

## Curriculum

RPE (Religion, Philosophy, and Ethics) is a subject focused around introducing students to a range of perspectives about the world they may not have encountered before, allowing them to grapple with some deep questions about what it means to be human. This is done by introducing students to a range of religious, non-religious, and philosophical ideas and thinking through them to formulate their own reasoned perspective on each idea.

To help students do this, they will look at topics through disciplinary lenses, which ask students to consider the question from a specific view and think about how that shapes the responses that develop. There are three main disciplines that we use at Cambourne Village College:

**Theology** – ‘Thinking through believing’ – This involves exploring questions and answers that arise from a range of perspectives within religions and worldviews.

**Philosophy** – ‘Thinking through thinking’ – This involves exploring questions and answers that arise when considering the nature of reality, knowledge, existence, morality. Students will also grapple with the ‘why’ of belief from an outside perspective.

**Social Sciences** – ‘Thinking through living’ – This involves exploring questions and answers that arise in relation to how beliefs (religious or not) impact on individuals, communities, societies, and the lives of others.

Most topics that students study will consider the content through a mix of disciplines to allow students to engage fully with the academic challenges of the subject.

	What pupils will learn	How it builds on learning
Year 7	7.1 Is Britain a ‘religious’ country? This topic is focused through a predominantly social sciences lens and asks students to explore what is meant by the term religion, what the religious make-up of Britain is and how that has changed over time, as well as how the diversity of the country, and a range of religious beliefs have shaped Britain today.	This topic builds on KS2 learning for all pupils of simple facts about significant world religions, and places them into context of Britain today.
	7.2 What does it mean to have a worldview? Students will be introduced to the ideas around different disciplinary approaches used in the subject and explore how these might influence a viewpoint. Using case studies to consider both their own perspective and how others reach their views, students will explore how the concept of a worldview shapes our lives.	This topic will set up lots of future study, highlighting how different disciplinary foci will shape their learning. It also builds on 7.1 as this used a sociological lens, and students will be able to reflect on how this shaped the topic
	7.3 How does Abraham influence modern religious belief? Focusing theologically, students will explore the life of Abraham, and how this is both influences and is remembered in the three Abrahamic traditions, Judaism, Christianity, and Islam today.	This topic builds on lots of KS2 learning about the Abrahamic faiths, and shows links between them that sets students up for later study.
	7.4 Is the ‘unexamined life’ worth living? Building on the famous quotation from Socrates, students will be introduced to some of the great	This is the first philosophically focused topic of Key Stage 3. Students will be able to draw links

	philosophical theories throughout history and consider whether these can help us understand our life, or it is better to focus on the world around us instead.	between some theologically influenced philosophers and explore how their worldview shaped their thinking (7.2).
	7.5 Islamic art as an expression of belief This topic is focused through a theological lens, but does touch on a social sciences lens, and introduces students to the diversity and complexity of artwork in Islam. This is used to explore the beliefs that are represented within the artwork, and what this can tell us about belief in Islam throughout history.	This topic builds on KS2 learning about Islam, with students recalling key ideas about the faith when beliefs and practices are encountered. Students will also build on their knowledge of Abraham from earlier in the year (7.3), revisiting some of the influence he has on Islam.
	<b>What pupils will learn</b>	<b>How it builds on learning</b>
<b>Year 8</b>	8.1 Can God and evil coexist? This topic is focused through both a theological and philosophical lens, raising the question of how God is defined, introduces students to the philosophical problem of evil, and a range of different theological views that attempt to solve this problem.	This topic builds on KS2 learning of Abrahamic faiths, and their teachings about the nature of God, as well as drawing on ideas about Abraham (7.3), philosophical thinking (7.4), and considering how their perspective might influence responses to the question (7.2).
	8.2 How do Hindus understand Dharma? This topic is focused through both a social sciences and theological lens, introducing students to the concept of Dharma, and how this is central Hindu traditions despite variations in practices, before considering how this influences the actions of believers around the world. Students are also introduced to the challenges of viewing Dharma from a Eurocentric perspective that is heavily influenced by Abrahamic faiths and Greek philosophy.	This topic will build on the philosophical ideas encountered philosophically (7.4) and the way our experience shapes our perspective on the world (7.2).
	8.3 How is Christianity growing globally? Students will explore the global picture of Christianity from a sociological perspective to consider why Christianity is growing in some areas but declining in others. Theological differences in expressions of Christianity will be explored to consider how wide and varied the faith is today.	Starting from the sociological data explored in topic 7.1, students will then build on Christian ideas covered in the study of Abraham (7.3) and God (8.1), as well as drawing parallels between the diversity of Hindu expressions (8.2) and Christian diversity to question whether faiths are monolithic or not.
	8.4 Should we class Buddhism as a philosophy or a religion? Starting with a philosophical focus around what makes something a religion, students will explore varied expressions of Buddhist thinking and consider whether these lead to a philosophical belief system or a religion. Bringing in theologically focused questions about what it means to be Buddhist will help guide the thinking around this question later in the topic.	Students will build on ideas about what makes a religion (7.1) and a philosophical viewpoint (7.4), as well as how the formation of Buddhist thought is shaped by Hindu ideas (8.2)
	8.5 Can anything be a religion?	This will build on ideas about what makes a religion and the changing

