



PYRLAND SCHOOL

Religion, Philosophy, Ethics

Curriculum Booklet for 2025 - 2026

Subject Lead: Mr Rudd

RPE Curriculum Intent:

"The unexamined life is not worth living"

Socrates

Religious, cultural, philosophical and ethical exploration is at the heart of every academic discipline in school. An acute awareness of diversity, difference and challenge is central for humans to flourish and in all philosophical walks, exists the mantra of learning and enquiry.

Philosophy and Ethics is designed to challenge students to become more aware – not just of themselves, but of others and the multiple factors that affect groups around the world. From religious dress to ethical decision-making, this subject is essential for a firm grounding in the human condition. The intention for studying this course, from KS3 all the way to KS4, is to develop a holistic appreciation for world views and for those that have come before; to use this information to become a more fulfilled member of society, and more reflective in the world of business and employment. Our passion is our subject, and we aim to make use of art, literature, music, film, the written and the spoken word, to bring alive the subject's content.

By exploring a range of philosophical ideas and ethical theories, students will learn to analyse arguments, challenge assumptions, and construct well-reasoned, coherent responses to complex issues. To enhance Religious and Cultural Literacy: Provide students with an opportunity to study and understand the major world religions, including Christianity, Islam, Hinduism, Buddhism, Judaism, and Sikhism, as well as secular philosophies and non-religious worldviews. Students will explore the beliefs, practices, and cultural expressions of these traditions, fostering an appreciation for the rich diversity of human experience.

To develop Ethical Awareness and Moral Reasoning we will equip students with the skills to critically evaluate ethical dilemmas and moral questions in both historical and contemporary contexts. Through the study of ethical theories and real-life case studies, students will develop a framework for making informed and principled decisions, promoting a strong sense of moral responsibility and integrity.

We will cultivate an environment of respect, empathy, and open-mindedness by encouraging students to engage with diverse perspectives and beliefs. Through respectful dialogue and debate, students will learn to appreciate the complexity of different viewpoints and develop the ability to navigate a multicultural and pluralistic society. To encourage Personal Growth and Self-Reflection we will support students in their personal and spiritual development by providing opportunities for self-reflection and exploration of their own beliefs and values. This process will help students to develop a stronger sense of identity, purpose, and resilience.

RPE Curriculum Implementation:

Key Stage 3

RPE lessons vary according to their place within the scheme of learning and to meet the assessment objectives. However, we often include the following elements in the structure of our lessons, often strategies supported by cognitive science to support students' long-term memories: - Retrieval practice to recap prior learning at the start of the lesson - Introduce new content and information – Application, analysis, evaluation of new content (in context of prior learning) - AfL throughout, often using Mini Whiteboards and traffic light cards to ensure assessment on the whole class to inform next steps. This will link into the Exam practice at KS4. The RPE curriculum at Pyrland school is delivered through a variety of engaging and interactive teaching methods, including discussions, debates, role-plays, and collaborative projects. By the end of their studies, students will have developed the critical thinking, ethical reasoning, and cultural understanding needed to navigate the complexities of the modern world with confidence, empathy, and integrity.

Key Stage 4

At Key Stage 4 RPE, it is understanding diverse religious and philosophical perspectives enhances students' ability to participate in discussions about social issues and contribute positively to their communities, promoting an inclusive society. RPE also builds on critical thinking skills. RPE encourages analytical thinking, enabling students to approach moral dilemmas and ethical challenges with a well-reasoned perspective. This skill is valuable across all areas of study and future careers. In a globalized world, awareness of different cultures and beliefs is crucial. The AQA GCSE RPE curriculum provides a solid foundation for academic success, developing study skills and knowledge that can be utilized in further education and various career paths. Through the RPE GCSE curriculum, students not only gain essential academic knowledge but also develop a moral compass that guides their interactions and decisions in an increasingly complex world.

Allocated Curriculum Time:

Lessons per fortnight	Year 7	Year 8	Year 9	Year 10	Year 11
	4	4	4	6	6

Extra-Curricular

At Pyrland, students are given plenty of opportunities to express their passion for RPE through debating society. This incorporates discussions about real life issues and helps stimulate discussion and debates. It is also supportive in building up own opinions.

Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Biblical Literacy <ul style="list-style-type: none"> Evaluate how God shows power in the stories of the fall, Adam and Eve Conceptual understanding of key ideas and application Links to KS4-Abrahamic studies Using own opinion-weighing up arguments 	Biblical literacy Time: 50 mins Marks: 40 marks
2	Biblical Literacy <ul style="list-style-type: none"> The theme of God's power shown in the story of the '10 Commandments' and 'Moses and Burning Bush' Analysis of Key biblical texts Conceptual understanding of key ideas and application Links to KS4-Abrahamic studies 	Biblical literacy 2 Time: 50 mins Marks: 40 marks
3	Buddhism core beliefs <ul style="list-style-type: none"> Core beliefs within Buddhism Explain how these can inform the philosophical issues approached in the previous two topics Explain the influence of these beliefs on the lives of Buddhists today Evaluate the plausibility of the core claims of Buddhism, and the answers that they give to the questions students have been discussing this year 	Buddhism core beliefs Time: 50 mins Marks: 40 marks
4	Hinduism: Depth Study <ul style="list-style-type: none"> The core beliefs and practices within Hinduism Explain how these can inform the philosophical issues approached in the previous two topics Explain the influence of these beliefs and practices on the lives of Hindus today Evaluate the plausibility of the core claims of Hinduism, and the answers that they give to the questions students have been discussing this year 	Hinduism Time: 50 mins Marks: 40 marks
5	Family <ul style="list-style-type: none"> Understand different types of families To draw on religious attitudes towards families through stories such as the 'prodigal son' To investigate ideas about marriage and divorce 	Family Time: 50 mins Marks: 40 marks
6	Judaism-Depth Study <ul style="list-style-type: none"> Explain the core beliefs and practices within Judaism Explain the influence of these beliefs and practices on the lives of Jews today Evaluate the plausibility of the core claims of Judaism, and the answers that they give to the questions students have been discussing this year 	Judaism Time: 50 mins Marks: 40 marks

Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Islam: Depth study <ul style="list-style-type: none"> Explain the core beliefs and practices within Islam Explain the influence of these beliefs and practices on the lives of Muslims today Evaluate the plausibility of the core claims of Muslims, and the answers that they give to the questions students have been discussing this year 	Islamic core beliefs and practices Time: 50 mins Marks: 40 marks
2	Buddhism-Practices <ul style="list-style-type: none"> Explain the core practices within Buddhism Explain the influence of these beliefs on the lives of Buddhists today Evaluate the plausibility of the core claims of Buddhism, and the answers that they give to the questions students have been discussing this year 	Buddhist practices Time: 50 mins Marks: 40 marks
3	Human rights <ul style="list-style-type: none"> What are human rights? How were human rights created? What is Poverty? How do Religions help the poor? What do they teach about human rights? 	Human rights Time: 50 mins Marks: 40 marks
4	Evil and Suffering <ul style="list-style-type: none"> Explain the core beliefs and practices within Evil and suffering Explain the influence of these beliefs and practices on the lives of Christians and Muslims Evaluate the plausibility of the core claims of Evil and suffering applied to theories, and the answers that they give to the questions students have been discussing this year 	Evil and suffering Time: 50 mins Marks: 40 marks
5	History of Christianity <ul style="list-style-type: none"> Explain the core practices within Christianity Explain the influence of these beliefs on the lives of Christians today Evaluate the plausibility of the core claims of Christians, and the answers that they give to the questions students have been discussing this year 	History of Christianity Time: 50 mins Marks: 40 marks
6	Sikhism-Depth study <ul style="list-style-type: none"> Explain the core practices within Sikhism Explain the influence of these beliefs on the lives of Sikhs today Evaluate the plausibility of the core claims of Sikhism, and the answers that they give to the questions students have been discussing this year 	Sikhism Time: 50 mins Marks: 40 marks

Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1 & 2	Morality of life, Life after death and creation <ul style="list-style-type: none"> Explain various kinds of evidence for the afterlife Evaluate these kinds of evidence and decide whether any of them are convincing Is all human life important? What does religion say on these arguments? What do Atheists view about life? 	Morality of life Time: 50 mins Marks: 40 marks
3	Core Philosophy <ul style="list-style-type: none"> Explain the philosophical method Explain how the philosophical method has been applied to various questions Evaluate which of the moral theories is most convincing Understand and use a range of opinions 	Philosophy Time: 50 mins Marks: 40 marks
4	Ethics <ul style="list-style-type: none"> What are Ethics? What is the Banality of evil? What is Utilitarianism? Is God dead? What is Marx's opium of the people? 	Ethics Time: 50 mins Marks: 40 marks
5	Religious attitudes towards: Wealth, Poverty and social Justice <ul style="list-style-type: none"> AO1 - Describe human rights AO2 - explain how religious people can help stop prejudice and discrimination Explain how Christian teachings affect how people should respond to wealth and poverty in modern society 	Social Justice Time: 50 mins Marks: 40 marks
6	Crime and Punishment <ul style="list-style-type: none"> Explain two contrasting views on the same issue, for example the aims of punishment or the death penalty Express your own ideas on concepts Evaluate key concepts, such as reason for crime or views on the aims of punishment 	Crime and punishment Time: 50 mins Marks: 40 marks

Year 10 GCSE Religious studies A Programme of Study
Exam Board: AQA
Exam Specification: GCSE

Term	Curriculum Foci	Formal Assessment
1	Theme D: Religion, peace and conflict <ul style="list-style-type: none"> • AO1 - learning key vocabulary • Explain religious and non-religious ideas on key concepts • Express your own opinion on concepts • Evaluate key concepts 	Assessment Time: 1h Marks: 40
2	Christianity - Beliefs and teachings <ul style="list-style-type: none"> • AO1 - how does a belief impact a Christian living in modern British society? • AO2 - what is the most significant Christian belief? • Why are these beliefs significant? 	Assessment Time: 1h Marks: 40
3	Christianity – practices <ul style="list-style-type: none"> • AO1 - Explain contrasting views about the same topic (creation) • Explain reasons for the actions of Christians • Explain how Christians help those in need • Evaluate key concepts 	Assessment Time: 1h Marks: 40
4	Theme F: Religion, human rights and social justice <ul style="list-style-type: none"> • AO1 - Describe human rights • AO2 - explain how religious people can help stop prejudice and discrimination • Explain how Christian teachings affect how people should respond to wealth and poverty in modern society 	Assessment Time: 1h Marks: 40
5 & 6	Buddhism- beliefs and teachings <ul style="list-style-type: none"> • AO1 - how does a belief impact a Buddhist living in modern British society • AO2- what is the most significant Buddhist belief • Why are these beliefs significant 	Year 10 Exam Time: 1h 15 Marks: 96

Year 11 GCSE Religious studies A Programme of Study**Exam Board: AQA****Exam Specification: GCSE**

Term	Curriculum Foci	Formal Assessment
1	Theme B: Religion and Life <ul style="list-style-type: none">• AO1 - learning key vocabulary• Explain two contrasting views on the same issue• Express your own ideas on concepts	Assessment Time: 1h Marks: 40
2	Theme E: Religion, crime and punishment <ul style="list-style-type: none">• Explain two contrasting views on the same issue, for example the aims of punishment or the death penalty• Express your own ideas on concepts• Evaluate key concepts, such as reason for crime or views on the aims of punishment	Mock Exam Time: 1h 45 Marks: 96
3 & 4	Buddhism – practices <ul style="list-style-type: none">• AO1 - Explain contrasting worshiping methods• Explain reasons for the actions of Buddhist people• Explain how Buddhists act in modern society• Explain ways in which Buddhist worship and celebrate festivals• Evaluate key concepts	Assessment Time: 1h Marks: 25
5 & 6	Revision and exam technique <ul style="list-style-type: none">• To practice exam techniques• Past papers• Model answers• Revision of content and materials	Mock Exam Time: 1h 45 Marks: 96

Final GCSE Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
1	50%	Paper 1: Christian and Buddhist beliefs & practices. The paper includes both AO1 (knowledge) and AO2 (analysis and evaluation) question about Buddhism and Christianity. This is a written exam.	Summer Year 11
2	50%	Paper 2A: Thematic Studies This paper explores various religious, philosophical, and ethical themes, including: Relationships and families. Religion and life. The existence of God and revelation. Religion, peace, and conflict. Religion, crime, and punishment. Religion, human rights, and social justice. Assessment: The paper includes questions that assess both AO1 and AO2. This is a written exam.	Summer Year 11

Please see exam board websites for up-to-date information:

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8061/specification/specification-at-a-glance>