

## What is philosophy? How do people make moral decisions?

### Substantive Knowledge to test:

- Difference between knowledge, belief and opinion.
- The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.
- The nature of a philosophical question.
- Awareness of variant perspectives about whether some things can be proven.
- The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).
- Utilitarianism or Hedonism as a way of making moral decisions.

### Disciplinary Knowledge to test:

- ✓ Talk about the difference between knowing and believing.
- ✓ Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.
- ✓ Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.

### Substantive Retrieval Questions:

- What is knowledge? What is belief?
- What is fact? What is opinion?
- What might help you make a good or right choice in life?
- What do we call people who only think of their own pleasure?
- What do we call people who want everyone do experience good and pleasure/ happiness?

### Disciplinary Retrieval Questions:

- Explain the difference between knowing and believing?
- Explain if it is okay to want to only do things that are good for yourself and not think about others.
- How might those who believe in God know how to make a good choice?
- What do people who do not believe in God do to make good choices?

### Retrieval Practice Assessment Approaches:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

### The RE Age Related Expectations we will cover and be assessed against: **Philosophy**

- A. **The Nature of knowledge, meaning and existence** Talk about the difference between knowing and believing.
- B. **How and whether things make sense** Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.
- C. **Issues of right and wrong, good and bad** Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.