

Year 7 Philosophy and Ethics (Religious Education) Curriculum Plan

| Unit | Core | | Hinterland | | NC Coverage | Assessment | Whole Education Opportunities |
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| | Knowledge | Skills | Knowledge | Skills | | | |
| Introduction to Philosophy and Ethics / What is Philosophy and Ethics | <ul style="list-style-type: none"> Difference between Philosophy, Religion and Ethics – what each involves and where we cover them in KS3 Why studying religion has value and importance Why some people are religious – reasons, challenges and influences | <ul style="list-style-type: none"> Soft Skills – discussion and questioning in the ‘Big Questions’ lesson – teaching how to ask and respond Differentiating between a fact, belief and opinion and the skill of identifying when each applies using their own lives Literacy skills – PEEAL paragraphs, descriptive sentence starters, explanation links | <ul style="list-style-type: none"> Asking and responding to student led Philosophical and Ethics questions What are my views on key ethical issues – how to understand where these views comes from and how to present these views to others | <ul style="list-style-type: none"> Self-reflection on what influences me and where my ideas come from Support and appreciation for others’ views | 3RA1 3RO1 | <ul style="list-style-type: none"> Formal written assessment on the topic consisting of 1 mark factual knowledge multiple choice question, 2 mark ‘state or give’ question, 4 mark explain, 5 mark explain and 12 mark evaluation Formative paragraph assessment in lesson using PEEAL paragraph – “what is the strongest reason to believe in God” | <ul style="list-style-type: none"> Consistent literacy connections – enforcing and developing sentence structure, vocabulary, writing style |
| Judaism and Culture | <ul style="list-style-type: none"> Life of the founder of Judaism – Abraham Role of the Torah Worship: The Synagogue Festivals: Passover, Hanukkah and Bar / Bat Mitzvah Being a Jew in the modern world including clothing and food laws | <ul style="list-style-type: none"> Prioritising and ranking – examining the influence of different events on Abraham in his life Leadership review – what makes a good leader and how does this link to them Respect for items and places – examining how people show respect and how to respect this Symbolism within festivals and ‘reading’ symbols Literacy skills – PEEAL paragraphs, descriptive sentence starters, explanation links, developing evaluation phrases | <ul style="list-style-type: none"> What kind of leader to I best respond to? Do I want to be a leader? If so, in what field? If not – what qualities do I have they are / are not suited to these tasks | <ul style="list-style-type: none"> Leadership qualities Presentation skills | 3RI1 | <ul style="list-style-type: none"> Formal written assessment on the topic consisting of 1 mark factual knowledge multiple choice question, 2 mark ‘state or give’ question, 4 mark explain, 5 mark explain and 12 mark evaluation Formative paragraph assessment in lesson using PEEAL paragraph – “Abraham was a poor leader for his people” | <ul style="list-style-type: none"> History – timeline work and historical context Consistent literacy connections – enforcing and developing sentence structure, vocabulary, writing style |
| Christianity and Identity | <ul style="list-style-type: none"> Christian identity – belief in Jesus and the Trinity Christian prayer and worship Christian views on Baptism Christian church identity and global representation Christianity around the world | <ul style="list-style-type: none"> Empathy – examining the experiences of Mary during pregnancy and fleeing after birth Story-telling – modernising and re-writing miracles / parables Understanding of how belief can impact action and mapping the two together Research skills Literacy skills – PEEAL paragraphs, descriptive sentence starters, explanation links, developing evaluation phrases | <ul style="list-style-type: none"> Sacrifice – what would I be prepared to sacrifice for and why? How has your betrayal impacted others – can we map this to a global scale and look at the impact of this Telling your own parable – where does ‘meaning’ in a story come from | <ul style="list-style-type: none"> Empathy Self-reflection | 3RA1 | <ul style="list-style-type: none"> Formal written assessment on the topic consisting of 1 mark factual knowledge multiple choice question, 2 mark ‘state or give’ question, 4 mark explain, 5 mark explain and 12 mark evaluation Formative paragraph assessment in lesson using PEEAL paragraph – “Jesus was never resurrected” | <ul style="list-style-type: none"> Consistent literacy connections – enforcing and developing sentence structure, vocabulary, writing style |
| Sikhism and Community | <ul style="list-style-type: none"> Life of the founder of Sikhism – Guru Nanak dev Teaching of Guru Nanak 9 other human Guru’s Guru Granth Sahib Gurdwara Khalsa and Community | <ul style="list-style-type: none"> Prioritising and ranking – examining the influence of different events on Guru Nanak Dev in his life Leadership review – what makes a good leader and how does this link to them – comparison between Judaism, Christianity and Sikhism to draw out the common features and identify a ‘best’ type for leader Group work and presentation skills How items of clothing and actions can embody religion – respect and reverence for items Empathy within the community | <ul style="list-style-type: none"> Role in community – what do they do, how do they help Can inanimate objects have as much value as humans? What do we own that we treat with respect and why | <ul style="list-style-type: none"> Appreciation for cultural differences and identification | 3RI1 3RI4 3RA4 | <ul style="list-style-type: none"> Formal written assessment on the topic consisting of 1 mark factual knowledge multiple choice question, 2 mark ‘state or give’ question, 4 mark explain, 5 mark explain and 12 mark evaluation Formative paragraph assessment in lesson using PEEAL paragraph – “The Guru Granth Sahib is just a book” | <ul style="list-style-type: none"> Consistent literacy connections – enforcing and developing sentence structure, vocabulary, writing style |

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| | | <ul style="list-style-type: none"> Literacy skills – PEEAL paragraphs, descriptive sentence starters, explanation links, developing evaluation phrases | | | | | |
| Equality | <ul style="list-style-type: none"> What is equality Human Rights – history and development Racism – 3 lessons exploring the history, impact and responses to racism with a focus on the UK Sexism – focus on how sexism is experienced and how best to respond to sexism LGBTQIA+ - history of this community and how they have been treated in the UK Religious responses to equality | <ul style="list-style-type: none"> Group awareness and identification Compassion and kindness Challenging in appropriate ways – trying to ‘defuse’ tensions between beliefs Connection between beliefs and attitudes Campaign skills and presentation skills Literacy skills – PEEAL paragraphs, descriptive sentence starters, explanation links, developing evaluation phrases | <ul style="list-style-type: none"> How do these issues effect ‘you’? Context – what is happening at the time (previous links have been to Harvey Weinstein, Trump and LGBT rights, Black History Month) | <ul style="list-style-type: none"> Presentation skills Finding your voice – what matters to you out of everything that we have examined? | <ul style="list-style-type: none"> 3R12 3RA3 | <ul style="list-style-type: none"> Formal written assessment on the topic consisting of 1 mark factual knowledge multiple choice question, 2 mark ‘state or give’ question, 4 mark explain, 5 mark explain and 12 mark evaluation Formative paragraph assessment in lesson using PEEAL paragraph – “Racism is the worst ‘ism” | <ul style="list-style-type: none"> PSHE and Hazeley Values LGBT Rights, Race Rights History – Black History Month Law and Citizenship Consistent literacy connections – enforcing and developing sentence structure, vocabulary, writing style |