|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **RELIGION, PHILOSOPHY AND ETHICS Curriculum (Year 7-11)** | | | | | | | |
| **Year 7** | | | | | | | |
| **TERM 1 content and skills** | | **TERM 2 content and skills** | | **TERM 3 content and skills** | | | **EXTENDED CURRICULUM (trips/visits/after school activities)** |
| **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.  **Religion & Worldviews covered:** Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism. | | **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.    **Religion & Worldviews covered:** Hinduism | | **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.  **Religion & Worldviews covered:** Sikhism | | | Year 7s are welcome to join the Philosophy club which takes place once a week. |
| **Assessment:**  Key terms and concepts quiz  Written essay | | **Assessment:**  Key terms and concepts quiz  In class 10 question assessment | | **Assessment:**  Key terms and concepts quiz  Written Essay | | |  |
| **Year 8** | | | | | | | |
| **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.  **Religion & Worldviews covered:** Christianity, Judaism, Islam & Humanism/Atheism.  **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.  **Religion & Worldviews covered:** Buddhism | | **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 analysing the persuasiveness of different pieces of evidence.  **Religion & Worldviews covered:** Christianity, Hinduism, Humanism & Atheism. | | **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.  **Religion & Worldviews covered:** Christianity, Judaism, & Islam.  **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.  **Religion & Worldviews covered:** Christianity. | | Year 8s are welcome to join the Philosophy club which takes place once a week | |
| **Assessment:**  Key terms and concepts quiz  Debate with a Debate write-up  Key terms and concepts quiz  In class 10 question assessment | | **Assessment:**  Key terms and concepts quiz  Written Essay | | **Assessment:**  Key terms and concepts quiz  In class 10 question assessment  Key terms and concepts quiz | |  | |
| **Year 9** | | | | | | | |
| **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.  **Religion & Worldviews covered:** Christianity & Atheism. | | **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.  **Religion & Worldviews covered:** Islam  **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 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.  **Religion & Worldviews covered:** Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism. | | **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.  **Religion & Worldviews covered:** Judaism.  **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.  **Religion & Worldviews covered:** Christianity, Atheism, Confucianism, Buddhism. | | Year 9s are welcome to join the Philosophy club which takes place once a week | |
| **Assessment:**  Key terms and concepts quiz  Written Essay | | **Assessment:**  Key terms and concepts quiz  Written Essay  Key terms and concepts quiz  In class 10 question assessment | | **Assessment:**  Key terms and concepts quiz  Holocaust memorial project  Key terms and concepts quiz | |  | |
| **KS4 non-GCSE Core RPE** | | | | | | | |
| All KS4 pupils receive their RPE entitlement via **6x collapsed RPE Conference Days**, which take place across Year 10 (4x) and Year 11 (2x). Pupils explore 6 key religious and ethical themes through the perspective of different religious and non-religious perspectives. These themes and topics align closely with the themes studied in the GCSE RE course, as well as ensuring all pupils study at least 2 religious viewpoints including Christianity as the main religion represented in the UK. Through these conference mornings, pupils have an opportunity to learn key content about different religious and non-religious beliefs, teachings and practices, as well as reflect on their own worldview and build cultural capital.  Sessions are delivered by subject specialists or other key teaching staff, as well as content delivered by guest speakers relevant to the themes of the conference morning in order for pupils to hear authentic voices and perspectives from the viewpoints being discussed.  **Assessment:** Pupils are assessed on their effort and engagement for each of these mornings, as well being required to complete a short quiz assignment on FORMS to support recall of key terms and knowledge learnt. | | | | | | | |
| **Year 10 Themes (4x collapsed Conference days across Year 10)** | | | | | | | |
| **Theme 1: Prejudice & Discrimination** | **Theme 2: War & Peace** | | **Theme 3: Stewardship & the Environment** | | **Theme 4: Secularism & Medical Ethics** | | |
| **Key Question: How does religion respond to Social Injustice?**  Sessions:   * Holocaust Survivor Presentation * The Holocaust & Resistance Groups * The American Civil Rights Movement & Dr Martin Luther King * Refugee Crisis & the work of resettlement charities.   RPE Concepts: The Holocaust, genocide, persecution, injustice, resistance, evil, racism, sanctity of life, Civil Rights Movement.  Worldviews focus: Christianity, Judaism, Non-religious. | **Key Question: Can violence ever be justified?**  Sessions:   * Nuclear Weapons * Pacifism and the Just War Theory * Sikhi perspectives on war and peace * Muslim perspectives on war and peace   RPE Concepts: War, Peace, Pacifism, Conscientious Objectors, Just War theory, Holy War, Nuclear Weapons, Trident.  Worldviews focus: Christianity, Sikhism, & Islam. | | **Key Question: Why should we care about the world we live in?**  Sessions:   * The relationship between religion and science * Eco-Islam * Christian perspectives on Creation and the climate crisis * Buddhist perspectives on the environment * Environmental activism   RPE Concepts: Stewardship, morality, creation, Natural law, Environmental Activism, Climate Crisis,  Worldviews focus: Christianity, Islam, Buddhism & Non-religious worldviews. | | **Key Questions: What is the place of religion in modern Britain today?**  Sessions:   * Is Britain a Christian country? * Study of Humanism * Medical Ethics / Bioethics * Secularism – is religion in decline?   RPE Concepts: Secularisation, Established Church, the State, Public life, legal system, Atheism, Humanism, Sanctity of Life.  Worldviews focus: Christianity, Islam, Buddhism & Humanism/Atheism. | | |
