

## Subject Curriculum Vision: PRE

### The PRE Curriculum at AJK

#### Why should all students learn your subject? (If relevant, why at AJK?)

Philosophy, Religion and Ethics is concerned with a vast field of human knowledge and thought. The three disciplines of PRE embrace some of the biggest questions of human existence; studying PRE at AJK equips students to know and understand the ways in which humanity has sought to answer those questions. Through studying PRE, students are confronted with ideas that will make them think hard, that will challenge their own perspectives and will train them to empathise with people different from themselves.

All students need an understanding of all three disciplines studied in PRE. Having an accurate understanding of religions other than one's own is vital for mature functioning in a multicultural society that aspires to tolerance and celebration of difference. Studying philosophy equips students with evaluative skills and with the ability to construct reasoned arguments and defend positions. Those evaluative skills will support students to engage critically with contemporary debates and issues, and enable them to filter between fact, theory and opinion. Studying ethics also supports these skills, and encourages students to reflect on their own values in comparison to the values of others.

Studying PRE fosters rigorous and healthy academic debate. It trains students in the theories and ideas necessary to participate in those debates with actual knowledge. It enables students to learn and practice the skill of supporting their opinions and ideas with factual evidence.

#### What is the core knowledge in your subject?

Core knowledge in PRE can be broken down into the following broad components:

**Religious Literacy:** Essential understanding of the major religious traditions of the world, both in terms of beliefs and doctrines and in terms of practices, festivals and customs. Detailed understanding, taught through a focus on Christianity and Buddhism, of the internal coherence, variety and breadth of religious traditions, as well as of the history of those traditions, their impact on society, and the hermeneutics of their holy texts.

**Philosophical and Ethical Literacy:** Knowledge and understanding of pivotal philosophical and ethical debates. These include but are not limited to: reasons why people do and do not believe in God, differing understandings of and evidence for the existence of life after death, key ethical approaches of deontology, teleology and virtue, particularly as applied to issues including medical ethics, sexual ethics, environmental ethics and the ethics of war and punishment.

**Argumentative and Evaluative Skills:** Knowledge of what makes a strong philosophical or ethical argument, and the corollary, understanding of what makes an argument weak. Knowledge of how to, and understanding of the importance of, supporting an argument with factual evidence. Knowledge of how to critique and evaluate an argument or viewpoint.

#### What do students do with their knowledge to demonstrate proficiency?

To demonstrate their proficiency in PRE, students are given the opportunity to engage in debate in an academic context, always backed up with actual knowledge. They write analytically and evaluatively, using their knowledge of religious doctrine and philosophical and ethical questions alongside their knowledge of what makes a strong argument to critique a variety of perspectives. They explain their points fully, both in spoken form and in writing, backing up their points and their arguments with factually based examples. They manipulate their knowledge in service of arguing for a point of view and can come to a reasoned conclusion. They parse their knowledge, explaining the subtleties and differences both within and between traditions. They understand the limits of their own knowledge, including being critical of received wisdom. Finally, their proficiency in the knowledge of PRE permits them to be confident in both their speaking and their writing.

PRE Curriculum Content Overview (from Autumn 2021)						
	Autumn		Spring		Summer	
Year 7	Introduction to Philosophy, Religion and Ethics	Does God exist?	Biblical Literacy: Covenant, Law and Prophecy	Biblical Literacy: The Life and Teachings of Jesus	Judaism: History and Belief	Judaism in the Modern World
Year 8	Christianity: History and Belief	Christianity in the Modern World	Islam: History and Belief	Islam in the Modern World	Dharmic Religions: History and Belief	
Year 9	The Afterlife and Salvation in Christianity		Suffering and Liberation in Buddhism		Ethics: Issues of Life and Death	
Year 10	Christian beliefs	Christian practices	Buddhist beliefs	Buddhist practices	Ethics 1: Relationships and Families	Ethics 2: Religion and life
Year 11	Ethics 3: Religion, peace and conflict	Ethics 4: Religion, crime and punishment	Revision: Christianity	Revision: Buddhism		
Year 12	Arguments for the Existence of God  Meta-ethics, Bentham and Kant	The Problem of Evil  Natural Moral Law, Situation Ethics, Virtue Ethics	Religious Experience  Application of Ethical Theories	Miracles  Application of Ethical Theories / Free Will and Determinism	Religious Language  Free Will and Determinism	Self and Life after Death
Year 13	Sources of wisdom and authority.  Christianity, sexuality and gender	God in Christianity  Christianity and science	Self, Death and the Afterlife  Christianity and the challenge of secularisation	Good conduct and key moral principles  Expressions of religious identity  Christianity, migration and religious pluralism		