Philosophy, Ethics and Religion Intent

It is our intent for Philosophy Ethics and Religion to engage, inspire and challenge. Through the study of key religions and ethical and philosophical issues, we hope that our students will develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. Greater awareness about the faith of others is crucial as we enter the 21st century in the UK because ignorance is a major contributor to prejudice and even to conflict. We hope that students will understand how these beliefs influence people in their behaviour and practices. Throughout all key stages we explore challenging issues surrounding a diverse community including, Islamophobia, Homophobia, Racism, Xenophobia and Religious and Cultural Intolerance. By studying this we also aim to make students aware of the various challenges facing minority groups. Our intention is to equip students with the skills to engage with an increasingly diverse world, with the aim of fostering mutual respect and harmony by celebrating diversity and fostering respect for different identities.

We promote critical thinking and create opportunities for students to develop their skills of empathy, dialogue, interpretation, and analysis that are invaluable in both personal and professional contexts. We ensure that we equip them with the knowledge and skills to consider and answer a variety of challenging questions. We aim to improve their religious literacy in the hope that they understand how belief systems differ and how those distinct from their own shape other people's attitudes, values, and experiences. We want them to consider and respond to a range of important questions related to their own spiritual development and fundamental questions concerning the meaning and purpose of life. For example, how did the universe begin, is there life after death and can war ever be justified? We want them to know how Philosophy, Ethics and Religion promotes discernment and enables them to combat prejudice by challenging negative perceptions of religion and key misconceptions. We encourage students to consider the provenance of the information they read and receive in order to make them more discerning about the weight it carries.

We are committed to providing a supportive and stimulating learning environment where every student can explore and grow.

PER Implementation Statement

Our curriculum is based on the new Essex Agreed Syllabus for Religious Education, "A Religious Education for the Future." It embodies an approach that values lived experiences and diversity within and between religious and belief traditions, encouraging children and young people to engage critically with the big questions in life. In this syllabus, PER is rooted in three key disciplines: theology, philosophy, and the human/social sciences.

- **Theology** can be explained by the phrase "thinking through believing." It involves asking questions that believers would ask, exploring questions and answers that arise from inside religions and worldviews.
- **Philosophy** can be summed up as "thinking through thinking." It requires pupils to think like philosophers, examining concepts through a philosophical lens. Pupils will explore questions and answers concerning the nature of knowledge, existence, and morality.
- **Human/Social Sciences** can be explained by "thinking through living." Pupils will explore questions and answers related to the impact of religions and worldviews on people and their lives.

All staff in the department recognize and understand that outstanding teaching and learning are at the heart of a successful curriculum. They are committed to collaborative planning and sharing resources, which leads to a continually updated and engaging curriculum.

The focus is on religious beliefs and the abstract features of religion (concepts, ideas, values, ethical stances, etc.). The syllabus promotes a multi-disciplinary study of religion and worldviews, developing students' knowledge, critical faculties, and curiosity about the world in which they live. It prepares them for life within the large and diverse County of Essex and the wider world, where they will encounter a vast range of ideas and beliefs.

In developing an understanding of and respect for people of different faiths, PER makes an important contribution to community cohesion. The programmes of study for KS3 cover content related to most of the major world faiths, though the department focuses on Christianity, Islam, and Sikhism as well the exploration of secular as well as religious worldviews.

Pupils' progress is assessed in relation to the purpose and aims of the subject. One of the aims is how well pupils can hold balanced and well-informed conversations about religion and worldviews, essentially measuring their religious literacy. Attainment and progress are therefore linked to the multi-disciplinary approach to PER advocated throughout this syllabus. We use assessment intelligently and purposefully to ensure it also fulfils the purpose of supporting teaching and learning and promoting progress for all children. Assessment processes and structures provide support and guidance, helping teachers make informed decisions about future teaching and addressing misconceptions and areas of weakness. End-of-unit assessments can be both formative and summative. Structures are in place to ensure that all students can access the curriculum offered. Meaningful feedback and feedforward tasks enable students to understand how to improve their answers and make further progress.

Learning is embedded through the development of knowledge and skills over time. The department has taken a conscious decision to teach a variety of revision skills and dedicate time to developing this important transferable skill. All lessons start with a recap task to either ensure continual recap of basic knowledge from previous work, or to reflect on some of the issues discussed in previous lessons.

