

Religion Philosophy and Ethics

Curriculum Principles

Our uniting '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.

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.
 - In Y11 there will be two paths of Full Course and Short Course exam.

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 GCSE. 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? 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	Christian practices We should understand Christian practices in order to be respectful individuals
	Revisited learning (Y7 C1) (Y7 C3) (Y8 C1) (Y10 C2)	(Y7 C2) (Y9 C1) (Y10 C1)	(Y7 C2) (Y7 C3) (Y8 C2) (Y9 C1)
	Additional information Careers in interpreting	Careers in public relations	Careers in journalism



		Cycle 1	Cycle 2	Cycle 3
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
	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
Y 11 FULL COURSE	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	
Y11 SHORT COURSE	Philosophy and Ethics	Crime and Punishment To consider the impact that crime and punishments have upon society, using religious teachings		REVISE PEACE AND CONFLICT
	Study of religion	REVISE CHRISTIAN BELIEFS AND PRACTICES	REVISE ISLAM BELIEFS AND PRACTICES	
	Revisited learning	Y8 C3) (Y9 C1) (Y9 C2)		



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		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	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 ?	Revision - Hinduism	Revision - Islam	Assessment	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 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?	Revision - Hinduism	Assessment	DIRT	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		Introduction to Christianity	Nature of God	Nature of God	Trinity	Incarnation	Revision - Christianity	Assessment	DIRT	Seven sayings	Art in Christianity	Value of the incarnation	Connections
Cycle 2	Introduction to Buddhism	worship	sangha	afterlife	suffering	suffering	What is it like to be enlightened	Introduction to Philosophy	Fixed or changing	Religious experience	Miracles	Miracles	Prayer
Cycle 3	Prayer	Religious experience application	Was the world designed?	Do you agree the world was designed?	Evolution	Revise Christianity	Revise Buddhism	Revise Does God Exist?	Assessment	DIRT	Introduction to ethics	Religious attitudes	Utilitarianism

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		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	Tawhid	Nature of God	Split in Islam	Holy books in Islam	Prophet Muhammad	Risalah	Risalah	Assessment	DIRT	Angels	Afterlife	Predestination	Imamate
Cycle 3	Worship	Prayer	Baptism	Holy Pilgrimage	Festivals	Festivals	Role of the Church	Revision – Christian Beliefs	Assessment	Worldwide church	Reconciliation	Responses to poverty	Responses to poverty



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		Five pillars and Ten Obligatory Acts	Shahadah	Salah	Sawm	Eid	Zakah	Assessment	DIRT	Hajj	Id ul Adha	Jihad and Ashura	Revise Islamic Practices
Cycle 2	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	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.	Revise Muslim beliefs	Assessment	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 – FULL COURSE 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		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 remarriage	Ethical issues surrounding divorce	The nature of families	Contemporary family issues / Gender equality	Assessment	Assessment	Sanctity of Life / making moral decisions	Crime and Punishment / causes of crime
Cycle 2	Attitudes to lawbreakers and different types of crime	Aims of punishment / Forgiveness	Treatment of Criminals	Corporal Punishment	Capital Punishment	Ethical arguments against Capital Punishment	Big Bang theory / Darwin and Evolution	Genesis Creation Story / Science, religion or both? / comparing these truths	Assessment	Assessment	Abuse of the Environment	Global Warming and Climate Change	Natural resources / caring for the world
Cycle 3	Animal Rights	Christian and Islamic teachings about the world and the environment	The value of human life / Abortion	Euthanasia									

Y11 RELIGIOUS STUDIES – SHORT COURSE - 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		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 / Gender equality	Assessment / revision	Assessment / revision	Nature of God	Evil and suffering
Cycle 2	Trinity / Incarnation	Creation	Crucifixion / resurrection and ascension	Life after death	Tawhid / Shahadah / Nature of God	Split in Islam	Holy books in Islam	Prophet Muhammad/ Risalah	Assessment / revision	Assessment / revision	Angels	Afterlife	Predestination
Cycle 3	Imamate	Christian Practices	Islam Practices	Religion Peace and Conflict									