



Subject: RE, Philosophy and Ethics	Components			Composite	Mission statement
	What new knowledge do we introduce?			What do students <i>do</i> with this knowledge?	By the end of year 9 a Sybil Andrews English student will...
	Year 7	Year 8	Year 9		
Autumn	<p>Autumn Half Term 1: Does God exist?</p> <p>Students will be exploring different reasons for the existence of God, including scientific and religious perspectives, as well as arguments from logic. From this examination, students will evaluate whether there is enough evidence for God to exist.</p> <p>Autumn Half Term 2: P4C (Philosophy for Children)</p>	<p>Autumn Half Term 1: The Island: Discussing the sacred through a religion-neutral approach</p> <p>We are stranded on a desert island for a half term! During this time, students will look at ideas surrounding the sacred, ceremonies, symbols, rules and government from this religion-neutral approach.</p> <p>Autumn Half Term 2: Faith in action: Who's stood up for their religion?</p>	<p>Autumn Half Term: Christianity: Beliefs and teachings</p> <p>Students will know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, and students will know, understand and express common and divergent views and the basis for beliefs, teachings and practices within Christianity. References to relevant sources of wisdom and authority are included, such as those of scripture and/or sacred texts. Students will consider a</p>	<p>Students will engage with a range of religious, philosophical and ethical topics during Key Stage 3. Within this, students will be assessed using assessment criteria, which focusses on knowledge recall, evaluation, analysis and comparative judgement.</p> <p>Tasks in lessons will include: structured discussion and debate surrounding religious, philosophical and/ or ethical issues; inference of religious, philosophical and/ or ethical themes from</p>	<ol style="list-style-type: none"> 1) Be able to analyse, compare, contrast and question a range of different ideas/ concepts; 2) Demonstrate accurate and relevant knowledge and understanding of a wide range of beliefs and practices, with selected references to sources of wisdom and authority; 3) Demonstrate some



	<p>P4C allows students to exercise higher-level thinking skills by considering a variety of philosophical and ethical questions. Students will be taught how to hold a successful, and respectful discussion to ensure they have the bedrock for P4C. A story, picture, question or statement may be read to the students and a 'community of enquiry' discussion will stem from there.</p>	<p>Students will look at people who have stood up for their faith and fought for their religion. After considering each person, students will be given real-life examples of faith in action and will evaluate whether they were right to put their faith in action.</p>	<p>range of topics including that of the nature of God, creation, the figure of Jesus and beliefs in Great Britain.</p>	<p>artwork and text analysis; the formation of justified arguments based on areas of study; the use of clips and film to learn from and about religions, ethical and philosophical topics; group and independent research surrounding religious, philosophical and/ or ethical topics, the use of case studies and literature and poetry to analyse religious, philosophical and/ or ethical meaning; the use of religious texts, sources of wisdom and authority pertaining to religious/ non-religious beliefs to gain understanding of how these may influence belief.</p> <p>Within Key Stage 3, students are also taught</p>	<p>understanding of both religious and non-religious views, where relevant, making links between these sources of wisdom and authority and points from their work;</p> <p>4) Construct some fairly convincing (to a moderately successful degree) arguments on matters of religion and/or belief, based on some of different perspectives;</p> <p>5) Use some accurate, specialist terminology;</p> <p>6) Have had</p>
Spring	<p>Spring Half Term 1: Sikhism and equality</p> <p>From considering the role of women in Sikhism and the purpose of the Langar, to understanding the Sikh response to prejudice and</p>	<p>Spring Half Term: Life after death?</p> <p>Students will be looking at the ideas of life and death from both religious and non-religious views. They will be questioning whether a belief in life after</p>	<p>Spring Half term: Issues of Relationships</p> <p>Students will look at the nature of families in society, the purpose of marriage and why it is important in society, sexual relationships, the nature of the different</p>		



