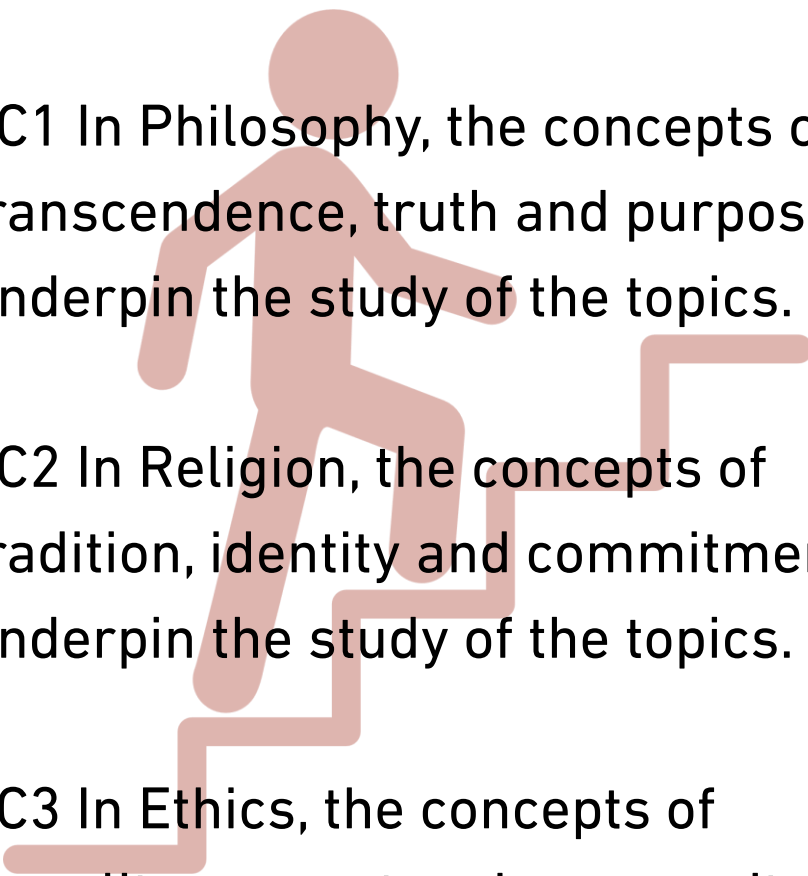


CURRICULUM INTENT

THRESHOLD CONCEPTS

ALL PRE THRESHOLD CONCEPTS ARE EXPLORED, EVERY LESSON




TC1 In Philosophy, the concepts of transcendence, truth and purpose underpin the study of the topics.

TC2 In Religion, the concepts of tradition, identity and commitment underpin the study of the topics.

TC3 In Ethics, the concepts of morality, respect and community underpin the study of the topics.

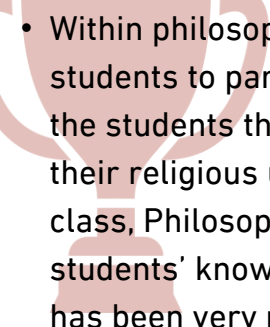
It is the intention of the Philosophy, Religion and Ethics curriculum to develop empathy and understanding of the beliefs of all religions and cultures, with particular focus on Christianity as the main religious tradition of Great Britain. Students will develop an understanding of what it means to live in a multi-cultural society like Sandwell, and allow them to explore, examine and justify their own beliefs as well as the beliefs of others, developing positive relationships. Students will understand the perspectives and develop a respect for the religious practices of people of all faiths and those of no faith, and understand how religious beliefs can influence the moral decisions of people in situations in the world today, as religious belief is subjective in order to reduce intolerance in society.

