



Religion and Philosophy Curriculum Overview

Religion and Philosophy at Tiffin is an established and successful subject that provides an academic curriculum that is designed to stretch and challenge them through exploring beliefs and ideas in depth from the Ancient Greeks to modern day thinkers and engaging in critical thinking. This is reflected in the way students are assessed, starting in Year 7. Assessment Objective 1 tests their knowledge and understanding of different points of view and arguments. Assessment Objective 2 tests their ability to analyse and evaluate different points of view. We place great importance on carefully managed questioning in order that students can articulate their thoughts and learn to think critically and logically. For instance in discussing an emotive issue like same sex marriage, 'Do you have evidence to support this?' and 'would anyone like to comment on what X just said?' RP plays a central role in our student's social, moral, spiritual and cultural development and is also essential to the School's ambitious aims to promote critical, reflective, inclusive and empathetic thought across the curriculum.

Religion and Philosophy seeks not only to *inform* but also assist character *formation*. The curriculum intent can be summarised in the two maxims from the Delphic Oracle 'know thyself and nothing in excess.' This is achieved by employing Religious Studies material as a means to teach Philosophy (what we call the "3 Rs"), the philosophical investigation of student worldviews (secular or sacred) and the illumination, clarification and justification of such. The Tiffin 3 Rs being:

1. *What is real (metaphysics & theology)?*
2. *What is right (ethics and political philosophy)?*
3. *What is reasonable belief (epistemology)?*

The above can be seen in the Tiffin RP curriculum overview below, with the 3 Rs taught as part of a spiral curriculum that employs a bottom-up/top-down design. The basic foundations are established in Year 7 where for instance we start by considering ultimate questions and ask 'Is there a cause of everything?' Students will be introduced to the Cosmological Argument. This is repeated in Year 10 as part of the GCSE but analysed to greater depth and looking at different versions of the argument. All the time in RP we are encouraging analytical thinking by asking them to analyse the knowledge they have learnt. For instance in Year 8 deciding on which of the following factors (Paul's missionary journey, the Nicene Creed, Constantine) contributed most to the development of the early Church? They may order these and have to justify their choices. Another example of deep analytical thinking is at A level within the topic 'Sexual Ethics', where students engage with primary religious texts, e.g. the Catholic Church's Encyclical 'Humane Vitae'. The students are encouraged to discuss this in relation to modern interpretations of marriage today. This enables them to develop their hermeneutical skills to really understand the text and its context, compare interpretations/perspectives of it, and critically analyse it.

We believe the rich curriculum leaves students with a sophisticated knowledge and understanding of themselves and others, in addition to an advanced set of technical academic and vocational tools.

KS3 Religion and Philosophy Curriculum

Term	Year 7	Year 8	Year 9
Autumn Term 1	Introducing Religion and Philosophy: Is there a God? Who am I? Can we prove God's existence from the world? Is there an afterlife? What is truth?	Buddhism: what is the nature of reality, according to Buddhism? How do we escape <i>samsara</i> ?	Secular Humanism: arguments against God's metaphysical and ethical existence Responses to Secular Humanism
Autumn Term 2	Introducing RP: completion & assessment. What do Hindus believe about the nature of the world? How, according to Hindus, ought we to live?	The Matrix & Epistemology: What counts as knowledge and what doesn't? How successful are different methods of obtaining knowledge? Can we know what is real? If so, how?	Normative Ethics: different theories of right and wrong. Deontology vs. consequentialism. Application of normative ethical theories to applied real-world issues.
Spring Term 1	Hinduism: completion & assessment Judaism: what is 'covenant' and why is it important in shaping Jewish identity?	Star Wars & Epistemology: Is mysticism a valid epistemological approach, or is it all simple tricks and nonsense?	Project: The Holocaust and the Problem of Evil. Does the Holocaust disprove the existence of the Judeo-Christian God?
Spring Term 2	Judaism: completion & assessment Who was Jesus? The Messiah and the establishment of the new covenant	Star Wars & Epistemology completion. A History of the Christian Church: Has the Church lost its essential Spirit?	Thinking and Reasoning skills: Arguments used during the COVID epidemic
Summer Term 1	Jesus: completion Revision & summer assessment	The Christian Church: completion Revision & Summer assessment	Islam and Broken Makkah: can religion cure modern society's ills? Revision & Summer assessment
Summer 2	Project: how are Islamic, Sikh and Hindu beliefs analogous/ disanalogous?	Thinking and Reasoning Skills: fallacies	Project: can religion cure modern society's ills?

