

| Title Philosophy and Ethics KS3 | | | |
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| For more information, please consult: Miss C Kyriacou. Head of Philosophy and Ethics ckyriacou@gilesacademy.co.uk | | | |
| Learning Aims / Learning Objectives: To develop a more objective perspective of all religions and how this links into modern day society. Demonstrate ethical and philosophical thinking when faced with moral dilemmas. | | | |
| To produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief | | | |
| What will I be learning and progressing to each year? Understanding various religious beliefs and rituals and how this is understood in today's society. Analyse various types of prejudice and discrimination and investigate how this is linked into modern day society. Demonstrate ethical thinking by evaluating historical events and how religion affected these events. | | | |
| Year | Key Knowledge | Key Skills | Key Vocabulary |
| 7 | <p>What people believe about God</p> <p>How faith and belief affect the way people live their lives</p> <p>How people express their religion and beliefs</p> <p>How people mark important events in life</p> <p>What prejudice and discrimination is</p> <p>Does God exist</p> | <p>Investigation and enquiry</p> <p>Critical thinking and reflection</p> <p>Empathy</p> <p>Interpretation</p> <p>Analysis</p> <p>Evaluation</p> | <p>Religion, belief, worship, theist, atheist, agnostic, scriptures, founders, pilgrimage, symbols, science, altruism, reincarnation, heaven, hell</p> |
| <p>The content of your curriculum in this academic year for your subject</p> <p>Within Philosophy and Ethics students will critically think theologically and ethically on whether we have a choice to do certain actions and the consequences of them. In addition, we shall be referring to Christianity on how they believe they should use their free will and parables by Jesus to support this. Furthermore, we shall also be covering Hinduism and their belief on why there is evil in the world.</p> <p>Students shall also be the exploring varies human rights within UK in comparison to other countries. This will lead to exploring numerous individuals who fought for human rights and how their work has influenced human rights in today's society. In addition, students shall be exploring what Christians, Muslims and Hindus believe about human rights and how that has influenced people's views on the concept of prejudice and discrimination. In addition, students will be analysing different religious figures from Christianity, Judaism and Islam and critically evaluate whether their work still has an influence in today's society.</p> <p>Students will expand their enquiry skills by investigating whether there is a God and where can he be found, whilst evaluating whether there is a life after death, with reference to Christianity, Hinduism and Buddhism</p> <p>Website links: https://www.bbc.co.uk/programmes/topics/Parables_of_Jesus</p> | | | |

| | https://www.equalityhumanrights.com/en/human-rights/what-are-human-rights https://www.bbc.com/bitesize/guides/zcb42hv/revision/6 https://www.bbc.com/bitesize/guides/zcb42hv/revision/1 https://www.nelsonmandela.org/content/page/biography-timelines | | |
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| Year | Key Knowledge | Key Skills | Key Vocabulary |
| 8 | <p>What people believe about God</p> <p>How faith and belief affect the way people live their lives</p> <p>How people express their religion and beliefs</p> <p>How people mark important events in life</p> <p>Why do people suffer</p> | <p>Investigation and enquiry</p> <p>Critical thinking and reflection</p> <p>Empathy</p> <p>Interpretation</p> <p>Analysis</p> <p>Extended writing</p> | <p>Buddhism, suffering, happiness, Gospels, Incarnation, Trinity, , Resurrection, crucifixion, Turin Shroud, the khalsa, propaganda, Gurdwara, Seva</p> |
| <p>The content of your curriculum in this academic year for your subject</p> <p>Within Philosophy and Ethics students will have a deeper understanding of various religions with reference to Buddhism where they will understand various types of suffering that an individual holds. Furthermore, students will be analysing the Buddhist perspective on why we suffer and evaluate how to overcome them. In addition, students will explore the place of worship for Buddhists and how this could eliminate their suffering. In addition, students will reconnoitre the core beliefs in Sikhism with reference to their place of worship and the work they do which reflects their beliefs.</p> <p>Furthermore, students will be studying historical events and the religious concept behind them, with reference to the Holocaust. This will allow students to analyse how propaganda was used in order to influence civilians' views about the Jews and why they were marginalised with reference to some of the events that occurred during the Holocaust. Students will evaluate how some of these main concepts are linked to the 21st Century.</p> <p>Students will further explore who Jesus is and the events leading up to his resurrection. In addition, students will be critically thinking and evaluating the significance of Jesus' resurrection to Christians today in reference to the Turin Shroud and gospels of Jesus' crucifixion.</p> <p>Websites:</p> <p>http://www.bbc.co.uk/religion/religions/sikhism/ http://www.bbc.co.uk/religion/religions/buddhism/ http://www.bbc.co.uk/schools/religion/buddhism/ https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust http://www.bbc.co.uk/history/worldwars/genocide/holocaust_overview_01.shtml http://www.bbc.co.uk/schools/religion/islam/</p> | | | |

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| | http://www.bbc.co.uk/religion/religions/islam/ http://www.bbc.co.uk/schools/religion/christianity/easter.shtml |
| How will my work be assessed? / assessment components / frequency / term | |
| Y7 | A baseline assessment upon entry, followed by an assessment on 'Key Religious Figures' prior to the end of Term 4 An end of Year 7 test |
| Y8 | An assessment on 'Buddhism' during Terms 1/2, followed by an assessment on 'Easter' in Term 4 An end of Year 8 test |
| Extra-curriculum activities / Trips / Community cohesion / Events participation. Community cohesion is studied in Key Stage 4 | |
| What qualifications and career paths this subject will enable me to access in KS4? KS4 option subjects / Career Paths. GCSE Religious Studies, A Level Religious Studies, Theology degree, journalism, police force, personnel officer, caterer, nursing, nursery doctor, teacher, charity officer, priest, armed forces, lawyer (any job where you are working with other people) | |
| How parents or other members of the public can find out more about the curriculum your subject is following. Document: 'The Lincolnshire Agreed Syllabus for Religious Education 2018-2023' A or by contacting the Head of Department | |

