

Religion Philosophy and Ethics Curriculum Principles

Our unifying 'sentence' is: "By studying Religion, Philosophy and Ethics the department enabled students to respectfully express their ideas and insight about religious, ethical and philosophical concepts because the students understood about the key beliefs of world faiths and other beliefs and used their integrity to make a positive impact on their community and society as a whole."

By the end of their education, a student of Religion, Philosophy and Ethics at Dixons Unity Academy will:

- know the key beliefs and values of world faiths and other beliefs and their influence upon individuals, communities and cultures. Students will know how to interpret, analyse and evaluate religious, philosophical and ethical thinking.
- understand how to reflect critically and responsibly on their own spiritual, philosophical and ethical convictions. Students will understand and respect the commonality and diversity among world faiths and other beliefs.

To achieve a true understanding of , topics Religion, Philosophy and Ethics have been intelligently sequenced based on the following rationale:

- Our curriculum content follows the Leeds Agreed Syllabus and recognises the value of the Commission on Religious Education (CORE) Report of 2018. The department believes that the powerful knowledge gained through the study of Religion, Philosophy and Ethics is a core element of a rounded academic education. We aim to provide our students with the confidence to live and work in our diverse world, understanding both religious and non-religious worldviews. The academy's core values of Respect, Integrity and Resilience are central to the study of Religion, Philosophy and Ethics and they are promoted through our methodology as well as content.
- Throughout KS3 students are introduced to challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. They learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- At KS3, students focus on all the world faiths to promote respect and tolerance for diverse cultures and viewpoints. They explore key beliefs and practices within each faith and are able to see commonality and differences among world faiths and other beliefs, as well as of the influence of religion on individuals, families, communities and cultures. This knowledge is then applied to ethical and moral issues where students will reflect on their own integrity by exploring moral and ethical issues.
- Students begin looking at the skills needed to articulate effectively and coherently. This is done by encouraging discussion and looking at specific structures and frameworks that are reinforced throughout the year and allows them to interact with the knowledge and concepts while promoting literacy.
- Students are introduced to key vocabulary in the Knowledge Organisers. This knowledge is revisited (spaced learning) and reinforced each lesson through Learn Now starters in every lesson, through continuous low stakes quizzing. It is then applied in a variety of different contexts in order to increase retention and flexibility of application. This will enable students to produce oral and written responses which use high order thinking skills, such as analysis, evaluation and interpretation. Formative assessments involve students to reflect upon what they have learnt previously so retention of content is maintained.
- In Year 9 students begin the AQA GCSE course which is centred on two religions: Christianity and Islam. Students begin with learning key beliefs and practices within the faith and use this, as well as their own viewpoint, to apply to ethical and moral situations when studying Paper 2 (Thematic Studies). It allows students to have a good understanding of the faith and the importance of sacred writings and key individuals before exploring to what extent these religious convictions shape a person's moral compass and views of issues in the world, and specifically in contemporary British society.
- The 4 themes studied are
- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.

The Religion, Philosophy and Ethics curriculum will address social disadvantage by addressing gaps in students' knowledge

- The curriculum will expose students from socio-economic disadvantaged backgrounds to religious and non-religious traditions other than their own. DUA has a truly multicultural population and this is something we wish to celebrate. By studying a wide range of world faiths and worldviews, it provides students with the knowledge and skills to flourish both within their own community and as members of a diverse and global society.



- The curriculum will give students a safe space to discuss their own beliefs and values which they may not have elsewhere. This in turn, means that the teacher and other students can address misconceptions through a meaningful and informed dialogue. This will also set a high level of challenge and reflection.

We fully believe that Religion, Philosophy and Ethics can contribute to the personal development of students at Dixons Unity Academy:

- We provide opportunities for students to discuss and critically reflect upon key questions of meaning and truth such as the origins of the universe, life after death and beliefs about God, allowing students to consider the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices in the local and wider community. The teacher will always make the students aware of the diversity as well as sensitivity to the questions and challenges that different views and cultures can present. By learning about a wide range of world faiths and world views, this will promote racial and interfaith harmony and respect for all; combat prejudice and discrimination; contribute positively to community cohesion and promote awareness of how interfaith cooperation can support the pursuit of the common good, providing opportunities for social development. The curriculum allows students to investigate social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions. It will allow students to consider what is important to them through studying key religious and philosophical beliefs about values and ethical codes of practice. This in turn prepares them for life in the future, in employment and lifelong learning.

