

Ethics, Philosophy and Religion

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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: Christian Beliefs Students will undertake an in-depth study of the core beliefs of the largest religious worldview represented at Tapton and the main religious tradition of Great Britain. They will learn about:</p> <ul style="list-style-type: none"> Christian beliefs about the nature God, creation, the role of Jesus as the Son of God, salvation and atonement, divergent beliefs about life after death (theological lens). The philosophical problem of evil and the challenges poses Christian beliefs about the nature of God (philosophical lens). The divergent solutions to the problem of evil and suffering offered by Christianity such as biblical, theoretical and practical solutions. 	<p>Students will:</p> <ul style="list-style-type: none"> Analyse data. 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.
Spring Half Term 1 and 2	<p>Topic: Muslim Beliefs Students will undertake an in-depth study of the core beliefs of the second largest religious worldview represented at Tapton and the second largest religious tradition of Great Britain. They will learn about:</p> <ul style="list-style-type: none"> The core beliefs of Sunni and Shi'a Islam. The nature of Allah in Islam. Muslim beliefs about messengers and messages, life after death and predestination. 	<p>Students will:</p> <ul style="list-style-type: none"> Analyse data. 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.

<p>Summer Half Term 1 and 2</p>	<p>Topic: Ethical issues in marriage and family through the lenses of Christianity and non-religious worldviews.</p> <p>Students will explore a range of issues in the area of personal relationships from Christian perspective and a non-religious perspective. They will learn about:</p> <ul style="list-style-type: none"> • The nature of marriage and family life in society. • Ethical issues raised by attitudes to sexual relationships, the use of contraception and divorce in society. • Issues raised in discussions about gender roles in the family and wider society. • Divergent Christian teachings and attitudes to the above issues. • Divergent non-religious responses to the above issues including Humanism and ethical theories such as Situation Ethics and Utilitarianism. 	<p>Students will:</p> <ul style="list-style-type: none"> • Analyse data. • 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.
<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, online knowledge retrieval quizzes and homework which will focus on assessment preparation.</p>		
<p>Assessment:</p> <p>Throughout the year students will be assessed in lessons through a range of assessment for learning strategies such as ‘no hands up questioning’, ‘agree, build challenge’, and mini whiteboard learning checks as well as 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: 45 mins Format:</p> <ul style="list-style-type: none"> • 5 short answer ‘Outline’ questions. • 2 short knowledge and understanding ‘Explain’ questions. • 1 extended answer requiring students to demonstrate the skills of interpretation, analysis and evaluation. 		
<p>Links to Personal Development:</p> <p>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.</p>		
<p>How is my knowledge further developed in Year 10?</p> <p>As all students move on to study GCSE Religious Studies in their one-hour core Ethics, Philosophy and Religion lesson per week they will find that the topics covered, and skills developed during Key Stage Three have equipped them well for success in Key Stage 4. The foundational understanding of Christian and Muslim Beliefs enables all students to tackle Living the Christian Life and Living the Muslim Life with success (theological lens). During Key Stage Three students have developed a secure understanding of the nature and methods of ethical philosophy which they apply to topics such as Crime and Punishment, Matters of Life and Death and Peace and Conflict in Years 10 and 11(Ethical, Philosophical and Theological lenses).</p>		