

Philosophy Religion and Ethics Curriculum Overview

Subject Curriculum Intent Statement

The Humanities curriculum facilitates opportunities to develop ambitious, critical thinkers through the study of big ideas, developing awe and wonder for the world around us, past, present and future, equipping them to become responsible citizens.

*“A crucial question: How are we to live together with people with whom we profoundly disagree....
how are we to flourish in a world where people differ even on the definition of the world flourish”*

Rev. Dr Sam Wells.

In Philosophy, Religion and Ethics this will be achieved through:

- Equipping students with a deep knowledge and understanding of a diverse range of cultural traditions and religious concepts through a broad and balanced curriculum.
- Building arguments in relation to big questions through enquiry, using evidence and theory as the basis to critique traditions, society and sacred texts.
- Challenging lessons that provide opportunities for all students to achieve excellence.
- Developing reflective, confident communicators through literacy and oral fluency.
- Preparing students for a dynamic, rapidly changing world with strong British values and transferable skills that are desirable for the modern world. Recognising the influence of religion on the practices, values and behaviours of individuals and importance of tolerance in a multicultural society.

PRE Curriculum Offer @ SNA

Key Stage 3 – Years 7 & 8

- Year 7 – two lessons a fortnight – all students
- Year 8 – two lessons a fortnight – all students

Key Stage 4 – Years 9 & 10

- PRE – Two lessons a fortnight
- All students will complete the AQA GCSE Short Course examination at the end of Year 10.

PRE Curriculum Map

Year 7	Does God Exist?	How does Religion Impact society?	How similar are people's Life Journeys?	Why do Jews Celebrate Passover?	How can people with different beliefs work together?
Year 8	Are Jesus's teaching worthless in the modern world?	How do Muslims practice their faith?	Should the Death Penalty be re-introduced?	Why does Suffering happen?	How can terrorism be stopped?
Year 9	Religious Study: Christian Beliefs		Thematic Study: Relationships and Families		
Year 10	Religious Study: Islam Beliefs		Thematic Study: Religion, Peace and Conflict		

Assessment Approach

Within our curriculum, we look at a variety of methods to assess our students. Below is the assessment plan which gives an overview of our assessment approaches with each year group.

Assessment Approach	Description	Year 7	Year 8	Year 9	Year 10
Low Stakes Quizzing	Short answer questions from current or previous topics which is peer marked				
Presentations and Debate	Students present their reasoning in response to problems posed, working in teams as an opportunity to practice skills for life outside of school.				
Written Assessment	Students demonstrate their knowledge and writing skills through targeted written assessment during the Key Stage. Support for this is gradual removed to develop independent writers.				
SENECA	Online assessment tool providing students and staff with instant feedback of areas of weakness which is then fed into future teaching/planning				
12 Mark exam style questions	Past GCSE 12-mark questions. Structure and support is provided in year 9 and gradually removed over the GCSE course as students become more accomplished in this style question. Students reflect and improve upon their answer.				
Exam Practice Homework	Practice questions using GCSE style exam questions. Style and level of demand of the questions to mirror a real exam paper. Students reflect and improve on these tasks set for homework using revision resources.				
Mock Exam Papers	Exam Board papers used in previous years GCE and GCSE exams - students reflect and improve incorrect questions in practice for the external qualification.				

Cross Curricular links

Within our PRE curriculum, we offer a variety of opportunities for cross curricular links, that benefits students at all levels. Our cross curricular links are as follows;

- **Literacy** - Students use collaborative and independent reading techniques alongside skills of reading for purpose to scrutinise sacred writings and contrasting world views. Students are taught how to write evaluatively and reach judgements placing own opinions in context of wider views.
- **Numeracy** – Students use their numeracy skills to make predictions and test them against statistics on the participation of and role of religion in society.
- **PSHE/British Values** – Throughout all PRE lessons, students are exposed to the importance of British Values with respect for others and celebration of individuality being key drivers for exploration of religion in modern society. Students are able to place their own worldviews in context of the multicultural and diverse society of modern Britain are exposed to a variety of issues that put these values in context, for example the role of justice in society.

Preparing for Life

At SNA, our PRE curriculum supports and further develops the following skills within students to prepare them for life beyond school and the world of work. These include:

- **Critical thinking:** learners are provided with a range of world views and arguments in relation to course content which are assessed and critically evaluated in order for learners to develop their own critical thinking skills.
- **ICT:** learners are given the opportunity to use ICT resources to access conduct research and create presentations as well as making use of online revision resources.
- **Research:** learners are given the opportunity to research worldviews as part of homework tasks, be it surveys of opinion or beliefs or knowledge based.
- **Building relationships:** Students explore the means through which it is possible to live in a diverse and modern society with tolerance and respect through the case studies explored as part of our course content.
- **Problem solving:** opportunities to develop problem solving skills are embedded in the PRE curriculum. Students work collaboratively to solve challenges for example the design of a multifaith centre which is representative of the role of tolerance in wider society.
- **Teamwork:** Learners are given the opportunity to work in teams with others to explore course content and evaluate worldviews.