

**Year 8 Philosophy and Ethics (Religious Studies) Curriculum Plan**

Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
<b>Religion and Modern Issues</b>	<ul style="list-style-type: none"> <li>What is the difference between a Crime and a Punishment</li> <li>Causes of Crime</li> <li>Responsibility for Crime</li> <li>Aims of Punishment</li> <li>Types of Punishment including prison and Capital Punishment</li> <li>Religious Responses to Punishment</li> <li>What is an animal</li> <li>Animal Rights – history, reasons and developments</li> <li>Medical Testing and eating meat</li> <li>Role of animal rights groups in the UK and wider world</li> <li>Religious Responses to Animals</li> <li>Environmental protections</li> <li>Stewardship and Dominion</li> <li>Deep Ecology</li> <li>Religious responses to environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>Literacy skills – PEEAL paragraphs, descriptive sentence starters, explanation links</li> <li>Analysis and evaluation – what makes an impactful punishment and appropriate response</li> <li>Explanation – skills of development in ‘how’ and ‘why’ an event has impact</li> </ul>	<ul style="list-style-type: none"> <li>Value of punishment for the self and society – is punishment always a bad thing?</li> <li>How we can challenge injustice around the world</li> <li>What gives a human life value?</li> <li>How can I make a positive change through what I eat, what I use and where I go?</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation for rules, society and strictness</li> <li>Contextual understanding of events, places, people and groups</li> <li>Prioritising and importance – what matters to me and how does this impact and influence other creatures</li> </ul>	<ul style="list-style-type: none"> <li>3RI2</li> <li>3RI4</li> <li>3RA4</li> <li>3RI3</li> <li>3RA2</li> <li>3RA3</li> <li>3RA4</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Formative paragraph assessment in lesson using PEEAL paragraph – “what is the strongest reason to believe in God”</li> </ul>	<ul style="list-style-type: none"> <li>Links with History and the use of punishments over time</li> <li>Citizenship and PSHE with questions of human rights in response to punishments</li> <li>Geography – punishments around the world with map work. Also links to environmental protection and Deep Ecology</li> <li>Science – what is an animal and how do humans fit in</li> <li>Citizenship – rights and laws – what protects who and when?</li> <li>Hazeley Values – environmental protections</li> </ul>
<b>Islam in Britain</b>	<ul style="list-style-type: none"> <li>Geographical and Historical context of Islam</li> <li>Belief in Allah</li> <li>Muhammad – life and impact</li> <li>Shi’a and Sunni differences</li> <li>The 5 Pillars</li> <li>Role of Islamic Dress</li> <li>Jihad and Terrorism</li> <li>Eid in Britain</li> <li>Black, British and Muslim</li> <li>Unheard voices in the British Muslim community</li> </ul>	<ul style="list-style-type: none"> <li>Literacy skills – PEEAL paragraphs, descriptive sentence starters, explanation links</li> <li>Analysis and evaluation – what makes something religious rather than a media event – identifying the difference between them</li> <li>Explanation – skills of development in ‘how’ and ‘why’ an event has impact</li> </ul>	<ul style="list-style-type: none"> <li>Roles of different terrorist groups and presenting a clear message that these are not religious</li> <li>Role and influence of social media – how does this impact you on a daily basis?</li> <li>Importance of media in the 21<sup>st</sup> century – how has it changed our understanding of the world</li> </ul>	<ul style="list-style-type: none"> <li>Media awareness – what to believe?</li> <li>Source analysis – how to identify what is a reliable source and remove issues of bias</li> </ul>	<ul style="list-style-type: none"> <li>3RI1</li> <li>3RI2</li> <li>3RA1</li> <li>3RA2</li> <li>3RA4</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Formative paragraph assessment in lesson using PEEAL paragraph – “what is the strongest reason to believe in God”</li> </ul>	<ul style="list-style-type: none"> <li>Media – use of bias, spin and misinformation</li> <li>English – examination of newspaper reports</li> </ul>
<b>Hinduism</b>	<ul style="list-style-type: none"> <li>Historical context</li> <li>Concept of polytheism</li> <li>Hindu gods</li> <li>Creation</li> <li>Caste System</li> <li>Reincarnation</li> <li>Festivals:</li> </ul>	<ul style="list-style-type: none"> <li>Literacy skills – PEEAL paragraphs, descriptive sentence starters, explanation links</li> </ul>	<ul style="list-style-type: none"> <li>What makes divisions between groups of people – are people equal or is there a natural hierarchy? Where do we fit in – is this by birth or by life?</li> </ul>	<ul style="list-style-type: none"> <li>Social inequality and equality</li> <li>Challenging inequality</li> </ul>	<ul style="list-style-type: none"> <li>3RI1</li> <li>3RA1</li> <li>3RO1</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Formative paragraph assessment in lesson using PEEAL paragraph – “what is the strongest reason to believe in God”</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Curiosity and SMSC – value of alternative cultures</li> </ul>
<b>Buddhism</b>	<ul style="list-style-type: none"> <li>Historical context</li> <li>Life of founder – Siddhartha Gautama</li> <li>3 Universal Marks of Existence</li> <li>4 Noble Truths</li> <li>Noble Eightfold Path</li> <li>The 5 Precepts</li> <li>Karma</li> <li>Wesak</li> <li>Is it a religion or a philosophy?</li> </ul>	<ul style="list-style-type: none"> <li>Literacy skills – PEEAL paragraphs, descriptive sentence starters, explanation links</li> </ul>	<ul style="list-style-type: none"> <li>Value of material goods – do we ‘need’ to possess items to have value</li> <li>Do we gain value from what we own?</li> </ul>	<ul style="list-style-type: none"> <li>Influence of the media and consumerism</li> <li>Influence of Capitalism on a Western society</li> </ul>	<ul style="list-style-type: none"> <li>3RI1</li> <li>3RA1</li> <li>3RO1</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Formative paragraph assessment in lesson using PEEAL paragraph – “what is the strongest reason to believe in God”</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Curiosity and SMSC – value of alternative cultures</li> </ul>