**Subject: Religion, Philosophy and Ethics**

**Year 7: 2024-25**

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| Unit of Learning | 1 | 2 | 3 | 4 | 5 | 6 |
| **Topic** | Sources of knowledge | Is there a God | The origin of religion and Hinduism | Sacrifice and Judaism | Buddhism | How should we behave? |
| **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** | 1. Facts and beliefs 2. How do we know anything? 3. What did Plato think? 4. What did Aristotle think? 5. Are we born knowing right from wrong? 6. How do we know how the universe began? | 1. What does it mean to believe in God? 2. What is a worldview? 3. Belief in the UK 4. The Design argument 5. Arguments against the Design Argument 6. How did life begin? 7. What do I believe? 8. Census letter | 1. Why did religion begin? 2. The Big 6 religions and the Indus Valley 3. What is Hinduism? 4. Hindu Gods and Goddesses 5. Hindu texts 6. Cycle of birth, death and rebirth | 1. Sacrifice and dependence 2. Abraham 3. Moses 4. Mitzvot and kashrut 5. Shabbat 6. Messiah | 1. The life of the Buddha 2. The 4 Noble Truths 3. The Eightfold Path 4. Step 7: Right mindfulness 5. Step 4: Right action 6. A reflection on Buddhism | 1. What is Ethics? 2. The Trolley problem 3. Applying moral frameworks 4. Applied Ethics today |
| **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  DC1 Assessment – The beginning of the universe | In class questioning  Self and Peer Assessment  Low-stakes quizzes  DC2 assessment – The beginning of religion | In class questioning  Self and Peer Assessment  Low-stakes quizzes | In class questioning  Self and Peer Assessment  Low-stakes quizzes  DC3 assessment – On Buddhism as a way of life | In class questioning  Self and Peer Assessment  Low-stakes quizzes |
| **LAS links** | 3.14, 3.2 | 3.13, 3.15 | 3.9 | 3.11 | 3.8, 3.17 | 3.14 |

**Year 8: 2024-25**

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| Unit of Learning | 1 | 2 | 3 | 4 | 5 | 6 |
| **Topic** | Christian Beliefs | Why have the Jews been treated so badly? | Religious Experience | Problem of evil | Christian Ethics | Social Justice |
| **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** | 1. Christianity in the UK 2. An introduction to the Bible 3. Interpreting the Bible 4. Trinity 5. Jesus’ birth 6. What did Jesus do in his life? 7. Jesus’ death 8. Jesus’ resurrection | 1. Jews and Gentiles 2. Jewish deicide 3. Antisemitism in the Middle Ages 4. Pogroms 5. The Jewish Holocaust 6. Antisemitism today | 1. What is a religious experience? 2. Abraham’s vision 3. Moses’ vision and miracles 4. Jesus’ miracles 5. Paul’s conversion 6. Are there any other explanations? | 1. What’s the problem? 2. Free will 3. Original sin 4. Life as a test 5. Are we asking the wrong question? | 1. Should Christians follow the Bible? 2. The two greatest commandments 3. Gee Walker 4. Martin Luther King 5. War | 1. What is social justice? 2. Marcus Rashford 3. Leonardo DiCaprio 4. Malala Yousafzai 5. Ian McKellen |
| **Assessment** | In class questioning  Self and Peer assessment  Low stakes quizzes | In class questioning  Self and Peer assessment  Low stakes quizzes  DC1 assessment Jesus and the relationship between Judaism and Christianity | In class questioning  Self and Peer assessment  Low stakes quizzes  DC2 assessment – Religious experience | In class questioning  Self and Peer assessment  Low stakes quizzes | In class questioning  Self and Peer assessment  Low stakes quizzes  DC3 assessment – Problem of evil | In class questioning  Self and Peer assessment  Low stakes quizzes |
| **LAS links** | 3.1, 3.6, 3.7 | 3.11 | 3.7 | 3.3, 3.5, 3.16 | 3.5, 3.7 | 3.2 |

**Year 9: 2024-25**

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| Unit of Learning | 1 | 2 | 3 | 4 | 5 | 6 |
| **Topic** | Muslim Beliefs | India | Non-religious belief | Should human beings try and play God? | Muslim Ethics | Eschatology |
| **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** | 1. Introduction to Islam 2. The Quran 3. Ibrahim and Ismail 4. Prophets including Muhammad 5. What do Muslims believe about God? 6. Angels and the afterlife | 1. Why study India? 2. Karma, samsara, and dharma 3. Possible Buddhist response to the caste system 4. Islam in India 5. Sikhi in India 6. British rule in India 7. Gandhi 8. Partition of India | 1. Unbelief in the UK 2. UK belief then and now 3. Omni-God 4. Is wealth a factor? 5. Organised non-belief | 1. Is there a limit to what humans should try to do? 2. CRISPR gene editing 3. The right to have a baby 4. What does it mean to be human? 5. Narrow, General, and Super Intelligence | 1. The Five Pillars and Muhammad 2. Sunni and Shia 3. Daily life of a Muslim 4. A year in the life of a Muslim 5. Once in a lifetime – Hajj 6. A religion of giving | 1. Eschatology 2. Jewish eschatology 3. Christian eschatology 4. When Jewish and Christian eschatology collide 5. Jerusalem 6. Muslim eschatology |
| **Assessment** | In class questioning  Self and Peer assessment  Low stakes quizzes  DC1 assessment – Introduction to Islam | In class questioning  Self and Peer assessment  Low stakes quizzes | In class questioning  Self and Peer assessment  Low stakes quizzes  DC2 assessment – Belief in India | In class questioning  Self and Peer assessment  Low stakes quizzes | In class questioning  Self and Peer assessment  Low stakes quizzes  DC3 assessment – Should humans try to play God? | In class questioning  Self and Peer assessment  Low stakes quizzes |
| **LAS links** | 3.10, 3.4, 3.18 | 3.12, 3.9 | 3.13 | 3.17 | 3.10, 3.4 | 3.15, 3.11, 3.10 |

**Year 10 GCSE: 2024-25**

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| Unit of Learning | 1 | 2 | 3 | 4 | 5 |
| **Topic** | Christian Practices | Christian Beliefs and Teachings | Theme A Relationships and Families | Theme B Religion and Life | Theme D Religion, Peace, and Conflict |
| **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 |

**Year 11 GCSE: 2024-25**

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| Unit of Learning | 1 | 2 | 3 | 4 |
| **Topic** | Theme E Religion, Crime and Punishment | Islamic Practices | Islamic Beliefs and Teachings | Revision |
| **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 |