**Subject: Religion, Philosophy and Ethics**

**Year 7: 2024-25**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 thinkingEvaluatingExplainingQuestioningReflectingAdjusting of worldview to make room for new knowledge | Critical thinkingEvaluatingExplainingQuestioningReflectingAdjusting of worldview to make room for new knowledge.Writing an extended piece writing. | Critical thinkingEvaluatingExplainingQuestioningReflectingAdjusting of worldview to make room for new knowledge | Critical thinkingEvaluatingExplainingQuestioningReflecting Adjusting of worldview to make room for new knowledge | Critical thinkingEvaluatingExplainingQuestioningReflectingAdjusting of worldview to make room for new knowledge | Critical thinkingEvaluatingExplainingQuestioningReflectingAdjusting 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 assessmentLow stakes quizzes | In class questioningSelf and Peer AssessmentLow-stakes quizzesExtended piece of writing assessmentDC1 Assessment – The beginning of the universe | In class questioningSelf and Peer AssessmentLow-stakes quizzesDC2 assessment – The beginning of religion | In class questioningSelf and Peer AssessmentLow-stakes quizzes | In class questioningSelf and Peer AssessmentLow-stakes quizzesDC3 assessment – On Buddhism as a way of life | In class questioningSelf and Peer AssessmentLow-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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 thinkingEvaluatingExplainingQuestioningReflectingAdjusting of worldview to make room for new knowledge | Critical thinkingEvaluatingExplainingQuestioningReflectingAdjusting of worldview to make room for new knowledge | Critical thinkingEvaluatingExplainingQuestioningReflectingAdjusting of worldview to make room for new knowledge | Critical thinkingEvaluatingExplainingQuestioningReflectingAdjusting of worldview to make room for new knowledge | Critical thinkingEvaluatingExplainingQuestioningReflectingAdjusting of worldview to make room for new knowledge | Critical thinkingEvaluatingExplainingQuestioningReflectingAdjusting 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 assessmentLow stakes quizzes | In class questioning Self and Peer assessmentLow stakes quizzesDC1 assessment Jesus and the relationship between Judaism and Christianity | In class questioning Self and Peer assessmentLow stakes quizzesDC2 assessment – Religious experience | In class questioning Self and Peer assessmentLow stakes quizzes | In class questioning Self and Peer assessmentLow stakes quizzesDC3 assessment – Problem of evil | In class questioning Self and Peer assessmentLow 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 thinkingEvaluatingExplainingQuestioningReflectingAdjusting of worldview to make room for new knowledge | Critical thinkingEvaluatingExplainingQuestioningReflectingAdjusting of worldview to make room for new knowledge | Critical thinkingEvaluatingExplainingQuestioningReflectingAdjusting of worldview to make room for new knowledge | Critical thinkingEvaluatingExplainingQuestioningReflectingAdjusting of worldview to make room for new knowledge | Critical thinkingEvaluatingExplainingQuestioningReflectingAdjusting of worldview to make room for new knowledge | Critical thinkingEvaluatingExplainingQuestioningReflectingAdjusting 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 assessmentLow stakes quizzesDC1 assessment – Introduction to Islam | In class questioning Self and Peer assessmentLow stakes quizzes | In class questioning Self and Peer assessmentLow stakes quizzesDC2 assessment – Belief in India | In class questioning Self and Peer assessmentLow stakes quizzes | In class questioning Self and Peer assessmentLow stakes quizzesDC3 assessment – Should humans try to play God? | In class questioning Self and Peer assessmentLow 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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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** | DescribingExplaining, both verbally and in writingEvaluatingLearning to answer GCSE-style questions | DescribingIdentifyingDefiningExplaining, both verbally and in writingEvaluating | Critical thinkingDebatingPossible adjusting of worldview to make room for new knowledge.DefiningExplaining, both verbally and in writingEvaluating | Critical thinkingDebatingPossible adjusting of worldview to make room for new knowledge.DefiningExplaining, both verbally and in writingEvaluating | Critical thinkingDebatingPossible adjusting of worldview to make room for new knowledge.DefiningExplaining, both verbally and in writingEvaluating |
| **Knowledge** | WorshipUse of BiblePrayerSacraments – baptism, eucharistPilgrimageChristmasEasterRole of Church in local communityChurch and reconciliationChurch and persecutionChristian Aid | The nature of GodThe TrinityDifferent