

Humanities Department – Curriculum Map

Philosophy, Religion and Ethics (PRE)




Curriculum Intent

At Broadwater School, the curriculum is more than just the lessons. Our aim is to provide a broad, balanced and rigorous curriculum that enables students to develop knowledge and skills that prepare them for the future. Most importantly, the curriculum hopes to cultivate a life-long enthusiasm for all humanities subjects.

In **philosophy, religion and ethics (PRE)**, we seek to understand diverse religious and ethical beliefs. Our curriculum intends...

- To develop students' critical thinking through analysis of conflict, society and morality.
- For students to develop important skills in forming and challenging arguments so that they can build a respect and tolerance towards different beliefs and views.

Big Ideas

Society 	Understanding how society is constructed and the ways we differ. Exploring the ways society has changed and shifted.
Morality 	Understanding the difference between right and wrong. How different beliefs will approach situations and decision making.
Conflict 	Disagreements between religion, non-religion, and philosophical approaches. Ethical dilemmas that conflict has upon believers.

National Curriculum

[Surrey SACRE - RE Agreed Syllabus](#)

[UK Government - RE in academies](#)

GCSE AQA Religious Studies:

[AQA Religious Studies GCSE](#) 8062 MA

- Islam: beliefs, teachings and practices
- Christianity: beliefs, teachings and practices
- Thematic studies

Disciplinary knowledge

Demonstrate an appreciation of the nature of worldviews and the important contribution of religion, belief, spiritual insights and values to an individual's search for meaning in life.

Recognise that someone's worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world.

Develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, through their history, contemporary diverse expressions and encountering peoples' lived experience.

Develop the ability to make reasoned, informed and creative responses to religious and moral issues.

Recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.

Careers

[Prospects - Careers in PRE](#)

<ul style="list-style-type: none">- Advice worker- Archivist- Charity officer- Civil Service- Community development worker- Diplomatic Service- Education- Equality, diversity and inclusion officer- International aid worker- Journalist- Mediator- Police officer- Policy officer- Politician- Solicitor- Youth worker	<ul style="list-style-type: none">- Religious organisations- National and local government- Universities- Social services- Media companies
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Key Stage Three

Year 7

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Conflict Society Morality	Explain Evaluate Debate	<u>7.1 - Why study PRE?</u> <ul style="list-style-type: none">- Conflict- Society- Morality
Spring	Society	Explain Evaluate Debate	<u>7.2 - Why study PRE?</u> <ul style="list-style-type: none">- Start of religion- Influence on law and order- Influence on education
Summer	Conflict	Explain Evaluate Debate	<u>7.3 - Did a divine being make the world?</u> <ul style="list-style-type: none">- Science and Creation- Science and human life- Hindus' Creation story- Christians' Creation story

Year 8

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Morality	Explain Evaluate Debate	<u>8.1 - How do religious figures promote peace?</u> <ul style="list-style-type: none">- Abraham- Muhammad - Five Pillars- Jesus - miracles and saints- Guru Nanak
Spring	Conflict	Explain Evaluate Debate	<u>8.2 - How do religious figures promote peace?</u> <ul style="list-style-type: none">- Buddha - Noble Truths- Trimurti- Dharma- Gandhi
Summer	Society	Explain Evaluate Debate	<u>8.3 - How does religion negatively impact society?</u> <ul style="list-style-type: none">- Terrorism- Caste system- Religious dress- Women

Year 9

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Morality	Explain Evaluate Debate	<u>9.1 - Is there a right way to live?</u> <ul style="list-style-type: none"> - Natural law - Situation ethics - Utilitarianism - Hedonism - Humanism
Spring	Society	Explain Evaluate Debate	<u>9.2 - How do religions navigate clashes with society?</u> <ul style="list-style-type: none"> - Homosexuality - Gender inequality - Media - Abortion - Influences
Summer	Conflict	Explain Evaluate Debate	<u>9.3 - How do religions navigate clashes with society?</u> <ul style="list-style-type: none"> - Death penalty - Corporal punishment - Forgiveness - Medical ethics - Wealth - Environment

Key Stage 4 - core

Year 10

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Morality	Explain Evaluate Debate	<u>10.1 - How does suffering challenge the existence of God?</u> <ul style="list-style-type: none">- Suffering- Problem of evil- Dharma- Utilitarianism
Spring	Conflict	Explain Evaluate Debate	<u>10.2 - Was God in Auschwitz?</u> <ul style="list-style-type: none">- Jewish life - mitzvot- History of persecution- Ghettos
Summer	Society	Explain Evaluate Debate	<u>10.3 - 21st century moral dilemmas?</u> <ul style="list-style-type: none">- Moral dilemma- Cloning- Designer babies- Lying- Exploitation- Environment- Influences

Year 11

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Morality	Explain Evaluate Debate	<u>11.1 - Has Humankind fallen?</u> <ul style="list-style-type: none">- Creation and the Fall- Sin and Redemption- Original sin and justice- Salvation
Spring	Conflict Society	Explain Evaluate Debate	<u>11.2 - Is death the end?</u> <ul style="list-style-type: none">- Soul- Near death experiences- Reincarnation- Heaven and Hell- Atheism- Funerals
Summer			<i>Year 11 will follow exit timetable</i>

Key Stage 4 - GCSE

Year 10

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn		Explain Evaluate	<u>Thematic Studies</u> <ul style="list-style-type: none">- Relationships and families: sexuality, contraception and family planning, marriage, divorce, gender equality- Religion, peace and conflict: violent protest, terrorism, retaliation and self-defence, nuclear weapons, Just War, Lesser Jihad, holy war, pacifism, responses to war <u>Christianity</u> <ul style="list-style-type: none">- Beliefs and teachings: Nature of God, the Trinity, Creation, Crucifixion, Resurrection, Ascension
Spring		Explain Evaluate	<u>Christianity</u> <ul style="list-style-type: none">- Beliefs and teachings: Afterlife and judgement, Christ and salvation- Practices: worship, prayer, sacraments, Eucharist, communion, baptism, pilgrimage, festivals, mission and evangelism, worldwide Church, persecution, world poverty
Summer		Explain Evaluate	<u>Thematic studies</u> <ul style="list-style-type: none">- Crime and punishment: reasons for crime, law breakers, aims of punishment, views of suffering, forgiveness, death penalty <u>Islam</u> <ul style="list-style-type: none">- Beliefs and teachings: Sunni and Shia, nature of Allah, angels, predestination, life and death, Adam, Ibrahim, Muhammad, Holy books, The Imamate

Year 11

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn		Explain Evaluate	<p><u>Islam</u></p> <ul style="list-style-type: none"> - Practices: Shahadah, Salah, Sawm, Zakah, Hajj, 10 Obligatory Acts, Jihad, Eid-ul-fitr, Eid-ul-Adha, Ashura <p><u>Thematic studies</u></p> <ul style="list-style-type: none"> - Religion and life: origins of the universe, value of the world, use and abuse of the environment, pollution, animals, origins and human life, abortion, euthanasia, death and afterlife
Spring			<p><u>Revision of:</u></p> <ul style="list-style-type: none"> - Islam - Christianity - Themes
Summer			