

*Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.*



**Philosophy** and Philosophical questioning forms the basis of all subjects and knowledge. Developing a critical and analytical mindset is vital for students to access truth and understanding in school and the wider world.

It is our intent to help students foster a secure knowledge base, from which that can develop a critical and evaluative mind and learn to question their views, others views and 'accepted' knowledge.

<b>Year 7: Knowledge Communication Risk Taking</b>	<b>Enquiry Statement/Aim</b>	<b>Knowledge and Skills Yearly Aims: Knowledge Communication Risk Taking</b>
<b>Term 1</b>	Why do RE? "Religion doesn't matter in modern society"	Basic Knowledge of world religions (Knowledge) Impact of beliefs on our lives (Communication) Justifying views
<b>Term 2</b>	Rituals and Festivals Project "All religious rituals should be respected"	Knowledge of rituals and festivals Critical Thinking (Creating of questions) Communication of findings/Presentation skills
<b>Term 3</b>	Origin Stories "Individuals cant change the world"	Knowledge of how religions began Evaluation Justification
<b>Term 4</b>	Holy Books "Holy books are irrelevant"	Knowledge of Holy Books Uses of Holy Books Concept of authority Critical Thinking
<b>Term 5</b>	Holy Places and Pilgrimages "Holy Places are important and should be protected"	Holy Places and uses Purpose of Pilgrimages/Holy sites Critical Thinking/communication
<b>Term 6</b>	Create a religion "Smarts 7 dimensions are all we need to make a religion"	Application of knowledge Critical thinking Communication

<b>Year 8</b>	<b>Enquiry Statement/Aim</b>	<b>Knowledge and Skills Yearly Aims: Reflective Open Minded Caring</b>
<b>Term 1</b>	Religious Experiences "	Examples of religious experiences Reflect on experiences and interpretations critical questioning
<b>Term 2</b>	Mexican Day of the Dead "How we remember the dead is not important"	Knowledge of Day of the Dead/Culture Analyse and reduction of information Compare/evaluate to religious/western traditions
<b>Term 3</b>	Media and Morals	How teachings are used for guidance IRL "Applied" moral dilemmas + critical evaluation of 'guidance' given by holy books etc.

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<b>Term 4</b>	Animal Rights	Key terminology and beliefs (East and West traditions) Debate skills – supporting arguments etc. Empathy/Open mindedness
<b>Term 5</b>	Good and Evil	Concepts of ‘good’ and ‘evil’ (relativism/metaethics) Questioning/reflecting/evaluating conceptual ‘norms’
<b>Term 6</b>	The Ramayana	Key religious story and rituals How used as guidance What says about Good and Evil

<b>Year 9</b>	<b>Enquiry Statement/Aim</b>	<b>Knowledge and Skills</b> <b>Yearly aim:</b> <b>Principled</b> <b>Inquirers</b> <b>Thinkers</b>
<b>Term 1</b>	What makes us human?	Critical thinking on the Value of human life, what makes us different to animals, what makes you – you? identity
<b>Term 2</b>	Prejudice “What is normal”	Research and reduction skills Evaluation of causes/consequences etc of discrimination How does the concept of ‘normal’ play a role in prejudice
<b>Term 3</b>	The Soul “There is no such thing as a soul”	Beliefs about the souls; Christian/Buddhist/Philosophical Critical thinking and evaluation of these views
<b>Term 4</b>	War “What is it good for?”	Religious views on war Examples of war and causes Anne Frank/Ellie Wiesel – impact of war on individuals Justification of war – is there any? Debate
<b>Term 5</b>	Human Nature “Are humans good?”	Investigation – are humans (inherently) violent? Real life examples analysed etc to support view
<b>Term 6</b>	Global Issues	Problems facing the world today? How do humans respond to global issues (and what does this say about human nature?) Comparison of past and present – what does the future hold?

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Year 10	Enquiry Statement/Aim	Knowledge and Skills AO1: Demonstrate knowledge and understanding of religion and beliefs AO2 - Analyse and evaluate aspects of religion and belief, including their significance and influence.
Term 1	Christian Beliefs	The Nature of God – omnipotent, loving and just + The Trinity Creation Jesus – The incarnation, Crucifixion and resurrection Afterlife, judgement, Heaven and Hell Sin and Salvation
Term 2	Christian Practices	Worship Prayer Sacraments (Baptism and Communion) Pilgrimages Festivals Role of the Church Missionary work/church growth Church responses to persecution and poverty
Term 3	Buddhist Beliefs	Life of the Buddha – 4 sights, ascetic life and enlightenment Dependent Arising 3 Marks of existence 4 Noble Truths Theravada and Mahayana Buddhism Arhats and Bodhisattva Pure Lands
Term 4	Buddhist Practices	Places of Worships Meditation/Samatha/Vipassana Visualisation Death Rituals Wesak and Parinirvana (festivals) Kamma and Re-birth Karuna/Metta 5 Moral Precepts 6 Perfections
Term 5	Religion and Life	Origins of the Universe/Planet/human life Use and Abuse of the planet – pollution Use of animals Abortion Euthanasia Death and the After life
Term 6	Existence of God	Design and First Cause Arguments Miracles Arguments against God (problem of evil/big bang + evolution) Revelation/Enlightenment
Year 11	Enquiry Statement/Aim	Knowledge and Skills
Term 1	War and Peace	Peace, Justice and reconciliation Violent Protest and Terrorism Reasons for War Just War Theory/Holy War

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		WMD's Pacifism Victims of War
<b>Term 2</b>	Prejudice and Social Justice	Social Justice and Human Rights Prejudice and Discrimination Religious Freedom Wealth and Poverty Exploitation of the Poor Charity
<b>Term 3</b>	Revision	Mock Exam and feedback Common Errors and learning points Exemplar answers Individual gap analysis
<b>Term 4</b>	Revision	Exam technique Practice papers – timed conditions Revision Mats
<b>Term 5</b>	Revision	Individual revision time Quizzes/key word tests 12 mark question debates

Year 12	Enquiry Statement/Aim	Knowledge and Skills				
<b>Term 1</b>	GRP _ What makes us Human	Rationalism, Empiricism Personhood	CRH - Ethics	Meta Ethics Emotivism Prescriptivism	DRP – Philosophy of Religion	Nature of God
<b>Term 2</b>		Existentialism Morality/Social Animals Social Contract		Utilitarianism Bentham Mill		Design and Cosmological
<b>Term 3</b>		Free Will and Determinism Identity		Denotology Kantian Duty		Ontological Problem of Evil
<b>Term 4</b>	GPR – Unseen Text	What is the value of Philosophy? How to write Paper 3 responses etc.		Virtue Ethics Aristotle		Religious Language
<b>Term 5</b>	Everyone - Descartes	1 <sup>st</sup> read of the text and discussion				
<b>Term 6</b>	Everyone - IA					

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<b>Year 13</b>	<b>Enquiry Statement/Aim</b>	<b>Knowledge and Skills</b>		
<b>Term 1</b>	GPR = Recapping and revisiting	Recall of knowledge Comparison/Evaluation of concepts 'Further reading'/deeper dives	CRH = Descartes Key themes Critiscms	DRP = Religious Experience Miracles
<b>Term 2</b>	GPR= Exam Practice	Exam response strcutures Seeing the links between stimuli and themes Planning responses Mock	CRH - Descartes  Exam technique Planning for themes	DRP = Religious behaviour Cultural expressions
<b>Term 3</b>	All = Internal Assessments	Revisiting and reviewing		
<b>Term 4 and 5</b>	Revision of prior material and content.			