



St Dunstan's School
GLASTONBURY



**Philosophy and Beliefs Curriculum
Booklet
2024-25**

Subject Lead: Mrs Watson

Philosophy and Beliefs Curriculum Intent:

'Don't judge a person until you have walked a mile in their shoes'

The St Dunstan's Philosophy and Beliefs curriculum intends to instil the St Dunstan's core values of Truth; Resilience; Ambition; Community and Kindness (TRACK) as follows:

- **Truth:** Students are provided with vital life skills through engaging with the nature of Truth, examining the difference between **facts and beliefs**, and by ensuring they **critically engage** with information and other people's views. This is done respectfully, using evidence, examples and philosophical arguments.
- **Resilience:** Students are encouraged to grow their resilience by exploring **historical and ethical issues**, the nature and **purpose of existence** and reflecting on what type of life they want to lead.
- **Ambition:** Students are exposed to **alternative viewpoints** and learning is connected to **historical context and current affairs**. Collaboration and critical analysis are encouraged, compelling students to imagine and contribute to the creation of a better world for all.
- **Community:** Students explore the attitudes of **tolerance, respect, empathy** and the **moral conviction** to stand up for beliefs, therefore building an active, respectful and engaged community.
- **Kindness:** Students develop **respect and understanding** of different people, viewpoints, cultures, beliefs, places and environments. They will explore the nature of 'how to live a good life' to enable them to become more **knowledgeable, kind and compassionate** citizens.

Being a predominantly white British school with minimal diversity, we provide students with the information and experience to be aware of the wider multi-cultural society in which we live. Our key focus is to encourage our learners to gain a deep awareness of their own and others' identities as they wrestle with the mysteries of life and develop a clear sense of what is of real value in the world today. We aim to educate students so that they feel confident in understanding the truth behind misconceptions of different belief systems and demonstrate curiosity about others.

Philosophy and Beliefs aims to:

- Encourage students to engage with humanities' deepest philosophical and ethical questions and provide opportunities for moments of reflection on the nature and purpose of existence.
- Support students in their progression of questioning ethical issues and the impact that they as individuals have on the world around them.
- Explore the six main world religions, humanism and other religious and ethical perspectives on world issues.
- Celebrate British values including diversity and contribute widely to the SMSC of the school.

Philosophy and Beliefs aims develops knowledge and skills by:

- Exploring divergent religious and non-religious views thereby developing students' religious literacy.
- Allowing students to reflect on their own and others' views to form their own beliefs.
- Describing, explaining and evaluating key concepts, using sources to support views.
- Inculcating attitudes of tolerance, respect, empathy and the moral conviction to stand up for beliefs therefore building active and engaged members of their community and wider society.

Philosophy and Beliefs aims to challenge students by:

- Having a curriculum sensitive to the needs of all students, differentiating for ability, behaviour and emotional variants. This includes SEND and other vulnerable groups.
- Exposing students to alternative viewpoints.
- Connecting work in lessons to historical context and current affairs.

Philosophy and Beliefs aims to prepare students for future careers by:

- Encouraging collaborative work with peers and learning about others.
- Developing literacy and critical analysis.

Philosophy and Beliefs Curriculum Implementation:

The pedagogy of the department follows Grimmit's 'Learning About' and 'Learning From' approach. The idea being that the study of religion and worldviews should be related to human experience in general and pupils' experience in particular. Our schemes of learning reflect this and enable religion to be relevant to the lives of all students, regardless of their personal faith, culture or worldview.

We ensure students are building their knowledge of KS2 by broadly basing our curriculum on the locally agreed syllabus, which we have then adapted to meet the needs of our students. We also follow recommendations from SACRE (The Standing Advisory Council on Religious Education).

We sequence the learning in our curriculum so that it becomes more complex over time starting with developing skills of description and explanation and then later emphasising assessment and evaluation. Students will be given regular opportunities to learn and retrieve key knowledge in lessons through 'Do now' tasks and through low stakes hinge assessments. Formative assessments are held three times a year.

We support the school's drive on reading by supplying students with a wide range of stimulus materials to work from including reading of different text types. Our planning always has an emphasis on providing challenge for all students.