KS4 GCSE Religious Studies Curriculum (AQA)

	Year 10	Year 11 (continuation of the legacy scheme of work)
Autumn Term 1	GCSE Christian Beliefs and Teachings (Paper 1)	GCSE Theme B: Religion and Life - medical, environmental and animal ethics (Paper 2)
Autumn Term 2	GCSE Christian Beliefs and Teachings completion (Paper 1) GCSE Christian Practices (Paper 1)	GCSE Theme D: Religion, Peace and Conflict (Paper 2) GCSE Christian Practices (Paper 1)
Spring Term 1	GCSE Christian Practices completion (Paper 1) GCSE Islam Beliefs and Teachings (Paper 1)	GCSE Christian Practices completion (Paper 1) GCSE Theme F: Religion, Human Rights and Social Justice (Paper 2)
Spring Term 2	GCSE Islam Beliefs and Teachings completion (Paper 1)	GCSE Islam Practices (Paper 1)
Summer Term 1	GCSE Islam Practices (Paper 1) Revision & Summer Assessment	Completing unfinished modules Exam revision & practice
Summer Term 2	GCSE Islam Practices completion (Paper 1)	

The Religious Studies GCSE uses the AQA (Assessments & Qualifications Alliance) exam board. The specification can be found at:

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

The specification itself can be downloaded as a .pdf file from the link for further detail of the content contained within each unit.

KS5 A Level Religious Studies Curriculum (OCR)

	Year 12		Year 13 (continuation of the legacy scheme of work)	
	Teacher 1 (R&E & DCT)	Teacher 2 (PoR & DCT)	Teacher 1	Teacher 2
Autumn Term 1	Utilitarianism (R&E) Kantian Ethics (R&E)	Ancient Philosophical Influences (PoR) Soul, Mind and Body (PoR)	Christian Moral Action (DCT) Marx and Liberation Theology (DCT) Business Ethics (R&E)	Death and the Afterlife (DCT) Knowledge of God's Existence (DCT)
Autumn Term 2	Kantian Ethics: completion Business Ethics (R&E) Natural Law (R&E)	SMB: completion Arguments from Observation (PoR)	BE: completion 20th Century Religious Language (PoR) The Challenge of Secularism (DCT) Metaethics (R&E)	Gender and Theology (DCT) Gender and Society (DCT)
Spring Term 1	Natural Law: completion Situation Ethics (R&E)	AfO: completion Arguments from Reason (PoR) Religious Experience (PoR)	Metaethics: completion The Person of Jesus (DCT) The Nature of God (PoR)	Sexual Ethics (R&E) Conscience (R&E)
Spring Term 2	Euthanasia (R&E) Death and the Afterlife (DCT) Knowledge of God's Existence (DCT)	RE: completion Problem of Evil (PoR)	Nature of God: completion Pluralism and Theology (DCT) Pluralism and Society (DCT)	Religious Experience (PoR) The Problem of Evil (PoR)
Summer Term 1	Christian Moral Principles (DCT) The Person of Jesus (DCT)	Augustine on Human Nature (DCT) Christian Moral Action (DCT)	Completion of modules Exam revision and practice	Completion of modules Exam revision and practice
Summer Term 2	Exam feedback and review. Completion of unfinished modules.			

The Religious Studies A Level uses the OCR (Oxford, Cambridge and the Royal Society) exam board. The specification can be found at <https://www.ocr.org.uk/images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf>

The 30 units comprising the course are divided between both A Level teachers. For this year's Year 12 cohort, Teacher 1 is responsible for the Religion and Ethics component (9 units) and Teacher 2 for the Philosophy of Religion component (9 units). The third component (Developments in Christian Thought - 12 units) is divided between both teachers. For Year 13, all modules for all components are currently divided between both teachers.

Acronyms:

PoR: Philosophy of Religion (component 1)

R&E: Religion and Ethics (component 2)

DCT: Developments in Christian Thought (component 3)