Aspects of the GCSE topics are introduced during KS3 as introductory topics and then built upon in KS4. For example, Islam and Christianity in Year 7, aspects of the Relationships and Equality module in Year 9, and the skills developed throughout KS3. Written tasks and "thinking hard" questions are used to develop their understanding of command words and their ability to give developed and reasoned answers as well as answer exam-style questions. Aspects of A level topics such as life and death, origins of the universe, key ethical issues, and core Christian beliefs are covered in KS3 and KS4, serving as building blocks for the A level curriculum. The essay skills taught at GCSE, especially the skill of appraisal, are further developed at A Level in both AO1 and AO2 question styles.

Our PER and Religious Studies curriculum provides important perspectives on human culture, everyday life, and a range of national and global political and social issues. It also equips our students with valuable transferable employability skills, such as the ability to:

- Think clearly and logically.
- Interpret and synthesize information.
- Communicate and express ideas and information.
- Organize and work to deadlines.

- Empathize with and understand the views and practices of others.
- Engage with others.
- Work independently

In lessons, opportunities are provided to ensure that students can communicate articulately and confidently in various forms. Discussions, debates, and paired work are used to encourage active participation and deeper understanding. The focus is on developing students' abilities to think critically and make informed judgments. Furthermore, it ensures that students acquire the essential communication skill of listening. By incorporating films, documentaries, news articles, and relevant clips, we bring religious stories, practices, and ethical issues to life. Inviting guest speakers, organising workshops, and trips help enrich the experiences of students. By using a variety of effective questioning techniques, we aim to challenge and encourage students to a higher order of thinking.

Curriculum Overview

Religious Studies: Paper 1 Christianity

Christian Beliefs				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Christian beliefs: **Students will gain an understanding of the core Christian beliefs which guide a Christian's life.**	**Knowledge:** The Trinity, creation, incarnation, Jesus' last days, salvation, eschatology, the problem of evil, divergent solutions to the problem of evil. **Understanding:** Students will understand key religious beliefs of Christianity including the belief of God in three forms. They will understand the different Biblical accounts of creation as well as the incarnation of God as Jesus. In particular, the importance of Jesus' last days and the salvation and atonement bought to Humanity. Students will understand the different opinions on eschatology and the impact of evil on the belief in God. Students will understand how to evaluate this knowledge. **Skills:** D Verbal and listening skills Empathy Justifying points of view Written skills (point and develop) Using correct vocabulary	• Students will be able to use Christian terminology correctly and with confidence. • Descriptions of beliefs will be detailed and demonstrate scriptural evidence. • There will be a logical chain of reasoning in the essay answers with a justified conclusion.	• This builds on prior learning that takes place at KS3, especially year 7 where some of the teachings of Christianity and key figures are explored.	Edexcel GCSE (9-1) Religious Studies B – Paper 1: Religion and Ethics – Christianity Student book. Religion and Ethics through Christianity. Religion and Ethics through Christianity: Workbook Revise Edexcel GCSE (9-1) Religious Studies B, Christianity & Islam Revision Guide. Department produced revision guide. Miracle maker – section on last days of Jesus – media server

	Explaining similarities and differences in people's lives Making links to their own experiences Expressing their own insight to religious and moral questions Showing coherent understanding of issues Justifying their points of view with comprehensive and balanced conclusions	• Arguments will be fully evaluated, demonstrating an understanding of religious beliefs. • Comparisons and judgements may be made against other beliefs to support with evaluation.		Conspiracy road trip – creationism – media server

Matters of life and Death				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Matters of life and death: **Students learn the Christian beliefs concerning matters of life and death. There is a focus on euthanasia, abortion, sanctity of life and the origins and values of the universe.**	**Knowledge:** Origins and value of the universe, sanctity of life, origins and value of human life, abortion, euthanasia, life after death, issues in the natural world. **Understanding:** Students will understand that there are different Christian as well as different secular views on these issues. They will understand that although God had a role in the origins of the universe, the belief in this role may differ. Students will understand the meaning of the term sanctity of life and the impact of this on the views of abortion and euthanasia. An understanding of evolution is important and God's role in it. They will understand the different Christian and secular views on life after death and responses to arguments on this issue. Finally, students need to understand issues in the natural world and the responsibility	• Students will be able to use Christian terminology correctly and with confidence. • Descriptions of beliefs will be detailed and demonstrate scriptural evidence. • There will be a logical chain of reasoning in the essay answers with a justified conclusion.	• In Year 9, the 'Relationship' unit explores the religious and secular beliefs of life after death. • Links are made with the content taught in the Christian Beliefs module at the beginning of KS4.	Edexcel GCSE (9-1) Religion and Ethics – Christianity Student book. Religion and Ethics through Christianity. Religion and Ethics through Christianity: Workbook Revise Edexcel GCSE (9-1) Religious Studies B, Christianity & Islam Revision Guide. Department produced revision guide. Terry Pratchett: choosing to die – media server Abortion: the choice – media server

