

# Theology & Philosophy Curriculum Intent

**Department Philosophy:** *The guiding philosophy of TP is summed up in Kant's famous motto for the Enlightenment: sapere aude (dare to know). In this respect we want our students to learn about and from the great religions and philosophies that have shaped our world, but none is taught as the final word. Rather we want to empower our students to be philosophers in their own right that can engage in critical, creative, collaborative and caring debate, making up their own mind about the big questions of life.*

By the end of Key Stage 3 our students will know:	By the end of Key Stage 4 our students will know:	By the end of Key Stage 5 our students will know:
<ol style="list-style-type: none"> <li>1. How we approach the study of theology and philosophy at WHSG.</li> <li>2. A range of religious and non-religious responses to the big questions of life</li> <li>3. The key ideas and beliefs that constitute the three main Abrahamic faiths (Judaism, Christianity and Islam), and related issues.</li> <li>4. The key ideas and beliefs that constitute Hinduism and Buddhism, and related issues.</li> <li>5. About a range of issues regarding religion's place in contemporary society.</li> <li>6. A number of arguments for and against belief in the existence of God, and related issues.</li> <li>7. The key ideas that constitute utilitarianism, Kantian deontology and virtue ethics, and related issues.</li> <li>8. About a range of issues in meta-ethics and applied ethics.</li> <li>9. How to successfully engage in philosophical debate, and write an evaluative philosophical essay.</li> <li>10. The meaning of key terms central to the mastery of the topics mentioned above.</li> </ol>	<ol style="list-style-type: none"> <li>11. The key beliefs that constitute Christianity, and related issues.</li> <li>12. Christian beliefs and attitudes towards marriage and the family, and related issues.</li> <li>13. Key beliefs and practices that constitute 'living the Christian life', and related issues.</li> <li>14. Christian beliefs and attitudes towards matters of life and death, and related issues.</li> <li>15. The key beliefs that constitute Buddhism, and related issues.</li> <li>16. Buddhist beliefs and attitudes towards crime and punishment, and related issues.</li> <li>17. Key beliefs and practices that constitute 'living the Buddhist life', and related issues.</li> <li>18. Buddhist beliefs and attitudes towards peace and conflict, and related issues.</li> <li>19. In addition, where appropriate, students will learn about non-religious perspectives on the topics covered above.</li> <li>20. How to successfully engage in philosophical debate, explain, analyse and evaluate theological and philosophical ideas, and truth claims.</li> <li>21. The meaning of key terms central to the mastery of the topics mentioned above.</li> </ol>	<ol style="list-style-type: none"> <li>22. The key ideas, theories and arguments that constitute a first year understanding of epistemology, and related issues.</li> <li>23. The key ideas, theories and arguments that constitute a first year understanding of ethics, and related issues.</li> <li>24. The key ideas, theories and arguments that constitute a first year understanding of the metaphysics of God, and related issues.</li> <li>25. The key idea, theories and arguments that constitute a first year understanding of the metaphysics of mind, and related issues.</li> <li>26. How to successfully engage in philosophical debate, explain, analyse and evaluate philosophical ideas, theories, etc. and write undergraduate level essays.</li> <li>27. The meaning of key terms central to the mastery of the topics mentioned above.</li> </ol>

**At WHSG our curriculum intent is ambitious but always inclusive, composed of powerful knowledge and cultural capital, coherent and well-sequenced, and broad only specialising when necessary**