

Curriculum Statement: Ethics and Philosophy

Religion continues to play a key role in the world today, influencing events nationally and internationally, both positively and negatively, and impacting on the lives of everyone, whether they are a follower of a particular faith or hold no religious beliefs. At Budmouth Academy, we aim to develop pupils' religious literacy, the ability to understand and engage effectively with religion, religious matters and ethical issues, through a challenging, engaging and knowledge-rich curriculum. The role of Ethics and Philosophy is not to promote a particular world faith, advocate a more positive view of religion or suggest that religion should be given a greater role in Britain today. The purpose of Ethics and Philosophy is to equip pupils with the knowledge and skills required to understand religion, engage in meaningful discussions about religion and critically evaluate the role, purpose and influence of religion in history, politics, the development of the arts and the lives of communities both locally and globally.

The Ethics and Philosophy curriculum has three elements:

1. **Intent:** What pupils must learn (including knowledge, the ability to apply this knowledge and the disciplinary skills needed to effectively engage with this knowledge)
2. **Implementation:** How it will be learnt
3. **Impact:** How we will know this learning is secure (by evaluating the progress of pupils' knowledge, understanding and disciplinary skills)

Intent

To produce a community of self-reflective, religiously literate and culturally aware learners through a curriculum that equips pupils with the knowledge and skills required to meaningfully engage with a variety of religions and ethical issues.

Fundamental to our intent:

- To provide a solid foundation of key knowledge and skills throughout KS3 which develops pupils religious literacy, cultural capital and preparedness for KS4/5 study
- For pupils to study a variety of topics throughout KS3 during a challenging, engaging and knowledge-rich curriculum which provides opportunities for both thematic and comparative topics
- To foster an appreciation of the diversity of religious beliefs, practices and expression both locally and globally
- To identify and capitalise on opportunities to apply the role of religion and ethics on current affairs during lessons

- To challenge misconceptions about religions and religious believers by equipping pupils with a deep understanding of the core beliefs and practices of religious believers, and the importance of a religious denomination's different interpretation on particular issues
- To encourage a critical approach to religion and religious issues, and an ability to evaluate the strengths and weaknesses of religious claims and practices
- To present pupils with the diversity of responses to ethical issues and foster engagement with and evaluation of each one, in order to support the development of pupils' own individual views on the issue
- For pupils to appreciate and identify the influence of religion in other subjects, for example History, English Literature and Language, Politics, Art and Music

Implementation

Pupils at Budmouth Academy follow a challenging, engaging and knowledge-rich curriculum taught by subject- specialists, which utilises a variety of pedagogies and resources to develop their progress and attainment.

Core learning includes:

- Building a solid foundation of key knowledge and skills from Year 7 which is progressively developed throughout KS3 and prepares pupils for the academic rigour of KS3/4 study
- Giving pupils regular opportunities to revisit prior learning through starter activities and plenaries, synoptic links between topics and regular assessments and DIRT activities
- Highlighting interdisciplinary links between Ethics and Philosophy and other projects, discussing how the knowledge and skills developed in EP can support progress and understanding in History, English Literature and Language, Politics and Art
- Developing pupils' analytical and critical thinking skills through regular debates on key issues studied
- Developing pupils' discursive writing skills through scaffolded tasks which teach skills in research, analysis, evaluation and structure of a written argument
- Utilising real world examples and case studies to illustrate the diversity of religious belief and ethical issues, and the influence of belief on a person's views and actions
- Encouraging pupils to offer their own perspectives and attitudes to a religious belief or ethical issue, reflecting on their own experiences to explore how their view is similar to, and different from, that of others
- Regular formative assessments designed to scaffold pupils' knowledge, skills and application of their learning and enable progression and attainment
- External exams sat by KS4/5 level pupils with the aim of pupils achieving or exceeding their minimum target level. Regular exam practice questions are a normal part of lessons, prior learning tasks focus on recall and consolidation of key terms,

quotations and knowledge and intervention sessions focus on providing individual, specific intervention to pupils

Impact

The Ethics and Philosophy curriculum aims to raise standards and ensure progress for all pupils and develop each individual's religious literacy to enable them to understand and effectively engage with religious, religious matters and ethical issues in the modern world.

Our impact will be measured by:

- The percentage of pupils who achieve the expected levels of academic progress and a high level of attainment in assessment, including external national qualifications for those who study Ethics and Philosophy at KS4 and KS5
- High quality outcomes and regular, visible teacher assessment, with clear next steps driving pupil progress
- The range of high level disciplinary skills developed by pupils and the extent to which they are religious literate and culturally aware
- All pupils acquire knowledge, skills, religious literacy and cultural capital that enables them to succeed in the next phase of their education and can demonstrate this knowledge, as well as apply it