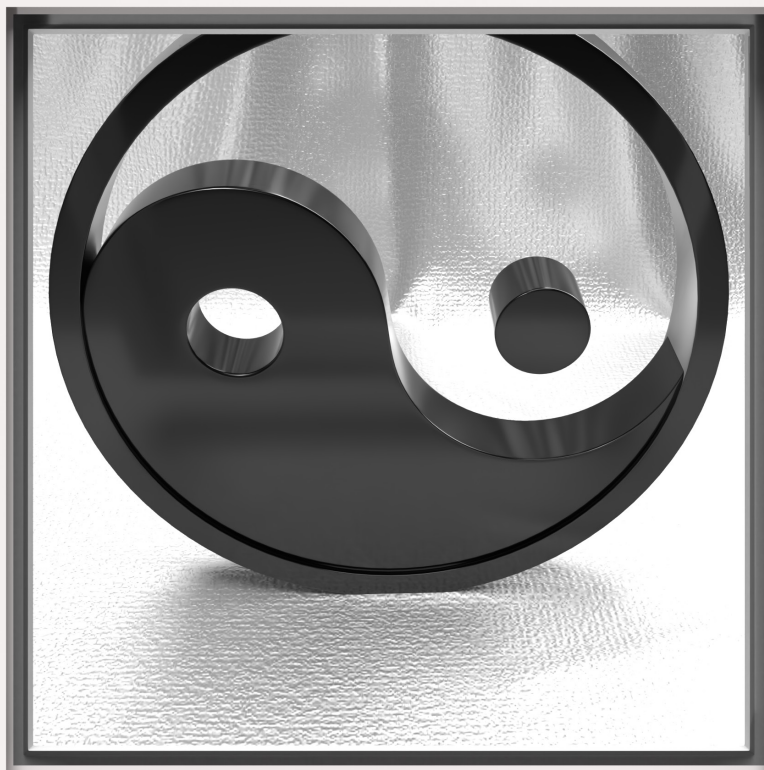


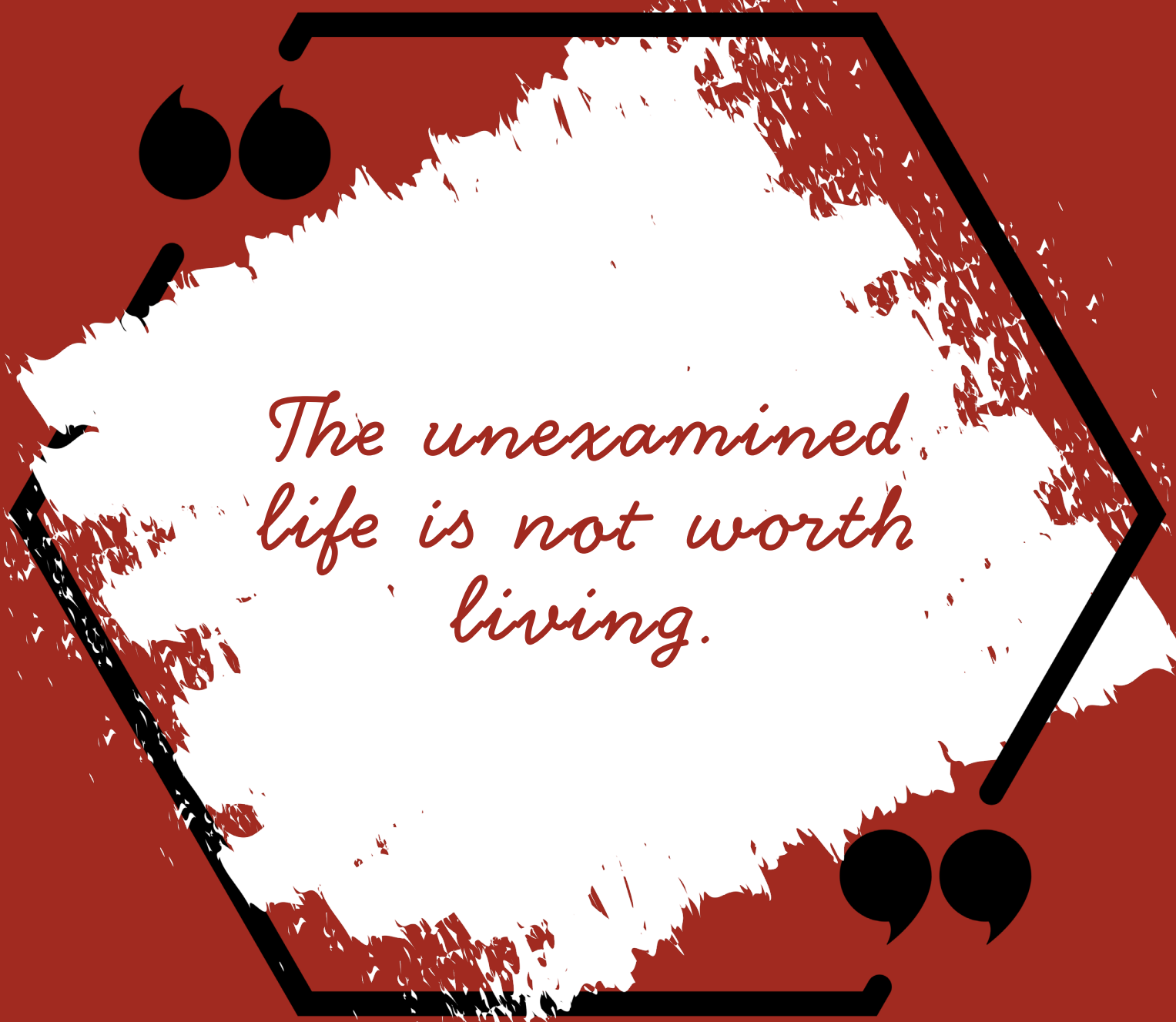


OUR CURRICULUM



FAITH & ETHICS

PHILOSOPHY & NARRATIVE

A quote by Socrates is presented within a hexagonal frame that has a torn paper or ink-splattered edge. The frame is set against a solid dark red background. Four black speech marks are positioned around the quote: two at the top left and two at the bottom right.

*The unexamined
life is not worth
living.*

Socrates

OUR PHILOSOPHY

In the pursuit of wisdom and truth we explore questions that are beyond scientific proof.

Almost all human beings have a strong moral foundation, yet the breadth of the moral spectrum is vast, and we don't intrinsically recognise this ethical diversity; something so fundamental is so misunderstood.

The humanitarian aspect of the study of ethics asks us to examine human existence and the shifting moral codes to which we do, or do not, adhere.

The choices that we make after this examination are wholly individual. In the spirit of the Trivium, Faith and Ethics considers the impact of beliefs over time on the here and now which forms the bedrock for the study of philosophy.

Students gain a deep knowledge of four of the main world religions, Christianity, Islam, Hinduism and Buddhism, which are all largely represented in their local community.

Exploring concepts from Eastern and Western traditions in both Philosophy and Religion our students engage with some of the greatest minds in our history such as St Thomas Aquinas, David Hume, John Stuart Mill and other influential thinkers.

KEY STAGE THREE

Faith and Ethics is the pursuit of Truth, both moral and metaphysical. In our modern world truth is becoming increasingly more difficult for people, especially young people, to discern and never has an understanding of other's beliefs, traditions and moral values been more important.

The aim of our Key Stage 3 curriculum is to take every student on a journey through the history Faith and Philosophy, exploring the best of what has been thought and said, to understand how belief and reason have shaped truth in the world today.

Year 7 - Faith to Truth

Faith and Ethics in year 7 focuses on the pursuit of moral and metaphysical truth from the perspective of Eastern and Western faith traditions. The aim of this is to give students the Grammar, and acquire the language of Faith and Ethics so it can be applied to future Ethical and Philosophical issues.

All Year 7s studying this course will also move into year 8 with a compassionate and respectful knowledge of the beliefs from within their own community; including those reflected in Turton itself. Bolton is a diverse town with a range of beliefs represented in the local community and by exploring the key beliefs of Hinduism, Judaism and Christianity students can begin to understand the history and beliefs that make up their rich, local community.

