**Curriculum – PRE Department (2024 – 2025)**

 **Key stages 3 to 5.**

**Intent**

Our intention in PRE is to ensure all students **receive a rigorous, inspiring, spiritual, thoughtful, and knowledge-rich** PRE curriculum which **equips pupils to take their place in a multi-religious and multi-secular society**, in which they **understand and respect the diverse range of beliefs and practices** within it. We aim for students to leave OSWB as **empathetic, open-minded, knowledgeable citizens** who are secure in **transferable skills such as evaluation, analysis, oral and written communication and self-awareness**, as well as having **secure knowledge** of a range of **religious and non-religious traditions** and concepts.

Our focus is **breadth of curriculum**. We want our students to **experience and learn new skills and ideas in as many subjects** as possible **for as long as possible**.

We want our curriculum to be challenging in its depth and breadth so that it will:

* **Challenge** all students to be the best that they can be
* Provide students with **knowledge**required to be successful.
* Provide then with the skills to **retain** and **apply**knowledge.
* Equip our students with **Character Resilience Organisation Excellence C.O.R.E. values** thus developing students who are **resilient**, lifelong learners.
* Provide **deep learning** that accelerates our students understanding of the world around them.
* Equip our students with **ambition** and aspirations so that they become happy and successful members of society.
* Enables students have a range of qualifications that facilitate their **next steps** in their education and career.

The curriculum is mapped with key knowledge that needs to be taught and when it should be taught. Attention is taken to ensure the curriculum meets the needs of all learners.

Each topic builds on the previous one to allow for sequencing of learning and knowledge building. Broad and deep factual knowledge is the prerequisite for skills such as critical thinking, creative thinking, evaluation and analysis.

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| **Term**  | **Year 7 (KS3)** | **Year 8 (KS3)** | **Year 9  (KS3)** | **Year 10 (GCSE)**  | **Year 11 (GCSE)**  |
| **Autumn A**  | **What do different religions believe about God and the afterlife?** Exploration of Abrahamic and Dharmic religions belief abut God and the afterlife.  |   **How do religious believers practise their faith? Prayer and Pilgrimage** An exploration of the significance of prayer An exploration of the significance of pilgrimage  |   **Is all life sacred?** Sanctity of life, Quality of life and the Value of life Human life and death: abortion, saviour siblings, death penalty, euthanasia   | **Paper 1: Sikh Beliefs** Key Beliefs The Nature of Human Life  | **Paper 2: Religion and Life** The origins and value of the universe The origins and value of human life  |
| **Autumn B**  | **Do the teachings of Jesus stand the test of time?** Evaluation of the key teachings of Jesus  | **Paper 1: Sikh Practices** Worship and Service Festivals and Lifestyle  | **Paper 2: Religion and Life** The origins and value of the universe The origins and value of human life  |
|    **Spring A**        | **How relevant are Guru Nanak’s teachings today?** An exploration of the usefulness of the Guru Nanak’s teachings in modern society. An exploration of the usefulness of the history of Sikhism and the intentions Guru Nanak had for a more equal society.   |       **What are the expectations and reality of different religions?** Exploration of societies expectations of religious teachings and practises VS the reality.  | **What does it mean to be a Jew?** Jewish history and Jewish practices          | **Paper 1: Christian Beliefs** Key Beliefs Jesus Christ and Salvation  | **Paper 2: The Existence of God and Revelation** Philosophical arguments for and against the existence of God The nature of the Divine and revelation  |
| **Spring B**  | **What is it like to be a follower of the Buddha?** An exploration of the practises of Buddhism and how it originated. An exploration of Buddhists faith and what they believe and why.  |
| **How has the Holocaust impacted Jewish identity?** Impact on Jewish faith and identity   | **Paper 1: Christian Practices** Worship and Festivals The role of the Church in the local and worldwide community  | **Paper 2: The Existence of God and Revelation** Philosophical arguments for and against the existence of God The nature of the Divine and revelation  |
| **Summer A**  | **How important are places of worship in contemporary Britain?** An exploration of the importance of holy buildings  Symbols  How do holy buildings serve the community?   | **How may an activist be influenced by their religion?** Christianity: Martin Luther King Islam: Malala Yousafzai Sikhism: The Langar   | **How reasonable is it to believe in God?** Arguments for and against God’s existence, including the challenge from Buddhism and Humanism  | **Paper 2: Crime and Punishment** Religion, Crime and the Causes of Crime Religion and Punishment  | **Exam Preparation and Revision**  |
| **Summer B**  | **Paper 2: Relationships and Families** Sex, Marriage and Divorce Families and Gender Equality  |  **Exam Period**  |
| **Personal Development** | CORE/Enrichment: Understanding and acceptance of world religions and faiths. Careers: Teacher, retail, Work within religious settings e.g. places of worship, human resources.  | CORE/ Enrichment: A study of resilience of faith in times of suffering.Careers: Teacher, Tour Guide, museums, travel agent.  | CORE/ Enrichment: Developing empathetic skills on ethical issues and the Holocaust as well as questioning moral dilemmas and forming justified conclusions and opinions. Holocaust survivor talk.A study of resilience of faith in times of suffering.Careers: Teacher, Medicine, retail, psychotherapy, law (prison work, lawyers), museums, Equality and diversity officer.  | CORE/ Enrichment: Trips to Smethwick gurdwara and Lichfield Cathedral. Former prison worker talk. Careers: Teacher, Law, prisoner worker, childcare, social working. | CORE/Enrichment: Class Presentations debates/discussions, revision workshops/interventions Careers: Teacher, environmental officer.  |

