



CURIOSITY

COMPASSION

COURAGE



Curriculum Overview

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| Subject | Philosophy, Religion and Ethics (PRE) |
| Vision statement: | <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> |
| Curriculum intent: | <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> |
| Threshold Concepts (TCs): | <ol style="list-style-type: none"> 1. State and describe religious/philosophical beliefs*, teachings and practices 2. Explain the importance of religious/philosophical beliefs, teachings and practices 3. Explain the influence of religious/philosophical beliefs, teachings and practices on individuals and society 4. Explain similar and contrasting religious/philosophical beliefs, teachings and practices including between groups within the same religious tradition 5. Explain religious/philosophical beliefs with reference to sources of authority such as sacred texts and key figures 6. Evaluate and construct religious/philosophical beliefs, teaching and practices in relation to key issues <p>*may include various non-religious and ethical beliefs</p> |
| KS2 National Curriculum summary: | <p>Students build on their foundational knowledge from KS1 by having the following opportunities: to study beliefs, teaching and sources of religion such as exploring different texts and religious figures; to gain an understanding of how religious beliefs inform how people act in their lives such as celebrating religious festivals; to study expressing meaning in religion potentially through the use of symbols and worship in various religious traditions; to investigate meaning, purpose, and truth for example considering answers to hardship; to contemplate purpose and truth, for example how religion deals with pain and suffering; to consider values and commitments possibly including belonging to a religion, for example through religious ceremonies. Throughout students look at differences in how religions are followed.</p> |









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| Learner skills: | Critical thinking  CRITICAL THINKING | Organisation  ORGANISATION | Collaboration  COLLABORATION | Adaptability  ADAPTABILITY | Oracy  ORACY | Self-quizzing  SELF QUIZZING |
| The Big Question | Year 7: Why does religion matter today? | | | | | |
| Terms | Term 1 Aug-Oct & Term 2 Nov-Dec | | Term 3 Jan-Feb & Term 4 Mar-Apr | | Term 5 Apr-May & Term 6 Jun-Jul | |
| Topics | 1 - Is it logical to believe in God? | | 2 - Should the UK still celebrate Christmas and Easter? | | 3 - Who is the most inspirational religious leader? | |
| Key Questions | <ul style="list-style-type: none"> How did God create the universe according to religion? If God made the universe, then why is there evil in the world? Does science show that God is not real? | | <ul style="list-style-type: none"> What are the key events in Jesus' life? Should non-religious people celebrate Christian festivals? Why is Eid so important for Muslims? | | <ul style="list-style-type: none"> Why is the Prophet Muhammad revered by Muslims? How did Moses help the Israelites? What wisdom does the Buddha have for people today? | |
| Content/Lessons (Linked to TCs): | <ol style="list-style-type: none"> How do Christians believe the world came to be? (1) How do Sikhs believe the world came to be? (4) How did a watch lead Paley to believe in God as a creator? (6) What is the difference between moral and natural evil? (1) What is the Problem of Evil? (2) Can good ever come from suffering? (KLT) (3) Who is to blame for suffering in our world, humanity, God, both? (3) Which scientific theories potentially clash with a belief in God? (2) How can the Bible read literally and non-literally? (1) | | <ol style="list-style-type: none"> What is the meaning behind the nativity plays? (5) How was Jesus the awaited the Messiah? (2) Why do non-religious people celebrate Christmas? (1) Why is it called Holy Week? (2) Has Easter lost its Christian meaning today? (6) What is the festival of Eid and why is it important? (2) How do Muslims celebrate Eid in the UK? (3) If the UK is less religious, should the holidays change? (6) Should the UK still celebrate Christmas and Easter? (KLT) (6) | | <ol style="list-style-type: none"> How was Moses different from the rest of the Jews? (2) How did Moses make a name for himself? (5) Why did Siddhartha reject a life as a prince? (1) How did Muhammad overcome adversity in his life? (2) Is it logical to believe in God? (revision) What have I learnt in PRE so far? (revision) KAT assessment KAT feedback Who was Gandhi and what was his religion? (2) Which religious leaders are relevant for believers today? (Mpho Tutu, Mother Teresa) (4) What are the key similarities and differences between religious leaders? (KLT) (4) | |



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| | <p>10. How was Polkinghorne both a scientist and priest? (6)</p> <p>11. Why do atheists not believe in God? (3)</p> <p>12. Is it logical to believe in God? (6)</p> <p>13. Is it logical to believe in God? (revision lesson) (1-6)</p> <p>14. KAT Assessment (1-6)</p> <p>15. KAT feedback (1-6)</p> | <p>10. Should the UK still celebrate Christmas and Easter? (revision lesson) (1-6)</p> | <p>12. Who is the most inspirational leader? (6)</p> |
| Key vocabulary: | Creationism, Waheguru, Genesis, Teleological, Moral & Natural Evil, Theodicy, Inconsistent Triad, The Big Bang Theory, Evolution, Young Earth Creationist, Metaphorical | Incarnation, Prophecy, Messiah, Good Friday, Resurrection, Crucifixion, Eid, Muhammad, Jesus, Fasting, Ramadan | Exodus, Miracle, Enlightenment, The Buddha, Hinduism, Torah, Bible, Pali Canon |
| Assessment: | KLT lesson 6 KAT lesson 14 | KLT lesson 9 | KAT lesson 7 KLT lesson 11 |
| Key/Historical misconceptions in this unit: | Religious people are not scientists Scripture can only be interpreted literally There is only one Christian view on creation | Jesus was Christian rather than Jewish Jesus was historically born around Christmas Day | Moses was a Christian rather than Jewish That religious figures such as Muhammad are fictional and only written about in holy texts |
| Sequencing: | To engage students we begin by exploring whether religion is rational (topic 1 is it logical to believe in God?) in view of suffering and an increasing scientific understanding of the world. We seek to establish the grounds for studying philosophy, religion and ethics even if students are non-religious or agnostic. Secondly, (topic 2 should the UK still celebrate Christmas and Easter?) well known festivals provide a common starting point to learn key religious beliefs, teachings and practices and learn latterly (topic 3 who is the most inspirational religious leader?) about key religious figures and their potential relevance today. These topics allow students to reach a broad and secure level of knowledge building on different KS2 curricular from feeder primary schools. | | |
| National Curriculum plus: | In addition to teaching the statutory elements of the national curriculum, we also follow the Staffordshire SACRE. Students learn about each of the major world religions and study four in greater depth as recommended by SACRE: Christianity (as the main UK religious tradition), Islam, Sikhism and Buddhism. 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. It is relevant that there are significant populations of Muslims and Sikhs in the west midlands as well. Furthermore, we are making links with local places of worship and figures to take learning outside the classroom. | | |