This chronological sequencing of topics also helps students to understand the historical context of Eastern Dharmas as well as the Abrahamic traditions, which is crucial to gaining a comprehensive grasp of the beliefs that shape these faiths. This is supplemented by our visits to places of worship, which is open to every year 7 student and allows students to see the beliefs and practices they have learned about in action and also ask important questions to faith leaders in their community. Year 7 is a crucial year that introduces all students to notion that for many people around the world moral truth comes from higher authority and our students can then begin to understand how this fundamental axiom shapes the ethical perspectives of billions of people around the world.

Year 8 - Reason to Truth

In year 8, all of our students engage with the challenging concept of how Philosophy has used reason to arrive at moral truths. We begin by introducing students to the great ethical debate of Consequentialism and Intentionalism, through the Philosophy of great thinkers such as Immanuel Kant, Jeremy Bentham and John Stuart Mill.

KEY STAGE THREE

As the year continues, we challenge our growing Philosophers and Theologians to contextualise their knowledge and construct rational arguments based around practical, ethical dilemmas and issues. We explore a thematic study beginning with “Justice”.

In this unit we study the history of key philosophical figures in campaigns for equality (tying in with the year 8 history units on Slavery and Segregation). As well as this, they acquire new grammar that goes beyond the subject itself and students will be expected to start constructing detailed, logical arguments concerning the nature of equality and methods of protest and resistance. We ask students to take their theoretical ethical knowledge and apply it to issues of race in the modern world as well as exploring the history of racism. We balance this with an Eastern Philosophical perspective through the lens of Buddhism and compare how these approaches differ in their approach to Truth.

Year 9 – Faith and Ethics

Year 9 aims to tie together the pathways of Reason and Faith, and begin to construct complex rhetoric concerning issues relevant to their own lives, their community and the world as a whole. Year 9 Faith and Ethics begins with an introduction to new Grammar that will be essential to, not only future study, but their experiences within their local and national community.

Islam is a heavily represented belief system in Bolton and it is important that students understand the community around them and the variety of beliefs it encompasses. In this unit we prepare students for GCSE study by looking at the History of Islam, the key tenets of both denominations and ideas concerning the nature of God including clear links to Christianity and other faiths.

At this point, students will have a complete understanding of both the Eastern Dharmas and Abrahamic traditions chronologically. However, it is also highly important that students get a chance to address misconceptions about the religion and challenge some of the views seen on social media. From here, students will move into their GCSE study beginning with the thematic study of War and Peace.

The basis of this thematic study is to use existing grammar and knowledge in Faith and Philosophy to inform their structuring of logical, rational arguments. Students will build upon ideas from previous units such as the refugee crisis and protesting. They will also debate the use of weapons of mass destruction and the ethics of going to war, linking with their year 9 study of war in History.

KEY STAGE FOUR

GCSE Faith and Ethics aims to build on the foundation of grammar and knowledge developed in KS3 and give our students a greater understanding of the community and beliefs that surround them.

The course is divided into thematic and religious study involving the two most adhered to religions in our community and our world, Christianity and Islam. With the solid foundation of knowledge developed throughout KS3 on both of these religions, students can begin to ask more challenging questions about the nature of God, controversial practices and differing beliefs across culture.

Students will get a chance to develop their rhetoric on challenging issues, and debate is a key aspect of their learning in year ten and eleven. 12.5% of the community of Bolton identify as Muslim and 67.9% identify as Christian and therefore the debates had in these two years will not only contribute to a great philosophical understanding of beliefs and practices but also a compassionate understanding of their own community.

In the thematic aspect of the course, we look at modern, relevant ethical issues from a philosophical and religious perspective. Students will engage with topics such as the death penalty, abortion, euthanasia, environmental ethics, exploitation and wealth. This allows students to develop their ability to formulate rational and coherent arguments out of a religious context.