Key Stage 3

The Key Stage 3 curriculum is taught in mixed ability groups and explores religions and worldviews thematically in a spiral style revisiting all six world religions throughout the different themes. Each year is divided into three distinct sections, with each section exploring different philosophical, religious and ethical issues, with some studying a specific religious belief in more depth:

- **Year 7:** We begin by examining 'What is Philosophy and Beliefs?', followed by 'Environmental Issues, with a specific focus on Islam' and ending with 'The historical Jesus and Religious Festivals'.
- **Year 8:** We begin by examining the 'Journey of Life', followed by 'Life after Death, with a focus on Sikhism' and ending with 'Inspirational People & Places'.
- **Year 9:** We begin by examining 'Prejudice & Discrimination', followed by 'Fighting Prejudice & Discrimination: Gandhi & Martin Luther King' and ending with 'Do Religions need a God: Buddhism and New Religious Movements'.

Key Stage 4

The Key Stage 4 curriculum is a combined course covering students' Philosophy and Belief (PB) and Personal, Social and Health Education (PSHE) entitlement. Students are taught in setted classes exclusively by specialist teachers. Each year is divided into three distinct sections, with each section exploring one of the three key aspects of Personal, Social and Health Education (PSHE) and including connected and relevant Philosophy and Belief (PB). This is built upon the following year implementing a spiral style curriculum revisiting the three key aspects of PSHE, Health & Wellbeing, Living in the Wider World and Relationships & Sex Education in more depth, and including related and relevant additional PB topics. This allows us to build in overlapping concepts and golden threads, such as the concept of ethical relationships in PSHE followed later by the study of sexual ethics in PB.

- **Year 10:** We begin by examining 'PSHE: Health and Wellbeing & PB: The Only Way is Ethics?', followed by 'PSHE: Living in the Wider World & PB: Religion and World Views' and ending with 'PSHE: Relationships and Sex Education & PSHE: Careers - Employability'.
- **Year 11:** We continue examining 'PSHE: Careers, Money & Finance, then study PSHE: Health and Wellbeing & Living in the wider world', followed by 'PSHE: Relationships and Sex Education & PB: Ethics & Filosoflix' and ending with 'PB: Heal the world... make it a better place'.

Allocated Curriculum Time:

| Year Group | Y7 | Y8 | Y9 | Y10 | Y11 |
|--|----|----|----|-----|-----|
| Fortnightly lesson allocation in hours | 2 | 2 | 2 | 2 | 2 |

Curriculum Plan: Year 7

| Terms | Curriculum Foci Areas | Assessment Criteria |
|-------|---|--|
| 1 & 2 | <p>Why study PB? Key learning themes:</p> <ul style="list-style-type: none"> ● Philosophy, Belief & Religion. ● Facts & opinions. ● Early religions - spirits. ● Judaism, Christianity, Islam. ● Hinduism, Sikhism, Buddhism. ● Holy Books, Sacred Places & Founders. ● Theist, atheist, agnostic. ● Meaning & purpose. ● Creation, design, cause. ● God, myth, universe. ● Religious experience. | <p>Assessment 1: Beliefs and Ultimate Questions</p> |
| 3 & 4 | <p>Environmental Issues, with a focus on Islam Key learning theme:</p> <ul style="list-style-type: none"> ● Waste & pollution. ● Recycle, reuse, reduce, ● Stewardship & conservation, ● Humanism ● Cow protection, animal rights, vegetarianism ● Islam & Muslims. ● Misconceptions. ● Allah & Muhammad p.b.u.h. ● The Five Pillars. ● Shahadah, Zakat, Sawm, Ramadan & Hajj. ● Stereotypes. | <p>Assessment 2: Wonderful Waste</p> |
| 5 & 6 | <p>The historical Jesus and Religious Festivals Key learning theme:</p> <ul style="list-style-type: none"> ● Judaism, Christianity, Christian. ● Messiah, Song of God. ● Miracle, parable, holy week. ● Palm Sunday, Maundy Thursday, Arrest & trial. ● Easter Sunday, crucifixion, resurrection, heaven. ● Easter & Christmas. ● Passover. ● Hanukkah. ● Hindu Festivals and Divali. ● Pride. ● Ramadan. ● Eid. | <p>Assessment3: Historical Jesus</p> |

