



PHILOSOPHY, RELIGION AND ETHICS
WHOLE SCHOOL PATHWAY





Key Stage 1

Pupils should develop their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Key Stage 2

Pupils are taught by non-specialist class teachers until Year 5 (In Year 6 they have a specialist teacher) and have one single lesson per week (35 minutes). Pupils extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

<p style="text-align: center;">Year 3 Topics</p> <ul style="list-style-type: none"> • Hinduism • Important Religious leaders • Religious Buildings 	<p style="text-align: center;">Lower Key Stage 2 Skills</p> <ul style="list-style-type: none"> • Make links between stories and behaviours • Describing religious beliefs and practices • Making links to their own experiences • Reflecting on their own beliefs and/or beginning to form (and question) beliefs • Consider and discussion questions, ideas and points of view • Listening skills • Developing confidence in expressing opinions with reasons
<p style="text-align: center;">Year 4 Topics</p> <ul style="list-style-type: none"> • Buddhism • Exploring the Old and New Testaments • Sacred Foods and Charity 	
<p style="text-align: center;">Year 5 Topics</p> <ul style="list-style-type: none"> • Sikhism • Important Bible Stories • An introduction to Ethics and Philosophy 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Show understanding of religion and beliefs • Describe impact and apply ideas themselves. • Ask questions • Suggest answers • Use examples from religion and belief • Developing religious vocabulary • Introducing basic philosophical ideas • Developing extended arguments, both verbal and written
<p style="text-align: center;">Year 6 Topics</p> <ul style="list-style-type: none"> • Jesus as an Historical Figure • Civil Rights and Protest • Where do our ideas come from? 	
<p style="text-align: center;">End of KS2 outcomes in C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	



Key Stage 3

Pupils are taught by a subject specialist and have two 35 minute lessons a week. Year 8 is the final year of KS3 study. Students extend and deepen their knowledge and understanding of a range of religions and worldviews, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

<p>Year 7 Topics</p> <ul style="list-style-type: none"> • The Nature of God • The “Island Project” – morals, ethics, laws and beliefs • An Introduction to Islam 	<p>Skills</p> <ul style="list-style-type: none"> • Compare different practices within and between religions • Explaining the impact of religion • Expressing their own views on religious questions • Developing thinking skills • Increasingly wide vocabulary • To embed the PSB skills of teamwork, resilience, independence and leadership.
<p>Year 8 Topics</p> <ul style="list-style-type: none"> • Political Philosophy • Philosophy of the Mind • Environmental Ethics 	<p>Skills</p> <ul style="list-style-type: none"> • Give informed accounts • Interpreting differing viewpoints • Developing argumentative skills and reaching reasoned judgments • Express insight • Identify differences and impact – consider challenges • Give informed examples and use a variety of sources • To deepen PSB skills from Y7
<p>End of KS3 outcomes in C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <p>C1. Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy</p> <p>C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews.</p> <p>C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.</p>	



Key Stage 4

Key Stage Four begins in Year 9 at TS. As students enter the Senior School, they embark on the Taunton School devised un-examined (externally) Philosophy, Religion and Ethics course. They have two 35 minute lessons a week, or one double lesson, taught by a subject specialist. At the end of year 9, students have the opportunity to opt to study RS at full course in year 10. If they do so, they will embark on the IGCSE Edexcel RS course. Those who choose not to take RS FC will continue the non-examined course into year 10.