	<p>discrimination, students will explore whether Sikhism and equality are closely linked, or not.</p> <p>Spring Half Term 2: Buddhism: A path to enlightenment? (A project-based-learning topic)</p> <p>Students will be introduced to Buddhism and then will have to demonstrate their subject knowledge in the form of a project-based-learning task. A complex question/situation/issue will be presented to students and they will have to use their creativity and investigative skills to produce a response to this</p>	<p>death is reasonable or unreasonable and ensuring any perspective they argue is well-reasoned and justified.</p>	<p>types of sexual relationships and issues of equality in terms of gender prejudice and discrimination. This topic will also consider attitudes towards these areas from both Christian and non-religious perspectives.</p>	<p>skills, which have direct relation to the GCSE Short Course in RE that students will sit. The ways in which the Key Stage 3 RE, Philosophy and Ethics schemes of learning have been planned to ensure that this is the case can be seen in the Assessment Criteria document, by which all students, at Key Stage 3-level, are graded with relation to.</p> <p>In Year 9, skills of knowledge recall, evaluation, analysis and comparative judgement being directly transferred and used from the Key Stage 3 programme of study. In particular at Key Stage 4, students demonstrate</p>	<p>opportunities, which 'provoke[s] challenging questions' (DFCSF, 2010, p.8), 'encourage[s] pupils to explore their own beliefs' (ibid.), 'enable[s] pupils to build their sense of identity and belonging' (ibid.), 'teach[es] students to develop respect for others' (ibid.) and 'prompt pupils to consider their responsibilities' (ibid.).</p>
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	question/situation/issue			knowledge and understanding of religion and belief, including the influence on individuals, communities and societies and similarities and differences within and/ or between religions and belief.	
Summer	<p>Summer Term: War, peace and justice: Is religion a power for peace or a cause for conflict in the world today?</p> <p>This investigation enables pupils to learn in depth from different religious examples of engagement with conflict and peace, exploring the issues. It provides opportunities for 'dangerous conversation (an idea from Prof Ted Cante, encouraging real engagement in deep learning through exploring ideas which society often hides from view). Pupils will develop argumentative</p>	<p>Summer Half Term 2: Is religion relevant today? Religion in a contemporary society</p> <p>Religion and sociology come to the fore as students use data and statistics to help them understand whether religion is still relevant in a contemporary society, or, whether religious should still be relevant in a contemporary society.</p>	<p>Summer Half Term: Islam: Beliefs and teachings</p> <p>Students will know and understand that Islam is one of a diverse range of religious traditions and beliefs in Great Britain. In this topic, students will consider a range of topics, including that of the nature of Allah, the importance of Prophets and Angels in Islam, beliefs surrounding the afterlife and consider some of the most important foundations in a Muslim's faith. References to relevant sources of wisdom and authority are included, such as those of scripture and/or sacred</p>	<p>knowledge and understanding of religion and belief, including the influence on individuals, communities and societies and similarities and differences within and/ or between religions and belief. Further, students will analyse and evaluate aspects of religion and belief, including religious and non-religious beliefs.</p>	



	skills using different dimensions of the topic.		texts.		
Rationale for these specific components and composite outcomes:	<p>The rationale for the curriculum in Year 7 ensures that students are introduced to a range of religions as well as ethical and philosophical themes. Students are introduced to ways of structuring and writing arguments, either for or against a statement, before being taught the skills of producing arguments that may not be their own perspective. Students are introduced to some of the main world religions to demonstrate to them that they are citizens in a global, diverse world.</p>	<p>The rationale for the curriculum in Year 8 builds upon the skills or argumentation learnt in Year 7 and also introduces students to a more complex way or writing arguments and responses to statements, which also echo a GCSE-style. Students will also question why religion is in society, through a religion-neutral topic, giving students an awareness, not of the beliefs and teachings of X religion, but rather, the function of religion in a society. Issues of prejudice and discrimination, along with Islamophobia, are covered in Year 8, allowing students to see</p>	<p>The rationale for the curriculum in Year 9 (as valid for 19/20 academic year) based on the GCSE Short Course RE specification. Students will, therefore, be considering the fact that the religious traditions of Great Britain are, in the main, Christian, through the study of beliefs and teachings of Christianity. However, students will also be made aware of the diverse range of religious traditions and beliefs in Great Britain today that also include Islam.</p> <p>The rationale for the curriculum in Year 9 will also introduce students</p>		



		<p>issues that some people have with the range of diverse beliefs in contemporary, British society.</p>	<p>to a philosophical/ ethical issue of relationships and students will consider and apply attitudes towards relationships from both Christian and non-religious perspectives.</p> <p>The key words that students will be learning in Year 9 will be subject-specific, specialised, tier 3 vocabulary.</p>		
<p>How is challenge embedded into the KS3 curriculum?</p> <ul style="list-style-type: none"> • Students will frequently be given a choice of tasks to complete in a lesson. Such tasks vary, depending on ability, but students are advised by teachers as to the most suitable (or challenging) task for them to complete; • Stretch and Challenge tasks are included in every lesson. These are pitched at an aspirational level for students to consider; • Students are, at times, given self-guided homework. Teachers will advise students on the tasks they should be completing, knowing students' individual needs. 			<p>How does the KS3 curriculum above build on prior knowledge from KS2 and adequately prepare the student for KS4?</p> <ul style="list-style-type: none"> • Audit of knowledge and skills from feeder Primary schools helps to inform planning for Key Stage 3; • Throughout Key Stage 3, students will move from knowledge and understanding of religions, philosophical and/ or ethical themes, to that of analysis, comparison, contrast and questioning of a range of different ideas/ concepts related to that of religious, philosophical and/ or ethical themes; • The nature of challenge in lessons towards the end of Key Stage 3 will include GCSE-style questions, with students being taught a quasi-GCSE-style answering structure for these, to help prepare students for Key Stage 4; • Religious, philosophical and ethical vocabulary will be comprehensive 		



	<p>by the end of Key Stage 3, with this vocabulary being useful for students' awareness, going into at Key Stage 4, or directly transferable to Key Stage 4 study.</p>
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