

Ethics and Philosophy Knowledge Sequencing – KS3			
By the end of Key Stage 3 all students in Ethics and Philosophy should:			
- Acquire core knowledge and understandings of the beliefs and practices of the religions and worldviews which not only shape their history and culture, but which guide their own development. - Be religiously literate and able to hold balanced and informed conversations about religion, beliefs, and values. - Be sufficiently confident in their own beliefs and values that they can respect the religion and cultural differences of others and contribute to a cohesive and compassionate society.			
Prior Knowledge		In KS3 Ethics and Philosophy lessons students will build on prior learning from their experiences at primary school. The 40+ primary schools feeding into KSHS means that students arrive with different experiences of learning about religion and different worldviews at KS2. The majority will be using the Lincolnshire Agreed Syllabus which enables us to build on the prior knowledge that students at the end of KS2 should have accessed. Our focus is to establish prior knowledge early in the Year 7 course and develop and build on substantive knowledge of both religious and non-religious and to develop disciplinary knowledge of theology, philosophy and the social sciences as well as to acknowledge their own personal knowledge and how this affects their own worldview. Topics are based around an enquiry question and the curriculum has identifiable Golden Threads running through it: Justice, Salvation, God and Community.	
Future Knowledge		The curriculum in KS3 will prepare students for the following future learning: understanding the link between beliefs and practices and how these can differ within a religion with a particular focus on Christianity and Islam, consider how those of different religious and non-religious worldviews approach different ethical issues and to evaluate those different positions. The KS4 curriculum continues to identify the Golden threads of the curriculum: Justice, Salvation, God and Community.	
Year 7	Term	Key Knowledge	Assessment Focus
	1	What impact does religion have on the world? What is meant by a worldview? The development of religion. The origins of the major world religions and where they are practiced today. The Seven Dimensions of Religion and the impact the following have on society today: symbolism, teaching and authority, worship, practices and celebrations and morality.	Baseline and knowledge test and social science – data analysis and extended answer.
	2		
		What effect do /moral/ethical decisions have on human behaviour? What is ethics? Nietzsche on morality and what he meant by “God is dead”. Is sport the new religion? Utilitarianism as a method of making moral decisions. The Trolley problem. What does Arendt mean by the ‘banality of evil’? Are humans more than just matter? Application of morals to animal rights, drugs, the environment and poverty.	Knowledge test and extended written answers to answer the enquiry question.
	3		
	4	Are religious teachings on justice relevant/upheld today? What is justice (through looking at key teachings from Christianity and Islam) and what it meant to key figures such as Maria Gomez, Jesus, Martin Luther King and Malcolm X. A look at other forms of discrimination in society today – racism, sexism, homophobia.	Knowledge test and newspaper article
	5		
	6	How does the Hindu view the divine differ to the Abrahamic faiths? What is the nature of God as portrayed by the Abrahamic faiths? What is the Hindu concept of the Divine? What relevance do the numerous gods and goddesses have? What is dharma? A comparison of life after death.	Knowledge test
Year 8	Term	Key Knowledge	
	1	Does Technology challenge the value of human life? Have the improvements in medical technology helped or hindered our society?: Gene technology, cloning, transplants, IVF. Eugenics, weapons and mass destruction and AI. Debate on the issues.	Knowledge test and extended evaluation question
	2		
	3	Whose responsibility is it to help those in need? Which way is the world moving towards – need or greed (a consideration of how this is viewed by Buddhists), why is charity needed and how best can this be given – Christianity and Islam.	Knowledge test and create your own charity project assessment
	4		
		Is it important to remember the bad times as well as the good? Why are festivals important, detailed look at Shabbat (Judaism), Ramadan/Eid Ul-Fitr (Islam) and Holi (Hinduism).	Knowledge test and create a new festival
	5	Can belief in God be rational? What is truth? A consideration of Plato and Descartes’ views on truth and what we know to be real. Arguments for the existence of God: first cause, design, experience. Does the idea of God make sense? The views of Freud and Marx on religion. Are atheists right about faith?	Knowledge test
	6		