<p>Non-Examined PRE Course: Year 9</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Personal Identity • Continuity over time • Theories of the soul • Life after death • Ancient philosophical influences • Socrates, Plato, Aristotle, Descartes • What is 'goodness' • Absolutism and Relativism • Normative Ethics – Utilitarianism, Kantianism, Divine Command Theory 	<p>Skills</p> <ul style="list-style-type: none"> • Develop an inquiring and intellectually curious way of thinking. • Formulate arguments in a sound and purposeful way • Examine critically their own experiences and their ideological and cultural perspectives • Help make thinking visible – develop metacognition – to enable students to think about their own thinking and examine the underlying assumptions that condition their thoughts and attitudes.
<p>Non-Examined PRE Course: Year 10</p> <p>Topics covered:</p> <ul style="list-style-type: none"> • Moral ethics • Moral dilemmas • Moral integrity • Applied ethics • Animals rights • Personhood • Sentiency • Abortion • Euthanasia • Wealth and poverty • Ethical issues surround technology and artificial intelligence • Comparative religion • Controversies within religion • Modern religions and atheism 	<p>Skills</p> <ul style="list-style-type: none"> • Develop knowledge and understanding of religious beliefs, values and teachings of at least one religion. • Construct well argued, well informed, balanced, and justified essays. • Engage with questions of belief, value, meaning, purpose, truth, and their own influence on human life. • Reflect on their place in a pluralistic society and global community. • Understand the influence of religion on individuals, communities and society.



Edexcel IGCSE in Religious Studies

IGCSE Assessment:

Paper 1: Beliefs and Values (1 hour 45 minute exam) – 60% of overall grade

Paper 2: Religious Communities – Buddhism (1 hour 30 minute exam) – 40% of overall grade

<p style="text-align: center;"><u>Year 10/11 Topics</u></p> <p>Paper 1: Beliefs and Values (Studied primarily with reference to Christianity, although the exam allows students to pick and choose which religion they wish to respond with)</p> <p><u>Unit 1: The universe, creation and the place of human beings The human condition</u></p> <ul style="list-style-type: none"> • Free, prejudice and war • Responsibility for the planet • Free will and determinism • Evil and suffering <p><u>Unit 2: Life and death</u></p> <ul style="list-style-type: none"> • Meaning and purpose of life, existentialism and other philosophical positions on life • Abortion and euthanasia • Homosexuality • Marriage, sex and promiscuity • Genetic engineering and IVF <p><u>Unit 3: Peace and conflict</u></p> <ul style="list-style-type: none"> • Causes of War; economic, political, social and religious • The UN. Forgiveness and reconciliation • Bullying • Crime and punishment. The death penalty <p><u>Unit 4: Rights, equality and social justice</u></p> <ul style="list-style-type: none"> • Human rights and different philosophical positions on this, such as utilitarianism, and cultural relativism • Equal rights – feminism, liberation theology • Multi-racial society – racism • The rich/poor divide. 	<p>Skills, knowledge and understanding</p> <ul style="list-style-type: none"> • Students will study topics from the perspective of at least one major world religion. • Along with the skill of evaluation, they will gain knowledge and understanding of key ideas that are not specific to any one religion (and which may not be found in all religions) and non-religious differing beliefs and values. • They will learn how to apply this knowledge and understanding in order to analyse questions related to religious beliefs and values • Students will learn how to construct well-informed and balanced arguments on matters concerned with religious beliefs and values. • Deployment of knowledge and understanding to construct coherent narratives and explanations • Develop research and presentational skills • Develop arguments and make supported judgements • Assess and evaluate religious interpretations <p>Assessment</p> <p>Internal school exams in the Autumn term and Spring Term (Mock exam), as well as informal class assessments.</p> <p>Final external IGCSE exams in the Summer term of year 11.</p>
<p style="text-align: center;"><u>Year 10/11 Topics</u></p> <p>Paper 2: Religious Communities: Buddhism</p> <p><u>Unit 1: Origins and their impact</u></p> <ul style="list-style-type: none"> • Religious Texts and sources of authority 	<p>Skills, knowledge and understanding</p> <p>Students are required to convey their understanding of Religious Studies through a series of questions.</p> <p>Students must be able to:</p> <ul style="list-style-type: none"> • identify main points and aspects of a chosen religion