Curriculum Plan: Year 8

| Term | Curriculum Foci Areas | Assessment Criteria |
|-------|---|---|
| 1 & 2 | <p>Journey of Life Key learning theme:</p> <ul style="list-style-type: none"> ● Journey. ● Babies, welcome. ● Baptism, Brit Milah. ● Circumcision (with reference to FGM). ● Aqeeqah. ● Confirmation, Bar Mitzvah. ● Rights and responsibilities. ● Food laws, kosher, halal, haram, dress codes hijab, turban. ● Marriage, civil wedding, civil partnership. ● Cohabitation, interfaith marriage. ● Vocation, celibacy, divorce. | <p>Assessment 1: Journey of Life</p> |
| 3 & 4 | <p>Life after Death, with a focus on Sikhism Key learning theme:</p> <ul style="list-style-type: none"> ● Death, taboo ● Life after death, funeral. ● Parable of the sheep and the goats. ● Heaven, hell. ● Reincarnation. ● Karma, past lives. ● Humanism. ● Guru Nanak. ● God. ● Mool Mantra, seva, langar. ● 5K's, Kara, Kesh, Kanga, Kacca, Kirpan. ● Equality. | <p>Assessment 2: Life After Death</p> |
| 5 & 6 | <p>Inspirational People & Places Key learning theme:</p> <ul style="list-style-type: none"> ● Unique, special. ● Leader, role model. ● Presentation, inspiration. ● Philanthropist, nun. ● Charity, qualities. ● Mother Theresa. ● Special places. ● Sacred spaces. ● Calm, prayer, stilling. ● Mosque, Church. ● Mandir, Gurdwara. ● Significant places. | <p>Assessment3: Inspirational Places</p> |

Curriculum Plan: Year 9

| Term | Curriculum Foci Areas | Assessment Criteria |
|-------|--|--|
| 1 & 2 | <p>Prejudice and Discrimination</p> <p>Key learning theme:</p> <ul style="list-style-type: none"> ● Identity, perception. ● Stereotype, prejudice. ● Discrimination. ● Equality, interpretation. ● Bible. ● Quran. ● Immigration. ● Islamophobia ● Moderate, Radical. ● Terrorism, myth, IRA. ● Homelessness, Asylum. ● Gender, LGBTQ+. ● Religion and equality. | <p>Assessment 1: Prejudice and Discrimination</p> |
| 3 & 4 | <p>Fighting Prejudice and Discrimination: Gandhi & Martin Luther King</p> <p>Key learning themes:</p> <ul style="list-style-type: none"> ● Empire, Hindu. ● South Africa, Apartheid. ● Golden rule, march, India. ● Amritsar massacre. ● Ahimsa, salt march, fast. ● India, Pakistan. ● Obituary, civil disobedience. ● Civil rights. ● Peace, justice, pacifist. ● Christian, Jesus ● Segregation, freedom, speech, equality. ● Racism. ● Malcolm X ● March on Washington. | <p>Assessment 2: Dream Speech</p> |
| 5 & 6 | <p>Do Religions need a God: Buddhism and New Religious Movements</p> <p>Key learning themes:</p> <ul style="list-style-type: none"> ● Buddha, four sights. ● Four noble truths. ● Eightfold path. ● Materialism, happiness. ● Suffering, dissatisfaction. ● Meditation, monk. ● Christian & Hindu Basic Beliefs. ● Beliefs, Values & Humanism ● Situation Ethics & Utilitarianism. | <p>Assessment3: Year 9 Cumulative Assessment</p> |