SUPPORT AT HOME

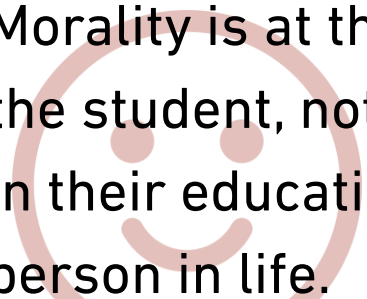
- 
- Students at home will have the support of parents through their deep learning homework projects. As well as this, students will also have materials found on BBC bitesize with religions of the world videos to aid their learning.
 - Students will also have termly spelling tests on all new topics that they can practice and revise at home

ENRICHMENT

Enrichment opportunities:

- 
- Within philosophy, religion and ethics there are a range of enrichment opportunities for students to participate in. We have many trips planned across KS3, this not only allows the students the chance to travel outside of Sandwell and allows students to broaden their religious understanding and empathy. Within PRE we also run an extracurricular class, Philosophy and Ethics club (Ethflix and debate club), which further extends students' knowledge of concepts and further develops key skills that they hold, this has been very popular

PERSONAL DEVELOPMENT



Morality is at the core of our subject. Our topics develop the student, not only preparing them for the next stage in their education but building their character as a person in life.

CURRICULUM LINKS

How this learning will be embedded elsewhere in the curriculum:

- (Cross-curricular opportunities) PRE has links with History, Geography and English with the topics that we look at. Such as, the holocaust, the history and location of pilgrimage and finally links within English within our topic of morality and literature when drawing upon values and symbolism.

CAREERS

Preparing for the next stage of education/links to careers:

- Within our KS3 curriculum, our focus is on having depth within what we study, whilst also having breadth. We study all 6 major world religions as well as alternative world views yet also ensure that we build key critical skills through philosophical questioning that not only has its own topic but the way in thinking philosophically itself is brought into all lessons. We study ethical topics, ensuring the morality of the student is developed, giving them the opportunity to really discover their own thoughts and opinions. This develops the student, not only preparing them for the next stage in their education but building their character as a person in life.
- Through studying PRE, there are opportunities to take many career paths such as teaching in education, counselling, health and social, law, criminology, social work, public services and business to name just a few.

WHAT

In this topic students will be introduced to the concept of philosophical thinking with this they will know how connections are made through philosophical thinking and answering big questions. Students will also know key beliefs about the afterlife including the different types of truths, the views of materialists and dualists and whether the soul is connected to the mind and body.

WHY

- In this topic students will explore the origins of philosophical thought.
- Students will also discover how philosophy has led to discoveries in multiple academic fields and begin to address the challenge of discussing life's big questions.
- Students will investigate these thoughts and ideas through the concepts of afterlife, philosophical thinkers and is there a God?

HOW

ASSESSMENT

In this term students will not have a summative assessment however, a range of formative assessments will take place within lesson to inform teacher of progress such as, an extended written piece, recall tasks and spelling tests.

VOCABULARY

- Experience
- Questioning
 - Purpose
 - Soul
 - Afterlife
 - Heaven
 - Hell
 - Reason

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

HALF TERM 2: JUDAISM

WHAT

In this topic of Judaism, students will learn first of the Abrahamic faiths. They will know the foundations of the Jewish religion and the key beliefs Jewish people have about God, why worship is important and how religion is practiced in the 21st century today through faith and celebrations.

WHY

- In this topic, students will explore the first main world religion Judaism, giving them an introducing to the Abrahamic faiths and key beliefs Jewish people have.
- Students will also discover and examine why Jewish people have these beliefs and how they are influenced by their beliefs today.
- Students will explore the difficulties Jewish people may face practicing their faith in society today

HOW

ASSESSMENT

In this term students will have a summative assessment completing their mid-point assessment in Judaism with an interleave of philosophy.

VOCABULARY

- Torah
- Synagogue
 - Rabbi
 - Passover
 - Jerusalem
 - Covenant
- Monotheistic
- Hanukkah

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

WHAT

In this topic students will delve into key pieces of literature identifying morals and key symbolism of religion through what makes an action right or wrong, the treatment of criminals and why rights are important. Students will also understand religious viewpoints on the treatment of animals and the importance of forgiveness and sacrifice.

WHY

- In this topic students will look at morals and values within literature and this will be explored through several stories.
- The aim of this topic is to help students form their own morals and values and determine right from wrong.
- This topic will also delve into symbolism within literature whilst making connections to religious links.
- This topic also allows students to see how religion is influenced within literature.

HOW

ASSESSMENT

In this term students will not have a summative assessment however, a range of formative assessments will take place within lesson to inform teacher of progress such as, an extended written piece, recall tasks and spelling tests.

