

Ethics, Philosophy and Religion (EPR)

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Curriculum Intent: Students of Ethics, Philosophy and Religion are the critical thinkers and problem solvers of tomorrow; they are engaged in developing knowledge and understanding of religious and non-religious worldviews to foster a greater appreciation of the rich, culturally, and religiously diverse world in which they live. Students will develop their own spiritual, moral, and social awareness by increasing their understanding of the complex issues and challenges faced by people from all walks of life within their own city and beyond. It is our ambition that students leave Tapton with a greater understanding of their own place within society, both locally and globally. We will foster a culture of critical enquiry and analysis through the study and evaluation of philosophical arguments, religious scripture and other sources. Our goal is to create and nurture an intellectual curiosity in students so that they develop a love of learning and an understanding of the role of the subject within the curriculum and beyond.

Throughout Year 10 and 11 all students will follow GCSE Religious Studies Edexcel B

	Core Knowledge	Procedural Knowledge
Year 10 Autumn Half Term 1 and 2	<p>Topic: Crime and Punishment Students will explore a range of ethical issues relating to crime and punishment through the lenses of Islam and non-religious worldviews.</p> <p>They will learn about:</p> <ul style="list-style-type: none"> The nature of justice in Islam. Ethical issues raised by crime and its causes, the treatment of offenders and the nature of punishment and capital punishment. Issues raised in discussions about forgiveness and reform as a response to crime. Divergent Muslim teachings and attitudes in relation to the above issues. Divergent non-religious responses to the above issues including Humanism and ethical theories such as Situation Ethics and Utilitarianism. 	<p>Students will:</p> <ul style="list-style-type: none"> Analyse data. Learn the key vocabulary of this topic and become confident in using it both orally and in exam question responses. Develop confidence in the interpretation of key sources of wisdom and authority. Examine real life case studies. Engage thoughtfully in discussion work using a range of oracy strategies that develop critical thinking. Develop their ability to apply knowledge and understanding in short and extended exam responses.
Year 10 Spring Half Term 1 and 2	<p>Topic: Living the Christian Life Students will undertake an in-depth study of what it means to live as a follower of the main religious tradition of Great Britain.</p> <p>They will learn about:</p> <ul style="list-style-type: none"> The nature and significance of Christian prayer and worship. The role of the sacraments and celebrations in the life of a Christian. Divergent attitudes to the role of pilgrimage in the life of a Christian. The future of the worldwide Christian Church. 	<p>Students will:</p> <ul style="list-style-type: none"> Learn the key vocabulary of this topic and become confident in using it both orally and in exam question responses. Develop confidence in the interpretation of key sources of wisdom and authority. Engage thoughtfully in discussion work using a range of oracy strategies that develop critical thinking. Develop their ability to apply knowledge and understanding in short and extended exam responses.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 10 Summer Half Term 1 and 2</p>	<p>Topic: Peace and Conflict Students will explore a range of ethical issues relating to peace and conflict through the lenses of Islam and non-religious worldviews.</p> <p>They will learn about:</p> <ul style="list-style-type: none"> • The nature of peace and peace-making. • Responses to conflict. • Pacifism and passive resistance as a response to conflict. • Divergent Muslim teachings and attitudes in relation to the above issues. • Divergent non-religious responses to the above issues including Humanism and ethical theories such as Situation Ethics and Utilitarianism. 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn the key vocabulary of this topic and become confident in using it both orally and in exam question responses. • Develop confidence in the interpretation of key sources of wisdom and authority. • Examine case studies. • Engage thoughtfully in discussion work using a range of oracy strategies that develop critical thinking. • Develop their ability to apply knowledge and understanding in short and extended exam responses.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 11 Autumn Half Term 1 and 2</p>	<p>Topic: Peace and Conflict continued They will learn about:</p> <ul style="list-style-type: none"> • The nature of just war and holy war. • Issues in 21st Century conflict: weapons of mass destruction, terrorism. • Divergent Muslim teachings and attitudes in relation to the above issues. • Divergent non-religious responses to the above issues including Humanism and ethical theories such as Situation Ethics and Utilitarianism. <p>Topic: Matters of life and death Students will explore a range of ethical issues relating to matters of life and death through the lenses of Christianity and non-religious worldviews.</p> <p>They will learn about:</p> <ul style="list-style-type: none"> • The religious concept of sanctity of life. • Non-religious responses to the origins and value of human life. • Christian and non-religious responses to abortion. 	<p>Students will:</p> <ul style="list-style-type: none"> • Analyse data. • Learn the key vocabulary of this topic and become confident in using it both orally and in exam question responses. • Develop confidence in the interpretation of key sources of wisdom and authority. • Examine case studies. • Engage thoughtfully in discussion work using a range of oracy strategies that develop critical thinking. • Develop their ability to apply knowledge and understanding in short and extended exam responses.

Topic: Matters of life and death continued:

They will learn about:

- Christian and non-religious responses to euthanasia.
- Christian and non-religious responses to belief in life after death.
- Christian responses to non-religious theories about the creation of the universe.
- Christian responses to issues in the natural world.

Topic Living the Muslim Life:

Students will undertake an in-depth study of what it means to live as a follower of the second largest religious tradition of Great Britain.

They will learn about:

- The ten obligatory acts of Shi'a Islam.
- The nature and significance of the five pillars of Islam.
- The role of celebrations in the life of a Muslim

Students will:

- Learn the key vocabulary of this topic and become confident in using it both orally and in exam question responses.
- Develop confidence in the interpretation of key sources of wisdom and authority.
- Examine case studies.
- Engage thoughtfully in discussion work using a range of oracy strategies that develop critical thinking.
- Develop their ability to apply knowledge and understanding in short and extended exam responses.

Homework: Regular homework will comprise of learning key words and their definitions for short quizzes that will be completed in lesson time, online knowledge retrieval quizzes, comprehension challenges and preparation for in class timed practice of exam technique and formal assessment preparation.

Assessment: Throughout the course students will be assessed in lessons through a range of assessment for learning strategies such as 'no hands up questioning', 'agree, build challenge', and mini whiteboard learning checks as well as questioning, key word quizzes as well as peer and live marking of exam question responses.

There are also two formal assessments in each year, undertaken in class during the assessment weeks:

Year 10 Assessment 1:

Time: 35mins

Format:

One full GCSE question on the topic Marriage and Family.

Year 10 Assessment 2:

Time: 60 minutes

Two full GCSE questions on the topics Muslim Beliefs and Crime and Punishment.

Year 11 Assessment 1:

Time: 60 minutes

Two full GCSE questions on the topics Christian Beliefs and Living the Christian Life.

Year 11 Assessment 2:

Time: 90 minutes

Three full GCSE questions on the topics Muslim Beliefs, Peace and Conflict and Matters of Life and Death.

Links to Personal Development:

Develop character, reflect wisely, learn eagerly, behave with integrity and cooperate.

Promote inclusivity and diversity.

Prepare for future success in education employment and training.

Reflect on own beliefs and spiritual development.

Recognising the difference between right and wrong

Practise a range of social skills.

Understand a wide range of cultural influences.

How is my knowledge further developed in Year 12 and 13?

In KS5 we offer an OCR A level in Religious Studies. This builds on key knowledge, understanding and key skills of the GCSE course. It comprises three areas of study: Philosophy of Religion, Religion and Ethics and Developments in Christian Thought.