Year 9	Term	Key Knowledge				
	1	Do all humans have the same rights? Human Rights: what are they and why are they important. Prejudice and Discrimination: Reasons for prejudice and types of discrimination and responses to them: racism, sexism, homophobia, religious freedom of expression.	Knowledge test and evaluation question			
	2					
	3	Is this life all there is? Consider the different views on life after death. Comparison of the Abrahamic faiths, dharmic faiths and those of no faith.	Knowledge test and debate			
	4					
		Is punishment for crimes only in this life or the next? Consider the religious and non-religious view on crime and punishment in society today and to evaluate its effectiveness, making links to the previous topic.	Knowledge test and evaluation questions			
	5					
	6	Are miracles relevant to society today? Or Natre Spirited Arts Competition Consider what is a miracle and to evaluate whether they are still relevant to society. Alternatively, students will create either a piece of art work or poem relating to the Spirited Arts themes.	Knowledge test and debate. Written explanation of piece of art work.			
Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading			Links to British Values	Links to Careers	Links to Other Personal Development	
Students are introduced to key religious and non-religious terminology throughout the Key Stage 3 course and are provided with glossaries for each unit of work as well as key words on PowerPoint slides. Class teachers apply school literacy and marking policy to help support students. - Extracts from different scripture - NIV Bible, English translation of Qur’an (The Majestic Qur’an) and numerous extracts from Hindu, Sikhi. and Buddhist texts - Extracts from text books: - Collins KS3 Knowing Religion: - World Religions: Hinduism, Buddhism and Sikhism (Elby and McCain) - World Religions: Judaism, Christianity and Islam (Orme and Lewis) - Biblical Literacy (Orme) - Philosophy and Ethics (Orme) - Explore RE (Clarke, Hayes and Parry) - Other useful texts for students to explore: - A Little History of Religion – Holloway - A Little History of Philosophy – Warburton - Sophie’s World – Gaarder - Just Think: Philosophy Puzzles - West			Mutual Respect in EP - We respect each others views in discussions, but that disagreement should be done in a respectful way. - We are respectful towards religious and non religious views - We consider the importance of the Golden Rule – Treat others as you would want to be treated. The Rule of law in EP - Students consider the rules and laws which are needed when making ethical and moral choices - Consider the importance of religious rules such as the Ten Commandments and following non religious ideals such the Universal Declaration of Human Rights - Students gain an understanding of the consequences of behaviour and actions Tolerance of Different Faiths and Beliefs in EP - Students consider the impact religions have had on society. - Students consider the importance of tolerating everyone’s worldviews - Students are encouraged to be respectful towards religious and non religious views - Students are encouraged to value and celebrate diversity.	Pupils signposted to careers that have skills associated with the subject.-GB4 Communication skills – students can write extensively and can evaluate and make decisions in their written work. Students develop oracy and listening skills through discussion and debates. Teamwork - students work in groups to produce and present ideas. Presentation skills - Students develop confidence in articulating ideas and sharing view and opinions in class discussion and through presenting key ideas to others. Analytical skills – students are taught a range of skills used by different disciplines: theological, philosophical and from the social sciences. IT and computing skills – students can use IT when creating presentations or when creating videos. Creativity – students use their imagination to create their own charity and festival in Year 8 and through looking at different ways to present key information. Further and higher education opportunities signposted in lessons and permanent displays-GB7/8 Pupils are regularly supported and provided with guidance on necessary grades required for GCSEs, A Levels, and subsequent careers-GB3/8	Living in the wider world - Understanding of justice and the way those who are oppressed are fought for in different ways. - Understanding of different people and cultures - Understanding of religious and non-religious worldviews and how these impact on the wider world Relationships: - The role of women in religion - Understanding the religious and non-religious positions on homosexuality Health and wellbeing - Managing study and revision time effectively and knowing how to effectively revise in EP. - Recognising new challenges and the importance of resilience. - Knowing how and when to access support.	

	Democracy in EP • Students are encouraged to state and justify opinions, carefully thinking through issues for themselves. • All students have an equal right to be heard. • Students consider justice in society today. Individual Liberty in EP • Students consider questions about identity and belonging • Students consider the constraints and responsibilities placed on all of us by our cultures, faiths and beliefs. • Students consider diversity within religions and how believers choose to practice faiths in different ways.	Popular careers with links with EP/RS include: • Police • teaching and lecturing • military careers • Medicine • Social care • HR • Lawyers • Charity workers	
Extra-Curricular and Co-Curricular Opportunities	Links with other subjects in the curriculum		
Earth Club Quiet Reading Interact	• Geography – Origins of religion, Hindu Dharma and culture of India • English – written and oral communication • PD – tolerance, diversity, respect, empathy • History – Martin Luther King, Malcolm X, Maria Gomez (Liberation Theology) • Maths – Venn diagrams, statistics, and data. • Technology – use of AI, Food linked to culture and traditions. • Science – Medical ethics (Eugenics, IVF, Genetic engineering), Nuclear power and weapons		

