



RELIGION, PHILOSOPHY AND ETHICS KS3 Curriculum (Year 7-9)

Year 7

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	EXTENDED CURRICULUM (trips/visits/after school activities)
<p>Why are sacred texts important to people? This scheme aims to focus students' knowledge and skills on description, explanation and analysis of sacred texts of world religions. Students look at the importance of these texts for believers, the authority they hold and will analyse their reliability. Knowledge of these sacred texts, their importance and skills such as analysis of reliability form the basis of future units of work.</p> <p>Religion & Worldviews covered: Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism.</p>	<p>What does the narrative of the Ramayana teach about Dharma? This scheme of work explores the diversity of beliefs about the Divine in Hinduism and core Hindu concepts about how we should live. Students do an in-depth study of one sacred text, the Ramayana, to consider the place of narratives in helping people understand the world.</p> <p>Religion & Worldviews covered: Hinduism</p>	<p>What is the significance of equality in Sikhism? This scheme of work explores the relationship between religious moral principles and action. Students will learn about the basic beliefs of Sikhism and relate them to the ethical issue of equality.</p> <p>Religion & Worldviews covered: Sikhism</p>	<p>Year 7s are welcome to join the Philosophy club which takes place once a week.</p>
<p>Assessment: Key terms and concepts quiz Written essay</p>	<p>Assessment: Key terms and concepts quiz In class 10 question assessment</p>	<p>Assessment: Key terms and concepts quiz Written Essay</p>	

Year 8

<p>Why is there evil and suffering in the world? During this scheme students will reflect on the evil in the world around us. Students will learn how to construct a philosophical argument and they will see how evil is used to challenge the existence of God as well as looking at opposing theodicies.</p>	<p>How strong is evidence for life after death? During this unit students engage with the fundamental question of "What happens to us when we die?" Students will gain an in depth understanding of a range of different faith and non-faith perspectives. Students will gain skills in</p>	<p>Is the love of money the root of all evil? This unit is an overview of how different worldviews respond to the moral issues raised by business and economics. Students will gain skills in analysing real world events and how consider their own moral, spiritual and cultural development.</p>	<p>Year 8s are welcome to join the Philosophy club which takes place once a week</p>
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<p>Religion & Worldviews covered: Christianity, Judaism, Islam & Humanism/Atheism.</p> <p>What is the impact of the Buddha on the lives of his followers? In this in-depth programme of study students will learn about the life of the Buddha and how Buddhists living today all over the world have interpreted this. Students will learn how the teachings of the Buddha impact daily life of a Buddhist, with a particular focus on the key teachings of impermanence and suffering, which draws on key themes from their previous topic.</p> <p>Religion & Worldviews covered: Buddhism</p>	<p>analysing the persuasiveness of different pieces of evidence.</p> <p>Religion & Worldviews covered: Christianity, Hinduism, Humanism & Atheism.</p>	<p>Religion & Worldviews covered: Christianity, Judaism, & Islam.</p> <p>How should crime be punished? In this scheme of work students explore the issues surrounding, the need for rules, the purposes of punishment, the concept of forgiveness and restorative justice and the debate around the death penalty. Students will look at real life examples through reading a range of case studies during this topic to help them analyse further the strengths and weaknesses of the different approaches to crime.</p> <p>Religion & Worldviews covered: Christianity.</p>	
<p>Assessment: Key terms and concepts quiz Debate with a Debate write-up</p> <p>Key terms and concepts quiz In class 10 question assessment</p>	<p>Assessment: Key terms and concepts quiz Written Essay</p>	<p>Assessment: Key terms and concepts quiz In class 10 question assessment</p> <p>Key terms and concepts quiz</p>	

Year 9

<p>How do people make their ethical decisions? During their first term in Year 9 students will study a variety of ethical theories proposed by philosophers ranging from Thomas Aquinas to Jeremy Bentham with the key question “What is the right thing to do?”. Students will further develop their ability to construct strong philosophical arguments about right and wrong behaviour by exploring a range of scholars, case studies and thought experiments, and this will also help them consider the place of empirical evidence and rational thinking in ethical decision making.</p> <p>Religion & Worldviews covered: Christianity & Atheism.</p>	<p>Islam in 21st Century Britain In this scheme of work students will study some key beliefs and practices within Islam and explore some key challenges faced by Muslims in Britain today. In particular, students consider the concept of Islamophobia, its impact and how to tackle prejudice. Throughout this unit student reflect on how the news, media and social media shape what and how we think.</p> <p>Religion & Worldviews covered: Islam</p> <p>What is a sacred space or place? In this unit students build on the concept ‘sacred’ from previous units. They explore places, buildings and cities that are considered sacred from a range of religions. Then they look closely at Jerusalem</p>	<p>What are some key themes in Judaism and how was Jewish identity impacted by the Holocaust? In this scheme students will study some key beliefs and practices within Judaism and explore how the Holocaust has impacted Jewish identity and theology. There are links in this unit to earlier concepts such as of the problem of evil and tackling prejudice. In this scheme of work students will engage with the personal testimonies of those who were involved and how they have responded in different ways to make sense of this tragic event. Students read extracts of Night by Elie Wiesel and consider how different authors, artists and poets construct artwork to reflect the impact that the Holocaust has had.</p> <p>Religion & Worldviews covered: Judaism.</p>	<p>Year 9s are welcome to join the Philosophy club which takes place once a week</p>
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	<p>and the conflict that exists there. Through this. students will gain skills in analysing real world events and how consider their own place in a world where political and religious conflict exists.</p> <p>Religion & Worldviews covered: Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism.</p>	<p>What are some key philosophers and philosophical ideas that have shaped our world? In this scheme students will consider a range of philosophers, from Socrates to Simone de Beauvoir, as well as some key philosophical questions, such as ethical questions raised by AI. They will consider how these philosophers and key questions have shaped the world we lived in today and will engage in philosophical dialogue about this.</p> <p>Religion & Worldviews covered: Christianity, Atheism, Confucianism, Buddhism.</p>	
<p>Assessment: Key terms and concepts quiz Written Essay</p>	<p>Assessment: Key terms and concepts quiz Written Essay</p> <p>Key terms and concepts quiz In class 10 question assessment</p>	<p>Assessment: Key terms and concepts quiz Holocaust memorial project</p> <p>Key terms and concepts quiz</p>	