Our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice, and guidance that students are exposed to:

- Religion, Philosophy and Ethics (RPE) plays an important role in preparing students for adult life, employment and lifelong learning. It helps students to become successful learners, confident individuals and responsible citizens. It is an exciting, thought provoking and challenging subject relevant to pupils of all faiths and none. RPE challenges students to reflect, analyse, interpret and evaluate. It develops independent and inter-dependent learning and makes an important contribution to their skills in literacy and information and communication technology. It promotes an enquiring approach in which students carefully consider issues of belief and truth in religion and other life stances. It also enhances the capacity to think coherently and consistently, enabling them to evaluate thoughtfully their own and others' views, in a reasoned and informed manner. RPE seeks to develop students' awareness of themselves and others, enabling them to develop a clear understanding of the significance of religion and belief in the world today and to learn about the ways in which different faith communities relate to each other. Exploring the concepts of religion and belief and their roles in the lives of people in a diverse society helps pupils to develop moral awareness and social understanding.
- Students will understand the purpose behind why they learn about a range of religions and philosophical concepts at For example, they will be informed that there is a need for writers, journalists, people working in public service, police officers, doctors, nurses, to have a good understanding of the religious beliefs of the communities they serve.

A true love of Religion, Philosophy and Ethics involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- The GCSE Religious Studies specification is centred around two religions: Christianity and Islam. It is essential that the curriculum provides the building blocks for students to be successful in their final exam. This is done through not only revisiting key concepts of the religion i.e. the concept of the Trinity, but also allowing students to learn outside of the GCSE specification requirements, for example, they explore how the belief in Jesus is represented through art in Christianity. This allows students to see each religion as a living, diverse faith.
- Students study philosophy at KS3, giving them the opportunity to develop their thinking about complex, abstract issues that are not addressed at GCSE. In doing so, students will be able to articulate reasoned and critical responses to the wider issues of society.
- One of the key roles of RPE in schools is to support community cohesion and the development of SMSC and fundamental British values. Throughout the five years of study these are promoted through content and the Academy's values of Respect, Integrity and Resilience.
- The department will take every opportunity to widen the opportunities for all students. This could be by celebrating a variety of local, national and in international festivals or understanding how different people celebrate both religious and non-religious festivals.



Curriculum Overview

- All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this subject, at each key stage from Year 7 through to Year 11, to equip students with the cultural capital they need to succeed in life. Our powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

| | Cycle 1 | Cycle 2 | Cycle 3 |
|-------------|---|---|--|
| YEAR 7 | Study of religion/ Philosophy and Ethics Why are beliefs and values important to me and others? To be clear about what our key beliefs and values are (religious or otherwise), so we can do the right thing | How and why do Hindu teachings still have meaning today? Showing respect to people's beliefs often involves finding out about where ideas and teachings have come from Are all Muslims the same? Understanding the key beliefs of all major world faiths is an important part of living in a multicultural society We all have different rules and codes that we follow in life | What do we do when life gets hard? To assess how religious teachings can be used to improve our lives regardless of whether we are religious or not |
| | Revisited learning (Y7 C2) (Y7 C3) (Y8 C1) (Y8 C3) (Y9 C1) (Y10 C2) | Hinduism: (Y7 C1) (Y7 C2) (Y7 C3) (Y8 C1) Islam: (Y7 C1) (Y8 C2) (Y9 C2 and Y10 C1) | (Y9 C1) (Y9 C3) |
| | Additional information Careers in social care and mediation | Careers in travel | Careers in education and training |
| YEAR 8 | Study of religion/ Philosophy and Ethics Why do Christians believe that Jesus is God on Earth? To be clear that Christians believe that Jesus is God incarnate and this means that Jesus' life offers a pattern for humans and models the way that humans should be | How and why do Buddhist teachings still have meaning today? Showing respect to people's beliefs often involves finding out about where ideas and teachings have come from Does God exist? Examining proofs that theists would use to support the idea that God exists and discuss how atheists would view the material differently. | Does God exist? Examining proofs that theists would use to support the idea that God exists and discuss how atheists would view the material differently. Is it ever right to kill someone? Matters surrounding life and death are important and we all need time to think about these issues |
| | Revisited learning (Y7 C1) (Y7 C2) (Y7 C3) (Y8 C1) (Y8 C3) (Y9 C1) (Y10 C2) | (Y7 C1) (Y7 C2) (Y7 C3) (Y8 C1) (Y8 C3) (Y9 C1) (Y10 C2) | (Y8 C1) (Y10 C2)(Y10 C3) |
| | Additional information Careers in investigation | Careers in research | Careers in ethics and social justice |
| YEAR 9 GCSE | Study of religion Christian beliefs To provide a clear understanding of the key teachings of Christianity | Islamic beliefs To develop understanding of key tenets of Islam and to identify key similarities and differences between Christianity and Islam (Y7 C2) (Y9 C1) (Y10 C1) | Christian practices We should understand Christian practices in order to be respectful individuals (Y7 C2) (Y7 C3) (Y8 C2) (Y9 C1) |
| | Revisited learning (Y7 C1) (Y7 C3) (Y8 C1) (Y10 C2) | | |
| | Additional information Careers in interpreting | Careers in public relations | Careers in journalism |
| YEAR 10 | Study of religion Islamic practices To understand similarities and differences between key practices within Islam | | |
| | Philosophy and Ethics Relationships and Families To be able to evaluate our own and others' beliefs about relationships | Peace and Conflict To be able to articulate and evaluate our own and others' beliefs about war and peace | |

