



CURIOSITY

COMPASSION

COURAGE



## Curriculum overview

Subject	Philosophy, Religion & Ethics	Year group	13
<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>KS4 specification summary:</b>	<p>Students learn the beliefs, teachings and practices of Islam &amp; 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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<b>Learner skills:</b>	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
<b>The Big Question</b>	Can religion help us live good lives?					
<b>Big picture questions:</b>	<b>How can we tell right from wrong? (2)</b> What rules should we live by? (2) How can we solve moral dilemmas? (2) Can we ever <i>know</i> right and wrong? Does the conscience exist and is it useful? Do humans have free will and moral responsibility?	<b>What happens when people pass away?</b> Do humans have a soul? Is there personal existence after death? What does the Bible teach about the afterlife?	<b>How does Christianity embrace the traditions of philosophy and ethics?</b> Does philosophy overall support or discredit Christianity? To what extent has Christianity shaped our ethical views?	<b>Revision</b>	<b>Revision</b>	
<b>Content (Linked to TCs):</b>	<ul style="list-style-type: none"> <li>Bentham &amp; Kant (1<sup>st</sup>)</li> <li>Conscience (1<sup>st</sup>)</li> <li>Meta-ethics (2<sup>nd</sup>)</li> <li>Free will &amp; moral responsibility (2<sup>nd</sup>)</li> </ul> <b>(All TCs apply)</b>	<ul style="list-style-type: none"> <li>Self, death &amp; afterlife (Phil)</li> <li>Self, death &amp; afterlife (Chr)</li> </ul> <b>(All TCs apply)</b>	<ul style="list-style-type: none"> <li>Dialogues: Christianity &amp; Philosophy</li> <li>Dialogues: Christianity &amp; ethics</li> </ul> <b>(All TCs apply)</b>			
<b>Key vocabulary:</b>	Categorical Imperative Hedonic Calculus Kingdom of Ends Super Ego	Soul, Mind, Purgatory, Universalism, Reincarnation	All previous			



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	Intuitionism, Naturalism, Determinism, Compatibilism					
<b>Assessment:</b>	KLTs PPE	KLTs	PPE	KLTs	KLTs	<b>Examinations</b>
<b>Key/Historical misconceptions in this unit:</b>	<ul style="list-style-type: none"> <li>Naturalism is the only ethical approach</li> <li>Bentham &amp; Kant were direct rivals</li> </ul>	<ul style="list-style-type: none"> <li>All Christians have same view on life after death</li> </ul>	<ul style="list-style-type: none"> <li>That there are no Christian philosophers and ethicists</li> <li>Answering philosophy directed questions with ethics and vice versa</li> </ul>			
<b>Sequencing:</b>	<p>At the start of year 13 students retrieve and return to key questions of ethics within both Christian and philosophical spheres. This builds on their Christian and philosophy knowledge gained in year 12. Term 2 focuses on life after death theories within philosophy and Christianity. This is well placed because it requires student to utilise both philosophical skills previously learnt and theological skills such as interpretation of the Bible. Term 3 is dedicated entirely to the synoptic part of the course which accounts for a quarter of marks in the examinations, allowing students to draw connections between different parts of the course they have studied previously. Naturally this leads into revision and exam preparation for the remainder of the course. 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>					
<b>National Curriculum plus:</b>	<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>					