



Subject: Philosophy and Religious Studies

Year/Course: Year 7

Knowledge and Understanding

Enquiry into the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. Students learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Furthermore, PRS is concerned with developing students' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

Subject Specific Skills developed

- The ability to locate and use information from sources of all kinds, e.g. books, maps, pictures, films, statistics, diagrams, objects, CD Roms, the Internet, buildings and interviews with people.
- The ability to observe, listen and record.
- The ability to communicate: to write clearly in a variety of forms
- The ability to recall information, arguments, and ideas.
- The ability to understand and use correctly religious terminology.
- The ability to recognize and know the meaning of basic religious symbols.
- An openness to the experience of awe and wonder.

Transdisciplinary and Generic Skills developed

All assessments in PRS are formative and involve student reflection, self evaluation and target setting.

- Analytical and evaluative skills
- Research skills
- Use of ICT and web 2.0
- Literacy skills
- Communication skills
- Presentation skills
- Thinking skills
- Leadership skills

Assessment

Students will do a number of common written assessments.

Challenge for All

All activities are differentiated to support, challenge and extend students of all abilities throughout the PRS course in year 7.

Subject: Philosophy and Religious Studies
Year/Course: Year 8

Knowledge and Understanding

Enquiry into the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Students learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Furthermore, PRS is concerned with developing students' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

Subject Specific Skills developed

- The ability to analyse ideas and evaluate them in the light of the students own experiences.
- The ability to locate and use information from sources of all kinds, e.g. books, maps, pictures, films, statistics, diagrams, objects, CD Roms, the Internet, buildings and interviews with people.
- The ability to observe, listen and record.
- The ability to communicate: to write clearly in a variety of forms, to argue a case orally and on paper, to take part in discussions.
- The ability to recall information, arguments and ideas.
- The ability to work effectively with other pupils.
- The ability to understand and use correctly religious terminology.
- The ability to recognize and know the meaning of basic religious symbols.
- The ability to empathise with a worldview different from one's own.

Transdisciplinary and Generic Skills developed

All assessments in PRS are formative and involve student reflection, self evaluation and target setting.

- Analytical and evaluative skills
- Research skills
- Use of ICT and web 2.0
- Literacy skills
- Communication skills
- Presentation skills
- Thinking skills
- Leadership skills
- Attitude to learning.

Assessment

Students will do a number of common written assessments. Students will carry out an enquiry based project of their choice to be presented to the class

Challenge for All

All activities are differentiated to support, challenge and extend students of all abilities throughout the PRS course in year 8. A key part of this course is the development and encouragement of independent learning. Students are allowed to use their creativity in an interest area of their own choice to work collaboratively on a project that they themselves plan, prepare, produce and present.

Subject: Philosophy and religious Studies
Year/Course: Year 9

Knowledge and Understanding

Enquiry into the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Students learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Furthermore, PRS is concerned with developing students' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

Subject Specific Skills developed

- The ability to analyse ideas and evaluate them in the light of the students own experiences.
- The ability to communicate: to write clearly in a variety of forms, to argue a case orally and on paper, to take part in discussions.
- The ability to recall information, arguments, and ideas.
- The ability to work effectively with other pupils.
- The ability to understand and use correctly religious terminology. The ability to empathise with a worldview different from one's own.
- The ability to listen to opposing views and respond to them in a thoughtful and sensitive way.
- The ability to communicate: to write clearly in a variety of forms, to argue a case orally and on paper, to take part in discussions.

Transdisciplinary and Generic Skills developed

All assessments in PRS are formative and involve student reflection, self evaluation and target setting.

- Analytical and evaluative skills
- Research skills
- Use of ICT and web 2.0
- Literacy skills
- Communication skills
- Presentation skills
- Thinking skills
- Leadership skills

Assessment

Students will do a number of common written assessments. Students will carry out two enquiry based projects of their choice to be presented to the class.

