

Philosophy and Belief Curriculum: Intent, Implementation & Impact, St Dunstan's School 2021 – 2022

Intent	Implementation	Impact																												
<p>PB aims to: Encourage students to engage with the deepest questions of humanity, reflecting on the nature and purpose of existence. Demonstrate that there are some questions that cannot be answered factually but only with belief. Cover the six main world religions, humanism and other ethical perspectives on world issues. Celebrate British values including diversity and contribute widely to the SMSC of the school</p> <p>School Values: The St Dunstan's PB curriculum intends to instil the St Dunstan's core values of Truth, Resilience, Awareness and Kindness (TRAK) as follows:</p> <div data-bbox="190 869 689 1157" style="border: 1px solid black; padding: 5px;">  <p>The infographic displays four key values: TRUTH (Speaks Truth, Thirst for Learning, Questions things), RESILIENCE (Works Hard, Embraces Challenge, Stays Positive), AWARENESS (Thoughts and Feelings, Shares Hope, Impact on Others & Environment), and KINDNESS (Respects All, Shows Gratitude, Includes Others). It also lists TRAK goals: Seek Truth, Grow Resilience, Stay Aware, Choose Kindness, and Stay on TRAK.</p> </div> <p>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.</p> <p>Resilience: Students are encouraged to grow their resilience by exploring ethical issues, the nature and purpose of existence and reflecting on what type of life they want to lead.</p>	<p>The curriculum builds on prior learning at KS2 by: Following the "Awareness, Mystery and Values" locally agreed syllabus. The pedagogy of the department follows M Grimmits 'Learning About' and 'Learning From' approach. The idea being that the study of religion 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 or worldview.</p> <p>KS3 Curriculum structure: Students receive 3 x 50 minute lessons a fortnight, in setted classes and taught almost exclusively by specialist teachers.</p> <p>Curriculum sequencing: <u>Year 7:</u> 7a & 7b explore What is PB and Ultimate questions, building directly on work done during KS 1&2. 7d explores the life of Jesus, building on the idea of 'founders' in 7a, with a familiar figure. 7e denominations & 7f Islam, explore the religions of Christianity and Islam in a blocking style. These religions will be the most familiar to students, yet they are now studied in greater depth than at KS2.</p> <p><u>Year 8:</u> 8a-e explore religions thematically in a spiral style revisiting all six world religions through different themes. These are the Journey of Life, Life After Death, Inspirational People and Going Places. This builds on work done in 7d-f. 8f introduces the first Eastern religion, Sikhism, to be studied discreetly. This is done in a blocking style, but revisiting themes from previous units in the year, it helps prepare students for the comparison of Eastern and Western Religions in Yr 9 and beyond.</p> <table border="1" data-bbox="763 1364 1473 1516"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> <th>Term 5</th> <th>Term 6</th> </tr> </thead> <tbody> <tr> <td>YEAR 7</td> <td>Why study PB?</td> <td>Ultimate Questions</td> <td>Environment</td> <td>Who was Jesus?</td> <td>Denominations</td> <td>Islam</td> </tr> <tr> <td>YEAR 8</td> <td>Journey of Life</td> <td>Journey of life</td> <td>Life After Death</td> <td>Inspirational People</td> <td>Going Places</td> <td>Sikhism</td> </tr> <tr> <td>YEAR 9</td> <td>Prejudice and Discrimination</td> <td>Prejudice and Discrimination</td> <td>Fighting P+D: Gandhi</td> <td>Fighting P+D: Martin Luther King</td> <td>Buddhism</td> <td>Basic Beliefs</td> </tr> </tbody> </table>		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	YEAR 7	Why study PB?	Ultimate Questions	Environment	Who was Jesus?	Denominations	Islam	YEAR 8	Journey of Life	Journey of life	Life After Death	Inspirational People	Going Places	Sikhism	YEAR 9	Prejudice and Discrimination	Prejudice and Discrimination	Fighting P+D: Gandhi	Fighting P+D: Martin Luther King	Buddhism	Basic Beliefs	<p>KS3 Raw data from student assessments based on their end of KS3 target levels shows students make expected progress. We conduct pupil voice through Google Forms. Evidence of book-looks, learning walks, observation and moderation shows knowledge and skills are developed in line with curriculum intent. Evidence of wider cultural and intellectual enrichment shows that students participate in celebrating differences with regards to other students, as well as being respectful in their contact with different people on all school trips. The school has extremely low levels of bullying, especially those based on prejudice, when compared to other schools, and this is in part down to a key focus on exploring the beliefs and values of others, a strong sense of empathy and a school where at the heart of it differences are something to celebrate.</p> <p>KS4 The above is relevant for all of KS4 as well, except that the course as a non-examined course, does not have end of Key Stage targets for students. Assessments are still undertaken, and students performance is compared against age-related expectations with regards to aspects such as personal development, emotional literacy and awareness of the wider world.</p>
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Awareness: The Philosophy and Belief curriculum helps students to become aware of many ethical issues, such as environmental issues in Yr 7, prejudice in Yr 9 and end of life issues in Yr 11, amongst many others. Students are also exposed to a vast array of different viewpoints, including the 6 major religions, as well as atheistic and humanistic views, about the world, life, ethics, lifestyle, death and ultimate reality.

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.

