



CURIOSITY

COMPASSION

COURAGE



## Curriculum overview

<b>Subject</b>	Year 11 – Philosophy, Religion & Ethics (PRE)
<b>Vision statement:</b>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>
<b>Curriculum intent:</b>	<p>Our overall intent is to enable students to <i>navigate worldviews and thrive in diversity</i>. As outlined in the Ofsted 2021 review of religious education we consider three key kinds of knowledge acquisition – core, disciplinary and personal. Through curiosity we enable students to acquire rich and accurate core knowledge of different religions and philosophical views. With compassion we enable students to gain relevant disciplinary knowledge from the fields of theology, philosophy, social sciences and ethics and apply them to religion. And through courage we enable students to develop their personal knowledge and views based on appraisals of different views.</p>
<b>Threshold Concepts (TCs):</b>	<ol style="list-style-type: none"> <li>1. State and describe religious/philosophical beliefs*, teachings and practices</li> <li>2. Explain the importance of religious/philosophical beliefs, teachings and practices</li> <li>3. Explain the influence of religious/philosophical beliefs, teachings and practices on individuals and society</li> <li>4. Explain religious/philosophical beliefs with reference to sources of authority such as sacred texts and key figures</li> <li>5. Explain similar and contrasting religious/philosophical beliefs, teachings and practices including between groups within the same religious tradition</li> <li>6. Evaluate and construct religious/philosophical beliefs, teaching and practices in relation to key issues</li> </ol> <p>*may include various non-religious and ethical beliefs</p>
<b>KS3 QEMS Curriculum summary:</b>	<p>To engage students we begin by exploring whether religion is rational in view of suffering and an increasing scientific understanding of the world. Secondly, well known festivals provide a common starting point to learn key religious beliefs, teachings and practices and about key religious figures. Into year 8 students are invited to place themselves in the shoes of Muslim and Sikh religious teenagers in the UK. The theme of diversity and peace is also central when we enquire whether we should fight wars in the 21<sup>st</sup> century. Also, the relevance of religious and philosophical views today are considered with respect to life after death. Into year 9 students are more thoroughly introduced to the study of ethics as well as assessing the future growth of religion globally. They finish by appraising religious and philosophical teachings about practical issues such as relationships.</p>









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<b>Learner skills:</b>	Critical thinking  <small>CRITICAL THINKING</small>	Organisation  <small>ORGANISATION</small>	Collaboration  <small>COLLABORATION</small>	Adaptability  <small>ADAPTABILITY</small>	Oracy  <small>ORACY</small>	Self-quizzing  <small>SELF QUIZZING</small>
<b>The Big Question</b>	How has religion shaped the world around us?					
<b>Terms</b>	Term 1 Aug-Oct & Term 2 Nov-Dec		Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May & Term 6 Jun-Jul	
<b>Topics</b>	<ul style="list-style-type: none"> <li>- What are the key beliefs and teachings in Islam? Are they coherent?</li> <li>- What are the practices of Islam? Are they useful?</li> </ul>		What is the impact of Islam on themes of life, relationships, conflict and crime?	How has religion shaped the world around us? Paper 1 and Paper 2 revision	Revision	
<b>Content (Linked to TCs):</b>	<ol style="list-style-type: none"> <li>1. Six articles / Five roots</li> <li>2. Sunni &amp; Shi'a</li> <li>3. God</li> <li>4. Angels</li> <li>5. Predestination/Human freedom</li> <li>6. Afterlife</li> <li>7. Prophet hood</li> <li>8. Five Pillars</li> <li>9. Shahadah</li> <li>10. Salah</li> <li>11. Sawm</li> <li>12. Zakah</li> <li>13. Hajj</li> <li>14. Jihad</li> <li>15. Festivals</li> </ol> <p><b>(All TCs apply)</b></p>		<i>Islam</i> <ol style="list-style-type: none"> <li>1. Reasons for war</li> <li>2. The use and abuse of environment</li> <li>3. Human sexuality</li> <li>4. Abortion</li> <li>5. Euthanasia</li> <li>6. Lawbreakers</li> </ol> <i>Dharmic</i> <ol style="list-style-type: none"> <li>7. Reincarnation</li> <li>8. Use and abuse of environment</li> </ol> <p><b>(All TCs apply)</b></p>	All previous content		



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<b>Vocabulary Instruction:</b>	Imam, Jihad, Sufi, Sunni, Ummah, Ashura, Mercy, Al-Qadr, Akhirah, Bada, Sawn, Salah, Shari'ah Law, Tawhid, Sunni, Shi'a				
<b>Assessment:</b>	KLTs PPE	KLTs	PPE	KLTs Examination	Examination
<b>Key misconceptions in this unit:</b>	Confusing Sunni and Shi'a beliefs	Mainstream Muslim groups support terrorism  All Muslims have socially conservative views			
<b>Sequencing:</b>	We begin studying Islamic beliefs, teachings and practices in terms 1 and 2. This ensure students have studied two religions in depth for paper 1. Throughout comparisons are made with Christian beliefs, teachings and practices which acts as retrieval. Beliefs and teachings and practices units are taught simultaneously so that students gain an integrated picture of the Islamic worldview. We then, more briefly, study elements of the four selected themes (life, relationships, conflict and crime) from an Islamic point of view. Contrasting points are also made with Dharmic religions on topics such as the afterlife where this is convenient (retrieves knowledge taught in KS3). Whilst themes need only be studied from one religious perspective, our offer ensure a greater breath for students and enables them more confidently to contrast religious viewpoints and practices. Non-religious viewpoints are also studied as alternatives in themes lessons, this is because a majority of our students would identify as non-religious and this is helpful for A02/12 mark questions on paper 2. From term 4 onwards time is dedicated to revision. The curriculum follows the exam specification (AQA religious studies A – option Christianity & Islam).				
<b>National Curriculum plus:</b>	In addition to teaching the statutory elements of the national curriculum, we also follow the Staffordshire SACRE. Students learn about non-religious views as well as spiritual views partly because the majority of our cohort would identify as such. In response to Tamworth's association with elements of the far right notable time is given to consider Islamophobia. Furthermore, we are making links with local places of worship and figures to take learning outside the classroom.				