



**KRISHNA AVANTI**

Excellence · Virtue · Devotion

## **Philosophy, Religion and Ethics (PRE)**

### **Intent/Why?**



The Trust's vision is for its schools to progressively foster confident, articulate, knowledgeable, inquiring, philosophically critical, reflective and spiritually insightful students who contribute meaningfully as responsible British citizens.

The PRE curriculum upholds the principles embedded in the 2014 National Curriculum in England by:

- Promoting spiritual, moral and mental well-being, and social and cultural development within the school and wider community
- Developing learners' sense of self and identity to empower them to achieve excellence academically and personally, ready for their next phase of learning in life
- Ensuring an exploration of philosophies and religions.

Avanti schools aim to develop religiously literate learners who:

- Love learning and are deeply inspired by knowledge of and about life
- Are confident, inquisitive and articulate, and strive to learn more independently
- Are curious about the different descriptions of 'reality', including those expressed in Western and Eastern philosophies as well as religious ideologies
- Whilst discovering or being rooted in their own beliefs and values, can critically discuss and debate these in relation to those of others
- Are socially responsible and exhibit a passion to achieve the absolute best for themselves and society
- Are highly successful and display humility, aware in the knowledge that their success is also inextricably linked to the success and support of others.

# **Implementation** **/How?**



The curriculum develops learners'

a) knowledge and understanding of religions and other worldviews and

b) critical thinking skills.

- Knowledge: Learning from and about philosophical concepts drawing from the religious traditions.

- Critical thought:

Teaching students how to construct arguments and debate (in written and oral ways), with critical analysis as essential.

Teaching students to become skillful and articulate questioners, able to question 'blind faith', common assumptions or held views.

- Application:

Applying learning and skills to ethical and moral dilemmas.

Debating and questioning 'big' philosophical questions and problems.

- Experience:

Experiencing religious life in real contexts (e.g. visiting places of worship).

Learning about different religious rituals, festivals and ways of life (with the option to be involved in festivals, for example).

These categories give the foundations on which an appropriate pedagogy can be constructed to include:

- Balanced pupil and teacher voice, giving opportunities for students to pose critical questions

- Dialogue

- Knowledge acquisition through direct teaching

- Planned opportunities for students to debate and critique their own and others' thinking

- Planned opportunities for students to use their knowledge productively through presentations/projects to improve the school or society, teaching younger pupils, volunteering

- Independent research skills and practice

- Learning through visits to religious places and meeting people from different faiths;

- Direct teaching of debating skills and critical thinking

- Effective assessment that informs planning and differentiation so that every student is challenged and motivated to enquire further

- Half-termly self-assessments to monitor and track progress

- High-impact marking with student responses every half term

## **Impact/So** **What?**



The overview for the PRE curriculum shows progression in learning and offers increasing opportunities for learners to develop, apply and demonstrate higher order thinking skills of application, analysis, synthesis and evaluation.

Our faith perspective suggests that, like many belief systems (including non-religious), nurturing love and its subsuming values (respect, self-discipline, empathy, integrity, courage and gratitude) can positively contribute to British society.