

## Subject: Religion, Philosophy and Ethics

### Year 7: Year Overview

Unit of Learning	1	2	3	4	5	6
Topic	<u>Sources of knowledge</u>	<u>Is there a God</u>	<u>The origin of religion and Hinduism</u>	<u>Sacrifice and Judaism</u>	<u>Buddhism</u>	<u>How should we behave?</u>
Skills	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge. Writing an extended piece writing.	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge
Knowledge	<ol style="list-style-type: none"> <li>1. Facts and beliefs</li> <li>2. How do we know anything?</li> <li>3. What did Plato think?</li> <li>4. What did Aristotle think?</li> <li>5. Are we born knowing right from wrong?</li> <li>6. How do we know how the universe began?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does it mean to believe in God?</li> <li>2. What is a worldview?</li> <li>3. Belief in the UK</li> <li>4. The Design Argument</li> <li>5. Arguments against the Design Argument</li> <li>6. How did life begin?</li> <li>7. What do I believe?</li> <li>8. Census letter - assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Why did religion begin?</li> <li>2. The Indus Valley</li> <li>3. What is Hinduism?</li> <li>4. Hindu Gods and Goddesses.</li> <li>5. Sacred Texts</li> <li>6. Samsara</li> </ol>	<ol style="list-style-type: none"> <li>1. Sacrifice and dependence in Mesopotamia. Abraham.</li> <li>2. Moses and Passover</li> <li>3. Mitzvot and kashrut</li> <li>4. Shabbat</li> <li>5. The Messiah</li> </ol>	<ol style="list-style-type: none"> <li>1. The life of the Buddha</li> <li>2. The 4 Noble Truths</li> <li>3. The Eightfold Path</li> <li>4. Step 7: Right mindfulness</li> <li>5. Step 4: Right action</li> <li>6. A reflection on Buddhism</li> </ol>	<ol style="list-style-type: none"> <li>1. What is Ethics?</li> <li>2. The Trolley Problem</li> <li>3. Goodness vs Pleasure</li> <li>4. Karma</li> <li>5. Agape</li> <li>6. Study: Stewardship</li> </ol>
Assessment	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer Assessment Low-stakes quizzes Extended piece of writing assessment	In class questioning Self and Peer Assessment Low-stakes quizzes	In class questioning Self and Peer Assessment Low-stakes quizzes	In class questioning Self and Peer Assessment Low-stakes quizzes	In class questioning Self and Peer Assessment Low-stakes quizzes
LAS links	C1, C3, B1, A2, A3	A1, A2, A3, C3, B3, B1, C2, C3			A1, A2, B1, C1, C3	
SMSC / Cultural Capital Links	Worldviews Critical thinking		Worldviews Critical thinking			

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## Year 8: Year overview

Unit of Learning	1	2	3	4	5	6
Topic	<u>Christian Beliefs</u>	<u>Why have the Jews been treated so badly?</u>	<u>Religious Experience</u>	<u>Problem of evil</u>	<u>Christian Ethics</u>	<u>Social Justice</u>
Skills	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge
Knowledge	<ol style="list-style-type: none"> <li>Christianity in the UK</li> <li>An introduction to the Bible</li> <li>Interpreting the Bible</li> <li>The Trinity</li> <li>Jesus' birth</li> <li>What did Jesus do in his life?</li> <li>Jesus' death</li> <li>Jesus' resurrection</li> </ol>	<ol style="list-style-type: none"> <li>Difference: Jews and Gentiles</li> <li>Jewish deicide</li> <li>Antisemitism during the Middle Ages</li> <li>Pogroms</li> <li>The Jewish Holocaust</li> <li>Antisemitism</li> </ol>	<ol style="list-style-type: none"> <li>Does religious experience prove the existence of God?</li> <li>Vision: Moses</li> <li>Miracles: Jesus</li> <li>Conversion: Paul</li> <li>Visions: Muhammad</li> <li>Any other explanation?</li> </ol>	<ol style="list-style-type: none"> <li>What's the problem?</li> <li>Meet Riley Anderson.....</li> <li>Sadness takes over.</li> <li>What does Inside Out teach us about suffering?</li> <li>Can the problem be solved?</li> <li>How can we be happy?</li> </ol>	<ol style="list-style-type: none"> <li>The Two Great Commandments</li> <li>The Christian Moral Code</li> <li>Should Christians follow the Bible?</li> <li>Stormzy</li> <li>MLK</li> <li>Gee Walker</li> </ol>	<ol style="list-style-type: none"> <li>What is social justice?</li> <li>Greta Thunberg</li> <li>Malala Yousef</li> <li>Marcus Rashford</li> <li>Magid Magid</li> <li>Ian McKellen</li> </ol>
Assessment	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes Extended piece of writing assessment	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes
LAS links	A1, A2, A3, B2, C2, B3	A1, A2, B1, B2, C2, C3				
SMSC / Cultural Capital Links	Worldviews Critical thinking					

