



CURIOSITY

COMPASSION

COURAGE



Curriculum Overview

Subject	Year 9 - Philosophy, Religion & 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 religious/philosophical beliefs with reference to sources of authority such as sacred texts and key figures 5. Explain similar and contrasting religious/philosophical beliefs, teachings and practices including between groups within the same religious tradition 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 9: What is my religious or philosophical worldview?					
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 - How do we decide what is right and wrong?		2 - Will religion continue to grow around the world?		3 - How does religion continue to shape culture?	
Key Questions	<ul style="list-style-type: none"> How would you respond to the mad axe man dilemma? Why are religious people leading environmentalists? What religious and non-religious views on medical issues such as blood transfusions? 		<ul style="list-style-type: none"> How do Christians and Muslims share their faith with others? What is the appeal of new religions and spiritual lifestyles? How likely is it that religion will continue to grow in the future? In UK and abroad? 		<ul style="list-style-type: none"> How have UK laws been influenced by religion? To what extent are religious views about marriage and relationship relevant today? To what extent is religion a positive impact on the world? 	
Content (Linked to TCs):	<ol style="list-style-type: none"> What is the mad axe man problem? (2) How would a utilitarian respond the problem? (3) How would a natural moral law theorist respond the problem? (3) How would a divine command theorist respond to the problem? (3) What is a rational response to the problem? (6) Why do many Christians seek to be green? (KLT) (3) How can Muslims be good Khalifas? (4) Why do pagans worship and revere nature? (2) How important is the sanctity of life? (2) What are the argument concerning abortion? (5) 		<ol style="list-style-type: none"> Why do people get baptised as children or adults? (2) Why do Christians and Muslims share their faith with others? (3) How does someone become a Muslim? (1) Where and why is mission particularly successful today? (3) What are the main arguments for being non-religious? (6) What is humanism? (1) Are new religions and spiritualities becoming more attractive? (6) How religious is Tamworth and the UK today? Why is this decreasing? (3) Will religion continue to grow around the world? (KLT) (6) 		<ol style="list-style-type: none"> How has religion shaped our laws? (2) Are punishments strict enough in the UK? (6) What does Christianity & Islam say about marriage and divorce? (1) Are religious views about relationships no longer relevant? (6) What do I need to re-visit from PRE so far? Will religion continue to grow around the world? Revision KAT assessment KAT feedback and re-teach What are religious views on homosexuality? (2) What impact is the LGBTQ+ movement having globally? (2) What is the role played by religious NGOs currently? (KLT) (3) 	



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	<p>11. What are the arguments concerning euthanasia? (3)</p> <p>12. How do we decide what is right and wrong? (6)</p> <p>13. What do I need to re-visit from year 7 and 8 PRE?</p> <p>14. KAT assessment</p> <p>15. KAT feedback and re-teach</p>	<p>10. Will religion continue to grow around the world? Revision and re-teach</p>	<p>12. How does religion continue to shape culture? (6)</p>
Key vocabulary:	Ethics, Utilitarianism, Natural Moral Law, Divine Command Theory, Consequential, Deontological, Stewardship, Dominion, Khalifa, Sanctity of Life, Abortion, Euthanasia	Baptism, Shahadah, Evangelism, Mission, Birth rate, Humanism, Spiritualism, Census, Generational Displacement	The Ten Commandments, Retribution, Reformation, Marriage, Divorce, Vow, Abstinence, Homosexuality, Tearfund, Non-governmental Organisations
Assessment:	KLT lesson 6 KAT lesson 14	KLT lesson 9	KAT lesson 7 KLT lesson 11
Key/Historical misconceptions in this unit:	Euthanasia is legal in the UK Religious have the same view on these issues	Religion is declining globally Only Christians convert others to their faith	Modern law is completely disconnected from holy texts Religious people have same views on issues of homosexuality, marriage and divorce
Sequencing:	Overall the units in year 9 have a more personal knowledge focus. Students can utilise core and disciplinary knowledge from year 7 and 8 to appraise various positions for themselves towards the end of their KS3 journey. Each unit in year 9 considers ethical issues from the perspective of Christianity and Islam and other faiths, this provides student iterative opportunities to retrieve and make links between central ideas and scriptures to these religions.		
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.		