



CURRICULUM PLAN

SUBJECT

PHILOSOPHY & ETHICS

OVERVIEW

Philosophy and Ethics is a comprehensive subject which includes elements of Religious Studies and Citizenship. We explore ethical issues from a variety of perspectives including non-religious.

Learning is assessed against the statements on our own bespoke frameworks (covering National Curriculum objectives) which are accessible through Arbor (the School's chosen Management Information System) and allow progress to be measured in small steps to meet individual needs. This is analysed termly by Subject leads and monitored by SLT. Where required, interventions are discussed with the class teacher, actioned and reviewed.

KEY STAGE 2

Students are encouraged to develop their own ideas and opinions through learning questions such as "Who is God?". They explore different religious and worldviews relating to the learning questions and start to develop their own beliefs. The curriculum includes topics such as celebrations, community, identity, conflict, creation and suffering. Students are introduced to differing religious texts and start to explore how these are linked to beliefs and practices.

KEY STAGE 3

In KS3 we focus on the main elements of two world religions, namely Christianity and Islam. We also explore, in lesser depth, other world religions such as Buddhism and Hinduism. We build on our knowledge each year, which gives us the opportunity to revisit key ideas and concepts. We also examine issues such as local and national politics, crime and punishment, human rights, charity, globalisation and the environment. We explore how religious ideas can sometimes conflict with scientific knowledge and how people can reconcile their differences.

Students are encouraged to develop their own opinions, basing them on evidence, and respectfully challenging ideas that they don't agree with.

KEY STAGE 4

At KS4 we follow the Eduqas Full Course Religious Studies (Route A) Specification. This includes a study of two world religions (50% of the final exam) and contemporary ethical issues (50% of the final exam).

The two world religions we focus on are Christianity and Islam. The beliefs and practises of both religions are examined, and students are encouraged to link these to religious sources and authority. The students are encouraged to develop their own ideas about the validity of religious teachings and respectfully challenge ideas that differ to their own.

The contemporary ethics module introduces subjects such as relationships, human rights, life and death, good and evil. These topics are important to students, not just because of the GCSE exam, but because as they become

	<p>young adults, they may well be faced with some of these issues within their own lives or via social media. This curriculum enables them to have a better understanding of the topics so that they can make informed choices about their own behaviours and choices.</p> <p>Students have the opportunity to engage in lively discussion and learn to develop their own opinions. They learn to express themselves in written form, having to present differing points of view and justify their own opinions with evidence.</p> <p>Students also have the opportunity, where appropriate, to complete the ASDAN short course in Beliefs and Values as an additional or alternative to the GCSE course.</p>
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