Consett Academy Philosophy + Religion Curriculum

SUBJECT INTENT STATEMENT

The Philosophy and Religion curriculum is designed to challenge and inspire students; to create opportunities for developing worldviews literacy and using a multidisciplinary approach to explore ways of thinking and ways of being. **It is the study of what it is to be human**. Philosophy and Religion prepares students for all aspects of life – **academically, culturally and personally**.

Philosophy and Religion is an academically rigorous and challenging subject in which we aim to **examine ways of thinking and explore ways of being**.

We all have a worldview (secular or religious) – a way of understanding the world, what is real, what matters, and what is right or wrong. No-one stands 'nowhere' – worldviews are relevant to everyone. If we are to understand ourselves and each other – we must understand worldviews. It is fundamentally important that all students have the opportunity to become **Worldviews Literate**;

- to understand how worldviews are constructed
- to understand that worldviews are affected by where, when and who you are
- to understand that worldviews are diverse and fluid
- to understand that worldviews, both shape and, are shaped by the cultures in which they exist.

We use the **4 Concepts** approach to undertake a comparative study of worldviews:
Belief, **Authority**, **Expression of Belief** and **Impact of Belief**.

We explore worldviews through a **Multidisciplinary Approach** in which we develop the skills of **philosophy** (*questions about knowing*), **theology** (*questions about God*), and the **social sciences** (*examining the lived experience of worldviews*) in our study of religious and secular worldviews.

We develop our understanding of worldviews through our **Threshold Concepts** which spiral throughout the curriculum:

1. **Community, Change and Diversity** – changing worldviews
2. **Words and Beyond** – ways of expressing truths and beliefs
3. **A Good Life** – ways of understanding of what and how to live
4. **Making sense of Life's Experiences** – exploring being
5. **Influence, Community, Culture and Power** – things that impact worldviews
6. **The Big Picture** – the nature of reality, truth and existence – who we are/why we are

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Examining Thinking; Exploring Being

	Autumn Term		Spring Term		Summer Term	
	HT1	HT2	HT3	HT4	HT5	HT6
Year 7 <u>What is belief?</u>	What are Worldviews?	What is life like as a British Sikh? *What are Worldviews?*	Do humans need to tell stories? *What are Worldviews?*	Why do Christians say that 'Jesus Saves!'? Do humans need to tell stories?	Who does Jesus save? *Why do Christians say 'Jesus Saves!'?*	Why do people have religion? *What are worldviews?*
Year 8 <u>How do we live a good life?</u>	How do we make moral decisions – secular methods *What are worldviews?*	How do we make moral decisions – theistic methods *secular ethics*	How do British Muslims try to live a good life? *What are Worldviews?*	How easy is it to be a British Muslim? *British Islam*	Was Jesus a radical? *Why do Christians say Jesus Saves?*	Can we make a difference? *Theistic and secular ethics*
Year 9 <u>What is the meaning of life?</u>	How do we build arguments? Is belief in God reasonable? *What are Worldviews?/How do we think critically*	Is life sacred? *Theistic ethics*	Is death the end? *What are people believing?*	How do Buddhists find meaning in life? *Secular worldviews*	Do you need organised religion to find meaning in life? *What are Worldviews?*	How does belief affect action? *Theistic and secular ethics*