



Curriculum Intent and vision for Religion, Philosophy & Ethics

Our vision for the Religion, Philosophy & Ethics Curriculum at Stanborough is to help students gain a coherent knowledge and understanding of religions & faiths both in Britain and in the wider world. We also encourage students to explore ethical issues which will help them reflect on their place in modern society. It is worth remembering that there will be a range of faiths of students in the school and the subject can help them to navigate the multi-cultural society we live in.

We are required by law to follow our locally Agreed Syllabus creative by the Hertfordshire SACRE. This provides us with a framework for our make up with our local cultural landscape.

In lessons we aim to inspire students' curiosity to know more about the faith. We aim to equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspectives and judgements on a range of issues. Religion, Philosophy & Ethics helps students to understand the complexity of people's lives, the nature of faith, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their life.

Key Stage 3

What is your curriculum intent for Key Stage 3?

Students extend and deepen their understanding of the principal six religions in Britain today. We aim to cover the eight key themes expected by the locally agreed syllabus. Students identify key themes relating to the local faith landscape. They explore, explain and interpret the connections between different religions and worldviews that impact on the beliefs and practices of individuals and communities. They learn to use religious terminology to explain the key aspects of religious themes. They learn to express the meaning of their own and other's beliefs and values in different forms and to interpret ways of living; recognising and enquiring into the variety, differences and relationships that exist within and between religions and worldviews

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

At key stage two the students will have to study the same eight themes and should:

- o Describe, make connections and reflect upon different features of the religion.
- o Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom.
- o Explore and describe a range of beliefs, practices and symbols.
- o Observe and understand varied examples of how people of faith communicate their beliefs.
- o Understand the challenges of individual commitment to a community of faith or belief.
- o Discuss and present thoughtfully, through creative media, their own and others' views.
- o Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all.
- o Discuss and apply their own and others' ideas about ethical questions.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

Year 7 starts with an introduction to Religion, Philosophy & Ethics that has a focus on reflecting on their knowledge and core skills building on what students have learnt at KS2. Their understanding of key historical concepts will be assessed in a (baseline) assessment following this 2 week unit.

What do students cover in Key Stage 3? When do they study it?

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> - Introduction to World Religions; - Beliefs & Practices; - Prayer, Worship & Reflection; - Religion in Welwyn; - Identity & Belonging. 	<ul style="list-style-type: none"> - Symbols & Actions; - Sources of Wisdom; - Justice & Fairness; - British Values. 	<ul style="list-style-type: none"> - Ultimate Questions; - Human Responsibility & Values; - Faith, Culture & Media.

Why do they study it in that order?

The students study the themes in way which progresses in complexity with some of the themes requiring greater maturity from students when responding to concepts, particularly issues of 'Justice' and 'Human Responsibility'

Does the Key Stage 3 coverage reflect the content in the national curriculum?

No – The National Curriculum does not apply to Religious Education. We have to follow our Locally Agreed Syllabus produced by the Hertfordshire SACRE.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

- Students embed knowledge through a variety of techniques – story boards, posters, extended writing, timelines, homework projects and short question answers and longer essay style questions.
- Prior learning is revisited in an end of year exam on course content and historical skills.
- The historical skills learnt in Year 7 are revisited in assessed work in Year 8 and in the Key Stage 4 curriculum.

How do your curriculum choices contribute to the student's cultural capital?

The RP&E curriculum has been designed to contribute to the student's cultural capital through the accumulation of spiritual and religious knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge.

Spiritual Development: Introduction to World Religions; Beliefs & Practices; Prayer, Worship & Reflection; Identity, Sources of Wisdom. Students are given opportunity to reflect on Ultimate questions; Liberation Theology.

Social Development: Human responsibilities – Laws, pollution, consumerism, the Welfare State.

Moral Development: Laws, Justice and fairness

Personal Development: Concepts of identity

Key Stage 4

What is your curriculum intent for Key Stage 4?

There are two separate curriculum routes students follow in Key Stage 4.

All students will follow a course called Cultures, Societies & Ethics (CSE). In this, non-examined course students study a range of modules which reflect what it means to be a member of our and other communities. It incorporates issues which have big impacts on the lives of student and young people like Alcohol; family life; The Holocaust; Relationships; Stress & Well-being.

This picks up on some of the themes provided by the Hertfordshire Agreed Syllabus as non-statutory exemplar and suggested topics and questions that could be explored through the core curriculum at key stages 4 and 5 and it also picks up some themes from the new Statutory RSE Curriculum.

We also offer Religious Studies as an option at GCSE. We currently follow the Linear OCR GCSE Specification. The Religious Studies specification encourages learners to develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. Students have to develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they study. They need to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, engaging with questions of belief, value, meaning, purpose, truth, and their influence on human life.

How does Key Stage 3 prepare students for Key Stage 4?

Through Key Stage 3 students develop knowledge that is relevant to the GCSE course and they develop a foundation for the skills required for the GCSE exams.

We are currently adapting KS3 Key assessments to using the wording of KS4 exam questions so that students build up the skills they will need to tackle GCSE questions.

What do students cover in Key Stage 4? When do they study it?

Year 10

- **Christianity: Beliefs & Teachings**
- **Christianity: Practices**
- **Islam: Beliefs & Teachings**
- **Islam: Practices**
- **Themes: Relationships and families**
- **Recall and application of prior learning.**
- **Exam practice**

Year 11

- **Themes: Religion, peace and conflict**
- **Themes: The existence of God, gods and the ultimate reality**
- **Themes: Dialogue between religious and non-religious beliefs**
- **Recall and application of prior learning.**
- **Exam practice**

Why do they study it in that order?

