

# Curriculum Information

Key Stage 4



## Religious Education & Philosophy and Ethics

*“Exploring what people believe  
and the difference this makes to  
how they live”*

*For yourself & for others*

## Curriculum Intent

The principle aim of Philosophy and Ethics is for students to explore what people believe and what difference this makes to how they live, so that students can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living .

## Key Stage 4 Philosophy & Ethics

### Course Information:

Philosophy and Ethics is a fascinating subject where students take the methods and tools of philosophical and ethical inquiry and apply them to contemporary beliefs and values and key issues facing the world today. How we live has a big impact on others, in terms of the relationships we cultivate, the behaviours we adopt or avoid and the principles we choose to live by. This course investigates our beliefs, values and decision-making processes and it challenges assumptions and ideas to see if they can still stand up as relevant and meaningful.

This subject helps develop key skills of analysis and evaluation and is seen as a valuable GCSE by all major institutions.

### Next Steps:

A GCSE in this subject provides an excellent route to study beyond the age of 16, both for philosophy and religious studies A level as well as other post-16 qualifications. A qualification in philosophy, ethics or religious studies is valuable for a wide range of careers, such as, law, medicine, care and social work, journalism, the civil service, the police force and teaching.

### **Recommended Text Books:**

My Revision Notes: AQA GCSE Religious Studies A – Christianity, Judaism and the themes – ISBN 978-1398324534

AQA GCSE Religious Studies A – Christianity – ISBN 978-0198370338

AQA GCSE Religious Studies A – Judaism – ISBN 978-0198370369

### **Link to specification:**

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Year & Half Term	Themes / Key Questions	Knowledge & Skills
<p><b>Year 10</b> Component 1: The Study of Religions:</p> <ul style="list-style-type: none"> <li>• Beliefs, Teachings and Practices</li> <li>- Christianity</li> <li>- Judaism</li> </ul> <p><b>Year 11</b> Component 2: Thematic Studies</p> <ul style="list-style-type: none"> <li>• Themes</li> <li>- Religion and Life</li> <li>- Religion, Peace and Conflict</li> <li>- Religion, Crime and Punishment</li> <li>- Religion, Human Rights and Social Justice</li> </ul>	<p><b>Christianity:</b> Beliefs and Teachings:</p> <ul style="list-style-type: none"> <li>- Key Beliefs</li> <li>- Jesus Christ and Salvation</li> </ul> <p>Practices:</p> <ul style="list-style-type: none"> <li>- Worship and Festivals</li> <li>- The Role of the Church</li> </ul> <p><b>Judaism:</b> Beliefs and Teachings:</p> <ul style="list-style-type: none"> <li>- Key Beliefs</li> <li>- The Covenant and the Mitzvot</li> </ul> <p>Practices:</p> <ul style="list-style-type: none"> <li>- The Synagogue and Worship</li> <li>- Family Life and Festivals</li> </ul> <p><b>Religion and Life:</b></p> <ul style="list-style-type: none"> <li>- The Origins and Value of the Universe</li> <li>- The Origins and Value of Human Life</li> </ul> <p><b>Religion, Peace and Conflict:</b></p> <ul style="list-style-type: none"> <li>- Religion, Violence, Terrorism and War</li> <li>- Religion and Belief in 21<sup>st</sup> Century Conflict</li> </ul> <p><b>Religion, Crime and Punishment:</b></p> <ul style="list-style-type: none"> <li>- Religion, Crime and the Causes of Crime</li> <li>- Religion and Punishment</li> </ul> <p><b>Religion, Human Rights and Social Justice:</b></p> <ul style="list-style-type: none"> <li>- Human Rights</li> <li>- Wealth and Poverty</li> </ul>	<ul style="list-style-type: none"> <li>• Making sense of the beliefs and practices studied: Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</li> <li>• Making connections between these beliefs and practices: Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</li> <li>• Understanding their impact: Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.</li> </ul> <p>Students take 16 regular planned end of section assessments (Christianity – 4, Judaism – 4, Themes – 8), mock exams in Year 10 and Year 11, and answering typical exam questions throughout the course.</p> <p>Students sit two exams at the end of Year 11:</p> <ul style="list-style-type: none"> <li>• Philosophy: Beliefs, Teachings and Practices One 1hr45min exam (50% of qualification)</li> <li>• Ethics: Ethical Themes One 1hr45min exam (50% of qualification)</li> </ul>