	Using a sociological lens, students will explore the changing nature of belief in Britain, and question whether other ideas have taken on the role of religion in the 21st Century. Theological questions around what makes these replacements significant will help to consider what classifies as a religion	nature of Britain (7.1) as well as how we understand different philosophical viewpoints (7.4). Questions considered in 8.4 will also be relevant to the topic
	<b>What pupils will learn</b>	<b>How it builds on learning</b>
<b>Year 9</b>	9.1 What does it mean to do the 'right' thing? This topic is focused through a philosophical lens but does also touch on some elements of a theological lens. Students explore the question of right and wrong, looking at a range of different views about how we know, understand, and use these concepts, including considering how both they and key thinkers would respond to a range of ethical dilemmas.	This topic will build on ideas about Christian views on right and wrong, focused around Jesus (8.3), as well as questions about why people want to live a good life including suffering (8.1) and philosophical views on the world (7.2 and 7.4)
	9.2 Do ethical ideas actually work in the real world? Moving from the theoretical to the application of ethical theories, students will consider questions raised in the development of new technologies that have an ethical dimension. Applying the ideas from earlier in the year, students will question whether ethical theories have any place in reality.	Mainly focusing on applying the ethical theories from 9.1, students will also draw on ideas from topics about perspectives (7.2 and 7.4), as well as ideas about how we should live from a variety of perspectives (7.3, 7.5, 8.1, 8.2 and 8.4)
	8.3 Why is it so important for Sikhs to help others? Exploring the origins of Sikh beliefs about equality will guide students to consider how this is lived out in the modern world, considering different expressions of Sewa and why this is central to Sikh life today.	Using ideas from other Dharmic traditions (8.2 and 8.4) to understand the development of Sikh traditions, students will also consider worldviews (7.2) and ethical thinking (9.1)
	9.4 Elective topic Students are given a choice of topic to explore, with a range of resources designed to guide them on a self-led exploration of the topic. Each topic is designed to look at how religious and philosophical ideas can be applied to modern situations, allowing students to consider a wide range of perspectives on these topics. Each topic will have slightly different disciplinary foci, depending on the specifics but each topic will touch on all three disciplines in some way.	Each of the elective topics will ask students to apply their learning from across KS3 to the modern situation they are focused on.

## **Assessment**

During every topic, students will complete a writing task, designed to check understanding of the topic, and highlight any areas to improve on in terms of the quality of explanation. This will then be used by teachers to develop later lessons, and ensure every student is given opportunities to develop their academic writing.

Towards the end of each topic, students will be assessed on the content of the topic. This may also rely on knowledge from previous topics due to the links between the topics. Each assessment will have two parts to it. Part one is a series of short questions, including multiple

choice, and short written answers, designed to test knowledge of key areas of the topic. Part two is a longer written question, that test students' ability to explain the key ideas of the topic and discuss the strengths and weaknesses of different views. Both parts will combine to give the band for the assessment.

### **Supporting your child**

#### **What you can do at home:**

The best support for RPE work is to engage in discussions about both the topics being covered, and issues that are in the news. Current affairs issues often link to the topics we discuss in lessons, or allow an opportunity to discuss views on what is happening.

A key area of focus is on the ability to explain difficult ideas, or personal views, in a clear and understandable manner, and discussions can often be used to help students develop their ability to explain their ideas in these ways.

#### **Equipment:**

There is no requirement to bring any extra or specialist equipment to RPE lessons

### **Extended learning**

#### **Homework policy:**

During KS3 students will usually get one or two pieces of homework set each topic. This may include new information ready for a future lesson, consolidation of prior work, reading that extends students' knowledge of the topic, or revision of the topic ready for assessments. Individual teachers will decide when it is best for homework to be set for a class in relation to their progress through a topic.

#### **Clubs/ Enrichment opportunities:**

Students are able to engage in events which link to their RPE studies through the school's lunchtime Aspiration talks.

#### **Extended study suggestions and reading lists:**

There are suggestions for additional reading and resources to explore located on the CATalogue for students to access if they wish to extend their knowledge of the subject. There are also a range of subject-focused books available in the RPE classrooms if students wish to borrow them.

#### **Possible trips and visits:**

There are currently no planned RPE trips for Key Stage 3 students. There is the possibility of trips being arranged in the future if they are suitable.