VOCABULARY

- Morality
- Morals
- Values
- Symbolism
- Literature
- Character
- Leadership
- Dilemmas

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

HALF TERM 2: CHRISTIANITY

WHAT

In this topic, students will learn of the second Abrahamic faiths learning how Christianity grew out of Judaism. Students will know how faith is practiced in Great Britain and across the world through pilgrimage, worship and celebrations. Students will also know religious views on afterlife and why love and forgiveness are an important act to perform.

WHY

- In this topic, students will study the main religion of Great Britain, Christianity.
- Through this topic, students will explore how Christianity grew out of Judaism and how they practice their religion- including how Christians would act today due to some of their beliefs such as 'Love your neighbour as you love yourself', the influence and duty of pilgrimage and worship.
- Students will also know about the life of a vicar, festivals and looking at important roles within Christianity.

HOW

ASSESSMENT

Students will have a formal summative assessment to complete in this term. Students will complete an assessment based on the topic of Christianity.

VOCABULARY

- Christian
- Denominations
- Monotheism
 - Jesus
 - Parable
 - Trinity
 - Bible
- Disciples

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

In this topic students will know how faith and religion inspires and influences believers today in the 21st century. They will know the difference between food laws in religion, views on sports and whether drugs should be allowed, how ceremonies are practiced and what is a religious person's journey of life.

In this topic, students will explore and investigate the influence and impact of religion and how this is practiced in a believer's life.

Students will analyse how men and women are inspired by their faith.

This topic will also inform students to explore similarities and differences between religious duties, sports and faith in the lives of individuals.

ASSESSMENT

In this term students will not have a summative assessment however, a range of formative assessments will take place within lesson to inform teacher of progress such as, an extended written piece, recall tasks and spelling tests.

VOCABULARY

- Belief
- Influence
- Sport
- Inequality
- Religion
- Faith
- Football
- Ceremony
- Commitment
- Devotion
- Attitudes

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

HALF TERM 2: ISLAM

WHAT

Students will know and learn about the last of the Abrahamic faiths. They will know how the religion of Islam started and the core beliefs Muslims have such as the 5 pillars, beliefs on the Qur'an, the Mosque, why is pilgrimage important and how Muslims are influenced by their beliefs in the 21st century. The foundations of Islam

WHY

In this topic, students will be introduced to the final Abrahamic religion and the second fastest growing religion in the world.

Students will explore the duties and obligations Muslims must carry out and investigate and discuss the barriers they may face in society today.

HOW

ASSESSMENT

For this term, students will complete a summative end of year assessment which will consist of content that has been taught throughout the whole year with a multiple-choice section and an extended written piece on Islam.

VOCABULARY

- Islam
- Belief
- Pillars
- Mosque
- Qur'an
- Messenger
- Obligation
- Pilgrimage

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

In this topic students will form their own opinion and narrative of when they think life begins and whether abortion and euthanasia is acceptable. They will know what the law states and whether religious people agree or disagree. Students will also know why human life and animal life is precious and does harming life via the punishments of the death penalty or ill treatment through sweatshops is ethical.

- In this topic, students will explore and discover what makes some things right and some wrong
- They will investigate learning theory and putting it into practice on ethical issues in the world
- Students will analyse the importance of intention and consequence and the affects this may have

ASSESSMENT
In this term students will not have a summative assessment however, a range of formative assessments will take place within lesson to inform teacher of progress such as, an extended written piece, recall tasks and spelling tests.

VOCABULARY

- Abortion
- Euthanasia
- Sweatshops
- Punishment
- Sanctity
- Saviour
- Experimentation
- Viability

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

HALF TERM 2: Hinduism

WHAT

WHY

HOW

In this topic students will learn and know about the world's oldest religion and how Hinduism began. They will know why worship is important and how Hindus perform this through puja and in the mandir. They will learn and know how God is experienced and what qualities he has and how Hindus celebrate this through celebrations. Lastly, students will know the stages Hindu's experience in their life via the caste system and how this affects the afterlife.

- In this topic students will explore one of the world's oldest religions and how growth of Hinduism expanded into the religions of Buddhism and Hinduism.
- To explore beliefs and practices of Hinduism and why Hindus have these beliefs.
- To investigate how Hindus practice their religion - including how they would act today due to some of their beliefs, for example: how Hindus worship.

ASSESSMENT
Students will have a summative assessment to complete in this term completing their mid-point assessment in Hinduism and an interleave of ethical issues in the world.