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## Year 9: Year overview

Unit of Learning	1	2	3	4	5	6
Topic	<u>Muslim Beliefs</u>	<u>Sikhism</u>	<u>Philosophical problem solving</u>	<u>Should human beings try and play God?</u>	<u>Muslim Ethics</u>	<u>Philosophy in the world</u>
Skills	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge	Critical thinking Evaluating Explaining Questioning Reflecting Adjusting of worldview to make room for new knowledge
Knowledge	<ol style="list-style-type: none"> <li>1. Islam in the UK</li> <li>2. What do Muslims believe about God?</li> <li>3. Ibrahim and Ismail</li> <li>4. Muhammad: Early life</li> <li>5. Muhammad: Gaining Followers</li> <li>6. Muhammad: Reclaiming Mecca</li> </ol>	<ol style="list-style-type: none"> <li>1. Sikhism in the UK</li> <li>2. Guru Nanak to Guru Gobind Singh</li> <li>3. Becoming a Khalsa Sikh</li> <li>4. Guru Granth Sahib</li> <li>5. The Gurdwara</li> <li>6. Sewa</li> </ol>	<ol style="list-style-type: none"> <li>1. Know Yourself – Socrates</li> <li>2. Learn to say what is on your mind – Wittgenstein</li> <li>3. Why do we procrastinate? Hypatia of Alexandria</li> <li>4. Good things are (unexpectedly) hard – Nietzsche</li> <li>5. When someone is angry, maybe it's not you who is responsible – Ibn Sina</li> <li>6. Maybe you are just tired – Matsuo Basho</li> </ol>	<ol style="list-style-type: none"> <li>1. The Myth of Prometheus</li> <li>2. Infertility</li> <li>3. Genetic Engineering</li> <li>4. What does it mean to be human?</li> <li>5. Artificial intelligence</li> <li>6. Should human beings try and play God?</li> </ol>	<ol style="list-style-type: none"> <li>1. Sunni, Shia and Sufi</li> <li>2. Daily life of a Muslim</li> <li>3. A year in the life of a Muslim</li> <li>4. Once in a lifetime: Hajj</li> <li>5. Muslim Moral Code</li> <li>6. A religion of giving</li> </ol>	<ol style="list-style-type: none"> <li>1. How should we programme driverless cars?</li> <li>2. How should we respond to global conflict? (including slaughterbots)</li> <li>3. How should we use natural resources?</li> <li>4. Is the metaverse real?</li> <li>5. Sexual ethics in the metaverse.</li> </ol>
Assessment	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes Extended piece of writing assessment	In class questioning Self and Peer assessment Low stakes quizzes	In class questioning Self and Peer assessment Low stakes quizzes
LAS links						
SMSC / Cultural Capital Links						