	that some believe they have for the environment. **Skills** Verbal and listening skills Empathy Justifying points of view Written skills (point and develop) Using correct vocabulary Explaining similarities and differences in people's lives Making links to their own experiences Expressing their own insight to religious and moral questions Showing coherent understanding of issues Justifying their points of view with comprehensive and balanced conclusions	• Arguments will be fully evaluated, demonstrating an understanding of religious beliefs. • Comparisons and judgements may be made against other beliefs to support with evaluation.		The man who contacts the dead – Derren Brown investigates. – YouTube Blackfish – Netflix

Marriage and the Family				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Marriage and the family: **Students learn the Christian beliefs concerning issues surrounding marriage and the family and the changing nature of these.**	**Knowledge:** Marriage, sexual relationships, families, support for the family in the local parish, contraception, divorce, equality of men and women in the family, gender prejudice and discrimination. **Understanding:** students will need to understand both religious and secular views and why these issues are important to some people and what it involves. They will understand that people have different views on sexual relationships and when they should take place. They will also need to have an understanding of the importance of family in society and the support that the local parish can offer families. Different views on contraception will need to be understood. Students need to grasp the issues related to divorce. Finally, they need	• Students will be able to use Christian terminology correctly and with confidence. • Descriptions of beliefs will be detailed and demonstrate scriptural evidence. • There will be a logical chain of reasoning in the essay answers with	• Students cover the basics of these issues in two modules called relationships and equality in Year 9. • Links are made with the content taught in the Christian Beliefs and Matters of life and death modules.	Edexcel GCSE (9-1) Religious Studies B – Paper 1: Religion and Ethics – Christianity Student book. Religion and Ethics through Christianity. Religion and Ethics through Christianity: Workbook Revise Edexcel GCSE (9-1) Religious Studies B, Christianity & Islam Revision Guide. Department produced revision guide. Cure me I'm gay – media server

	to understand all issues surrounding gender prejudice and discrimination in families, society, and the Church. **Skills:** Verbal and listening skills Empathy Justifying points of view Written skills (point and develop) Using correct vocabulary Explaining similarities and differences in people's lives Making links to their own experiences Expressing their own insight to religious and moral questions Showing coherent understanding of issues Justifying their points of view with comprehensive and balanced conclusions	a justified conclusion. • Arguments will be fully evaluated, demonstrating an understanding of religious beliefs. • Comparisons and judgements may be made against other beliefs to support with evaluation.		Dad's having a baby – SharePoint Hillary Clinton: the power of women – media server Strictly soul mates - SharePoint

Living the Christian Life				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Living the Christian Life: **Students learn how the key Christian beliefs impact the lived**	**Knowledge:** Worship, the sacraments, prayer, pilgrimage, celebrations, the future of the Church, the local church, and the worldwide Church. **Understanding:** Students will understand how Christians worship in different ways and that many churches recognise different sacraments. They will understand that there are different ways to pray and different reasons to pray to God. There will also be an understanding of why pilgrimage is seen as important by some Christians. They will gain an understanding of	• Students will be able to use Christian terminology correctly and with confidence. • Descriptions of beliefs will be detailed and demonstrate scriptural evidence.	• In KS3 students are introduced to the beliefs of Christians and some of their traditions, for example the festivals of Christmas and Easter.	Edexcel GCSE (9-1) Religious Studies B – Paper 1: Religion and Ethics – Christianity Student book. Religion and Ethics through Christianity. Religion and Ethics through Christianity: Workbook Revise Edexcel GCSE (9-1) Religious Studies B,

