

RS Department: Y8 RS Curriculum Overview 2023-24

The Humanities Faculty intend their curriculum to support the development of:

- **Questioning and curious students:** Foster a love for the Humanities subjects, whilst being challenged to interact and to ask and pose questions about the world around them.
- **Deep thinking and critical students:** To develop their oracy, think critically and form their own judgements and arguments backed by evidence, whilst reflecting on experiences other than their own.
- **Independent students:** Opportunities for students to develop metacognitive strategies and revision tools alongside soft skills such as teamwork and reflection.
- **Global citizens:** Students will learn about people and places within and outside their own experiences allowing them to challenge stereotypes and place themselves in the world around them.

RS Curriculum Intent:

- Analyse and evaluate sources of wisdom and authority.
- Develop a greater sense of self and ability to express thoughts, ideas and concepts.
- Foster a greater understanding of British Values such as tolerance, democracy and the rule of law to prepare them for life in Modern Britain.

Year 8	Term 1		Term 2		Term 3		End Points
	Half Term 1 [4 lessons]	Half Term 2 [4 lessons]	Half Term 3 [3 lessons]	Half Term 4 [3 lessons]	Half Term 5 [3 lessons]	Half Term 6 [4 lessons]	
Topic	What are the arguments for and against a Supreme Being?		How do we define sources of wisdom and authority?		What do we mean by living a ‘virtuous’ life?		
Skill	Critique ideas and opinions and create own arguments Justify responses or perspectives with evidence Ability to evaluate a range of knowledge or ‘truths’, including ethical thought, sources of wisdom and authority Listen to and demonstrate respect when coming across a range of opinions that may not reflect their own						By the end of the year for Core RS students have been able to:
Content	<ul style="list-style-type: none">• Evil and Suffering• Free will defence• Omnipotent God• Plato’s theory of the cave and a critique Plato’s theory	<ul style="list-style-type: none">• The nature of God in Judaism and the Messiah in Judaism.• The Torah• Orthodox and Reform Judaism• The Synagogue	<ul style="list-style-type: none">• Who was Abraham?• The importance of Jerusalem for Jews, Christians and Muslims• Jewish, Christian and Islamic perceptions of Jesus• The role of Muhammad PBUH as “final corrective” for Muslims.	<ul style="list-style-type: none">• Theists, Atheists, Agnostics and the moral compass• Sources of wisdom• Differences between literalists and liberals on sources of wisdom• Belief in or rejection of God	<ul style="list-style-type: none">• Relativist approaches and Absolutist approaches and the key differences between Relativist and Absolutist approaches• Environmental Ethics, religion and drugs and the sanctity of life• Sport as a Religion	<ul style="list-style-type: none">• Define Virtue Ethics and strengths and weaknesses of Aristotle’s virtue ethics• The desire or lack of desire to be virtuous today and relevance of Virtue ethics today• Kantian Ethics and the truth• What is the truth and how do we lead truthful lives?	Understand different philosophical, ethical and religious viewpoints Able to pose their own questions or critical thinking Able to intelligently comment on contemporary debates, laws, views or institutions in society
Prior Knowledge Required	Religious and non-religious perspectives on matters of life and death The old testament account of Adam and Eve		Christian beliefs and practices Islamic beliefs and practices Jewish beliefs and practices Philosophical and ethical perspectives regarding sources of wisdom		Examples of what it means to have fixed ideas, flexible ideas and what constitutes good behaviour		Demonstrate the values and attributes of being a good citizen
Feedback Points	Question: Does the idea of an inactive God create a challenge for Theists? Is the cave a metaphor for wisdom and enlightenment?		Question: How does Jerusalem potentially unite and divide all three faiths ?		Question: How do I know who to believe? (Critique Relativist, Absolutist and virtue ethics approaches)		

