philosophically?

4b. Students **know** and **understand** how Plato thought we could know the truth.

4c. Students **know** and **understand** why Descartes doubted everything.

4d. Students can **explain** why Freud thought God was all in the mind and express their own opinions on this.

4e. Students can **explain** why Marx compared religion to a drug, and the influence this had on society.

4f. Students can **evaluate** whether the New Atheists are right about faith.

4g. Students can **use key sources of authority** to help **explain** Philosopher's ideas.

Year 10 and Year 11 will follow the AQA GCSE Religious Studies A specification, focusing on the following units:

### **Religion 1: Christianity**

- 1a. Students **know** key beliefs and practices in Christianity.
- 1b. Students **understand** the importance of these ideas in Christianity.
- 1c. Students can **explain the influences** of religious beliefs on the practices seen in Christianity.
- 1d. Students can **use quotes from key sources of authority**, such as the Bible, to add evidence to their points.
- 1e. Students can **evaluate** arguments, correctly identifying strengths and weaknesses.
- 1f. Students can **express their own opinions** and come to a justified conclusion based on evidence they have presented.

### **Religion 2: Islam**

- 2a. Students **know** key beliefs and practices in Islam.
- 2b. Students **understand** the importance of these ideas in Islam.
- 2c. Students can **explain the influences** of religious beliefs on the practices seen in Islam.
- 2d. Students can **use quotes from key sources of authority**, such as the Qur'an, Hadith and Sunnah, to add evidence to their points.
- 2e. Students can **evaluate** arguments, correctly identifying strengths and weaknesses.
- 2f. Students can **express their own opinions** and come to a justified conclusion based on evidence they have presented.

### **Theme A: Relationships & Families**

- 3a. Students **know** key religious beliefs relating to issues such as sexuality, sex before marriage, contraception, marriage, divorce and the nature and purpose of the family etc.
- 3b. Students **understand** why religions hold these beliefs about these issues.
- 3c. Students can **explain the influences** of religious beliefs on the actions of religious believers.
- 3d. Students can **use quotes from key sources of authority** to add evidence to their points.
- 3e. Students can **compare** these points to secular responses.
- 3f. Students can **evaluate** arguments, correctly identifying strengths and weaknesses.
- 3g. Students can **express their own opinions** and come to a justified conclusion based on evidence they have presented.

### **Theme B: Religion & Life**

- 4a. Students **know** key religious beliefs relating to issues such as creation, abortion, euthanasia, animal rights etc.
- 4b. Students **understand** why religions hold these beliefs about these issues.
- 4c. Students can **explain the influences** of religious beliefs on the actions of religious believers.
- 4d. Students can **use quotes from key sources of authority** to add evidence to their points.
- 4e. Students can **compare** these points to secular responses.
- 4f. Students can **evaluate** arguments, correctly identifying strengths and weaknesses.
- 4g. Students can **express their own opinions** and come to a justified conclusion based on evidence they have presented.

### **Theme D: Religion, Peace & Conflict**

- 5a. Students **know** key religious beliefs relating to issues such as protest, violence, pacifism, war, terrorism, forgiveness, and reconciliation.
- 5b. Students **understand** why religions hold these beliefs about these issues.
- 5c. Students can **explain the influences** of religious beliefs on the actions of religious believers.
- 5d. Students can **use quotes from key sources of authority** to add evidence to their points.
- 5e. Students can **compare** these points to secular responses.
- 5f. Students can **evaluate** arguments, correctly identifying strengths and weaknesses.
- 5g. Students can **express their own opinions** and come to a justified conclusion based on evidence they have presented.

### **Theme E: Religion, Crime & Punishment**

- 6a. Students **know** key religious beliefs relating to issues such treatment of criminals, capital punishment, corporal punishment etc.
- 6b. Students **understand** why religions hold these beliefs about these issues.
- 6c. Students can **explain the influences** of religious beliefs on the actions of religious believers.
- 6d. Students can **use quotes from key sources of authority** to add evidence to their points.
- 6e. Students can **compare** these points to secular responses.
- 6f. Students can **evaluate** arguments, correctly identifying strengths and weaknesses.
- 6g. Students can **express their own opinions** and come to a justified conclusion based on evidence they have presented.

Year 12 and Year 13 will follow the Eduqas A-level Religious Studies specification, focusing on the following units:

#### **Component 1: A Study of Religion (Option A – Christianity)**

There will be four themes within each option:

- 1a) Religious figures and sacred texts
  - Jesus' birth, resurrection, the Bible as a source of authority in daily life, the early church and two views of Jesus
- 1b) Religious concepts and religious life
  - Nature of God, the Trinity, the Atonement, faith and works, community of believers, key moral principles
- 1c) Significant social and historical developments in religious thoughts

- Attitudes towards wealth, migration and Christianity in the UK, equality and discrimination, challenges from secularisation, science and pluralism

#### 1d) Religious practices and religious identity.

- Religious identity through diversity through baptism, eucharist, festivals, unification, religious experience and responses to poverty and injustices

### **Component 2: Philosophy of Religion**

There will be four themes within this component:

#### 2a) Arguments for the existence of God

- Including cosmological, teleological and challenges to inductive arguments, origins and developments of the ontological argument and challenges to this

#### 2b) Challenges to religious belief

- The problem of evil and suffering, the Augustinian and Irenaean responses to this problem, Freud, Jung and atheism.

