



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	Philosophy, Religion & Ethics		Year group	12
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>.</p> <p>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 on 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>			
KS4 specification summary:	<p>Students learn the beliefs, teachings and practices of Islam & Christianity such as beliefs about God, worship and prayer. Students then focus on the relationship between Christianity and Islam and the themes of: relationships and families, life and death, peace and conflict, and crime and punishment.</p>			









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Learner skills:	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	Can religion help us live good lives?					
Big picture questions:	Is it reasonable to believe in God? Can arguments prove God's existence? Has science shown Christianity to be wrong? Why is their suffering in the world? Will Christianity die out?	How can we tell right from wrong? What rules should we live by? How can we solve moral dilemmas? Can we trust the Bible for wisdom? How should we treat animals and the environment? What's required to go to heaven?	How plausible is religion? Can we coherently speak about God? What is God like? Are religious experiences believable? Does all religions contain truth? Do miracles still happen? Do Christian rituals have meaning? What have we learnt in year 12? Are Christian sexual ethics credible?			
Content (Linked to TCs):	<ul style="list-style-type: none"> Arguments for existence of God (1st) Christianity & science (1st) Problem of Evil (2nd) Christianity & secularisation (2nd) (All TCs apply)	<ul style="list-style-type: none"> Normative Ethical Theories (3rd) Sources of Wisdom & Authority (3rd) Human life and death (4th) Animal life and death (4th) Good conduct and moral principles (4th) (All TCs apply)	<ul style="list-style-type: none"> Religious Language (1st) God (1st) Religious Experience (2nd) Christianity, migration & pluralism (2nd) Miracles (3rd) Expressions of religious identity (3rd) Revision (4th) Christianity, Gender & sexuality (4th) (All TCs apply)			
Key vocabulary:	A posteriori, A priori Inductive, Deductive, Scientism, Teleological Theodicy, Fideism	Deontological, Consequentialism, Golden Mean, Relativism, Embryology, Euthanasia, Abortion Sanctity of life, Stewardship, Just War Theory, Justification, Predestination, Mission	Verification, Language Games, Analogical, Personal, Trinity, Masculine, Feminine Realism, (Anti)-realism, Numinous, Mystical, Credulity, Testimony, Universalism, Exclusivism Mass, Gender, Feminist theology, Baptism, Androgynous Christ			



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	Apostolic Tradition & Succession, Neo-orthodoxy, Fundamentalism, Process Theology		
Assessment:	KLTs	PPE KLTs	PPE KLTs
Key/Historical misconceptions in this unit:	<ul style="list-style-type: none"> Confusing a priori and a posteriori knowledge That Hume commented directly on Paley's ideas That all Christians have conservative view on gender and sexuality That no theists are also scientists 	<ul style="list-style-type: none"> That ancient ideas have no value to us today That natural moral law is always absolutist That all Christians take a fundamentalist approach to the Bible That all Christians have similar practices and doctrine 	<p>That religious language is about the truth of religion rather than its meaning</p> <ul style="list-style-type: none"> How a miracle is defined <p>That Christianity is no longer growing globally</p> <p>That Mass is Catholic practice of Holy Communion</p>
Sequencing:	<p>Our first topic 'is it reasonable to believe in God?' seeks to engage students whether they took RE at GCSE or not. Term 1 also introduces key philosophical skills and vocabulary for the whole course. Later in terms 2 and 3 students are then able to philosophically assess Christian ethical standpoints (this builds on their GCSE knowledge) and learn ethical theories in order to do this. Students will develop their own ethical positions depending, at least in part, upon their response to the first units of work on God. Terms 4, 5 and 6 introduces greater detailed study of religion in the world today and how religion responds to phenomenon like increased pluralism. Students will apply their philosophical and ethical knowledge gained thus far to re-evaluate what they how about how Christians live out their faith. Throughout year 12 and year 13 both sections of the course (philosophy and ethics section 1, Christianity section 2) are taught concurrently. This is strength students ability to make links between the disciplines which is assessed in the synoptic part of paper (25% of overall A-level grade). The sequencing of individual chapters in the course have been altered to so that each chapter links to an overarching enquiry question. This seeks to engage the students and focus their learning to overall points of interest. These unit enquiry questions are also reminiscent of questions asked for the synoptic part of the assessment.</p>		
National Curriculum plus:	<p>In addition to teaching the statutory elements of the national curriculum and SACRE we emphasise humanist and atheist viewpoints at the relevant points within the specification, given this is the religious view of the majority of students. We are also exploring links with local religious groups.</p>		