VOCABULARY

- Hinduism
- Scriptures
- Moksha
- Deities
- Reincarnation
- Festival
- Holi
- Vishnu

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

WHAT

In this topic students will know the difference between peace and conflict and the reasons why there is conflict in the world. Students will know how media is used as a platform to express views that can persecutes religious people and how religions are taking a stand against this through social media platforms.

WHY

- To investigate causes of conflict in the world and evaluate them.
 - To form our own judgements about conflict.
 - To examine religious attitudes towards conflict.
- To judge whether we agree with religious viewpoints on conflict.
- To explore how social media is taking a stance with religion
- To investigate the divisions of media and religion

HOW

ASSESSMENT

- In this term students will not have a summative assessment however, a range of formative assessments will take place within lesson to inform teacher of progress such as, an extended written piece, recall tasks and spelling tests.

VOCABULARY

- War
- Peace
- Holy War
- Pacifism
- Pacifist
- Media
- Protection
- Persecution
- Forgiveness

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

HALF TERM 2: Buddhism

WHAT

In this topic, students will know Key Buddhist beliefs including the four noble truths and the eightfold path and how these rules influence a Buddhists life to find an end to suffering. Students will know how Buddhists practice their faith in the 21st century through festivals, worship and meditation.

WHY

- To investigate Buddhist beliefs about suffering and the purpose of human life.
- To explore how Buddhists are influenced by their beliefs today.
- To discover more about one of the main religions of the world with differing beliefs towards God.

HOW

ASSESSMENT

Students will have a summative assessment to complete in this term. Students will have a written extended piece of writing based on their topic of Buddhism.

VOCABULARY

- Buddhism
- Buddha
- Suffering
- Truth
- Karma
- Samsara
- Vihara
- Enlightenment

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

PRE YEAR 8 WHAT

SUMMER WHY

HALF TERM 1: Abstract Philosophy

In this topic students will know religious and non-religious beliefs on a soul whether this is connected to the mind and body. Students will also consider and develop their ideas on why terrible things happen to good people and is good the same for everyone. This will further enhance students' ability to think and know about spirituality, how this is expressed and what is a truthful way for someone to live depending on their situation.

- To explore the concepts of philosophy
- To give us an open mind and consider questions about the world we don't yet know the answers to
- To learn to explain our ideas and give reasons for our answers.

ASSESSMENT

In this term students will not have a summative assessment however, a range of formative assessments will take place within lesson to inform teacher of progress such as, an extended written piece, recall tasks and spelling tests.

VOCABULARY

- Philosophy
- Soul
- Materialists
- Dualist
- Life
- Spiritual
- Morals
- Love

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

HALF TERM 2: SIKHISM

WHAT

In this topic students will know about the foundations and the origins of the Sikh faith. They will learn and know why equality is at the centre of Sikhs core beliefs and how this is expressed in society today through worship, pilgrimage and service.

- ### WHY
- In this topic students will explore the 6th main religion of the world Sikhism and what the core beliefs are.
 - Students will explore how Sikhs put their faith into practice and why this is important to them for their purpose of life. .
 - To Understand how Sikhs worship and celebrate God
 - To learn about the local Sikh community in Sandwell

HOW

ASSESSMENT

For this term, students will complete a summative end of year assessment which will consist of content that has been taught throughout the whole year with a multiple-choice section and an extended written piece on Sikhism.

VOCABULARY

- Guru
- Gurdwara
- Waheguru
- Khalsa
- Mukti
- Granthi
- Reincarnation
- Diwali

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

WHAT

For this topic, students will know about the theories and ideas of ethicists and putting thoughts into action through identifying what the best outcome is for the greatest good, what is our duty and the most loving thing to do, business ethics and whether we have a conscience.

WHY

- In this topic, students will explore and discover what makes some things right and some wrong
- They will investigate learning theory and putting it into practice on ethical issues in the world
- Students will analyse the importance of intention and consequence and the affects this may have

HOW

ASSESSMENT

In this term students will not have a summative assessment however, a range of formative assessments will take place within lesson to inform teacher of progress such as, an extended written piece, recall tasks and spelling tests.