Commented [AJSD1]: What knowledge is revisited / interleaved?

Commented [AJSD2]: What else is important to know about this cycle, e.g. CEAIG links?



| | | | | |
|---------|-------------------------------|---|--|----------------|
| YEAR 11 | Revisited learning | (Y7 C2) (Y9 C2) (Y9 C3) | (Y8 C3)(Y9 C1) (Y9 C1) | (Y7 C1)(Y8 C3) |
| | Additional information | Careers in project management | Careers in medicine | Careers in law |
| | Philosophy and Ethics | Crime and Punishment To consider the impact that crime and punishments have upon society, using religious teachings | Religion and Life To be able to evaluate our own and others' beliefs about the value of life | |
| | Revisited learning | Y8 C3) (Y9 C1) (Y9 C2) | Y8 C3) (Y9 C1) (Y9 C2) | |
| | Additional information | Careers in uniformed public services | Careers in education | |



Y7 Long Term Plan

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
|---------|--------------------------------------|--------------------------------|--|---|---|--|---|---------------------------|-----------------------------------|---|--|---|--|
| Cycle 1 | Induction | BELIEFS AND VALUES | | | | | | HINDUISM | | | | | |
| | | What are my beliefs and values | What are my religious beliefs and values? | What are the beliefs about God in the UK? | Why do religious people value compassion and fairness towards others? | Why do religious people value hard work? | Why do religious people trust in the belief of life after death even if they cannot prove it? | Where did Hinduism begin? | What do Hindus believe about God? | What do Hindus believe about the deities? | How do Hindus worship in the mandir? | How do Hindus worship at home? | What do Hindus believe about life after death? |
| Cycle 2 | HINDUISM | | ISLAM | | | Assessment Weeks | | | | | | | |
| | What do Hindus believe about karma? | Is death the end? | Who are Muslims? | What does the Qur'an teach about God? | How do we make connections? | Assessment Prep | Assessment / revision | Assessment / revision | DIRT | Are all Muslims the same? | What is the meaning of the afterlife? | What do Muslims believe about right or wrong? | What is Islamophobia and extremism? |
| Cycle 3 | WHAT DO WE DO WHEN LIFE GETS HARD? | | | | | | Assessment Weeks | | | | | | |
| | What is the purpose of art in Islam? | What is evil and suffering? | What is the difference between natural and moral evil? | Australian bush fires | Why might evil and suffering cause some people to lose faith in God? | Where do Hindus believe that evil came from? | How do Hindus respond to evil and suffering? | Assessment Prep | Assessment / revision | Assessment / revision | Where do Jews believe that evil came from? | How do Jews respond to evil and suffering? | How do Sikhs respond to evil and suffering? |



Y8 Long Term Plan

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | |
|---------|------------------------------|--|---|---|--------------------------------------|---|-----------------------------------|--------------------------------|-----------------------|-----------------------|---------------------|--------------------------|-------------|--|
| Cycle 1 | Induction | WHY DO CHRISTIANS BELIEVE THAT JESUS IS GOD ON EARTH? | | | | | Assessment Weeks | | | | | | | |
| | | Introduction to Christianity | Nature of God | Nature of God | Trinity | Assessment / revision | Assessment / revision | DIRT | Incarnation | Seven sayings | Art in Christianity | Value of the incarnation | Connections | |
| Cycle 2 | HINDUISM | | | | | | | DOES GOD EXIST? | | | | | | |
| | Why is the Sangha important? | What do Buddhists teach about life after death? | What does the Buddha teach about suffering? | What does the Buddha teach about suffering? | How do Buddhists overcome suffering? | How can we make connections in philosophy and Buddhism? | What is it like to be enlightened | Where has knowledge come from? | Religious experience | Miracles | Miracles | Miracles | Prayer | |
| Cycle 3 | | | | | | | | | Assessment Weeks | | | | | |
| | Prayer | DIRT | Existence of God | DIRT | Was the world designed? | Evolution | Evolution | Assessment Prep | Assessment / revision | Assessment / revision | DIRT | Debate | Debate | |