Challenge for All

All activities are differentiated to support, challenge and extend students of all abilities throughout the PRS course in year 9. A key part of this course is the development and encouragement of independent learning. Students are allowed to use their creativity in an interest area of their own choice to work collaboratively on a project that they themselves plan, prepare, produce and present.

Subject: Philosophy and Religious Studies
Year/Course: Year 10

Knowledge and Understanding

By the end of the course students will be able to explore the significance and impact of the way in which beliefs, teachings, practices, ways of life and forms of expressing meaning have on religious believers. They will be able to express their personal responses and informed insights on fundamental questions concerning issues of identity, belonging, meaning, purpose, truth, values and commitments. Adopt an enquiring, critical and reflective approach to the study of religion and enhance their personal, social and cultural development. It is hoped the course will help them to develop their interest in and enthusiasm for the study of religion, and relate it to the wider world. Reflect on and develop their own values, opinions and attitudes in light of their learning.

Subject Specific Skills developed

Evaluation – in PRS this includes:

- The ability to debate issues of religious significance with reference and argument.
- Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

Analysis – in PRS this includes:

- Distinguishing between opinion, belief and fact.
- Distinguishing between the features of different religions.

Expression – in PRS this includes:

- The ability to explain concepts, rituals and practices.
- The ability to identify and articulate matters of deep conviction and concern.
- The ability to respond to religious issues through a variety of media.

Reflection – in RE this includes:

- The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.
- The ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.

Empathic skills – in RE this includes:

- The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.
- Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.
- The ability to see the world through the eyes of others, and to see issues from their point of view.

Transdisciplinary and Generic Skills developed

All assessments in PRS are formative and involve student reflection, self evaluation and target setting.

- Analytical and evaluative skills
- Research skills
- Use of ICT and web 2.0
- Literacy skills
- Communication skills
- Presentation skills
- Thinking skills
- Leadership skills

Assessment

Students are assessed at the end of the two year course. They will take two examinations both 1 hour and 30 minutes long based on the two units of study 1. Religion and life with Christianity. 2. Religion and society with Christianity and ONE other religion. Each paper is divided into four sections and students will be asked to answer a question out of a choice of two worth 20 marks. The total marks awarded are out of 80. Both papers are weighted at 50% each of the final examination grade.

The students will be formally assessed ongoing throughout the two years by answering specimen questions. Peer and self assessment is used as well as the more tradition methods of assessment.

Challenge for All

All activities are differentiated to support, challenge and extend students of all abilities throughout the PRS course in year 10.

Subject: Philosophy and religious studies
Year/Course: Year 11

Knowledge and Understanding

By the end of the course students will be able to explore the significance and impact of the way in which beliefs, teachings, practices, ways of life and forms of expressing meaning have on religious believers. They will be able to express their personal responses and informed insights on fundamental questions concerning issues of identity, belonging, meaning, purpose, truth, values and commitments. Adopt an enquiring, critical and reflective approach to the study of religion and enhance their personal, social and cultural development. It is hoped the course will help them to develop their interest in and enthusiasm for the study of religion, and relate it to the wider world. Reflect on and develop their own values, opinions and attitudes in light of their learning.

Subject Specific Skills developed

Evaluation – in PRS this includes:

- The ability to debate issues of religious significance with reference and argument.
- Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

Analysis – in PRS this includes:

- Distinguishing between opinion, belief and fact.
- Distinguishing between the features of different religions.

Expression – in PRS this includes:

- The ability to explain concepts, rituals and practices.
- The ability to identify and articulate matters of deep conviction and concern.
- The ability to respond to religious issues through a variety of media.

Reflection – in RE this includes:

- The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.
- The ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.

Empathic skills – in RE this includes:

- The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.
- Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.
- The ability to see the world through the eyes of others, and to see issues from their point of view.

Transdisciplinary and Generic Skills developed

All assessments in PRS are formative and involve student reflection, self evaluation and target setting.