PB aims develops knowledge and skills by:

- Exploring divergent religious and non-religious views on ultimate and philosophical questions.
- Developing students' religious literacy.
- Allowing students to reflect on their own and others' views to form their own beliefs.
- Describing, explaining and evaluating 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.

The curriculum is sensitive to the needs of all students, differentiating for ability, behaviour and emotional variants. This includes SEND & other vulnerable groups.

PB aims to challenge students by:

- Exposing them to alternative viewpoints.
- Connecting work in lessons to historical context and current affairs.

PB aims to prepare students for future careers by:

- Encouraging collaboratively work with peers.
- Encouraging them to learn about others.
- Developing literacy and critical analysis.

Year 9: 9a & b, Prejudice and Discrimination, are blocked units that build on questions in 7a and prepares students directly for 9c & 9d, which is fighting P&D through the lives of Mahatma Gandhi and Martin Luther King. 9c & 9d build on 8d and 9a as well as drawing on the inspiration of Jesus in 7d. 9e explores the 2nd Eastern religion, Buddhism building on the non-violent theme of 9c&d and developing knowledge for future study. 9f builds on previous units to prepare students for future study by exploring the basic beliefs of Christianity and Hinduism to compare Eastern and Western viewpoints.

KS4

Curriculum structure:

Students receive 4 x 50 minute lessons a fortnight to cover their Philosophy and Belief and Personal, Social and Health Education entitlement. They are in setted classes and are taught exclusively by specialist teachers.

Curriculum sequencing:

Each term students explore either a PB or PSHE theme. For PSHE content, please see the PSHE 3 I's document.

Year 10: Term 1 'The Abrahamic Faiths', revisits KS3 work on Western religions, exploring in more depth. Term 3 'The Only Way is Ethics' explores different ethical theories and applied ethics, building on the critical thinking skills developed in KS3. Term 5, 'Is This Real Life Or Just Fantasy?' revisits 7a&b, and uses film to explore Philosophical views on the nature of existence.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Abrahamic Faiths	PSHE	The Only Way is Ethics	PSHE	Is This Real Life... Or Just Fantasy?	PSHE
Year 11	Where is the Love?	PSHE	Heal The World... Make It A Better Place	PSHE	Philosofix	

Year 11: Term 1 'Where is the Love?', revisits units 9a-d, exploring P&D in more depth, with specific focus on the Holocaust. Term 3 'Heal The World... Make It A Better Place' explores ethical themes, such as veganism and Genetic modification. Term 5, 'Philosofix', explores AI and some of the philosophical concepts of being human.

Students achieve good outcomes at both KS3 & KS4, and student voice indicates clear engagement with the themes and issues taught within units.

Learning walks and our MER show that students are engaged well in lessons. Book scrutiny, which is regular, has shown improved extended writing, pride in student work and better engagement with purple pen and teacher feedback.

Impact Summary:

We measure the impact of our curriculum through the following methods:

- Learning walks/lesson observations and professional dialogue with teachers.
- Accessing students' understanding of topic linked vocabulary before and after the 'knowledge and skills' have been taught.
- Student engagement with purple pen and teacher feedback.
- Interviewing students about their learning (student voice)
- Moderation staff meetings within the MAT where students' books are scrutinised and there is an opportunity for dialogue between teachers to discuss the learning and teaching in their class.
- Attainment and achievement outcomes.
- Attendance data.
- Behaviour data.
- Evidence of wider cultural and intellectual enrichment.

St Dunstan's School GLASTONBURY		Standards for learning ABOUT	Standards for learning FROM
YEAR 9			
EXCEEDING	<ul style="list-style-type: none"> ● Demonstrating all of the knowledge and skills for the year ● Accessing most of the knowledge and skills for the year ● Accessing some of the knowledge and skills for the year 	<ul style="list-style-type: none"> ● Demonstrating all of the knowledge and skills for the year ● Accessing most of the knowledge and skills for the year ● Accessing some of the knowledge and skills for the year 	<ul style="list-style-type: none"> ● Demonstrating all of the knowledge and skills for the year ● Accessing most of the knowledge and skills for the year ● Accessing some of the knowledge and skills for the year
MEETING	<ul style="list-style-type: none"> ● Meeting all of the knowledge and skills for the year ● Meeting most of the knowledge and skills for the year ● Meeting some of the knowledge and skills for the year 	<ul style="list-style-type: none"> ● Meeting all of the knowledge and skills for the year ● Meeting most of the knowledge and skills for the year ● Meeting some of the knowledge and skills for the year 	<ul style="list-style-type: none"> ● Meeting all of the knowledge and skills for the year ● Meeting most of the knowledge and skills for the year ● Meeting some of the knowledge and skills for the year
DEVELOPING	<ul style="list-style-type: none"> ● Demonstrating all of the knowledge and skills for the year ● Accessing most of the knowledge and skills for the year ● Accessing some of the knowledge and skills for the year 	<ul style="list-style-type: none"> ● Demonstrating all of the knowledge and skills for the year ● Accessing most of the knowledge and skills for the year ● Accessing some of the knowledge and skills for the year 	<ul style="list-style-type: none"> ● Demonstrating all of the knowledge and skills for the year ● Accessing most of the knowledge and skills for the year ● Accessing some of the knowledge and skills for the year