



PARKSIDE ACADEMY

Programme of study and progression outline:

Philosophy and Ethics Key Stage 3

Key Stage 3— Programme of Study: Religious Education/Philosophy and Ethics

Suggest beginning with **implicit** learning beginning with the experience of the learner (learning from Religion and Experience). Regarding the **explicitly** religious material (Learning about Religion and Human Experience), when covering each study unit, it is recognised that it will not be possible to cover all religions in equal depth. In order to allow some aspects to be covered more fully, other aspects will necessarily receive briefer and less detailed treatment. It is for schools to determine what is an appropriate balance in their particular context. Please see Essex Agreed Syllabus for specific Religious content. The explicit content has been designed with conscious thought to the profile of our students and what would be most appropriate. Due to this Christianity will be a focus throughout the units, with Islam, Sikhism and Judaism also being covered to a lesser degree. These religions were chosen due to relatability, current issues (extremism, war, stereotypes) and previous engagement in topics. Native American Religion, Hinduism, Buddhism and Buddhism will also be taught at least once throughout the two cycle plan (see curriculum overview).

Prior Learning (KS2)	Christianity (The importance of Jesus and his teachings)	Hinduism	Places of worship and worship in different religions (Judaism content covered).
	Sikhism	Christianity (Events in Holy Week)	Islam
	Christianity (Church and Christian rites of passage)	Buddhism	Founders of different religions (Judaism content covered).
	Christianity (The Bible and variety within Christianity)	Humanism	Creation story of different religions (Judaism content covered).
	Values and Commitments	Meaning, Purpose and Truth	Identity, Diversity and Belonging



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<p>KS3</p> <p>Learning and teaching will need to be rooted in the experience of the child and so will naturally focus on personal experience.</p>	<p>AT2 Learning from Religion</p> <p>Teachings of different religions in relation to a range of moral choices and ethical issues (eg health, drugs, human life, marriage, gender, sexual orientation, disability, wealth, animal rights, war and the environment)</p> <p>AT1 Learning about Religion</p> <p>Pupils' own responses to questions of morality and ethics, values and commitments, and the implications of these for their own and other people's lives</p> <p>Other responses to questions of morality and ethics, values and commitments</p> <p>What inspires and influences pupils in terms of values and commitments</p>	<p>AT2 Learning from Religion</p> <p>Questions of meaning, purpose and truth</p> <p>Pupils' own responses to questions of meaning, purpose and truth</p> <p>Other responses to questions of meaning, purpose and truth</p> <p>The challenges of belonging to a religion in the contemporary world, in terms of holding beliefs that run counter to mainstream scientific opinion.</p> <p>AT1 Learning about Religion</p> <p>Ultimate questions that confront humanity (eg questions related to truth, God, human beings and the human condition, death and future possibilities, the natural world)</p> <p>Religious truth claims in relation to ultimate questions:</p> <p>Religion and science: issues of truth, explanation, In exploring the above, pupils will develop</p>	<p>AT2 Learning from Religion</p> <p>Questions of identity and belonging</p> <p>Questions of human relationships and society</p> <p>The challenges of belonging to a religion in the contemporary world</p> <p>AT1 Learning about Religion</p> <p>How many people gain a sense of meaning and purpose, identity and belonging through religion</p> <p>How religion has contributed to the sense of identity of different societies, nations and cultures</p> <p>The richness and occasional tensions brought about by the interaction of religious, cultural, ethnic and national identities in contemporary UK society</p>
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	The challenges of belonging to a religion in the contemporary world, in terms of values and commitments	understanding of variety, relationships, similarities and differences within and between religions	
Subsequent Learning	An example of some of the content that could be taught at KS4		



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<p>Year 10</p>	<p>Theme B: Religion, Peace and Conflict</p> <ul style="list-style-type: none"> • peace • justice • forgiveness • reconciliation. • Violence, including violent protest. • Terrorism. • Reasons for war, greed, self-defence and retaliation. • The just war theory. • Holy war. • Weapons of mass destruction. • Pacifism. • Religion and belief as a cause of war and violence. 	<p>Theme A: Judaism The Covenant and the mitzvoth -The Holocaust: Where Was God?</p> <ul style="list-style-type: none"> • The nature of God: • God as one • God as Creator • God as Law-Giver and Judge, loving and merciful. • The divine presence (Shekhinah). • The promised land and the Covenant with Abraham, Genesis 12:1-3. • The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments, Exodus 20:1-17. • Key moral principles including justice, healing the world, charity and kindness to others. 	<p>Theme B: Relationships and families – We are Family?</p> <ul style="list-style-type: none"> • Contraception. • Sexual relationships before marriage. • Homosexual relationships. • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows
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	<ul style="list-style-type: none">• Nuclear weapons, including nuclear deterrence.• The use of weapons of mass destruction.• Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching <p>Religious responses to the victims of war including the work of one present day religious organisation.</p>	<ul style="list-style-type: none">• The importance of the sanctity of human life, including the concept of 'saving a life' (Pikuach Nefesh).• The relationship between free will and the 613 mitzvot. Mitzvot between man and God and mitzvot between man and man, including the difference between them and their importance.	<p>and compassion.</p> <ul style="list-style-type: none">• The nature of families, including:<ul style="list-style-type: none">• the role of parents and children• extended families and the nuclear family.• The purpose of families, including:<ul style="list-style-type: none">• procreation• stability and the protection of children• educating children in a faith.• Contemporary family issues including:<ul style="list-style-type: none">• same-sex parents• polygamy.• The roles of men and women.• Gender equality.• Gender prejudice and discrimination, including examples.
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Parkside Curriculum Overview Religious Education – Essex Agreed Syllabus

	Week 1-3	Week 4-6	Week 7-9	Week 10-12	Week 13-15	Week 16-18	Week 19
KS3 Three themes chosen from the six identified in Essex Agreed Syllabus 1. Beliefs, teachings and sources. 2. Practices and ways of life. 3. Expressing meaning. 4 Identity, Diversity and Belonging 5. Meaning Purpose and Truth 6. Values and Commitments	Values and Commitment Crime and Punishment Christianity	Identity, diversity and belonging Prejudice, Discrimination and Islam Islam	Meaning, Purpose and Truth Sikhism – Langar Sikhism	Meaning, Purpose and Truth What happens to us when we Die? Christianity/ Hinduism	Identity, Diversity and Belonging Wealth and Poverty Judaism/ Christianity	Values and commitment Environmental impact, Humanism and Christianity Humanism/ Christianity	End of cycle assessments

Coverage of religions:

Christianity x 4

Islam x 1

Judaism x1



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Sikhism x1

Hinduism x1

Humanism x1

At Parkside Academy KS3, students are on a short term placement and so the whole syllabus cannot be taught. We have made a conscious decision to omit:

- **Buddhism**
- **Beliefs, teachings and sources taught as a discrete theme**
- **Practices and ways of life taught as a discrete theme**
- **Expressing meaning taught as a discrete theme**

More information can be found within the Parkside KS3 Philosophy and Ethics Policy.