<ul style="list-style-type: none"> • Founders and Leaders <p><u>Unit 2: Celebrations and Pilgrimage</u></p> <ul style="list-style-type: none"> • Celebrations and festivals • Places of pilgrimage <p><u>Unit 3: Worship and Practice</u></p> <ul style="list-style-type: none"> • Places of worship • Forms of worship 	<ul style="list-style-type: none"> • extract specific details from a chosen religion • identify points of view and demonstrate understanding of religious themes • show understanding of deeper questioning • recognise attitudes and opinions. <p>Students will learn:</p> <p>How to demonstrate knowledge and understanding of founders and leaders</p> <ul style="list-style-type: none"> • How to apply this knowledge and understanding in order to analyse questions related to religious texts and founders and leaders • How to construct well-informed and balanced arguments on matters concerned with religious texts and founders and leaders. <p><u>Assessment</u></p> <p>Internal school exams in the Autumn term and Spring Term (Mock exam), as well as informal class assessments.</p> <p>Final external IGCSE exams in the Summer term of year 11.</p>
<p>Skills</p> <p>The aims and objectives of this qualification are to enable students to:</p> <ul style="list-style-type: none"> • Develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. • Develop their 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 are studying. • Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. • Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life. • Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community. • Demonstrate knowledge and understanding of two religions. • Demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith. • Understand the influence of religion on individuals, communities and societies. • Understand significant common and divergent views between and/or within religions and beliefs. • Apply knowledge and understanding in order to analyse questions related to religious beliefs and values. • Construct well-informed and balanced arguments on matters concerned with religious beliefs and values 	



Key Stage 5

The PRE department offer two pathways at Key Stage 5: The opportunity to study for an AS/A Level in Religious Studies, or to study Philosophy on the IB programme at either Standard or Higher Level. Students are taught by two specialist teachers on either pathway.

A Level in Religious Studies (OCR)

The AS and the A Level are co-teachable in Year 12. Whether opting for the AS of the Full A Level, students study for three separate papers:

- Philosophy of Religion
- Religious Ethics
- Developments in Christian Thought

Skills

The A Level in Religious Studies will encourage learners to:

- Develop their interest in a rigorous study of religion and belief and relate it to the wider world
- Develop knowledge and understanding appropriate to a specialist study of religion
- Develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- Adopt an enquiring, critical and reflective approach to the study of religion
- Reflect on and develop their own values, opinions and attitudes in the light of their study.

Year 12

Philosophy of Religion	<p>Topics</p> <ul style="list-style-type: none"> • Ancient Philosophical influences • Soul, Mind, Body • Arguments for God's existence based on observation • Arguments for God's existence based on reason • Religious Experience • The Problem of Evil
Religious Ethics	<p>Topics</p> <p><i>Ethical Theory</i></p> <ul style="list-style-type: none"> • Utilitarianism • Kantian Ethics • Natural Law • Situation Ethics <p><i>Applied Ethics</i></p> <ul style="list-style-type: none"> • Business Ethics • Euthanasia
Developments in Christian Thought	<p>Topics</p> <ul style="list-style-type: none"> • Augustine's teaching on human nature • Death and the Afterlife • Knowledge of God's existence • The Person of Jesus Christ • Christian Moral Principles • Christian Moral Action
<p>Assessment for AS / Yr 1 of the A Level: Three exams, 1 hour 15 minutes each. Answer two essay questions from a choice of three. Each question worth: 30 marks. 50% AO1 (15 marks) & 50% AO2 (15 marks).</p>	



Year 13

Philosophy of Religion	Topics <ul style="list-style-type: none"> • The Nature and Attributes of God • Religious Language • Twentieth century perspectives and philosophical comparisons
Religious Ethics	Topics <ul style="list-style-type: none"> • Meta Ethics • Conscience • Sexual Ethics
Developments in Christian Thought	Topics <ul style="list-style-type: none"> • Religious Pluralism in Theology and Society • Gender in Theology and Society • The Challenge of Secularism
Linear Assessment for the A Level Three exams, 2 hours each, assessing material from Year 1 and 2 of A Level study. Answer three essay questions from a choice of four. Each question worth: 40 marks 40% AO1 (16 marks) & 60% AO2 (24 marks)	

IB Philosophy

Students on the IB diploma programme can choose to study Philosophy at either Standard or Higher Level across the two year course.

