Long Term Curriculum Plan: PRE

At Bournemouth School PRE stands for Philosophy, Religion and Ethics.

'To begin to empower students to think deeply, debate, recognise dilemmas and begin to understand decisions about life and the universe'.

The department works to empower students to think deeply, debate, and recognise dilemmas and begin to understand decisions about life and the universe. Students have opportunities to think deeply and analyse religious and non-religious worldviews and their impact on shaping individuals, communities, and societies.

Studying PRE provides students with a variety of valuable skills and knowledge that can be transferred to a range of A level subjects, careers and in everyday life. Students would recognise this as KISSJO.

- Knowledge of beliefs- What people in the world believe in. This includes non- religious beliefs and science. Some of these beliefs are about life's big questions
- Impact- What impact beliefs have on the world. How belief can affect behaviour, relationships, and actions.
- Specialist Language- How to define important concepts and make links between them.
- Sources of authority- How laws, people including religious leaders or key figures and organisations can show or impact beliefs of others. They also interpret text and spoken words.
- Opinions- To be able to give their views and consider why people have other beliefs and what those differing or alternate opinions may be.
- Judgement- Analysis, critique or judge the strengths of arguments and points made. Students need core knowledge before they can evaluate it.

In Key Stage Three students study a big question across the year which involves conceptual enquiry and learning about a range of different faith responses across the main world religions and secular society.

In Key Stage Four (years 9-11) students study the Eduqas syllabus which is 100% exam. It builds on the knowledge from Key Stage Three and uses the same skills (KISSJO) but to a greater depth with new concepts and topics. Students study Christianity and Judaism in order to then develop these alongside Ethical and Philosophical issues and questions. Some of the topics are current and controversial. In the GCSE we create a safe space to discuss some difficult issues and dilemmas. Students in Year 9 from September 2025 will do Christianity and Islam.

At A Level, students follow the Eduqas Religious Studies Course, which consists of three modules: Judaism, Philosophy and Ethics. From 2025 this will be Christianity, Philosophy and Ethics.

The department has three full time teachers who teach key stage three to five.

Long Term Curriculum Plan: PRE

5 year roadmap	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	If God made the world; then why is it not perfect? Part 1 Myths Creation stories- Christian, Islam and Hindu. Literalist and non-literalist responses.	If God made the world; then why is it not perfect? Part 1 Myths Creation stories- Christian, Islam and Hindu. Literalist and non-literalist responses.	If God made the world; then why is it not perfect? Part 2 Does the start matter? Science Big Bang Evolution Religious views on Science Philosophical arguments for God's existence and creation.	If God made the world; then why is it not perfect? Part 2 Does the start matter? Science Big Bang Evolution Religious views on Science Philosophical arguments for God's existence and creation.	If God made the world; then why is it not perfect? Part 3 Why should we care? Charities Dominion Stewardship Khalifah Halal and Haram Karma Reincarnation Rebirth Karuna	If God made the world; then why is it not perfect? Part 3 Why should we care? Charities Dominion Stewardship Khalifah Halal and Haram Karma Reincarnation Rebirth Karun
Year 8	Good, Bad, Right and Wrong – How Do I Decide? Part 1 Introduction to Ethics, Morality and Conscience. Religious sources of morality. Religious teachings on right and wrong.	Good, Bad, Right and Wrong – How Do I Decide? Part 1 Introduction to Ethics, Morality and Conscience. Religious sources of morality. Religious teachings on right and wrong.	Good, Bad, Right and Wrong – How Do I Decide? Part 2 Introduction to Ethical theories. Moral dilemmas. Aims of Punishment. Forgiveness and justice. Freewill and sin.	Good, Bad, Right and Wrong – How Do I Decide? Part 2 Introduction to Ethical theories. Moral dilemmas. Aims of Punishment. Forgiveness and justice. Freewill and sin.	Good, Bad, Right and Wrong – How Do I Decide? Part 3 Absolute versus relative morality. Situation ethics. Freedom and rights. Human rights. Religious teachings on human rights. Consequence and rewards.	Good, Bad, Right and Wrong – How Do I Decide? Part 3 Absolute versus relative morality. Situation ethics. Freedom and rights. Human rights. Religious teachings on human rights. Consequence and rewards
Year 9	Christianity- Beliefs and Teachings GCSE The Nature of God Trinity and Creation Problem of Evil Incarnation	Christianity- Beliefs and Teachings GCSE Crucifixion Resurrection and Ascension Salvation and Atonement Afterlife and Judgement The Bible Christian Denominations	Christianity- Practices GCSE Christian Worship Prayer and Worship Sacraments Baptism The Eucharist Pilgrimage	Christianity- Practices GCSE Christianity in the UK Role of The Church Mission and Evangelism Persecution Worldwide Church	Islam-Beliefs and Teachings GCSE Nature of Allah Prophethood Angels	Islam-Beliefs and Teachings GCSE Afterlife Foundation of faith-Articles, Roots and Qur'an
Year 10	Christian Practices GCSE Christian Denominations Christian Worship Prayer and Worship Baptism The Eucharist	Christian Practices GCSE Christmas Easter Pilgrimage Christianity in Britain The Local Church Worldwide Church	Ethics- Issues of Relationships GCSE Types and Roles within Families Religious Attitudes to Sex Same-Sex Relationships Interfaith Marriage Purpose of Marriage	Ethics- Issues of Relationships GCSE Christian Wedding Ceremony Jewish Wedding Christianity and Divorce Judaism and Divorce Adultery	Ethics- Issues of Life and Death GCSE Big Bang and Evolution Creationism Big Bang and Evolution Creationism Stewardship Sanctity of Life Quality of life	Ethics- Issues of Life and Death GCSE Euthanasia Abortion The Afterlife Funeral rites

