

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?		End Points	
Skill	<p>Critique ideas and opinions and create own arguments</p> <p>Justify responses or perspectives with evidence</p> <p>Ability to evaluate a range of knowledge or 'truths', including ethical thought, sources of wisdom and authority</p> <p>Listen to and demonstrate respect when coming across a range of opinions that may not reflect their own</p>						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 Buddhism, suffering, dharma and karma Environmental Ethics, religion and drugs and the sanctity of life 	<ul style="list-style-type: none"> 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? 	<p>Understand different philosophical, ethical and religious viewpoints</p> <p>Able to pose their own questions or critical thinking</p> <p>Able to intelligently comment on contemporary debates, laws, views or institutions in society</p> <p>Demonstrate the values and attributes of being a good citizen</p>	
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			
Feedback Points	Question: Does the idea of an inactive God create a challenge for Theists?		Question: What do the holy books have in common?		Question: Why do humans suffer?			
Focus Question	<ul style="list-style-type: none"> Does free will challenge the idea of rights and responsibilities? Extended Writing: "Does suffering in the world negate the existence of God"? Evaluate this statement and refer to religious arguments. 	<ul style="list-style-type: none"> Are Jewish beliefs relevant today? Extended Writing: "The messiah is the best way of understanding Judaism". Do you agree with this statement? Give reasons for your answer. 	<ul style="list-style-type: none"> Why are sources of wisdom perceived differently e.g. the Qur'an? Extended writing "Only one source of wisdom is true." Do you agree? Give reasons for your answer. 	<ul style="list-style-type: none"> How is Jesus perceived differently by people of the book? Extended Writing: "Jesus is human and divine." Do you agree with this view? Give reasons for your answer. 	<ul style="list-style-type: none"> What approach should we adopt to ethical questions? 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? Extended writing "Virtue Ethics has no relevance today". Do you agree with this view? Give reasons for your answer. 		
Homework	Homework will be set to enable student to answer the focus question.							
Direct Vocab Instruction	<p><i>Evil</i></p> <p><i>Suffering</i></p> <p><i>Free will</i></p> <p><i>Wisdom</i></p>	<p><i>Orthodox</i></p> <p><i>Reform</i></p> <p><i>Torah</i></p> <p><i>Monotheism</i></p> <p><i>Synagogue</i></p> <p><i>Messiah</i></p>	<p><i>People of the book</i></p> <p><i>Prophet</i></p> <p><i>Jerusalem</i></p>	<p><i>Agnostic</i></p> <p><i>Sources of Wisdom</i></p> <p><i>Literal</i></p> <p><i>Liberal</i></p>	<p><i>Relativist</i></p> <p><i>Absolutist</i></p> <p><i>Dharma</i></p> <p><i>Karma</i></p>	<p><i>Aristotle</i></p> <p><i>Virtue Ethics</i></p> <p><i>Suffering</i></p>		