Skills

Studying philosophy provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. The emphasis of the Diploma Programme philosophy course is on "doing philosophy", that is, on actively engaging students in philosophical activity. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others.

Students are challenged to develop their own philosophical voice and to grow into independent thinkers. They develop their skills through the study of philosophical themes and the close reading of a philosophical text. They also learn to apply their philosophical knowledge and skills to real-life situations and to explore how non-philosophical material can be treated in a philosophical way. HL students also engage in a deeper exploration of the nature of philosophy itself.

All SL and HL students follow a common core syllabus that encourages the development of certain skills, attributes and attitudes. The common core syllabus involves the study of the core theme, one optional theme and one prescribed text, as well as the completion of the internal assessment exercise. In addition, students at HL must study one further optional theme and the HL extension topic "Exploring philosophical activity". The difference in recommended teaching times at SL and HL signals a clear distinction between the demands made on students. Students at HL are required to demonstrate their understanding of philosophy as an activity by reflecting upon and evaluating the nature, function, methodology and purpose of philosophy. This activity is assessed specifically in paper 3 taken only by HL students.

There are four assessment objectives for the IB Philosophy course:

1. Knowledge and understanding
2. Application and analysis
3. Synthesis and evaluation
4. Selection, use and application of appropriate skills and techniques



Year 12

Theme 3: Ethics	<p>Topics</p> <p>Normative Ethics</p> <ul style="list-style-type: none"> • Moral Principles • Virtue/Character based theories • Deontological versus Teleological theories <p>Meta Ethics</p> <ul style="list-style-type: none"> • The origins and nature of moral values • Foundations for moral judgements • Ethical language <p>Applied Ethics (two from below)</p> <ul style="list-style-type: none"> • Biomedical ethics • Environmental Ethics • Distribution of wealth
Set Text: Peter Singer; The life you can save	This element of the course provides an opportunity for students to gain an in-depth knowledge and understanding of a primary philosophical text. This is a challenging but rewarding part of the course, providing an opportunity for the student as a philosopher to engage in dialogue with another philosopher.
Political Philosophy (Higher Level Only)	<p>Topics</p> <ul style="list-style-type: none"> • Civil Society, the state and government • Justice • Rights

Year 13

Core Theme: Being Human	<p>Topics</p> <ul style="list-style-type: none"> • Humane Nature • Freedom • The Self and the Other • Mind and Body • Identity • Personhood
Internal Assessment	<p>Topics</p> <p>Students are required to complete a philosophical analysis of a non-philosophical stimulus. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p>
Unseen Text (Higher Level Only)	<p>The HL extension is an opportunity for students to deepen their understanding of philosophy as an activity.</p> <p>Students are required to write a response to an unseen text, comparing and contrasting their experience of philosophical activity with the view(s) of philosophical activity found in the text.</p> <p>Topics.</p> <ul style="list-style-type: none"> • Nature • Function • Meaning • Methodology
<p>IB Assessment</p> <p>Standard Level Students</p> <p>Paper 1 – 1 hour 45 minutes, 50% (Core Theme and one optional Theme)</p> <p>Paper 2 - 1 hour, 25% (Set text)</p>	



Internal Assessment – 20 hours, 25%

Higher Level Students

Paper 1 - 2 hours 30 minutes, 40% (Core Theme and two optional Themes)

Paper 2 - 1 hour, 20% (Set text)

Paper 3 – 1 hour 15 minutes , 20% (Unseen text)

Internal Assessment – 20 hours, 20%

Contributors:

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