experience of a Christian. Actions of Christians are explored.	the importance of Easter and Christmas and the traditions involved in these. Students will understand why spreading the Christian faith is important to the future of the Church and how the local church can play an important role in the community. Finally, they will understand how the church aims to make a positive impact, especially in reconciliation. **Skills:** Verbal and listening skills Empathy Justifying points of view Written skills (point and develop) Using correct vocabulary Explaining similarities and differences in people's lives Making links to their own experiences Expressing their own insight to religious and moral questions Showing coherent understanding of issues Justifying their points of view with comprehensive and balanced conclusions	• There will be a logical chain of reasoning in the essay answers with a justified conclusion. • Arguments will be fully evaluated, demonstrating an understanding of religious beliefs. • Comparisons and judgements may be made against other beliefs to support with evaluation.	• Links are made with the content that is taught in the Christian Beliefs module.	Christianity & Islam Revision Guide. Department produced revision guide. Meet the Mormons – media server Pilgrimage with Simon Reeve – media server Pilgrimage: The road to Santiago – media server The battle for Christianity – media server

Religious Studies: Paper 2 Islam

Muslim Beliefs				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Muslim Beliefs: **Students will gain an understanding of the core Islamic beliefs which guide a Muslim's life.**	**Knowledge:** The Six Beliefs. The Five Roots as believed by Shia Muslims. The nature of Allah. Prophethood. Holy books. Angels. Predestination. The afterlife. **Understanding:** Students will understand key religious beliefs of Islam including the belief in Allah and the various Prophets,	• Students will be able to use Islamic terminology correctly and with confidence. • Descriptions of beliefs will be detailed and demonstrate scriptural evidence.	• There is some overlap with the Paper 1: Christianity as to the Nature of God. Key words are recapped. • Knowledge of Prophets, Holy	Religion, Peace and Conflict through Islam. W.A. Ahmedi Religion, Peace and Conflict through Islam: Workbook

	concluding with Muhammed. They will understand the nature and purpose of Angels and the impact both Allah and their actions have on the afterlife. Students will understand how to evaluate this knowledge. **Skills:** Verbal and listening skills Empathy Justifying points of view Written skills (point and develop) Using correct vocabulary Explaining similarities and differences in people's lives Making links to their own experiences Expressing their own insight to religious and moral questions Showing coherent understanding of issues Justifying their points of view with comprehensive and balanced conclusions	• There will be a logical chain of reasoning in the essay answers with a justified conclusion. • Arguments will be fully evaluated, demonstrating an understanding of religious beliefs. • Comparisons and judgements may be made against other beliefs to support with evaluation.	Books and Angels are also built upon from the Christianity paper.	Revise Edexcel GCSE (9-1) Religious Studies B, Christianity & Islam Revision Guide. Department produced revision guide. My life, my religion: Islam – media server Muslims like us – media server Extremely British Muslim- media server

Peace and Conflict				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**

Peace and conflict: **Students learn the Islamic beliefs concerning peace and conflict, including the importance of peace keeping, war and modern-day issues such as terrorism.**	**Knowledge:** Peace. Peace making. Conflict. Pacifism. Just War Theory. Holy Wars. Weapons of Mass Destruction. Terrorism. **Understanding:** Students will understand the Islamic beliefs relating to peace; the importance of it and how Muslims put peace into action. They also come to understand Islamic teachings on conflict; when war is justified in Islam and what a Holy War is. Modern day issues are explored to cover weapons of mass destruction and the impact of terrorism. Students understand how the Quran has been interpreted by extremist groups and how this has affected the Muslim world community. **Skills:** Verbal and listening skills Empathy Justifying points of view Written skills (point and develop) Using correct vocabulary Explaining similarities and differences in people's lives Making links to their own experiences Expressing their own insight to religious and moral questions Showing coherent understanding of issues Justifying their points of view with comprehensive and balanced conclusions	• Students will be able to use Islamic terminology correctly and with confidence. • Descriptions of beliefs will be detailed and demonstrate scriptural evidence. • There will be a logical chain of reasoning in the essay answers with a justified conclusion. • Arguments will be fully evaluated, demonstrating an understanding of religious beliefs. • Comparisons and judgements may be made against other beliefs to support with evaluation.	• In Year 8, students explore such issues as pacifism, the Just War Theory and Terrorism though the unit 'The Impact of Religion.' • In Year 9, the 'Equality' unit explores Islamophobia and terrorism. • The idea of pacifism is explored to a lesser extent through Jesus' teachings in Paper 1.	Religion, Peace and Conflict through Islam. W.A. Ahmedi Religion, Peace and Conflict through Islam: Workbook Revise Edexcel GCSE (9-1) Religious Studies B, Christianity & Islam Revision Guide. Department produced revision guide. Eye in the sky – media server For Sama – media server Saving Syria's children – media server

