

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](#)

- 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	- 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	Explain beliefs	<u>7.1 - Why study PRE?</u> What is the significance of Philosophy, Religion and Ethics in modern society?
	Society		
	Morality	Evaluate	<u>7.2 - Why study PRE?</u> What is the significance of Philosophy, Religion and Ethics in modern society?
Spring	Conflict	Explain beliefs	<u>7.3 - Why study PRE?</u> What is the significance of Philosophy, Religion and Ethics in modern society?
	Society	Evaluate	<u>7.4 - Why study PRE?</u> What is the significance of Philosophy, Religion and Ethics in modern society?
Summer	Conflict	Explain beliefs	<u>7.5 - Creation</u> Did a divine being make the world?
	Conflict	Evaluate	<u>7.5 - Creation</u> Did a divine being make the world?

Year 8

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Morality	Explain influence Evaluate	<u>8.1 - Monotheism</u> How did Monotheism begin?
	Morality	Explain influence Evaluate	<u>8.2 - Christianity</u> Why do christians follow Jesus?
Spring	Society	Explain influence Evaluate	<u>8.3 - Islam</u> How is Muhammad a role model for all muslims?
	Society	Explain influence Evaluate	<u>8.4 - Hinduism</u> How do Hindus navigate polytheism?
Summer	Conflict	Explain influence Evaluate	<u>8.5 - Buddhism</u> How do Buddhists apply the middle way to their lives?
	Conflict	Explain with religious evidence Evaluate	<u>8.6 - Sikhism</u> How does the Khlasa influence Sikhs to promote peace?

Year 9

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Morality	Explain with religious evidence Evaluate	<u>9.1 - Ethical issues</u> How do we decide on how to deal with ethical issues?
	Conflict	Explain similarity and differences of beliefs Evaluate	<u>9.2 - Changing society</u> How do religions cope with changing society?
Spring	Society	Explain similarity and differences of beliefs Evaluate	<u>9.3 - War and peace</u> How do religions deal with war, conflict and peace?
	Society	Explain similarity and differences of beliefs Evaluate	<u>9.4 - Crime and punishment</u> How do religions deal with crime and punishment?
Summer	Morality	Explain with religious evidence	<u>9.5 - Medical ethics</u> How do religions navigate clashes with medical ethics?
	Conflict	Explain with religious evidence	<u>9.6 - Environmental issues</u> How do religions handle environmental issues?

Key Stage 4 - core

Year 10

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Morality	Explain with religious evidence Evaluate	<u>10.1 - Suffering</u> How does suffering challenge the existence of God?
Spring	Conflict	Explain with religious evidence Evaluate	<u>10.2 - Holocaust</u> Was God in Auschwitz?
Summer	Society	Explain with religious evidence Evaluate	<u>10.3 - Philosophy</u> Is there a right way to live life?

Year 11

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Morality	Evaluate	<u>11.1 - Creation</u> Has Humankind fallen?
Spring	Conflict Society	Evaluate	<u>11.2 - Afterlife</u> Is death the end?
Summer			<i>Year 11 will follow exit timetable</i>

Key Stage 4 - GCSE

Year 10

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Conflict Society Morality	Explain Evaluate	<u>Thematic Studies</u> - Relationships and families: sexuality, contraception and family planning, marriage, divorce, gender equality - Crime and punishment: reasons for crime, law breakers, aims of punishment, views of suffering, forgiveness, death penalty
Spring	Conflict Society Morality	Explain Evaluate	<u>Islam</u> - Beliefs and teachings: Sunni and Shia, nature of Allah, angels, predestination, life and death, Adam, Ibrahim, Muhammad, Holy books, The Imamate - Practices: Shahadah, Salah, Sawm, Zakah, Hajj, 10 Obligatory Acts, Jihad, Eid-ul-fitr, Eid-ul-Adha, Ashura
Summer	Conflict Society Morality	Explain Evaluate	<u>Christianity</u> - Beliefs and teachings: Nature of God, the Trinity, Creation, Crucifixion, Resurrection, Ascension, Afterlife and judgement, Christ and salvation - Practices: worship, prayer, sacraments, Eucharist, communion, baptism, pilgrimage, festivals, mission and evangelism, worldwide Church, persecution, world poverty

Year 11

Term	Big Idea	Disciplinary focus	Substantive knowledge
Autumn	Conflict Society Morality	Explain Evaluate	<u>Thematic studies</u> - 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 - Religion, peace and conflict: violent protest, terrorism, retaliation and self-defence, nuclear weapons, Just War, Lesser Jihad, holy war, pacifism, responses to war -
Spring			<u>Revision of:</u> - Islam - Christianity - Themes
Summer			