Y9 GCSE RELIGIOUS STUDIES Long Term Plan

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
|---------|---|--|--------------------|------------------------|------------------|-----------|--------------------|-----------------------|-----------------------|----------------------------|---|----------------------|----------------------|
| Cycle 1 | Induction | AQA GCSE RELIGIOUS STUDIES A 8062 3.1.2 Christianity 3.1.2.1 Beliefs and teachings | | | | | | | | | | | |
| | | Nature of God | Evil and suffering | Evil and suffering | Trinity | Creation | Incarnation | Incarnation | Crucifixion | Resurrection and ascension | Life after death | Life after death | Salvation |
| Cycle 2 | 3.1.5 Islam 3.1.5.1 Beliefs and teachings | | | | | | | Assessment Weeks | | | 3.1.5 Islam 3.1.5.1 Beliefs and teachings | | |
| | Tawhid | Nature of God | Split Islam | in Holy books in Islam | Prophet Muhammad | Risalah | Risalah | Assessment / revision | Assessment / revision | DIRT | Angels | Afterlife | Predestination |
| Cycle 3 | Christianity 3.1.2.2 Practices | | | | | | | Assessment Weeks | | | Christianity 3.1.2.2 Practices | | |
| | Worship | Prayer | Baptism | Holy Pilgrimage | Festivals | Festivals | Role of the Church | Assessment / revision | Assessment / revision | Worldwide church | Reconciliation | Responses to poverty | Responses to poverty |
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Y10 RELIGIOUS STUDIES Long term Plan

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
|---------|--|---|--|---|--|------------------------------------|--|--|----------------------------|----------------------------|---|---|---|
| Cycle 1 | Induction | ISLAM 3.1.5.2 Practices | | | | Assessment Weeks | | | ISLAM 3.1.5.2 Practices | | | | |
| | | Five pillars and Ten Obligatory Acts | Shahadah | Assessment | Salah | Assessment / revision | Assessment / revision | Sawm | Eid | Zakah | Hajj | Id ul Adha | Jihad and Ashura |
| Cycle 2 | 3.2.1.1 Theme A: Relationships and families Sex, marriage and divorce | | | | | | | | | | | | |
| | Human sexuality Sexual relationships before and outside of marriage | The nature and purpose of marriage | Contraception and family planning | Same-sex marriage and cohabitation. | Divorce, including reasons for divorce, and remarrying | Ethical issues surrounding divorce | The nature of families | Contemporary family issues | Contemporary family issues | Contemporary family issues | Gender equality. | Gender equality. | Gender equality. |
| Cycle 3 | 3.2.1.4 Theme D: Religion, peace and conflict | | | | | | | | Assessment Weeks | | | | |
| | Peace and justice, forgiveness and reconciliation | Violence, including violent protest. • Terrorism | Reasons for war, including greed, self-defence and retaliation | The just war theory, including the criteria for a just war. | Holy war | Pacifism | Religion and belief as a cause of war and violence in the contemporary world | Nuclear weapons, including nuclear deterrence. | Assessment / revision | Assessment / revision | Religion and peace-making in the contemporary world | Religious responses to the victims of war | Religious responses to the victims of war |



Y11 RELIGIOUS STUDIES Long Term Plan

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
|---------|--------------------------------------|---|------------------------------|--------------------------------------|--|---|---------------------------------------|---|--|-----------------------|-----------------------|------------------------------------|---|
| Cycle 1 | Induction | 3.2.1.5 Theme E: Religion, crime and punishment | | | | | | | | Assessment Weeks | | 3.2.1.2 Theme B: Religion and life | |
| | | Good and evil intentions and actions | Reasons for crime, | Views about different types of crime | The aims of punishment, | The treatment of criminals, | Forgiveness. | The death penalty | Ethical arguments related to the death penalty | Assessment / revision | Assessment / revision | The origins of the universe | The value of the world and the duty of human beings to protect it |
| Cycle 2 | 3.2.1.2 Theme B: Religion and life | | | | | | | | Assessment Weeks | | | | |
| | The use and abuse of the environment | The use and abuse of animals | The use and abuse of animals | The origins of life | The concepts of sanctity of life and the quality of life | Abortion, including situations when the mother's life is at risk. | Ethical arguments related to abortion | Beliefs about death and an afterlife, and their impact on beliefs about the value of human life | Assessment / revision | Assessment / revision | INTERVENTION | INTERVENTION | INTERVENTION |
| Cycle 3 | External exams begin | | | | | | | | | | | | |
| | REVISION | REVISION | REVISION | REVISION | | | | | | | | | |