

Religious Studies, Philosophy and Ethics core course

Intent		What new knowledge/content do we introduce?			
By the end of KS5 students are able to...		Year 12	Year 13	Choices	How does this curriculum incorporate the specification and go beyond it, ensuring challenge?
<ul style="list-style-type: none"> show knowledge and understanding of philosophy of religion appropriate to a KS5 course show knowledge and understanding of religion and ethics including different normative and meta-ethical approaches and applied ethics, appropriate to a KS5 course develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies adopt an enquiring, critical and reflective approach to the study of religion, philosophy and ethics develop their interest in the study of religion and belief and relate it to the wider world reflect on and develop their own values, opinions and attitudes in the light of their study 	Autumn	What is my personal worldview? Living in Harmony Multi-faith celebration at Great St Mary's, The University Church	Tour of Cambridge Central Mosque Tour of Cambridge Gurdwara	We have chosen to include elements of religious studies, philosophy and ethics in the KS5 course in order to broaden students' experiences. Some sixth form students will have studied GCSE in Religious Studies; some will have completed a core KS4 course; some may not have received any KS4 RPE teaching in their 14-16 school. The three most significant communities in our catchment are Christian, Muslim and Sikh so we have chosen to visit their buildings for guided tours.	Super-curricular opportunities are built into every topic. These include additional reading (academic articles), watching online lectures (for example through the Massolit platform), listening to podcasts and completing online courses such as those offered by FutureLearn. Termly seminars, conferences and talks relevant to their studies are advertised and, where viable, trips organised. This will also include essay competitions and taster events. A whole school weekly Philosophy club is run and KS5 students can have the opportunity to attend and contribute towards this as a way of consolidating their learning and revising key ideas. More broadly, it also facilitate student leadership and showcases Sixth Formers as role models for the rest of the school.
	Spring	Applied Philosophy: Politics Applied Ethics: Saviour siblings	Faith in action: the work of the Salvation Army Faith in action: Sustainable living		
	Summer	Applied Philosophy: Can we prove that God exists? Applied Ethics: Sexual ethics	My personal philosophy		
	Rationale for this sequence	The course begins with students exploring their own worldview and considering the 'lenses' through which they see the world and make ethical decisions. They then explore links between the Abrahamic religions (Judaism, Christianity and Islam) through a participatory music workshop. The workshop considers the importance of relations between Jews and Muslims by exploring how multiculturalism and music created a sense of communal belonging in the past and may continue to create a sense of commonality among various faith and non-faith communities in Britain today. The course then considers a range of philosophical and ethical issues (politics, saviour siblings, the existence of God, sexual ethics) to provide a platform for students to apply their understanding of religion, philosophy and ethics, At the beginning of Year 13, students visit the local Mosque and Gurdwara. Faith leaders will conduct these tours, highlighting how the buildings are used to provide services to the community. This links to the Spring Term topic of 'faith in action'. The course ends with a session in which students consider their own personal philosophy, reviewing how their own 'lenses' have changed as a result of studying the course.			
	How does the KS5 Curriculum build on previous learning at KS4?	The Religious Studies KS5 core course builds on both core and GCSE RS at KS4 by developing further their understanding and appreciation of religious, philosophical and ethical thought and their contributions to individuals, communities and societies. It continues to build skills in critical analysis and reflection as students formulate their own opinions and attitudes in light of their study.			