Crime and Punishment				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Crime and punishment: **Students learn the Islamic beliefs concerning crime and punishment, including the importance of justice, the aims of punishment and why forgiveness is important.**	**Knowledge:** Justice, crime, good evil and suffering, punishment, aims of punishment, forgiveness treatment of criminals and the death penalty. **Understanding:** Students will understand the importance of justice, why some people commit crimes and how and why people should be punished for their crimes. They should also understand the importance of forgiveness for restorative justice to take place. They must understand Islamic teachings on how criminals should be treated and why the death penalty is seen as an acceptable form of punishment. **Skills:** Verbal and listening skills Empathy Justifying points of view Written skills (point and develop) Using correct vocabulary Explaining similarities and differences in people's lives Making links to their own experiences Expressing their own insight to religious and moral questions Showing coherent understanding of issues Justifying their points of view with	• Students will be able to use Islamic terminology correctly and with confidence. • Descriptions of beliefs will be detailed and demonstrate scriptural evidence. • There will be a logical chain of reasoning in the essay answers with a justified conclusion. • Arguments will be fully evaluated, demonstrating an understanding of religious beliefs. • Comparisons and judgements may be made against other beliefs to support with evaluation.	• Forgiveness is covered throughout KS3 – In year 7 students look at forgiveness from the Christian perspective. In Year 8 it is covered through the module the impacts of religion. In Year 9 students look at the idea of forgiveness when covering the Holocaust.	Religion, Peace and Conflict through Islam. W.A. Ahmedi Religion, Peace and Conflict through Islam: Workbook Revise Edexcel GCSE (9-1) Religious Studies B, Christianity & Islam Revision Guide. Department produced revision guide. Inside death row with Trevor McDonald – media server Young kids' hard times – media server The insider: Reggie Yates – media server James Bulger: Britain's worst crime – media server

	comprehensive and balanced conclusions			

Living the Muslim Life				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Living the Muslim Life: **Students learn how the key Muslim beliefs impact the lived experience of a Muslim. Actions of Muslims are explored.**	**Knowledge:** The Ten Obligatory Acts. Shahada. Salah. Sawm. Zakah and Khums. Hajj. Jihad. Celebrations. **Understanding:** Students will understand how Muslims put their beliefs into action through the Ten Obligatory Acts. Many of these acts are taught in depth, giving students an understanding of why specific actions are performed and how they impact both on the individual Muslim, and also on wider society. Misconceptions of things such as Jihad are addressed so students understand how Islam is sometimes viewed by the world and the impact.	• Students will be able to use Islamic terminology correctly and with confidence. • Descriptions of beliefs will be detailed and demonstrate scriptural evidence. • There will be a logical chain of reasoning in the essay answers with a justified conclusion. • Arguments will be fully evaluated, demonstrating an understanding of religious beliefs.	• In Year 7, students are taught the Five Pillars of Islam which is built upon here. • Students apply their knowledge from the Muslim Beliefs unit to aid their understanding of the Obligatory Acts. • Knowledge from the Christianity paper helps understanding e.g.	Religion, Peace and Conflict through Islam. W.A. Ahmedi Religion, Peace and Conflict through Islam: Workbook Revise Edexcel GCSE (9-1) Religious Studies B, Christianity & Islam Revision Guide. Department produced revision guide. Make me a Muslim – media server

	Skills: Verbal and listening skills Empathy Justifying points of view Written skills (point and develop) Using correct vocabulary Explaining similarities and differences in people's lives Making links to their own experiences Expressing their own insight to religious and moral questions Showing coherent understanding of issues Justifying their points of view with comprehensive and balanced conclusions	• Comparisons and judgements may be made against other beliefs to support with evaluation.	The Story of Abraham	A very British Ramadan – media server Sacred journeys: world's largest pilgrimage – YouTube.