Christian beliefs about creation including the role of Word and SpiritThe afterlifeThe incarnation and Jesus as Son of GodCrucifixionResurrectionAscensionSin, including original sinThe means of salvation, including law, grace and SpiritAtonement | Human sexuality – heterosexual and homosexual relationshipsSex outside of marriageContraception and family planningNature and purpose of marriageSame-sex marriage and cohabitationDivorceNature of familiesRole of parents and childrenPurpose of familiesSame-sex parentsPolygamyRoles of men and womenGender equality and discrimination | The origins of the universeChristian creation storyBig Bang TheoryThe value of the world – dominion and stewardshipUse and abuse of the environmentAnimal experimentationUse of animals for foodOrigins of life – evolutionSanctity of life and quality of lifeAbortionEuthanasiaDeath and the afterlife | Meaning and significance of peace, justice, forgiveness and reconciliation.ViolenceTerrorismReasons for war – greed, self-defence and retaliationThe Just War TheoryHoly WarPacifismReligion and belief as a cause of warNuclear weaponsWeapons of mass destructionReligion and peacekeepingReligion and victims of war |
| **Assessment** | Self and Peer AssessmentIn class questioning CFU | Self and Peer AssessmentIn class questioningDC1 Assessment Christian Beliefs and Christian Practices | Self and Peer AssessmentIn class questioning CFU | Self and Peer AssessmentIn class questioning CFUMOCK exam Christian Beliefs and Practices plus Theme A and B | Self and Peer AssessmentIn class questioning CFU |
| **SMSC / Cultural Capital Links** | Respecting worldviewsDiversity of beliefInclusivity | Respecting worldviewsDiversity of beliefInclusivity | Critical thinkingRespecting different worldviewsAdjusting personal worldview to make room for new knowledgeDiversity of beliefInclusivity | Critical thinkingRespecting different worldviewsAdjusting personal worldview to make room for new knowledgeDiversity of beliefInclusivity | Critical thinkingRespecting different worldviewsAdjusting personal worldview to make room for new knowledgeDiversity of beliefInclusivity |

**Year 11 GCSE: 2024-25**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit of Learning | 1 | 2 | 3 | 4 |
| **Topic** | Theme E Religion, Crime and Punishment | Islamic Practices | Islamic Beliefs and Teachings | Revision |
| **Skills** | Critical thinkingDebatingPossible adjusting of worldview to make room for new knowledgeDefiningExplaining, both verbally and in writingEvaluating | DescribingExplaining, both verbally and in writingEvaluatingReviewing how to answer Paper 1 GCSE-style questions | DescribingIdentifyingDefiningExplaining, both verbally and in writingEvaluating | Revision skillsRecallIntensive exam skills. Use visualiser, practice questions etc. |
| **Knowledge** | Good and evil intentionsCan it ever be good to cause suffering?Reasons for crime:Poverty and upbringingMental illness and addictionGreed and hateOpposition to an unjust lawViews about people who break the lawViews about hate crime, theft and murderAims of punishment including retribution, deterrence and reformationTreatment of criminals, including prison, community service and corporal punishmentForgivenessThe death penalty | Five pillars of Sunni IslamTen Obligatory Acts of Shi’a IslamShahadahSalah – directions, wudu, rak’ahs, Jummah prayersSawmZakahHajjJihadFestivals including Eid-ul-Fitr, Eid-ul-Adha, and Ashura. | Sunni six articles of faithShia five roots of Usul-ad-DinTawhidThe nature of God, including the 99 names of AllahBeneficence, mercy, fairness, justice/Adalat, immanence, transcendence.AngelsPredestination and human freedomAkhirahRisalah, including Adam, Ibrahim and Muhammad.Qur’an: revelation and authorityThe Torah, Psalms, Gospel, and Scrolls of IbrahimThe Imamate in Shia Islam. | All content revised.  |
| **Assessment** | Self and Peer AssessmentIn class questioning CFUMOCK exam to include Christian Beliefs, Christian Practices, Theme a, Theme B, Theme D, and Theme E | Self and Peer AssessmentIn class questioning CFU | Self and Peer AssessmentIn class questioning CFUMOCK exam to include all eight topics. | Self and Peer AssessmentIn class questioning CFUGCSE |
| **SMSC / Cultural Capital Links** | Critical thinkingRespecting different worldviewsAdjusting personal worldview to make room for new knowledgeDiversity of beliefInclusivity | Critical thinkingRespecting different worldviewsAdjusting personal worldview to make room for new knowledgeDiversity of beliefInclusivity | Critical thinkingRespecting different worldviewsAdjusting personal worldview to make room for new knowledgeDiversity of beliefInclusivity | Critical thinkingRespecting different worldviewsAdjusting personal worldview to make room for new knowledgeDiversity of beliefInclusivity |