Curriculum Plan: Year 10 PSHE / PB non-examined course

| Term | Curriculum Foci Areas Assessment Criteria | Assessment Criteria |
|-------|---|---|
| 1 & 2 | <p>PSHE: Health and Wellbeing Key learning theme:</p> <ul style="list-style-type: none"> ● Ground Rules and Pupil Consultation ● Alcohol, Anxiety, and Mental well-being ● Social Media, Self Esteem & Body Image ● Putting the Men in Mental Health (Suicide Prevention) & Self Examination ● Grief & Bereavement ● Young, British & Broke <p>PB: The Only Way is Ethics Key learning theme:</p> <ul style="list-style-type: none"> ● What is Ethics & Right and wrong ● Environmental Ethics ● Saviour Siblings & the Human Commodity ● Sexual Ethics ● Weapons of Mass Destruction ● Capital Punishment and Youth Criminal Records | <p>Assessment 1: Knowledge, understanding, terminology and recall check incl alternative views & signposting support</p> |
| 3 & 4 | <p>PSHE: Living in the Wider World Key learning theme:</p> <ul style="list-style-type: none"> ● What is a hate crime & Anti social behaviour ● Illegal Drugs and County Lines ● Sexual Harassment ● Child Sexual Exploitation (CSE) ● Knife Crime and The Criminal Justice System <p>PB: Religion and World Views Key learning theme:</p> <ul style="list-style-type: none"> ● Judaism, Christianity & Islam ● Hinduism, Sikhism, Buddhism & other Eastern Religions | <p>Assessment 2: Knowledge, understanding, terminology and recall check incl alternative views & signposting support</p> |
| 5 & 6 | <p>PSHE: Relationships and Sex Education Key learning theme:</p> <ul style="list-style-type: none"> ● What does a Healthy Relationship look like? Consent. ● Sex, Sexuality & Screwball ● LGBTQ+ ● Forced Marriage <p>PSHE: Living in the Wider World - Careers - Employability Key learning theme:</p> <ul style="list-style-type: none"> ● Understanding myself & Careers for me ● Applying for jobs & interviews ● In the workplace ● Money Management & Support Networks | <p>Assessment3: Knowledge, understanding, terminology and recall check incl alternative views & signposting support</p> |

Curriculum Plan: Year 11 PSHE / PB non-examined course

| Term | Curriculum Foci Areas Assessment Criteria | Assessment Criteria |
|-------|--|---|
| 1 & 2 | <p>PSHE: Living in the Wider World - Careers, Money & Finance Key learning theme:</p> <ul style="list-style-type: none"> ● My Vocation: I Know What I Want ● Degree Vs. Training: 6th form / Apprenticeships / College / Work ● Re-visit: Record of achievement, Applying for a job, Personal Statement, Getting an interview ● Bank accounts, Tax & Money lending ● Living Debt & Planning for your pension <p>PSHE: Health and Wellbeing & Living in the wider world Key learning theme:</p> <ul style="list-style-type: none"> ● Alcohol and Drugs at clubs, festivals and parties & CPR ● Personal Safety ● Cyber Safety, Online Fraud and Digital Footprints ● Gambling ● Voting, LGBTQ+ and Loss | <p>Assessment 1: Knowledge, understanding, terminology and recall check incl alternative views & signposting support</p> |
| 3 & 4 | <p>PSHE: Relationships and Sex Education Key learning theme:</p> <ul style="list-style-type: none"> ● Building ethical relationships. Consent ● What does “good sex” even mean? ● Contraception ● STI’s (Inc. HIV) ● Pregnancy and parenthood ● Planet Porn vs Planet Reality ● Sexual Images and the law: Revenge porn, sexting, upskirting <p>PB: Ethics & Filosoflix Key learning theme:</p> <ul style="list-style-type: none"> ● Abortion ● Euthanasia ● Organ and Blood Donation ● Gattaca & Genetic Engineering ● A.I. & What does it mean to be human? | <p>Assessment 2: Knowledge, understanding, terminology and recall check incl alternative views & signposting support</p> |
| 5 | <p>PB: Heal the world... make it a better place Key learning theme:</p> <ul style="list-style-type: none"> ● Domestic Abuse ● FGM ● Underage Drinking ● Online Grooming ● Extremism | <p>Assessment3: Knowledge, understanding, terminology and recall check incl alternative views & signposting support</p> |