

Intent:

Welcome to the Religion, Philosophy and Ethics Department (RPE)

The Religion, Philosophy and Ethics department at Altrincham College aims to focus on developing pupils who are religiously, philosophically and ethically literate.

The curriculum at Altrincham College reflects that of the Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus for Religious Education 2022–2027.

The RPE curriculum at Altrincham College promotes challenging critical thinking and discussion. Exploration of the underpinning question “What Does It mean to Be Human?” enables pupils to develop substantive knowledge and a plethora of skills ranging from communication and reflective skills through to knowing how to analyse and evaluate, all of which are invaluable on a personal level and are highly desirable to employers.

“The purpose of our curriculum is that time is given for pupils to reflect, assess on religious values and their own values. The study of religious and non-religious worldviews is a core component of a well-rounded academic education ... Indeed, one could argue that it is more important now than ever. Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews, and they will need to live and work well with people with very different worldviews from themselves.”

(Religion and Worldviews: A national plan for RE 2018)

Our RPE curriculum is the vehicle to allow all pupils to:

- Develop an understanding of the diversity of key beliefs, teachings and practices linked to the Big Six World Religions and beyond.
- Hold balanced and informed conversations about Religion, Philosophy Ethics and Worldviews.
- Converse with engaging questions such as ‘Does God exist?’ and ‘Is Humanism a valid alternative to religion?’
- Develop an appreciation of the fact that we live in a multicultural society.
- Be responsible citizens who make a positive contribution to society including their local community and the wider international world in which they live and will work in the future.
- Reinforce British Values which include mutual respect of different faiths and beliefs, kindness and compassion.
- Explore humanity’s and their societal responsibility towards for example, the environment, human rights and racism.

The Department follows the latest developments within the field of Religious Education, Philosophy and Ethics, such as those propounded by the Commission on Religious Education (CoRE) and NATRE.

Implementation:

During Years 7 - 9 pupils follow a Multi - Disciplinary SOW. Pupils develop a secure knowledge and understanding of Religious, Philosophical and Ethical Issues in the local, wider and global community. Pupils build and develop subject knowledge acquired during Year 7 in subsequent years, specifically focusing on Biblical Understanding (Linking to both Judaism and Christianity), Dharmic Tradition (Hindu) and Worldviews.

This enables pupils to develop a deep and secure knowledge and understanding of the key aspects on personal, disciplinary and substantive levels. This allows them to dispel any myths and misconceptions in these key curriculum areas, whilst also allowing pupils to become subject masters.

During their Key Stage 3 journey pupils should progress their religious education skills through an increasing range of knowledge and understanding of the links between the religious beliefs, teachings and practices so as to develop an in-depth and theologically sound understanding of religion. They have opportunities to understand the impact that religion has on the lives of believers, communities and society. They are also given the opportunity to analyse and interpret layers of meaning and symbolism within religions.

Additionally, pupils develop the range of skills to challenge pupils to ask fundamental questions about meaning and the purpose of life, and the significance and impact of religion and religious thinking on twenty-first century society. Such insight supports social cohesion, cultural/religious awareness and cooperation within society and individual communities.

Moreover, pupils progress their skills in expressing their personal responses through clear communication of religious ideas and concepts using a range of appropriate, creative strategies and by explaining, with sensitivity and insight, how what they have learned might affect their own lives and the lives of others. This strand also includes showing understanding of religious vocabulary and symbolism which should be contextualised against the level as a whole.

This provides pupils with a secure foundation for pupils to embark upon their GCSE study.

During Year 10 and 11 we follow the WJEC/ Eduqas (Route A – Christianity and Hinduism) GCSE course which provides a broad, coherent, challenging and stimulating course of study. The key elements are interwoven, to enable pupils to develop a secure knowledge base, which can be applied to a range of components of the course.

During their GCSE study, pupils extend their levels of knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. Pupils cultivate their knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.

Pupils will build upon the oracy and writing skills acquired to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.

The course of study enables all pupils to reach their maximum potential at GCSE and provides them with both a knowledge base and a skillset that are coveted by further education and a variety of careers.

Literacy within Religious Education as a discipline

The goal of developing literacy skills in Religious Education is to foster a deeper conceptual understanding of Worldviews. The subject specific literacy demands placed upon pupils in Religious Education include:

- Use of Tier 2/3 vocabulary with confidence – this includes etymology, Frayer models, RE synonyms for Tier 2 vocabulary and definitions This also includes the understanding of the demands of command words within the RE examinations
- Reading and analysis of key texts – the texts used range from a range of stories from within a range of diverse religions and worldviews, this will enable pupils to build on their cultural capital, wider literacy and enable them to make sense of observed key words in context. This also involves Explicitly modelling what expert readers do: activating prior knowledge, predicting, questioning, clarifying, summarising
- Oracy and discussion – this enables for pupils to develop their logical thinking, the application of acquired subject specific vocabulary will enable them to develop their writing skills

Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
7	Introduction Foundations	<p>WHAT IS RPE at AC?</p> <p>What is Religion? What are the Dimensions of Religion? What is Philosophy? What is Ethics?</p> <p>Consider what we already know about World Religions</p> <p>What are Worldviews?</p> <p>What is a worldview? What impacts Worldviews? What are the best symbols for Worldviews?</p> <p>Consider how do we attain a personal Worldview? How might it change?</p>	<p>PHILOSOPHY Who Am I?</p> <p>What does it mean to be human?</p> <p>What distinguishes humans?</p> <p>What is a soul?</p> <p>Am I the same person today, as I was when I was born? - Ship of Theseus</p> <p>Consider Philosophical and Religious influences on these issues</p>	<p>PHILOSOPHY/ RELIGION</p> <p>What/ Who is God?</p> <p>Concepts of God</p> <p>Beliefs about God – Worldviews</p> <p>Beliefs about God –Christian, Hindu, Islamic</p>	<p>RELIGION</p> <p>What Is The Big Story Of The Tanakh?</p> <p>Who are the Jews?</p> <p>What is the Torah and why is it Important?</p> <p>The Shema</p> <p>Big Story of the Torah (OT): How do these stories impact on Jewish beliefs and practice today?</p> <ul style="list-style-type: none"> • Creation Accounts of the Torah – Link to Shabbat • The Fall – Context for the Prophets • OT Prophets and Covenant – Food Laws • Who Was Moses? Leader/ Prophet 	<p>RELIGION</p> <p>Religion in Context</p> <p>Religion in: The World The UK Trafford/ Timperley My Class</p>	

	Careers link	<p>Where can R.E. take me?</p> <p>Consider how we will work with a range of diverse people</p> <p>http://casestudies.reonline.org.uk/</p>	<p>National Careers Service – some of these careers feature RE specific subject knowledge, whilst others feature key skills that RE offers</p> <p>https://nationalcareers.service.gov.uk/job-categories/hospitality-and-food</p> <p>https://nationalcareers.service.gov.uk/job-categories/administration</p> <p>https://nationalcareers.service.gov.uk/job-categories/travel-and-tourism</p> <p>https://nationalcareers.service.gov.uk/job-categories/law-and-legal</p> <p>https://nationalcareers.service.gov.uk/job-categories/managerial</p> <p>https://nationalcareers.service.gov.uk/job-categories/teaching-and-education</p> <p>https://nationalcareers.service.gov.uk/job-categories/beauty-and-wellbeing</p>
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Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
8	Developing	<p>RELIGION</p> <p>Is The Earth Sacred?</p> <p>What are the different Creation Stories? Christian, Hindu, Native American</p> <p>What are the similarities/ differences in these creation stories?</p> <p>What do the Creation stories tell us about the Sacred Earth?</p>	<p>ETHICS</p> <p>Is The Earth Sacred?</p> <p>What is meant by stewardship? Ahimsa? Dominion?</p> <p>How should humans look after the earth?</p> <p>How should humans look after animals?</p>	<p>RELIGION</p> <p>Big Story Of The Bible – Who Was Responsible For The Death Of Jesus</p> <p>Who was Jesus?</p> <p>Evidence for Jesus</p> <p>Life And Teachings Of Jesus – Miracle Maker</p>	<p>RELIGION</p> <p>How Is Jesus Represented? In the Bible/ Art?</p> <p>Who Was Responsible For The Death Of Jesus?</p> <p>What is the Christian Church Family Tree?</p>	<p>PHILOSOPHY</p> <p>Where is God? Problem Of Evil & Suffering</p> <p>Spirited Arts Competition</p> <p>What are the Omnis/ Qualities of God?</p> <p>The Invisible Gardener</p> <p>Philosophy for Children – discussion lessons in response to image stimulus</p> <p>Does God exist? What are the arguments to prove this? Cosmological & Teleological Argts</p> <p>Does God exist? What are the arguments against this?</p> <p>Use varied views from different religions and beliefs and personal ideas create a work of art on this theme.</p>	
	<p>Careers link</p> <p>https://nationalcareers.service.gov.uk/job-categories/healthcare</p> <p>https://nationalcareers.service.gov.uk/job-categories/animal-care</p> <p>https://nationalcareers.service.gov.uk/job-categories/social-care</p> <p>https://nationalcareers.service.gov.uk/job-categories/government-services</p> <p>https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/theology-and-religious-studies</p>						