- Students study mainly Christianity as it will be more reflective of their own experiences and there is continuity with the topics that they have studied at KS3.
- We then study the Islam beliefs & teachings and practices as they can be set in contrast to what has been learnt and the skills used in the Christianity modules.
- The four 'Thematic units' have mature content and require more complex exam skills and is therefore studied last. We study this unit through Christianity as it will be more relevant to students.

- The recall and application of prior learning is a very important stage of the year 11 course as students revisit topics they have learnt previously with a focus on applying that knowledge to exam criteria.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

- Students embed knowledge through a variety of techniques – story boards, posters, extended writing, timelines, and short question answers.
- Prior learning is revisited and assessed in exams throughout the course.
- The skills learnt in Key Stage 4 are revisited in assessed work throughout Key Stage 4 and later in the Key Stage 5 curriculum.

How do your curriculum choices contribute to the student's cultural capital?

The Religious Studies and the CSE curriculum have been designed to contribute to the student's cultural capital through the accumulation of religious knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge.

The CSE course enables students to develop into happy and healthy individuals, and to become a positive member of our community.

Religion, Philosophy & Ethics helps students to develop confidence, resilience, and self-esteem. It is in a unique place within the school to frame issues of spiritual practices, beliefs and teachings within a range of world-views, especially those reflecting the British way of life. Not only does it help spiritual aspects of cultural capital the KS4 curriculum contributes to other aspects also.

Spiritual Development: GCSE - Beliefs, teachings and practices of two religions (Christianity and Islam), Questioning the existence of God, issues of peace & justice and the ways in which religious and non-religious people can communicate with each other, reflecting on the potential areas of tension.

Personal Development: Health issues – Alcohol & Drugs, Sex education; Mental Health – Stress and wellbeing.

Social Development: Alcohol and Drugs (Laws and impacts on Society), Holocaust and Genocides – understanding the historical impacts of the Holocaust and then other genocides from the 20th and 21st Centuries.

Moral Development: GCSE – Religious codes of behaviour, (Christianity and Islam); CSE – Holocaust and Genocides (recognition of the fact that genocides are still happening today!).

Key Stage 5

What is your curriculum intent for Key Stage 5?

Again, at Key Stage 5, we have two separate routes of study.

All students in Key Stage 5 follow an enrichment programme. Religion, Philosophy & Ethics contributes several sessions to reflect some the themes the Agreed Syllabus non-statutory introduces. But, at key Stage 5, we can broaden the scope of the topics we cover. Religion, Philosophy & Ethics has recently contributed sessions on faiths you find in the UK which were not covered in Key Stages 1 to 4 like Jain, Shinto and Zoroastrianism (all these faiths have been the faiths of students we have had in school in recent years). We have also provided sessions on Love, Sin & Crime, Inequality and every year we provide Year 12 students a session on FGM/FGC.

At A-Level we follow the AQA Philosophy syllabus. The A-level Philosophy qualification has been designed to give students a thorough grounding in the key concepts and methods of philosophy. Students have the opportunity to engage with big questions in a purely secular context.

Students develop important skills that they need for progression to higher education. They learn to be clear and precise in their thinking and writing. They engage with complex texts, analysing and evaluating the arguments of others and constructing and defending their own arguments. Students are required to demonstrate knowledge and understanding of the content, including through the use of philosophical analysis (conceptual analysis and argument analysis) and must also be able to analyse and evaluate the philosophical arguments within the subject content to form reasoned judgements

How does Key Stage 4 prepare students for Key Stage 5?

Through the learning of philosophical themes and cross-curricular skills. However, all KS5 units studied at Stanborough are studied from a secular philosophical viewpoint which is novel to our students who have previously studied from religious viewpoints.

What do students cover in Key Stage 5? When do they study it?

Year 12

- Paper 1
 - o Epistemology
 - o Moral Philosophy

Year 13

- Paper 2
 - o Metaphysics of God
 - o Metaphysics of Mind

Why do they study it in that order?

Units are taught in the order in which they are examined. This decision was influenced by the 'challenge' within each unit and the weighting towards the student's final grade. The content for the 'Paper 1' units is very *content heavy*, whereas the 'Paper 2' units are much *more challenging* and involve *less content*. There is no coursework in Philosophy, it is 100% examination based.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

- Students embed knowledge through a variety of techniques – Extended writing, philosophical reading analysis, short question answers, and more extended evaluative writing.
- Prior learning is revisited and assessed in exams throughout the course with revisiting Year 1 topics revision and exam questions during Year 2.
- The philosophical skills learnt in Key Stage 5 are revisited in assessed work throughout the course.

How do your curriculum choices contribute to the student's cultural capital?

The Philosophy curriculum has been designed to contribute to the student's cultural capital through the accumulation of philosophical knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge.

The Philosophy course is widely respected as excellent preparation for tertiary study. Students learn to read and utilize complicated and technical writing. They learn to analyse concepts and construct extended writing without redundancy.

Personal Development: Whole specification helps students to develop resilience and to work with a growth mindset.

Moral Development: Moral Philosophy (1/4 of the specification)

How do you prepare students for learning beyond Key Stage 5?

Students develop important skills that they need for progression to higher education. They learn to be clear and precise in their thinking and writing. They engage with complex texts, analysing and evaluating the arguments of others and constructing and defending their own arguments. Students are provided with the knowledge and philosophical skills so that they can progress from Key Stage 5 to:

- Higher education courses, such as degrees in Philosophy or in related subjects such as politics, English literature, law, economics or either Philosophy, politics and economics, or politics, philosophy and economics.
- Other higher education courses in unrelated subjects
- Vocational qualifications such as the BTEC Level 4 HNC Diplomas and BTEC Level 5 HND Diplomas
- A wide range of careers in areas such as journalism and media, education, libraries, national and local government and the civil service.

Students are provided with relevant information on the Stanborough Religion, Philosophy & Ethics Website.