- Analytical and evaluative skills
- Research skills
- Use of ICT and web 2.0
- Literacy skills
- Communication skills
- Presentation skills
- Thinking skills
- Leadership skills

Assessment

Students are assessed at the end of the two year course. They will take two examinations both 1 hour and 30 minutes long based on the two units of study 1. Religion and life with Christianity. 2. Religion and society with Christianity and ONE other religion. Each paper is divided into four sections and students will be asked to answer a question out of a choice of two worth 20 marks. The total marks awarded are out of 80. Both papers are weighted at 50% each of the final examination grade.

The students will be formally assessed ongoing throughout the two years by answering specimen questions. Peer and self assessment is used as well as the more traditional methods of assessment.

Challenge for All

All activities are differentiated to support, challenge and extend students of all abilities throughout the PRS course in year 11.

Subject: Philosophy
Year/Course: IB Standard

Knowledge and Understanding

By the end of this course, students will have acquired a broad knowledge base on the following concepts as described in the IB Diploma curriculum;

What is a human being?

- Freedom and determinism
- Existential anxiety
- The relationships, if any, between the mind and body
- The question of self

Theories and Problems of ethics

- Principles for moral action – normative ethics
- The nature of moral judgement – meta-ethics
- Applied ethics

OR

Philosophy of religion

- Concepts of a higher being
- Religious experience and behaviour
- Religion around the world

Subject Specific Skills developed

- The ability to develop an intellectually independent and creative way of thinking
- The ability to relate their philosophical understanding to other disciplines and to personal, social and civic life.
- The ability to formulate arguments in a sound and purposeful way.
- The ability to examine critically their own experience and their ideological and cultural perspectives
- The ability to appreciate of diversity and philosophical thinking.
- The ability to appreciate the impact of cultural diversity upon philosophical thinking.

Transdisciplinary and Generic Skills developed

All assessments in PRS are formative and involve student reflection, self evaluation and target setting.

- Analytical and evaluative skills
- Research skills
- Use of ICT and web 2.0
- Literacy skills
- Communication skills
- Presentation skills
- Thinking skills
- Leadership skills

Assessment

At the end of two years students will be expected to sit two examinations and complete one piece of coursework. The core theme exam is worth 40% of the overall grade. The Philosophical text is worth 30% with the last 30% being gained from the coursework requirement of a 1600 – 2000 word essay.

Challenge for All

All activities are differentiated to support, challenge and extend students of all abilities throughout this Philosophy course

Subject: Philosophy
Year/Course: IB Higher

Knowledge and Understanding

By the end of this course, students will have acquired a broad knowledge base on the following concepts as described in the IB Diploma curriculum;

What is a human being?

- Freedom and determinism
- Existential anxiety
- The relationships, if any, between the mind and body
- The question of self

Theories and Problems of ethics

- Principles for moral action – normative ethics
- The nature of moral judgement – meta-ethics
- Applied ethics

Philosophy of religion

- Concepts of a higher being
- Religious experience and behaviour
- Religion around the world

Subject Specific Skills developed

- The ability to develop an intellectually independent and creative way of thinking
- The ability to relate their philosophical understanding to other disciplines and to personal, social and civic life.
- The ability to formulate arguments in a sound and purposeful way.
- The ability to examine critically their own experience and their ideological and cultural perspectives
- The ability to appreciate of diversity and philosophical thinking.
- The ability to appreciate the impact of cultural diversity upon philosophical thinking.

Transdisciplinary and Generic Skills developed

All assessments in PRS are formative and involve student reflection, self evaluation and target setting.

- Analytical and evaluative skills
- Research skills
- Use of ICT and web 2.0
- Literacy skills
- Communication skills

- Presentation skills
- Thinking skills
- Leadership skills

Assessment

At the end of two years students will be expected to sit three examinations and complete one piece of coursework. The core theme exam is worth 40% of the overall grade. The Philosophical text is worth 20%. The philosophical activity is worth 20% with the final 20% being gained from the coursework requirement of a 1600 – 2000 word essay.

Challenge for All

All activities are differentiated to support, challenge and extend students of all abilities throughout this Philosophy course.