| **Year 11 Themes (2x collapsed Conference days across Yr 11)** | | | | | | | |
| **Theme 5: Relationships & Families** | | | **Theme 6: Crime & Punishment** | | | | |
| **Key question: Is marriage still relevant for a modern society?**  Sessions:   * Marriage and the Law * Family Relationships * Buddhist perspectives on relationships * Christian perspectives on relationships   RPE Concepts: Legislation on Marriage & Civil Partnerships, Sexual Relationships, Abstinence, Celibacy, Cohabitation, Marriage, Divorce, Annulment.  Worldviews focus: Christianity & Buddhism | | | **Key Question: What does religion teach about crime and punishment?**  Sessions:   * Aims of Punishment * Capital Punishment * Perspectives on forgiveness and justice (visiting speakers) * The Criminal Justice system & the role of Prison Chaplains   RPE concepts: Aims of punishment, retribution, forgiveness, repentance, Law and Order, the Criminal Justice system, Restorative Justice, Capital Punishment, Human Rights, Chaplains.  Worldviews: Christianity. | | | | |
| **KS4 RPE GCSE Year 10** | | | | | | | |
| Many pupils choose to take the full GCSE RPE course as one of their options.  The OCR GCSE Course is divided into:   * **2 in-depth studies of Religion** (Christianity and Islam Beliefs, Teachings and Practices) * **4 Ethical Themes**, where students explore ethical and philosophical concepts through the perspective of Christianity.   **Ethics 1: Religion, Peace and Conflict:** This unit covers a range of issues such as; religion, peace and conflict; violence, war, pacifism, terrorism, just war theory, holy war; the role of religion and belief in 21st century conflict and peace making; the concepts of justice, forgiveness and reconciliation. | | **Religion 1: Christianity Beliefs and Teachings and Practices**  Students will have the opportunity to study key concepts within Christianity in order to develop knowledge and understanding of the basis of the religions’ beliefs, teachings and practices. Students will recognise and consider the existence and importance of common and divergent views within Christian traditions, in the way beliefs, teachings and practices are understood and expressed. They will acquire knowledge and understanding of sources of authority and wisdom that underpin and connect teachings, beliefs and practices and be able to refer to them in responses. Students will explore how Christianity influences individuals, communities and societies. | | **Ethics 2: Relationship and families**  This unit covers a range of issues such as; religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination  **Ethics 3: Existence of God**: This unit deals with philosophical arguments surrounding the existence of God, gods and ultimate reality, and ways in which God, gods or ultimate reality might be proved and experienced. We look at how people experience these things through revelation, visions, miracles or enlightenment. We explore how people claim to experience God through religious experiences. | | Optional trip to Rome  There are opportunities for student leadership as RPE Leaders. | |
| **Assessment:**  Knowledge and key word quizzes.  End of unit tests for each unit in the format of the exam questions | | **Assessment:**  Knowledge and key word quizzes.  End of unit test in the format of the exam questions | | **Assessment:**  Knowledge and key word quizzes.  End of unit test in the format of the exam questions | |  | |
| **KS4 RPE GCSE Year 11** | | | | | | | |
| **Religion 2: Islam Beliefs, Teachings and Practices**  In this unit, students will have the opportunity to study key concepts within Islam in order to develop knowledge and understanding of key beliefs, teachings and practices. Students will recognise and consider the existence and importance of common and divergent views within Islamic traditions, in the way beliefs, teachings and practices are understood and expressed. They will acquire knowledge and understanding of sources of authority and wisdom that underpin and connect teachings, beliefs and practices and be able to refer to them in responses. Students will explore how Islam influences individuals, communities and societies. | | **Ethics 4: Dialogues within and between religions and non-religious beliefs:**  This is the final unit of the course and considers non-religious worldviews such as Atheism and Humanism, and critically analyses how those with religious and non-religious beliefs respond to critiques of their beliefs and clashes in values. There is consideration of contemporary issues within Medical Ethics and the topic explores the rise of secularism in Britain, the nature of British values and poses the question ‘Is Britain still a Christian country?’ | | Focused revision of the whole course. | | Day trip to two contrasting Churches and the Cambridge Central Mosque.  Optional trip to Rome  There are opportunities for student leadership as RPE Leaders.  Revision sessions | |
| **Assessment:**  End of unit test in the format of the exam questions | | **Assessment:**  End of unit test in the format of the exam questions | | **Assessment:**  Practice papers | |  | |