Long Term Curriculum Plan: PRE

Year 11	Ethics- Issues of Life and Death GCSE Big Bang and Evolution Creationism Stewardship Sanctity of Life Euthanasia Abortion The Afterlife Funeral Rites	Issues of Good and Evil GCSE Morality and Decision-Making Crime and Punishment Justice Prison Reformers Death Penalty Forgiveness	Problem of Evil Suffering **Issues of Human Rights GCSE** Human Rights and Social Justice Censorship and Religious Expression Prejudice and Discrimination	Issues of Human Rights GCSE Racism Wealth and Poverty Revision	Revision	

Sixth form roadmap	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y12 Christianity	Jesus his birth Jesus his resurrection The Bible as a source of Authority	Nature of God Religious Concepts-Trinity Religious Concepts-Atonement	Religious Identity through diversity in Baptism Religious Identity through diversity in Eucharist	Religious Identity through diversity in festivals Christmas and Easter	Religious identity through unification Religious identity through religious experience	Religious identity through religious experience Religious identity through responses to poverty and injustice
Y12 Philosophy	Cosmological Argument	Teleological Argument Challenges to Inductive Arguments	Ontological Argument Ontological Argument Ontological Development Challenges to Ontological argument	The Problem of Evil Augustinian Theodicy Irenaean Theodicy	The nature of religious experience with particular reference to: Visions – sensory; intellectual; dreams. Conversion – individual/communal; sudden/gradual.	Mysticism – transcendent; ecstatic and unitive. Prayer – types and stages of prayer according to Teresa of Avila Mystical experience: Challenges to the objectivity and authenticity of religious experience:
Y12 Ethics	Divine Command Theory Virtue Theory	Virtue Theory Ethical Egoism Aquinas' Laws and Precepts	Aquinas' Laws and Precepts Aquinas' Virtues and Goods Application to Abortion Application to Euthanasia	Situation Ethics: Agape Situation Ethics: Principles Application to Homosexuality Application to Polyamorous Relationships	Bentham's Act Utilitarianism Mill's Rule Utilitarianism	Application to animal experimentation Application to the use of nuclear weapons as a deterrent

Long Term Curriculum Plan: PRE

Y13 Judaism	The Talmud The Midrash Rashi and Maimonides Zionism	Challenge of Science Reform Judaism Hasidim Kabbalah	Embryo Research Equality and Discrimination Judaism and Migration Holocaust Theology		
Y13 Philosophy	Religious belief as a product of the human mind – Sigmund Freud: Religious belief as a product of the human mind – Carl Jung: Issues relating to rejection of religion: Atheism:	The influence of religious experience on religious practice and faith: Influence of religious experience on religious practice. Miracles: A definition of A comparative study of two scholars	Miracles: Hume Miracles Swinburne Inherent Problems of Religious Language Religious Language as cognitive, but meaningless	Religious Language as non-cognitive and analogical Religious language as non-cognitive and symbolic Religious language as non-cognitive and mythical Religious language as a language game	
Y13 Ethics	Naturalism Intuitionism Emotivism	Finnis' Natural Law Hoose: Proportionalism Application to Immigration Application to capital punishment	Predestination Determinism Implications of Determinism Christianity and Free Will	Libertarianism Implications of Free Will and Libertarianism	Revision