

Philosophy, Religion & Ethics (P.R.E) Intent

1. To engage pupils in Philosophical, Religious and Ethical questions

The aim of the KS3 PRE curriculum at Queensbridge school is to **engage pupils** with philosophical, religious and ethical questions while **promoting independence** and **self efficacy** with regards to the study of different world philosophies, religions and worldviews.

2. To develop KS4 skills & exam technique

While developing pupil's **enjoyment of PRE**, KS3 will also be used to expose students to **key skills** that will, not only enhance their philosophical and religious **literacy**, but also begin to prepare them for the requirements and **expectations of KS4**. These skills include:

- Developing analytical and critical evaluation skills.
- Thinking more logically and arguing well.
- Developing a critical approach to contemporary issues.
- To expand a varied vocabulary of philosophical, religious and ethical terminology.
- Developing a nuanced and sensitive approach to different cultures and beliefs.
 - Cultivating a genuine curiosity in people and world cultures.
 - Analysing complex information and identifying key issues.
 - Expressing ideas clearly through writing and discussion.

3. To promote religious and non-religious literacy

By the end of KS3, pupils should have a more detailed understanding of the six major world religions, differing philosophical concepts and non-religious views. They will be able to use a sophisticated vocabulary of religious and philosophical words to outline, explain and evaluate different beliefs, arguments, practices, rules, places of worship, places of pilgrimage, rituals, controversial modern debates and questions. This will also help support the **KS4 1-9 GCSE** & follows the guidance of the Birmingham SACRE.

Year 7: [Quest] Is normal for me normal for everyone?

Methodology:

Pupils will investigate, describe and explain different responses to the question, is normal for me, normal for everyone? By looking at big philosophical questions, and animism.

KS4 Skills:

Writing to inform
(outline, describe, explain)

PEE paragraphs

Evaluation of a statement

Content:

The Big Questions

(An Introduction to Philosophy, Religion & Ethics)

Animism

(The Philosophy, Religion & Ethics of Indigenous people)



Year 8: Who are we? & what shapes us?

Methodology:

Pupils will discuss and explain the questions who are we? and what shapes us? by looking at key religious, philosophical and non-religious arguments towards topics such as beliefs, society, happiness, duty, love, practices, worship, ritual, pilgrimage, parables, compassion & culture.

KS4 Skills:

Writing to inform
(outline, describe, explain)

PEE paragraphs

PEEL paragraphs

Evaluation of a statement

Comparison

Content:

Cycle 1: Ancient Greek Philosophy

Cycle 2: Indian Philosophy

Cycle 3: Middle-Eastern Philosophy

Cycle 4: Chinese & African Philosophy



Year 9: Is life special?

Methodology:

Pupils will discuss, debate and evaluate the question, is life special? by looking at key religious, philosophical and non-religious arguments towards topics such as a multi-cultural/faith society, gender, abortion, euthanasia, problem of evil, capital punishment and the media.

KS4 Skills:

Writing to inform
(outline, describe, explain)

PEE paragraphs

PEEL paragraphs

Evaluation of a statement

Comparison

Sources of wisdom and authority (SOWAA)

Writing to argue (Evaluate)

Content:

Cycle 1: Ethics & Society

Cycle 2: Sanctity of life

Cycle 3: Evil & Suffering

Cycle 4: GCSE Intro (Christian/Muslim beliefs)