**Conscious curriculum links:**

At KS3 many links can be found with other subjects. Here is an example of a few:

* When studying ‘is life sacred’ in PRE, curriculum links are made with science and looking at body systems (fertilisation, infertility and treatment, contraception, menstrual cycle).
* When students study what it is like to be a Jew, this is linked with the history curriculum where students will have looked at the history of the Holocaust.
* When students study the teachings of Guru Nanak, links are made with geography and 'Living in Wolverhampton', census in Wolverhampton and what makes the community so diverse.
* PRE and history also make links when in PRE we study the importance of holy buildings, and link this with stone churches and the importance of the material of the building e.g. stone buildings are seen as more important. This is also linked in with science when looking at reactions of carbonates, acid rain and erosion.

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| **Term**  | **Year 12 Philosophy**  | **Year 12 Ethics**  | **Year 12 Religious Thought**  | **Year 13 Philosophy**  | **Year 13 Ethics**  | **Year 13 Religious Thought**  |
| **Autumn A**  | **Philosophical Language and Thought** Ancient philosophical influence: Plato and Aristotle | **Normative Ethics Theories: Religious Approaches** Natural Law Situation Ethics  | **N/A**  | **Theological and Philosophical Developments** The Nature or Attributes of God  | **Ethical Language: Meta Ethics** Naturalism, Intuitionism, Emotivism  | **N/A**  |
| **Autumn B**  | **Philosophical Language and Thought:** Soul, mind and Body  | **Normative Ethical Theories: Deontological and Teleological** Utilitarianism Kantian Ethics  | **Religious Language** Negative, analytical or symbolic  | **Significant Ideas: Conscience** Aquinas and Freud  **Developments in Ethical Thought** Sexual Ethics  |
| **Spring A**  | **The Existence of God** Arguments based on observation: teleological and cosmological  | **Applied Ethics** Euthanasia Business Ethics  | **Religious Language** 20th Century Perspectives  | **N/A**  | **Development** Religious Pluralism and Theology Religious Pluralism and Society  |
| **Spring B**  | **The Existence of God** Arguments based on reason: ontological  | **N/A**  | **Insights** Augustine and Human Nature Death and the Afterlife  | **N/A**  | **Society** Gender and Society Gender and Theology  | **Challenges** Secularisation Liberation Theology and Marx  |
| **Summer A**  | **God and the World** Religious Experience  | **Foundations** Knowledge of God’s Existence The Person of Jesus Christ  | **Revision**  |
| **Summer B**  | **God and the World** The Problem of Evil  | **Living** Christian Moral Principles Christian Moral Action  | **Exam Period**  |
| **Personal** **Development** | Development of excellence through philosophical debate.Careers: Lecturing. | Character development through consideration of ethical and moral behaviour. Careers: Lawyer, barrister, prison worker.  | Development of character and excellence through debate and critical thinking.  | Development of excellence through philosophical debate.  | Character development through consideration of ethical and moral behaviour. Careers: Teacher, lecturer, social working, medicine, doctor, nursing.  | Development of character and excellence through debate and critical thinking. Careers: HR, Social working, lawyers.  |

**Our contribution to literacy:**

It is important that students perform well in literacy throughout the PRE curriculum within lessons, assessments, and exams. Skills will be developed throughout the PRE curriculum with regular and consistent practise of extended writing starting from the first lesson in year 7. Students will have opportunities to work through guided reading to allow them to interpret and articulate text to engage and challenge. Students will have regular assessments points throughout KS3, KS4 and KS5 that will be marked in accordance to SPaG (Spelling, Punctuation and Grammar) to embed key vocabulary throughout. Students will also develop skills in evaluation, explaining and interpretation whilst being given guidance to practise and embed.

**Our contribution to numeracy:**

It is important students perform well in the mathematical aspects of their PRE exams and assessments. Skills developed through our curriculum includes, being able to interpret timeline to depict historical religious data. Students needs to be able to interpret graphical data and statistics. Students will work with maths to understand percentages, as data is often reported in percentages. Appreciating tessellations in patterns of places of worship and symmetry of worship symbols will play a role in our curriculum. Understanding patterns of reoccurring religious events that take place is expected of students. Students need to link between celebrations and certain months or seasons of year and be able to read a calendar.

**Our contribution to CORE and personal development:**

At OSWBA we believe academic success is really important, but we don’t think it is everything. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities. Our C.O.R.E curriculum is intended to allow students to learn for life, equipping them with knowledge of the world, essential skills and a strong character. The C.O.R.E Curriculum is built around our 4 values of Character, Organisation, Resilience and Excellence.

In PRE it is important students identify and develop their own beliefs about God and how we got here. It is also important, that students appreciate the views and opinions of people around them and their beliefs. Students need to be able to develop character to debate, discuss, question and evaluate data. PRE literate, students who have a broader and informed understanding of PRE in the real world and global scale is important. Organisation will help students to become effective, in their learning. This is not just with classroom learning organisation but ensuing they are organised outside the classroom to continue learning with the homework’s given on a weekly basis. Organisation in terms of articulating ideas in a logical manner is important too. Students are encouraged to attempt challenging tasks, participate in discussion around sensitive topics, and be able to conclude and evaluate their own ‘personal knowledge’. High levels of participation and engagement, striving for excellence in how we listen to other people’s views. High levels of participation and engagement, striving for excellence in how we listen to other people’s views is also expected of all learners.