Ethics and Philosophy Knowledge Sequencing – KS4 – Core EP			
By the end of Key Stage 4 all students in Ethics and Philosophy should:			
- Acquire core knowledge and understandings of the beliefs and practices of the religions and worldviews which not only shape their history and culture, but which guide their own development. - Be religiously literate and able to hold balanced and informed conversations about religion, beliefs, and values. - Be sufficiently confident in their own beliefs and values that they can respect the religion and cultural differences of others and contribute to a cohesive and compassionate society.			
Prior Knowledge		In KS4 students will consolidate and build on the following prior learning: the identified Golden Threads of Justice, Salvation, God and Community. Students will also build on and refine their skills of decision-making, evaluating, assessing and discussion through both written work and discussions.	
Future Knowledge		The KS4 Core EP curriculum will prepare students for the following future learning; writing well-evidenced extended writing through assessing, discussing and evaluating; applying substantive knowledge of beliefs through the use of disciplinary skills and approaches to real-world issues. This can be built upon further through studying A level Religious Studies.	
Year 10	Term	Key Knowledge	Assessment Focus
	1	How do worldviews influence responses to conflict and peace? Violent protest and terrorism, reasons for war, use of weapons (WMD and Nuclear), the Just War theory and Islamic concept of Jihad, Holy war, Pacifism (particularly looking at the work of Desmond Doss), religious responses to victims of war, sociological and philosophical theories about war, extremism and conscientious objectors.	Q and A, debates
	2		
	3	Does evil and suffering have a purpose? What is meant by evil and suffering, what is meant by the Fall and original sin, how different religious believers view evil and suffering looking at the theodicies of St Augustine and St Irenaeus, a consideration of what good actually is through looking at Plato’s cave analogy, existential philosophy and evil, how Buddhists view suffering and how the teachings of the Buddha can help. Students will also look at the Holocaust and the theme for Holocaust Memorial Day (Jan 27 th)	Q and A, debates
	4		
	5		
	6	What does it mean to be a Humanist or Atheist today? To look at the multiple definitions and labels of atheism, reasons why people reject religion, what humanism is, psychology and religious belief, how atheists and humanists respond to ethical issues today. Students will also consider alternatives to religions people may consider – Scientology case study.	Q and A, debates
	7	What is Business Ethics? What is meant by Business Ethics and how it links to environmental ethics, what is meant by justice, stewardship and compassion, how do religious believers view wealth and poverty and what action can be taken, what is Fairtrade, is ethical living possible through looking at business case studies, what is the relationship between employers and employees and whistleblowing and how Kantian ethics, virtue ethics and utilitarianism view business.	Q and A, debates
	8		
Year 11	Term	Key Knowledge	
	1	Can we prove God’s existence? Consider different ways religious believers have tried to prove the existence of God and how others have criticised these attempts to disprove them: From Cosmology and design to experience, miracles and morality.	Q and A, debates
	2		
	3	What impact do different worldviews have on life issues? Consider different worldviews on creation, the environment, the use of animals for food and experimentation, the origins of humans, sanctity of life, abortion and euthanasia.	
	4	If religious truths are revealed by God, how can they change? Consider what is meant by religious truth and whether any one religion has the truth?	
	5	Exams – independent revision sessions	
	6		

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
Students are introduced to key religious and non-religious terminology throughout the Key Stage 4 course and are provided with glossaries for each unit of work as well as key words on PowerPoint slides. Class teachers apply school literacy and marking policy to help support students. All KS4 students have access to their own personal revision guide and revision material on Teams. • Extracts from different scripture - NIV Bible and English translation of Qur’an (The Majestic Qur’an) • Extracts from text books ○ AQA GCSE Religious Studies A Christianity (Fleming, Smith and Wordern) ○ AQA GCSE Religious Studies A Islam (Fleming, Smith and Wordern) ○ AQA GCSE Religious Studies Spec A (Parry, Hayes and Butler) • Other useful texts for students to explore: ○ A Little History of Religion – Holloway ○ A Little History of Philosophy – Warburton ○ Sophie’s World – Gaarder ○ Just Think: Philosophy Puzzles – West ○ Teach yourself Christianity – Young ○ Teach yourself Islam – Maqsood	Mutual Respect in EP • We respect each others views in discussions, but that disagreement should be done in a respectful way. • We are respectful towards religious and non religious views • We consider the importance of the Golden Rule – Treat others as you would want to be treated. The Rule of law in EP • Students consider the rules and laws which are needed when making ethical and moral choices • Consider the importance of religious rules such as the Ten Commandments and following non religious ideals such the Universal Declaration of Human Rights • Students gain an understanding of the consequences of behaviour and actions Tolerance of Different Faiths and Beliefs in EP • Students consider the impact religions have had on society. • Students consider the importance of tolerating everyone’s worldviews • Students are encouraged to be respectful towards religious and non religious views • Students are encouraged to value and celebrate diversity. Democracy in EP • Students are encouraged to state and justify opinions, carefully thinking through issues for themselves. • All students have an equal right to be heard. • Students consider justice in society today. Individual Liberty in EP • Students consider questions about identity and belonging • Students consider the constraints and responsibilities placed on all of us by our cultures, faiths and beliefs.	Pupils signposted to careers that have skills associated with the subject -GB4 • Communication skills – students can write extensively and can evaluate and make decisions in their written work. Students develop oracy and listening skills through discussion and debates. • Teamwork - students work in groups to produce and present ideas. • Presentation skills - Students develop confidence in articulating ideas and sharing view and opinions in class discussion and through presenting key ideas to others. • Analytical skills – students are taught a range of skills used by different disciplines: theological, philosophical and from the social sciences. • IT and computing skills – students can use IT when creating presentations or when creating videos. • Creativity – students use their imagination to present key information in different ways. Further and higher education opportunities signposted in lessons and permanent displays-GB7/8 Pupils are regularly supported and provided with guidance on necessary grades required for GCSEs, A Levels, and subsequent careers-GB3/8 Popular careers with links with EP/RS include: • Police • teaching and lecturing • military careers • Medicine • Social care • HR • Lawyers • Charity workers	Living in the wider world - Understanding of justice and the way those who are oppressed are fought for in different ways. - Understanding of different people and cultures - Understanding of religious and non-religious worldviews and how these impact on the wider world Relationships: - The role of women in religion - Understanding the religious and non-religious positions on homosexuality - Gender equality - The nature of different relationships and of families – the religious and non-religious positions. Health and wellbeing - Managing study and revision time effectively and knowing how to effectively revise in EP. - Recognising new challenges and the importance of resilience. - Knowing how and when to access support.

