

Ethics, Philosophy and Religion (EPR)

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Curriculum Intent:

Students of Ethics, Philosophy and Religion are the critical thinkers and problem solvers of tomorrow; they are engaged in developing knowledge and understanding of religious and non-religious worldviews to foster a greater appreciation of the rich, culturally, and religiously diverse world in which they live. Students will develop their own spiritual, moral, and social awareness by increasing their understanding of the complex issues and challenges faced by people from all walks of life within their own city and beyond. It is our ambition that students leave Tapton with a greater understanding of their own place within society, both locally and globally. We will foster a culture of critical enquiry and analysis through the study and evaluation of philosophical arguments, religious scripture and other sources. Our goal is to create and nurture an intellectual curiosity in students so that they develop a love of learning and an understanding of the role of the subject within the curriculum and beyond.

	Core Knowledge	Procedural Knowledge
Autumn Half Term 1 and 2	<p>Topic: Exploring religion and worldviews</p> <p>Students will undertake an investigation into the nature of religion and other worldviews, locally, nationally and globally.</p> <ul style="list-style-type: none">• Explain what a worldview is and the factors that influence an individual's worldview as well as why it is important to develop an understanding of the worldviews of others.• Explain what census data may tell us about local and national changes in religion and other worldviews.• Explain what a non-religious worldview is using Humanism as an example.• Identify why Buddhism as a religious worldview may be gaining in popularity.• Explore the benefits and challenges of inter-faith dialogue by exploring the work of the inter-faith movement both locally and globally.	<p>Students will:</p> <ul style="list-style-type: none">• Learn the key vocabulary of this topic and become confident in using it both orally and in extended writing.• Interpret and analyse census data.• Create their own 'personal worldview lens'.• Engage thoughtfully in discussion work using a range of oracy strategies.• Begin to write structured responses in response to key questions.

Spring Half Term 1 and 2	<p>Topic: Where can wisdom be found for young people today? (Part 1)</p> <p>Students will study of the importance of the lives of Abraham and Jesus (theological lens) and interpret the wisdom that may be found in their lives (personal lens).</p> <ul style="list-style-type: none"> • Explore what wisdom means. • Understand key events in the life of Abraham, understand his importance to the Abrahamic faiths and be able to identify wisdom that may be found in his story for themselves and others. • Explore Jesus as a historical figure as well as the accounts of Jesus as presented in the Gospels with a particular focus on The Incarnation and the parables. • Interpret the lives of Martin Luther King and Oscar Romero as examples of Christians who exemplify the teachings of Jesus; be able to reflect thoughtfully on the wisdom to be found in the lives and example. 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn the key vocabulary of this topic and become confident in using it both orally and in extended writing. • Develop confidence in reading and interpretation of key texts using active reading strategies. • Engage thoughtfully in discussion work using a range of oracy strategies. • Develop their extended writing skills in response to their learning.
Summer Half Term 1 and 2	<p>Topic: Where can God be found?</p> <ul style="list-style-type: none"> • Learn about the philosophical arguments for the existence of God as put forward by Thomas Aquinas and William Paley; be able to identify support for and challenges to these arguments. • Examine questions of belief in God through the theological lens: explain what a miracle is and examples of miracles that could be used to support belief in God; explain challenges to miracles as evidence for God. Explain examples of religious experiences that could be used to support belief in God; explain challenges to religious experiences as evidence for God. • Use the philosophical lens to explain the problem of evil and suffering: explain possible responses to the philosophical problem of evil and reflect thoughtfully on the success of these solutions. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use key terminology associated with belief in God accurately. • Be able to identify the key elements of a philosophical/ theological argument and how they can be challenged. • Thoughtfully articulate their own ideas in response to the key question 'Where is God to be found?' both in discussion work and extended written responses.
<p>Homework:</p> <p>Students will be set one piece of homework for every six hours of teaching time. Homework will comprise of learning key words and their definitions for short quizzes that will be completed in lesson time as well as one homework which will focus on assessment preparation.</p>		
<p>Assessment:</p> <p>Throughout the year students will be assessed in lessons through verbal questioning, key word quizzes and live marking of written work</p> <p>There are also two formal assessments undertaken in class during the assessment weeks:</p> <p>Time: 40 mins</p> <p>Format:</p> <ul style="list-style-type: none"> • 5 multiple choice questions and 5 keyword definitions. • 4 short knowledge and understanding questions. • 1 extended answer requiring students to demonstrate the skills of interpretation and evaluation. 		

Links to Personal Development:

Develop character, reflect wisely, learn eagerly, behave with integrity and cooperate.

Promote inclusivity and diversity

Prepare for future success in education employment and training

Reflect on own beliefs and spiritual development.

Recognising the difference between right and wrong

Practise a range of social skills

Understand a wide range of cultural influences.

How is my knowledge further developed in Year 8?

As students move on into Year 8 they will build on and deepen their understanding of Y7 unit two by adding Muhammad, Malala Yousafzai to the potential sources of wisdom. This unit also reinforces understanding of the links between Abrahamic religions revisiting stories and lessons learned from the life of Abraham, at the same time as both deepening and broadening students' understanding of the concept of wisdom. Y8 unit three utilises and builds on students' knowledge and understanding of theological, and sociological lenses by exploring how Sikh teachings about equality and service are put into practice today.