	Is the Jewish way of life identical for all followers of Judaism ?						
Key Questions	<ul style="list-style-type: none"> Why does the existence of evil challenge faith? Does free will challenge the idea of rights and responsibilities ? Is the cave allegorical or literal in it's interpretation? 	<ul style="list-style-type: none"> Are Jewish beliefs relevant today? 	<ul style="list-style-type: none"> How is Jesus perceived differently by people of the book ? Why is the prophet Muhammad crucial in Islamic thought ? 	<ul style="list-style-type: none"> Why are sources of wisdom perceived differently? 	<ul style="list-style-type: none"> Is the absolutist approach too rigid? Is the relativist approach too flexible? Should protecting the environment be the central focus for Religious believers ? How are drug issues connected to Religion ? Why is sport considered to be like a Religion ? Just how special is life ? Extended Writing “ The absolutist approach is always the best for decision making” Do you agree with this view give reasons for your answer 	<ul style="list-style-type: none"> Is virtue ethics relevant today? 	
Homework	Extended writing “ Is suffering in the world an example of an absent God “ Evaluate this statement and refer to Religious arguments	Extended Writing “ The messiah is the best way of understanding Judaism” Do you agree with this statement give reasons for your answer.	Extended Writing “ Jesus is a prophet and not divine” Do you agree with this view give reasons for your answer	Extended writing “ Only one source of wisdom is true” Do you agree give reasons for your answer		Extended writing “ Virtue Ethics has no relevance today “ Do you agree with this view give reasons for your answer	
Direct Vocab Instruction	<i>Evil</i> <i>Suffering</i> <i>Free will</i> <i>Plato</i> <i>Cave</i> <i>Wisadom</i>	<i>Orthodox</i> <i>Reform</i> <i>Torah</i> <i>Monotheism</i> <i>Synagogue</i> <i>Messiah</i>	<i>People of the book</i> <i>Prophet</i> <i>Abraham</i> <i>Jesus (Isa)</i> <i>Jerusalem</i>	<i>Ethics</i> <i>Atheist</i> <i>Agnostic</i> <i>Sources of Wisdom</i> <i>Literal</i> <i>Liberal</i>	<i>Relativist</i> <i>Absolutist</i> <i>Fixed</i> <i>Flexible</i> <i>Environment</i>	<i>Sport</i> <i>Religion</i> <i>Aristotle</i> <i>Virtue Ethics</i>	

RS Department: Y11 Core RS Curriculum Overview 2024-25

The A-Z of Religion, Ethics, Morality and Society							
Year 11	Term 1		Term 2		Term 3		End Points
	Half Term 1 [? lessons]	Half Term 2 [? lessons]	Half Term 3 [? lessons]	Half Term 4 [? lessons]	Half Term 5 [? lessons]	Half Term 6 [? lessons]	
Topic	P-S		T-W		X-Z		
Skill	Critique ideas and opinions and create own arguments Justify responses or perspectives with evidence Ability to evaluate a range of knowledge or ‘truths’, including articles and sources of wisdom and authority Listen to and demonstrate respect when coming across a range of opinions that may not reflect their own						By the end of the year for Core RS students have been able to: Understand different philosophical, ethical and religious viewpoints
Content	<ul style="list-style-type: none">Protest and the Police, Crime, Sentencing and Court Act (x2)Qur’an and other holy texts	<ul style="list-style-type: none">Racism and Sexism including within institutions	<ul style="list-style-type: none">Technology (Genetic Engineering and AI) (x2)Utilitarianism	<ul style="list-style-type: none">Virtue EthicsWar (technology in war)	<ul style="list-style-type: none">Xenu and Scientology (x3)Yin and Yang	<ul style="list-style-type: none">Your own philosophy - Nihilism, Stoicism and ExistentialismZen and Zoroastrianism	
Prior Knowledge Required	Examples of protest (History and SMSC link) Examples of holy books, such as the Bible and Qur’an Examples of racism and sexism in society		Examples of changes in technology in the 21 st century and examples of AI Philosophical and ethical perspectives		Philosophical and ethical perspectives		Able to pose their own questions or critical thinking
Feedback Points	Question: How can we stand up to injustice? (Letter) (British Values – Respect and Tolerance)		Question: What are the moral implications of technology? (Debate) (British Values – Individual Liberty)		Question: What is your personal philosophy? (Diagram) (British Values – Respect and Tolerance)		Able to intelligently comment on contemporary debates, laws, views or institutions in society
Key Questions	<ul style="list-style-type: none">Do we all have a right to protest?How do religions challenge injustice?	<ul style="list-style-type: none">How can we challenge injustice?	<ul style="list-style-type: none">What questions should we ask of technology?How do we decide what is right?	<ul style="list-style-type: none">How do we decide what is right?Is technology inherently dangerous?	<ul style="list-style-type: none">What other religious ideas are there?	<ul style="list-style-type: none">How do you reflect on your own life so far?	
Direct Vocab Instruction	<i>Protest</i>	<i>Microaggression</i>	<i>Artificial Intelligence</i>	<i>Just War</i>	<i>Religion</i>	<i>Philosophy</i>	Demonstrate the values and attributes of being a good citizen