	Students consider diversity within religions and how believers choose to practice faiths in different ways.		
Extra-Curricular and Co-Curricular Opportunities	Links with other subjects in the curriculum		
Earth Club Quiet Reading Interact	- Geography – wealth and poverty in the world, Arabian society and impact of the land on society. - English – written and oral communication - PD – tolerance, diversity, respect, empathy - History – Just War Theory, Dietrich Bonhoeffer, role of women in the Church. - Maths – Venn diagrams, statistics and data used. - Science – Big bang theory, theory of evolution and Abortion		

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Year 10	Term	Key Knowledge	Assessment Focus
	1	GCSE Theme C: The existence of God and revelation: Design argument, First Cause argument, argument from miracles, arguments against the existence of God, Special revelation and enlightenment, General revelation, different ideas about the divine and the value of revelation and enlightenment.	Knowledge tests and use of exam questions
	2		Knowledge tests and use of exam questions
	3	GCSE Christian beliefs, teachings and practices: All parts of the topic are taught through the story of the life of Jesus. The nature of God, the Trinity, beliefs about Creation, Incarnation, Crucifixion, Resurrection and Ascension of Jesus, Jesus as the Son of God and his role in Salvation, the afterlife and judgement, heaven and hell, sin and salvation. Different types of worship, prayer, the sacraments: baptism and eucharist, pilgrimage, festivals: Christmas and Easter and the role of the Church in the local community: Food banks, Street Pastors, mission and evangelism, reconciliation and persecution and the Church’s response to world poverty.	Y10 examination.
	4		Knowledge tests and use of exam questions
	5	GCSE Theme B: Religion and Life: Creation (Universe and human life) – Religion vs Science (big bang and evolution theories), the environment, animal rights, sanctity vs quality of life, abortion, euthanasia and death and the afterlife.	Knowledge tests and use of exam questions
	6		
Year 11	Term	Key Knowledge	
	1	GCSE Islam beliefs, teachings and practices: All parts of the topic are to be taught through the story of the life of Muhammad. The nature of God, Predestination, Angels, Prophets, Holy Books, Life after death. The Sunni Shi’a split, Worship, Charity, fasting, pilgrimage, Jihad and festivals.	Knowledge tests and use of exam questions
	2		Knowledge tests and use of exam questions Y11 mock exams 1:
	3	GCSE Theme D: Religion, Conflict and Peace: Violent protest and terrorism, reasons for war, use of weapons (WMD and Nuclear), the Just War theory and Islamic concept of Jihad, Holy war, Pacifism, religious responses to victims of war. This is a review of topic taught during Core EP lessons in Year 10	Paper 1: Beliefs, teachings and practices of Christianity and Islam
	4	GCSE Theme F: Human Rights and Social Justice: Human sexuality: heterosexual and homosexual, sexual relationships before and outside marriage, contraception and family planning, marriage, divorce and remarriage, the nature and purpose of families, beliefs about gender equality. Structured revision on prior topics	Y11 mock exams 2: Paper 2 – Themes Optional paper – retake paper 1
	5	Exams	
	6		

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