



Religion and Philosophy Curriculum Overview

Religion and Philosophy at Tiffin is an established and successful subject providing an academic curriculum that is designed to stretch and challenge students 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 both lessons and assessments, such that students can articulate their thoughts with clarity and learn to think critically and logically. RP plays a central role in our students' 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*. This is achieved by employing Religious Studies material as a means to teach Philosophy, the philosophical investigation of student worldviews (theistic or secular) and the illumination, clarification and justification of such.

The above can be seen in the Tiffin RP curriculum overview below. Foundational material is introduced across the course of Key Stage 3, which is then built upon at various stages across the remainder of the curriculum: for example, revisiting the Cosmological and Teleological Arguments at GCSE and A Level, where extra layers of complexity are added to the versions presented in Year 7. A basic tenet within RP involves the encouragement and development of students' analytical thinking by asking them to critically assess the knowledge they have learnt. This is exhibited across all Key Stages, and is vital when studying more challenging or divisive topics such as a study of the nature of reality via epistemology in Year 8, an analysis of the Holocaust as an example of the problem of evil and suffering in Year 9, and throughout the curriculum in both Key Stages 4 and 5. Students are consistently encouraged to form their own, independent judgements on each topic studied, ensuring they are well-justified, evidenced and supported with evaluative reasoning. Given the variety of viewpoints that students will encounter in their later lives, respect and tolerance of, and listening to, other views is mandatory, with disagreement being addressed through critical debate in an open and inquisitive atmosphere. Developing written technique is also a key focus of the department throughout the curriculum, with assessments giving students the opportunity to produce their own arguments on a variety of issues, while preparatory lessons and tailored feedback enable students to set specific targets for their own progress, encouraging independence and responsibility for their learning.

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 RP: an introduction to key questions with the domain. Is there a God? Who am I? Can we prove God's existence from the worldly evidence? Is there an afterlife?	Buddhism: what is the nature of reality, according to Buddhism? How do we escape <i>samsara</i> ?	Secular Humanism: what is responsible for its rise? Is it correct in suggesting religion has no place in the future of our society? How have theists responded to the challenge?
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?	Normative Ethics: different theories of right and wrong, focus on deontology vs. consequentialism. The 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?	The Holocaust and the Problem of Evil: Does the Holocaust disprove the existence of the God of Judeo-Christianity? How has Judaism responded to such a challenge?
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: How do I produce a well-reasoned argument? How can I identify flaws within the arguments of others?
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
Autumn Term 1	GCSE Christian Beliefs and Teachings (Paper 1)	GCSE Islam Practices completion (Paper 1) GCSE Theme B: Religion and Life - medical, environmental and animal ethics (Paper 2) October Assessment Week
Autumn Term 2	GCSE Christian Beliefs and Teachings completion (Paper 1) GCSE Christian Practices (Paper 1)	GCSE Theme B: Religion and Life completion (Paper 2) GCSE Theme C: Existence of God and revelation (Paper 2)
Spring Term 1	GCSE Christian Practices completion (Paper 1) GCSE Islam Beliefs and Teachings (Paper 1)	GCSE Theme D: Religion, Peace and Conflict (Paper 2) Mock Examinations
Spring Term 2	GCSE Islam Beliefs and Teachings (Paper 1)	GCSE Theme D: Religion, Peace and Conflict completion (Paper 2) GCSE Theme F: Religion, Human Rights and Social Justice (Paper 2)
Summer Term 1	GCSE Islam Beliefs and Teachings completion (Paper 1) GCSE Islam Practices (Paper 1) Revision & Summer Assessment	GCSE Theme F: Religion, Human Rights and Social Justice completion (Paper 2) Exam revision & practice
Summer Term 2	GCSE Islam Practices (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	
	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) Augustine on Human Nature (DCT)	Christian Moral Principles (DCT) Death and the Afterlife (DCT)
Autumn Term 2	Kantian Ethics: completion Business Ethics (R&E)	SMB: completion Arguments from Observation (PoR)	Metaethics (R&E) Religious Language: Negative, Analogy, Symbol (PoR)	Sexual Ethics (R&E) Conscience (R&E)
Spring Term 1	Natural Law (R&E) Situation Ethics (R&E)	AfO: completion Arguments from Reason (PoR) Religious Experience (PoR)	Religious Language: 20th Century Perspectives (PoR) The Nature of God (PoR)	Gender and Theology (DCT) Gender and Society (DCT)
Spring Term 2	Situation Ethics (completion) Euthanasia (R&E)	RE: completion Problem of Evil (PoR)	Mock Exam Period Marx and Liberation Theology (DCT)	Mock Exam Period Pluralism and Theology (DCT)
Summer Term 1	The Person of Jesus (DCT)	Knowledge of God's Existence (DCT)	The Challenge of Secularism (DCT) Exam revision and practice	Pluralism and Society (DCT) Exam revision and practice
Summer Term 2	Exam feedback and review. Christian Moral Action (DCT)	Exam feedback and review. Christian Moral Principles (DCT)		

The Religious Studies A Level uses the OCR (Oxford, Cambridge and the Royal Society of Arts) 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 our Year 12 cohort, Teacher 1 is responsible for the Religion and Ethics component and Teacher 2 for the Philosophy of Religion component. The third component (Developments in Christian Thought - 12 units) is divided between both teachers. For Year 13, remaining modules for all components are 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)