In these units students are able to look at these complex issues that have an impact of our modern world and offer their own view as well as utilising their knowledge of key thinkers from the Key Stage 3 curriculum. These two aspects of the course will be taught side by side throughout the 2 years at GCSE and provide an excellent foundation to further study.

KEY STAGE FIVE

Philosophy, Religion and Ethics at KS5 seeks to build on the skills and knowledge developed at KS3 and KS4. By dividing the course into 3 disciplines (and between 3 tutors) we are able to look at the very best of what has been said and written in Philosophy, Religion and Ethics.

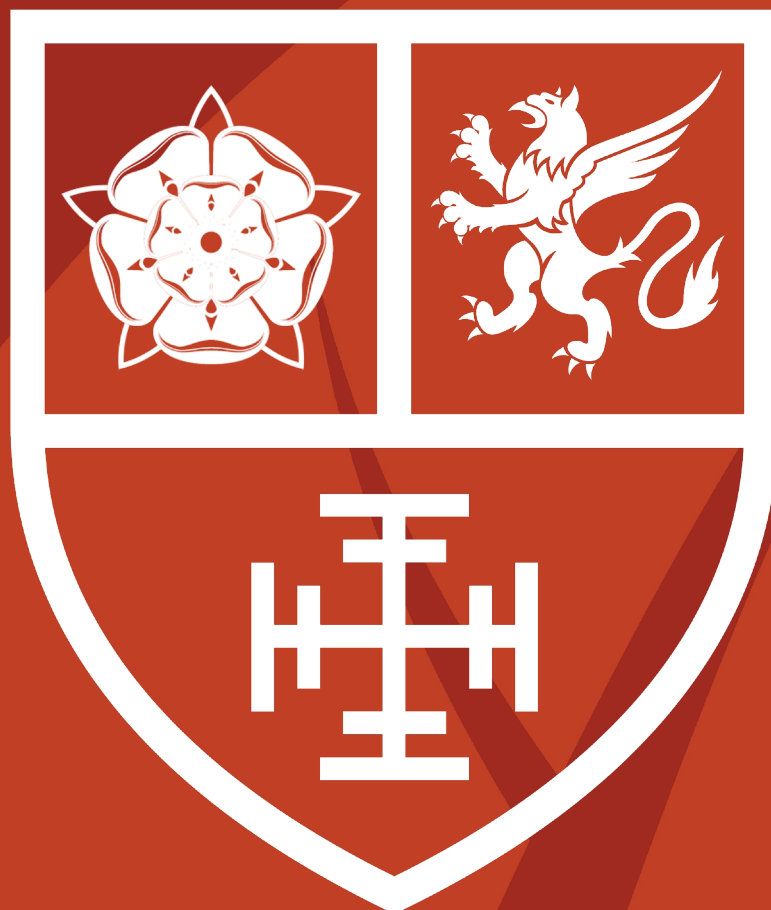
The Philosophy aspect of the course pursues the “big questions”; why are we here? Why does Evil exist? What is religious experience? This unit is essential to the other two as it pushes our young philosophers to understand complex texts and think philosophically at a depth they have not done before.

The Ethics course looks at some of the great British Ethicists (past and present) such as J.S Mill, Jeremy Bentham and Peter Singer. Students will build on the practical ethics from GCSE but now begin to apply moral theory to these practical issues (e.g. war and environmental ethics), employing the skills they also gain from the Philosophy unit.

The Religion aspect of the course will give students a deeper understanding of the most popular religious belief locally and globally; Christianity. Students will be challenged here with deeply theological concepts such as the nature of God, the person of Jesus and religious phenomena such as the belief in resurrection.

Students at KS5 will be expected to engage with complex texts from historical scholars such as “On Liberty”, “The Republic” and “The Puzzle of Ethics”.

Student will be encouraged to be independent with their study. At the end of this course our students will have studied some of the greatest minds in history, discussed some of the most important issues that can be debated and developed their ability to think, argue and exist in our modern world.



BUILDING ON THE KNOWLEDGE OF THE PAST
TO HELP THE CHILDREN OF TODAY
MEET THE CHALLENGES OF TOMORROW