

# 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><b>Topic: Where can wisdom be found for young people today? (Part 2)</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Compare and contrast stories about Abraham found in both the Bible and the Qur'an.</li> <li>Learn about explain the key events in the life of Muhammad.</li> <li>Explain and interpret key messages form the Hadith.</li> <li>Interpret Hadith so that they can understand the importance of the Hadith in the lives of Muslims today.</li> <li>Explain the life of Malala Yousafzai and where she gains her inspiration from for her activism.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn the key vocabulary of this topic and become confident in using it both orally and in extended writing.</li> <li>Develop confidence in reading and interpretation of key texts using active reading strategies.</li> <li>Engage thoughtfully in discussion work using a range of oracy strategies.</li> <li>Develop their extended writing skills in response to their learning.</li> </ul>
Spring Half Term 3 and 4	<p><b>Topic: Good, bad; right, wrong: how do I decide?</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Understand the nature of ethical decision making.</li> <li>Learn about examples of theistic moral guidance such as the Ten Commandments, religious leaders and texts, and Situation Ethics (theological lens). They will then apply theistic moral guidance in the area of environmental ethics.</li> <li>Understand examples of non-theistic moral guidance such as Utilitarianism, Situation ethics and Humanism and apply these in the area of environmental ethics.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn the key vocabulary of this topic and become confident in using it both orally and in extended writing.</li> <li>Develop confidence in reading and interpretation of key texts using active reading strategies.</li> <li>Apply key ideas to a current issue.</li> <li>Engage thoughtfully in discussion work using a range of oracy strategies.</li> <li>Develop their extended writing skills in response to their learning.</li> </ul>

<p><b>Summer Half Term 5 and 6</b></p>	<p><b>Topic: How do Sikh teachings on equality and service make a difference in the world today?</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand the nature of Sikhi in the world today.</li> <li>• Learn about Sikh beliefs in relation to God and community.</li> <li>• Understand how the Gurdwara exemplifies Sikh beliefs about equality.</li> <li>• Learn about the langar on the street and the difference that it makes in communities today.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Analyse data</li> <li>• Learn the key vocabulary of this topic and become confident in using it both orally and in extended writing.</li> <li>• Develop confidence in reading and interpretation of key texts using active reading strategies.</li> <li>• Engage thoughtfully in discussion work using a range of oracy strategies.</li> <li>• Develop their extended writing skills in response to their learning.</li> </ul>
<p><b>Homework:</b></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><b>Assessment:</b></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. There are also two formal assessments undertaken in class:</p> <p>Time: 40 mins Format:</p> <p><b>Assessment 1:</b></p> <ul style="list-style-type: none"> <li>• 5 multiple choice questions and 5 keyword definitions.</li> <li>• 4 short knowledge and understanding questions.</li> <li>• 1 extended answer requiring students to demonstrate the skills of interpretation and evaluation.</li> </ul> <p><b>Assessment 2:</b></p> <ul style="list-style-type: none"> <li>• 5 key word definition questions.</li> <li>• 5 short knowledge and understanding questions.</li> <li>• 1 extended answer requiring students to demonstrate the skills of interpretation and evaluation.</li> </ul>		
<p><b>Links to Personal Development:</b></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><b>How is my knowledge further developed in Year 9?</b></p> <p>Learning in Year 8 equips students with the knowledge, understanding and skills to tackle Year 9 topics with confidence. The focus on wisdom in both Years 7 and 8 provides a strong foundation for an in-depth study of Christian and Muslim beliefs in Y9. The moral philosophy introduced in Year 8 prepares students to tackle the ethical elements of Marriage and Family in Y9. This builds on their understanding of sources of wisdom and moral authority.</p>		