

Ethics and Philosophy - GCSE Religious Studies on a Page 2024 / 2025

Ethics and Philosophy - GCSE Religious Studies Code 8062, Option Code: Buddhism Christianity,

Subject Leader: Emma Lopes

CURRICULUM INTENT:

The aim of Ethics and Philosophy is to inspire learners to think critically about a range of moral and philosophical questions. Our holistic approach encompasses Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion. We focus on preparing pupils for life in the 21st century, engaging pupils in units of work which are contemporary and relevant to our local context.

EP will help develop pupils' knowledge and understanding of a wide range of religious viewpoints, philosophical perspectives and secular world views and explores their own responses to life's challenges. Reference is constantly made to those who live out their beliefs, insights and values in their daily lives and within their own communities. This includes those from a non-religious context such as humanists. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society. EP plays an important role in preparing pupils for their future, for employment and lifelong learning. It enhances their spiritual, moral, social and cultural development as well as the Academy values of honesty, compassion and respect.

All Students study a broad range of religions and non-religious viewpoints including Humanism.

Beliefs and actions are studied with the aim of developing religious literacy including:

to acquire and develop knowledge and understanding of all three Abrahamic faiths; Judaism, Christianity and Islam.

to develop understanding of other principal religions and world views represented in the United Kingdom and around the world;

to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;

to develop attitudes of respect towards other people who hold views and beliefs different from their own;(BV: Respect)

to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

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Recall questions interleaving past knowledge, direct Instruction, modelling, exam question practice (independent and modelled with visualiser), check phase with ABCD boards/whiteboards, debate and discussion, reading texts, highlighting and annotating texts, videos of religious stories and about believers' practices.												
Year 7	Term 1	Religion Locally and Nationally Introduction to Abrahamic faiths: Abraham's Covenant Judaism - Exodus Judaism - Leviticus Christianity - Jesus and His Teachings Christianity - Jesus' Crucifixion and Resurrection	Term 2	Islam - Ibrahim in Arabia Islam - Prophet Muhammad The Significance of Jerusalem Extended Writing	Term 3	Judaism: Moses, Female Leaders, Written sources.	Term 4	Judaism beliefs: Nature of God, Creation. Jewish practices: Morality, how to live, prayer, rituals, different interpretations	Term 5	Christianity: Roots in Judaism, Jesus' life, development of the Church, written authority, People in authority, people in authority,	Term 6	Key Christian beliefs, Nature of God, Creation, Morality, Afterlife, Prayer, worship and celebrations. Denominations (Catholic and Protestant)
	Students are introduced to the Abrahamic religions as a whole in order to demonstrate the original foundation of the three main faiths before exploring each in detail. The religions are then studied in chronological order: Judaism, Christianity, then Islam in Year 8. Within each religion students explore the origins of the faith, including key texts, before examining key beliefs and practices and finally differences within the faith.											

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Year 8	Term 1	Life in pre-Islamic Arabia, Prophet Muhammad, early Islam, the Hijrah, the Final Sermon, Sunni and Shia	Term 2	Islamic Caliphates, The Five Pillars, Hajj, Jihad and Islam today	Term 3	Philosophy: Who is God, the Design Argument, The Cosmological Argument	Term 4	Philosophy: The Problem of Evil, Theodicies, Religious Experience Philosophy: Who is God, the Design Argument, The Cosmological Argument	Term 5	Buddhist beliefs and teachings: The life of the Buddha, the 4 Noble Truths, The Eightfold Path	Term 6	Buddhist practices, Metta, Karuna, Karma, rebirth, the 5 precepts and the 6 perfections.
	Students complete the Abrahamic religions with a detailed exploration of Muslim history, beliefs and Practices. From term 3 students examine Philosophy of Religion and arguments for and against the existence of God to develop their analytical abilities and to reflect more deeply on their own views and beliefs. Year 8 finishes by learning the foundations of Buddhism, beginning with the origins, teachings and beliefs and leading into ethics, practices and attitudes. This provides counterbalance to the monotheistic Abrahamic religions studied in year 7 and the start of year 8 as well as giving an important initial knowledge base for the further study of Buddhism at GCSE.											

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Year 9	Recall questions interleaving past knowledge, direct Instruction, modelling, exam question practice (independent and modelled with visualiser), check phase with ABCD boards/whiteboards, debate and discussion, reading texts, highlighting and annotating texts, videos of religious stories and about believers' practices. Students also write longer 12 marker style questions which analyse a range of viewpoints.											
	Term 1	Ethical decision making: life and death, Natural Law, Situation Ethics	Term 2	Sanctity of Life, Abortion, Euthanasia, Death Penalty, Animal Rights	Term 3	Equality - why is it important? Religious teaching and scripture. Racial and Gender equality.	Term 4	Equality: Women in worship, LGBTQ+ and equality, disability and equality.	Term 5	Equality: Women in worship, LGBTQ+ and equality, disability and equality.	Term 6	Forgiveness, reconciliation and a reflection on responses to extremism.
	<p>We study ethics in year 9 due to the more mature nature of the topics. Students study 2 important ethical frameworks (Natural Law and Situation Ethics) and examine the arguments for and against each. We then move on to case studies where the ethical frameworks can be examined in practice.</p> <p>In terms 3 and 4 the equality unit complements the PSHE and BV work done by students in other lessons and gives the opportunity to develop the school values of Compassion and Respect. The Crime and Punishment unit in the summer term links the ethics of term 1 and provides important reflections on the consequences of crime for the individual and society. Coming at the end of year 9 this supports the character development of the academy.</p>											

Key Stage 4

Year 10	Recall questions interleaving past knowledge, direct Instruction, modelling, exam question practice (independent and modelled with visualiser), check phase with ABCD boards/whiteboards, debate and discussion, reading texts, highlighting and annotating texts, videos of religious stories and about believers' practices. 12 marker questions											
	Term 1	Human relationships: family, marriage, weddings, gay marriage, divorce	Term 2	Human relationships: Contraception, gender roles, family life. Christianity: origins, beliefs and teachings	Term 3	Christianity: beliefs, teachings	Term 4	Christianity: practices Buddhism: beliefs and teachings	Term 5	Buddhism: Practices	Term 6	Buddhism: practices
	Human Relationships is an accessible theme to introduce the students to the GCSE with a familiar topic. This allows the teaching of core skills such as reference to scripture, analysis and evaluation using straightforward themes content. The rest of Year 10 then sees the delivery of Christian beliefs and Practices followed by Buddhist beliefs and Practices. This gives a strong foundation on the two religions and completes the content for Paper 1 in Year 10. Both religions can then be regularly reviewed and revised while teaching the themes in Year 11.											

Year 11	Recall questions interleaving past knowledge, direct Instruction, modelling, exam question practice (independent and modelled with visualiser), check phase with ABCD boards/whiteboards, debate and discussion, reading texts, highlighting and annotating texts, videos of religious stories and about believers' practices. 12 mark questions, reviews of Mock papers, examination of exam reports.											
	Term 1	Religion and Life theme B - Value of life, creation, life after death, abortion, euthanasia, animal testing	Term 2	Human Rights theme F equality, wealth and poverty, social justice	Term 3	Crime and Punishment theme E Causes of crime, aims of punishment, purpose of prisons. forgiveness, death penalty	Term 4	Crime and Punishment theme E Causes of crime, aims of punishment, purpose of prisons. forgiveness, death penalty	Term 5	revision	Term 6	Year 11 New Knowledge will be complete by 2/28/2025
	The themes offer an opportunity to revisit and revise the Christian and Buddhist beliefs and teachings from Y10. Life has the most content so is better to start in the first term.											

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