#### 2c) Religious experience

- The nature of religious experience, mystical experience and challenges to the objectivity of these experiences, influences of religious experience on practice and faith, miracles and the contrasting views of Hume and Swinburne.

#### 2d) Religious language

- Problems of religious language, religious language as cognitive but meaningless; non-cognitive and analogical; non-cognitive and symbolic: non-cognitive and mythical; as a language game.

### **Component 3: Religion & Ethics**

There will be four themes within this component:

#### 3a) Ethical thought

- Divine command theory, Virtue theory, Ethical egoism, Meta-ethics: Naturalism, Intuitionism and Emotivism

#### 3b) Deontological ethics

- Natural laws precepts, virtues and application to abortion and voluntary euthanasia, Finnis' development, Hoose's Proportionalism and application to immigration and capital punishment

#### 3c) Teleological ethics



- Situation ethics, agape, principles and application to homosexual and polyamorous relationships, Classical Utilitarianism, Mill's development, and application to animal experimentation for medical research and the use of nuclear weapons as a deterrent

3d) Determinism and free will

- Predestination (Augustine and Calvin), determinism and the implications of both, religious concepts of freewill (Pelagius and Arminius), libertarianism and the implication of both

**Enterprise Skills**

<b>Skill</b>	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>	<b>Y10</b>	<b>Y11</b>
<b>Teamwork</b>				<i>Term 1/2</i>	
<b>Leadership</b>					
<b>Creativity</b>		<i>Term 4</i>			
<b>Problem Solving</b>					<i>Term 2</i>
<b>Listening</b>			<i>Term 5/6</i>		
<b>Presenting</b>	<i>Term 5</i>				

## **Implementation**

Please see our long-term and medium-term schemes of learning. These schemes are designed to outline what we teach to ensure the intent of our curriculum is delivered across each year group.

Our schemes of learning include:

### **Long term overviews:**

- Clear links to prior learning (Y7 linked to KS2, Y7 to Y8 and so on)
- Topic outline summarising key content

### **Medium term plans:**

- Root enquiry and key enquiry questions
- Key Knowledge, Skills and Understanding (delivered through know, apply, extend learning objectives/outcomes)
- Duration
- Planned assessment of student progress and impact of taught curriculum
- Assessment and improvement opportunities (DIRT)
- SMSC
- Literacy and Numeracy
- Opportunities to extend learning
- Enterprise skills
- Appropriate challenge and differentiation opportunities

## Impact

### ONGOING TEACHER ASSESSMENT

Our schemes of learning focus on assessment and improvement opportunities and the RS Department is committed to providing regular and timely written and verbal feedback in line with the school's policy. This enables ongoing reflection on the impact of the curriculum on student progress

### INTERNAL EXAMINATION RESULTS

Students undertake three key assessments against GCSE success criteria in each year 7-9. At KS4 and 5, assessments are termly. On each occasion, teaching staff evaluate the impact of the curriculum by assessing student progress against stated learning objectives. Formal exams are conducted at the end of each year, offering a further opportunity to assess student progress and make judgements about the impact of the taught curriculum.

### EXTERNAL EXAMINATION RESULTS

At KS4 and 5, our results in national examinations will be a clear measure of the impact of the curriculum. These results will be the culmination of a data trail tracking from a student's first term at GWA as part of the school's annual data collection and reporting of progress cycle.

### ENTERPRISE SKILLS

In line with the whole school drive on Enterprise skills, the explicit teaching against 'Skillsbuilder' steps is measured through students evidencing progress within their tracking tool, with the department leading on chosen skills in each year.

## IMPACT

### WORK REVIEWS

We learn from the 3 annual school work reviews and conduct our own moderation of exercise books and assessments in a clear cycle of department meetings throughout the year.

### STUDENT SURVEYS

The RS department survey's students in all year groups annually, seeking student feedback on the effectiveness of the taught units from a learner point of view and harvesting student voice to ensure the curriculum is kept lively, engaging and relative.

### MODERATION

Annual moderation meetings take place within the department to provide quality assurance and better support department wide reflection on the impact of the curriculum.

Where possible (and appropriate) opportunities for external moderation with other high performing schools are sought.

### DESTINATIONS

The eventual destinations of students, and the extent to which they are able to lead happy, successful lives, will be the ultimate measure of curriculum impact.

Read the department annual Curriculum Impact Report for more information

