

INTENT:

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.

Key Stage 3

Year 7 Curriculum Content and Skills

- 1) To know key terms associate with Philosophy and Religion such as 'theist', 'atheist', 'agnostic', 'monotheistic', 'polytheistic' and those associate with God such as 'omnibenevolent', 'omniscient', 'omnipotent' and 'omnipresent'.
- 2) To identify how each religion's concept of God may differ.
- 3) To explain how different religions, express their idea of God differently.
- 4) To reflect upon the beliefs learnt about and consider their own views in relation to these ideas.
- 5) To consider what it means to 'belong' with reference to religions.
- 6) To compare this to what it means to belong for themselves.
- 7) To consider whether it is our responsibility to look after the environment.
- 8) To consider how art expresses spirituality.
- 9) To create our own spiritual art
- 10) To confidently **explain** religious ideas and how they influence people.
- 11) To begin to evaluate and compare their own ideas with those of different religious traditions.
- 12) To write in well-structured paragraphs.
- 13) To use religious teachings/scripture to explain the source of belief (applying **quotes**)
- 14) To being to critically evaluate statements.

The religions we focus on in Year 7 are Islam, Christianity, Sikhism and Hinduism.

Year 8 Curriculum Content and skills

1. To understand the types of evil and suffering in the world, and to be able to give examples.
2. To explore religious responses to evil and suffering.
3. To identify different religious beliefs about the afterlife.
4. To consider evidence for/against an after-life existing.
5. To consider how these ideas compare to your own ideas.
6. To investigate how these beliefs in an afterlife might influence the behaviour of individuals.
7. To explain why religious believers go on pilgrimages.
8. To compare pilgrimages to special journeys in our own lives.
9. To consider how art expressed spirituality
10. To create our own spiritual art
11. To evaluate and compare their own ideas with those of different religious traditions.

12. To show **reasoning** in their written answers.
13. To write in well-structured paragraphs.
14. To use religious teachings/scripture to explain the source of belief.
15. To critically **evaluate** statements.
16. To draw links with how religious ideas might influence their own beliefs.

The religions we focus on in Year 8 are Christianity, Hinduism and Buddhism. We also question non-religious perspectives such as humanism and scientific approaches and ideas.

Year 9 Curriculum Content and skills

1. To give examples of a range of controversial ethical issues e.g. should we use animals for food/research, are some people born evil, should capital punishment be legal, is abortion ever OK, is it ever right to go to war etc.
2. To apply key terms to some of these issues.
3. To explain the two alternate views to the issue.
4. To use **quotes** from scripture to challenge/support ideas.
5. To apply our own opinions to these issues in a confident written/verbal manner.
6. To explain how religious people would respond to these issues.
7. To consider what is good/challenging about being a British Muslim.
8. To consider religious arguments for and scientific arguments against the existence of God.
9. To explore whether these ideas can work together.
10. To investigate whether we need to prove God's existence at all.
11. To write in well-structured paragraphs.
12. To use religious teachings/scripture to explain the source of belief.
13. To critically **evaluate** statements.
14. To draw links with how religious ideas might influence their own beliefs.

The religions we focus on in Year 9 are Christianity, Islam, Sikhism and Buddhism. We also question non-religious perspectives such as humanism and scientific approaches and ideas.

Skill	Year 7	Year 8	Year 9	Year 10	Year 11
Teamwork					
Leadership					
Creativity			X – Term 4 (assessed)		
Problem Solving					X – Term 1 (assessed)
Listening		X – Term 5 (assessed)			
Presenting	X – Term 6 (assessed)			X – Term 5 (assessed)	

Key Stage 4

Key Stage 5

Philosophy and Ethics is delivered at KS5 and follows the Eduqas exam board specification

This 2-year course is broken down into 3 separate units – Religion (Christianity), Philosophy and Ethics. Each has its own exam at the end of the 2 years of study.

Christianity is a complex religion and we will ask questions about Jesus: his birth and the resurrection, whether we think God must be male, how the Bible can support Christian life as well as asking whether the UK really is a Christian nation and what the effects have been of secularisation.

In Philosophy, we study arguments for and against the existence of God. We look at the very nature of arguments themselves and students are able to assess how strong or weak these arguments really are. As well as this, we consider the challenges faced by religious believers today such as the problem of evil and suffering and question of whether religion is in fact a product of the mind.

In Ethics, we ask questions around how someone can be guided by their moral principles and the wider effect this may have. We look at various theories which may help someone to make a more decision for example Utilitarianism and Situation Ethics. Once we have an understanding of these theories, we apply them to real life situations such as euthanasia and abortion.

IMPLEMENTATION:

Please see links to the right to 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 key stage.

Our schemes of learning include:

Long term overviews:

- Clear links to prior learning (Y7 linked to KS2, Y7 to Y8 and so on)

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 form 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