VOCABULARY

- Absolutism
- Kant
- Duty
- Moral
- Natural Law
- Business
- Relativism
- Subjective
- Objective
- Deontological
- Teleological
- Happiness
- Real Goods
- Apparent Goods

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

HALF TERM 2: Inspirational People

WHAT

For this topic, students will learn and know about various famous figures who have all contributed to society using their faith as guidance to direct and inspire people to make a change. Students will know about the work and life of Martin Luther King, Malcolm X, Thich Quang Duc, Malala Yousufzai, Marcus Rashford, Greta Thunberg and Stormzy

WHY

- To understand why people around the world are inspirational
- To assess what makes somebody inspirational
- To learn about what people, believe about equality and how do they put their faith into practice.

HOW

ASSESSMENT

For this term, students will complete a summative mid-year assessment that will cover content based on inspirational people as well from their first topic on how do you approach ethics?

VOCABULARY

- Violence
- Equality
- Peace
- Inspirational
- Faith
- Ideas
- Racism
- Prejudice

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

WHAT

In this topic students will delve into key pieces of literature identifying morals and key symbolism of religion through what makes an action right or wrong, is stealing ever acceptable, views towards war along with religious views on discrimination and the treatment of people. Students will also understand religious viewpoints on the afterlife and how actions affect this.

WHY

- To look at morals and values within literature
- To form our own morals and values
- To determine right from wrong
- To delve into symbolism within literature; including religious links and responses

HOW

ASSESSMENT

- In this term students will not have a summative assessment however, a range of formative assessments will take place within lesson to inform teacher of progress such as, an extended written piece, recall tasks and spelling tests.

VOCABULARY

- Odyssey
- Moral
- Society
- Discrimination
- Unjust
- Religion
- Afterlife
- Symbolism

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

HALF TERM 2: Seeking Justice and Finding Forgiveness

WHAT

In this topic students will know the difference between injustice and justice and the difficulties many people face in society today and the injustices people have faced in the past. Students will know how religious people have used their faith in God, their core beliefs and rules of their religions have encouraged them to stand up and fight for the rights of others and to also know how and why forgiveness influences a religious believers' life.

WHY

- In this topic students will seek knowledge and participate in the local community and around the world in how faith impacts a person's life
- Students will explore and appreciate diverse viewpoints on remembering key events and how religious people have responded.
- To explore social justice and appreciate the criminal justice system and explore how faith has impacted a believer's life to forgive.

HOW

ASSESSMENT

- For this term, students will complete a summative end of year assessment which will consist of content that has been taught throughout the whole year with a multiple-choice section and an extended written piece on seeking justice and finding forgiveness.

VOCABULARY

- Forgiveness
- Justice
- Faith
- Power
- Belief
- Challenge
- Law
- Remembering

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

WHAT

In this topic students will explore alternative viewpoints towards religion and creation and how we should value human life and treat others. Students will know scientific views on creation including the big bang theory and the theory of evolution, the Rastafari movement, Jehovah witnesses, humanism, scientology and what it means to be spiritual through these alternative religions.

- To explore world views which are alternative to the main world religions
- To understand their beliefs and how they differ from mainstream views of life
- To evaluate their beliefs and practices in the 21st century

ASSESSMENT

In this term students will not have a summative assessment however, a range of formative assessments will take place within lesson to inform teacher of progress such as, an extended written piece, recall tasks and spelling tests.

VOCABULARY

- Alternative
- Science
- Religion
- Jehovah
- Scientology
- Rastafari
- Humanism
- Ideas

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images

HALF TERM 2: Remembering and Responding in Religion

WHAT

In this topic students will be introduced to past events that have left a huge impact on the world and society we live in today. They will know how religion has influenced believers to respond to persecution, tragedies and how faith is put into practice via charity work and remembrance.

WHY

- To explore world views and the actions taken towards helping those persecuted
- To evaluate how beliefs inspire to help those in need
- To evaluate whether change has been made or is more still to be done

HOW

ASSESSMENT

Students will be assessed formally through a summative end of year assessment. This assessment will consist of content that has been taught throughout the whole year with a multiple-choice section and an extended written piece on responding and remembering in religion.

VOCABULARY

- Response
- Remember
- Religion
- Charity
- Memorial
- Persecution
- Reconciliation
- Tragedy

READING SKILLS

- Summarising.
- Sequencing.
- Inferencing.
- Comparing and contrasting.
- Drawing conclusions.
- Self-questioning.
- Problem-solving.
- Relating background knowledge.
- Prediction - focus on key words and images