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## Year 10: Year Overview

Unit of Learning	1	2	3	4	5
Topic	<u>Christian Practices</u>	<u>Christian Beliefs and Teachings</u>	<u>Theme A Relationships and Families</u>	<u>Theme B Religion and Life</u>	<u>Theme D Religion, Peace, and Conflict</u>
Skills	Describing Explaining, both verbally and in writing Evaluating Learning to answer GCSE-style questions	Describing Identifying Defining Explaining, both verbally and in writing Evaluating	Critical thinking Debating Possible adjusting of worldview to make room for new knowledge. Defining Explaining, both verbally and in writing Evaluating	Critical thinking Debating Possible adjusting of worldview to make room for new knowledge. Defining Explaining, both verbally and in writing Evaluating	Critical thinking Debating Possible adjusting of worldview to make room for new knowledge. Defining Explaining, both verbally and in writing Evaluating
Knowledge	Worship Use of Bible Prayer Sacraments – baptism, eucharist Pilgrimage Christmas Easter Role of Church in local community Church and reconciliation Church and persecution Christian Aid	The nature of God The Trinity Different Christian beliefs about creation including the role of Word and Spirit The afterlife The incarnation and Jesus as Son of God Crucifixion Resurrection Ascension Sin, including original sin The means of salvation, including law, grace and Spirit Atonement	Human sexuality – heterosexual and homosexual relationships Sex outside of marriage Contraception and family planning Nature and purpose of marriage Same-sex marriage and cohabitation Divorce Nature of families Role of parents and children Purpose of families Same-sex parents Polygamy Roles of men and women Gender equality and discrimination	The origins of the universe Christian creation story Big Bang Theory The value of the world – dominion and stewardship Use and abuse of the environment Animal experimentation Use of animals for food Origins of life – evolution Sanctity of life and quality of life Abortion Euthanasia Death and the afterlife	Meaning and significance of peace, justice, forgiveness and reconciliation. Violence Terrorism Reasons for war – greed, self-defence and retaliation The Just War Theory Holy War Pacifism Religion and belief as a cause of war Nuclear weapons Weapons of mass destruction Religion and peacekeeping Religion and victims of war
Assessment	Self and Peer Assessment In class questioning CFU	Self and Peer Assessment In class questioning DC1 Assessment Christian Beliefs and Christian Practices	Self and Peer Assessment In class questioning CFU	Self and Peer Assessment In class questioning CFU MOCK exam Christian Beliefs and Practices plus Theme A and B	Self and Peer Assessment In class questioning CFU
SMSC / Cultural Capital Links	Respecting worldviews Diversity of belief Inclusivity	Respecting worldviews Diversity of belief Inclusivity	Critical thinking Respecting different worldviews Adjusting personal worldview to make room for new knowledge Diversity of belief Inclusivity	Critical thinking Respecting different worldviews Adjusting personal worldview to make room for new knowledge Diversity of belief Inclusivity	Critical thinking Respecting different worldviews Adjusting personal worldview to make room for new knowledge Diversity of belief Inclusivity

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## Year 11: Year Overview

Unit of Learning	1	2	3	4
Topic	<u>Theme E Religion, Crime and Punishment</u>	<u>Islamic Practices</u>	<u>Islamic Beliefs and Teachings</u>	<u>Revision</u>
Skills	Critical thinking Debating Possible adjusting of worldview to make room for new knowledge Defining Explaining, both verbally and in writing Evaluating	Describing Explaining, both verbally and in writing Evaluating Reviewing how to answer Paper 1 GCSE-style questions	Describing Identifying Defining Explaining, both verbally and in writing Evaluating	Revision skills Recall Intensive exam skills. Use visualiser, practice questions etc.
Knowledge	Good and evil intentions Can it ever be good to cause suffering? Reasons for crime: Poverty and upbringing Mental illness and addiction Greed and hate Opposition to an unjust law Views about people who break the law Views about hate crime, theft and murder Aims of punishment including retribution, deterrence and reformation Treatment of criminals, including prison, community service and corporal punishment Forgiveness The death penalty	Five pillars of Sunni Islam Ten Obligatory Acts of Shi'a Islam Shahadah Salah – directions, wudu, rak'ahs, Jummah prayers Sawm Zakah Hajj Jihad Festivals including Eid-ul-Fitr, Eid-ul-Adha, and Ashura.	Sunni six articles of faith Shia five roots of Usul-ad-Din Tawhid The nature of God, including the 99 names of Allah Beneficence, mercy, fairness, justice/Adalat, immanence, transcendence. Angels Predestination and human freedom Akhirah Risalah, including Adam, Ibrahim and Muhammad. Qur'an: revelation and authority The Torah, Psalms, Gospel, and Scrolls of Ibrahim The Imamate in Shia Islam.	All content revised.
Assessment	Self and Peer Assessment In class questioning CFU MOCK exam to include Christian Beliefs, Christian Practices, Theme a, Theme B, Theme D, and Theme E	Self and Peer Assessment In class questioning CFU	Self and Peer Assessment In class questioning CFU MOCK exam to include all eight topics.	Self and Peer Assessment In class questioning CFU GCSE
SMSC / Cultural Capital Links	Critical thinking Respecting different worldviews Adjusting personal worldview to make room for new knowledge Diversity of belief Inclusivity	Critical thinking Respecting different worldviews Adjusting personal worldview to make room for new knowledge Diversity of belief Inclusivity	Critical thinking Respecting different worldviews Adjusting personal worldview to make room for new knowledge Diversity of belief Inclusivity	Critical thinking Respecting different worldviews Adjusting personal worldview to make room for new knowledge Diversity of belief Inclusivity

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