9	Applying	<p>ETHICS Crime & Punishment – Youth Crime</p> <p>What is Crime/ Sin?</p> <p>What is Punishment?</p> <p>What is</p>	<p>PHILOSOPHY/ RELIGION Is Death The End?</p> <p>What is Life After Death?</p> <p>Soul – Buddhist, Christian and Hindu responses</p> <p>Reincarnation – Hindu</p> <p>Heaven/ Hell – Christianity</p>	<p>RELIGION/ WORLDVIEWS HUMANISM</p> <p>What is Humanism?</p> <p>What are Humanist Views on:</p> <p>God?</p> <p>Life After Death?</p> <p>Ethics?</p> <p>Crime and Punishment?</p> <p>The Environment?</p>
	Careers links	<p>Where can GCSE RE, Philosophy and Ethics take you?</p> <p>https://luminare.prospects.ac.uk/5-reasons-the-humanities-still-matter</p> <p>https://www1.chester.ac.uk/theology-and-religious-studies/study/undergraduate-study/careers-and-employability</p> <p>https://trs.ac.uk/studying-trs/graduate-videos/</p> <p>https://www.natre.org.uk/secondary/exploring-re-films/?fbclid=IwAR0GVWhjxCTGDR4TtN55zkLd3x2m4E-2dvVlalUdvvmSEvFzK8kL8UU9KJA</p> <p>https://luminare.prospects.ac.uk/humanities-graduates-working-in-stem-jobs</p> <p>https://nationalcareers.service.gov.uk/job-categories/healthcare</p> <p>https://www.lancaster.ac.uk/widening-participation/access/summer-schools/#tabs-399790-0</p>		

Eduqas
Route A2

Component 1 – Religious, Philosophical and Ethics Studies in the Modern World

Theme 2: Issues of Life and Death

The world – links with Component 2 and 3
Creation

The origin and value of human life

Component 2 – Christian Beliefs

The nature of God

Component 3 – Hindu Beliefs

Nature and features of Brahman/Bhagavan
Hindu Gods/deities
The Eternal Self
Human Life
Cosmology

Component 1 – Religious, Philosophical and Ethics Studies in the Modern World

Theme 2: Issues of Life and Death – Philosophical Approaches

Christian and non-religious beliefs, teachings and attitudes about dominion, stewardship, environmental responsibility, sustainability, and global citizenship

Component 2 – Christian Beliefs

Jesus Christ – Incarnation, Holy Week
Crucifixion, Resurrection and Ascension

Component 1 – Religious, Philosophical and Ethics Studies in the Modern World

Theme 4: Issues of Human Rights

Human Rights and Social Justice
Prejudice and discrimination
Issues of wealth and poverty
Personal Conviction
Religious Expression
Wealth and Poverty

**Component 1 – Religious, Philosophical and Ethics Studies in the Modern World
Theme 4: Issues of Human Rights contd**

Component 2 – Christian Beliefs

Dignity, Agape, Liberation
Theology – Romero,

Component 3 – Hindu Beliefs

Atman, Dharma, Ahimsa – Gandhi, Caste and reform

**Component 1 – Religious, Philosophical and Ethics Studies in the Modern World
Theme 3: Good and Evil**

Crime and Punishment

Forgiveness

Good, Evil and Suffering

Component 2 – Christian Beliefs

Dignity, Agape,

Component 3 – Hindu Beliefs

Dharma and Karma

	Careers links	<p>Where can A Level RE, Philosophy and Ethics take you?</p> <p>https://luminare.prospects.ac.uk/5-reasons-the-humanities-still-matter</p> <p>https://www1.chester.ac.uk/theology-and-religious-studies/study/undergraduate-study/careers-and-employability</p> <p>https://trs.ac.uk/studying-trs/graduate-videos/</p> <p>https://www.natre.org.uk/secondary/exploring-re-films/?fbclid=IwAR0GVWhjxCTGDR4TtN55zkLd3x2m4E-2dvVlalUdvvmSEvFzK8kL8UU9KJA</p> <p>https://luminare.prospects.ac.uk/humanities-graduates-working-in-stem-jobs</p>			
11		<p>Component 3 – Hindu Practices</p> <p>Places of worship in Britain and elsewhere</p>	<p>Component 2 – Christian Practices</p> <p>Forms of worship</p>	<p>Summer Work: Component 1 – Religious, Philosophical and Ethics Studies in the Modern World</p>	<p>Revision and Exam Practice</p>

		<p>Worship/meditation Festivals: practices in Britain and elsewhere Sacred Sites Social concern</p> <p>Component 1 – Religious, Philosophical and Ethics Studies in the Modern World The world – links with Component 2 and 3 Creation/ social concern</p>	<p>Sacraments -m Links with Component 1 – Theme 1 Relationships Pilgrimage and Celebrations Christianity in Britain and the Church in the local community The worldwide Church</p>	<p>Theme 1 - Issues of Relationships</p> <p>Relationships Sexual relationships Issues of equality: gender prejudice and discrimination</p>	
Careers links	<p>Where can A Level RE, Philosophy and Ethics take you? https://luminate.prospects.ac.uk/5-reasons-the-humanities-still-matter https://www1.chester.ac.uk/theology-and-religious-studies/study/undergraduate-study/careers-and-employability https://trs.ac.uk/studying-trs/graduate-videos/ https://www.natre.org.uk/secondary/exploring-re-films/?fbclid=IwAR0GVWhjxCTGDR4TtN55zkLd3x2m4E-2dvVlalUdvvmSEvFzK8kL8UU9KJA https://luminate.prospects.ac.uk/humanities-graduates-working-in-stem-jobs</p>				