

RELIGION, PHILOSOPHY AND ETHICS

Year 7

TERM 1 content and skills	TERM 2 content and skills	TERM 3 content and skills	EXTENDED CURRICULUM (trips/visits/after school activities)
<p>Why are sacred texts important to people? This scheme aims to focus students' knowledge and skills on description, explanation and analysis of sacred texts of world religions. Students look at the importance of these texts for believers, the authority they hold and will analyse their reliability.</p>	<p>What is the significance of equality in Sikhism? This scheme of work explores the inter-relation of religious beliefs with foundational morality. Students will learn about the basic beliefs of Sikhism and relate them to the ethical issue of equality</p>	<p>Why is there evil and suffering in the world? During this scheme students will reflect on the evil in the world around us. Questioning and challenging where does evil come from and is there a purpose for it. Students will learn how to construct a philosophical argument. They will see how evil is used to challenge the existence of God as well as looking at the opposing.</p>	<p>Year 7s are welcome to join the Philosophy club which takes place once a week.</p>
<p>Assessment: Mid-unit quiz Written essay</p>	<p>Assessment: Written Essay</p>	<p>Assessment: Debate with a Debate write-up</p>	

Year 8

<p>What is the impact of the Buddha on the lives of his followers? In this in-depth programme of study students will learn about the life of the Buddha and how Buddhists living today all over the world have interpreted this. Students will learn how the teachings of the Buddha impact daily life of a Buddhist. Students should gain knowledge of the diversity within religions and the challenges facing religious believers in the 21st century.</p>	<p>How strong is evidence for life after death? During this unit students engage with the fundamental question of "What happens to us when we die?" They will look at the question from many different faith perspectives and use case studies to assess whether or not in their view there is an afterlife. Is the love of money the root of all evil? This unit is an overview of how different worldviews respond to the moral issues raised by business and economics. Students will gain skills in analysing real world events and how consider their own moral, spiritual and cultural development</p>	<p>How should crime be punished? In this scheme of work students explore the issues surrounding, the need for rules, the purposes of punishment, the concept of forgiveness and restorative justice and the debate around the death penalty. Students will look at real life examples through reading a range of case studies during this topic to help them analyse further the strengths and weaknesses of the different approaches to crime.</p>	<p>Year 8s are welcome to join the Philosophy club which takes place once a week</p>
<p>Assessment: Group presentations - Buddhist Business</p>	<p>Assessment: Written essay Written essay</p>	<p>Assessment: Debate on capital punishment</p>	

Year 9

<p>How do people make their ethical decisions? During their first term in Year 9 students will study a variety of ethical theories proposed by philosophers ranging from Aristotle to Jeremy Bentham with the key question “What is the right thing to do?” Students also consider the impact of the media on how people decide what is right and wrong</p>	<p>What is the impact of Islamophobia in Britain? In this scheme of work students explore what Islamophobia is and how it has increased in Britain in recent years. Throughout this unit student reflect on how the news, media and social media shape what and how we think. Students will gain an understanding of the key beliefs and teachings in Islam and what challenges this can bring living in Britain.</p> <p>What is a sacred space or place? In this unit students build on the concept ‘sacred’ from previous units. They explore places, buildings and cities that are considered sacred from a range of religions. Then they look closely at the Holy Land and the conflict that exists there.</p>	<p>How should we remember the Holocaust? Instead of just focussing on the numbers of people involved in the Holocaust, in this scheme of work students will engage with the personal testimonies of those who were involved and how they have responded in different ways to make sense of this tragic event. Students carry out an extended reading of Night by Elie Wiesel and consider how different authors, artists and poets construct artwork to reflect the impact that the Holocaust has had.</p>	<p>In conjunction with the History department we arrange for a Holocaust Survivor to speak to the whole year group.</p> <p>Year 9's are welcome to join the Philosophy club which takes place once a week</p>
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<p>Assessment: Written essay</p>	<p>Assessment: Written essay Jerusalem project – choice of art piece, presentation or written piece</p>	<p>Assessment: Holocaust memorial project</p>	
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KS4 non-GCSE Core RPE

At Comberton Village College, we provide a full Religious Education Curriculum throughout KS3 and KS4. At KS3 we do this through weekly timetabled RPE lessons. At KS4 our curriculum is delivered via collapsed RPE conference days, as well as several form time preparation sessions. Pupils are taken off timetable to explore key religious themes through the perspective of different worldviews. These also provide an opportunity for pupils to reflect on their own religious, ethical and philosophical perspectives.

We aim to invite guest speakers for these days when possible so that pupils can hear first-hand experience of the issues being discussed.

<p>RPE Conference day 1</p> <p>Topic: Social Injustice: How should we remember the Holocaust?</p> <p>RPE Concepts: Justice, injustice, resistance, Evil, existence of God, identity, morality</p>	<p>RPE Conference day 2</p> <p>Topic: What’s the place of religion in modern Britain today?</p> <p>RPE Concepts: Public life, legal system, existence of God, prejudice, stereotype, inter-faith dialogue, diversity</p>	<p>RPE Conference day 3</p> <p>Topic: How should we view the environment?</p> <p>RPE Concept: Stewardship (God-given role and responsibility to look after our world), morality, moral code, creation</p>	
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<p>Religious link: Judaism, Zakat, Ahisma, Agape, Reincarnation Link to wider RPE curriculum map: -Anti-Semitism. How should we remember the Holocaust? -Religion, peace and conflict -Forgiveness and reconciliation</p> <p>Cross curricular links: Resistance groups, Nazi party.</p>	<p>Religious link: Islam, Judaism, Christianity, Humanism, Relationship between science and religion Link to wider RPE curriculum map: -Inter-faith dialogue -Secularism -What is the impact of Islamophobia in Britain? -How do we make ethical decisions?</p> <p>Cross curricular links: Prevent, Terrorism, Scientific developments, Medical ethics</p>	<p>Religious links: Christianity; Judaism; Islam; Hinduism, Pantheism</p> <p>Link to wider RPE curriculum map: -How do people make ethical decisions? -Creation stories -Existence of God Cross curricular links: Natural law, Environmental groups, Evolution</p>	
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Assessment: Pupils are assessed on their effort and engagement in each of these days; they also complete a follow up quiz assignment on MS Teams.

KS4 RPE GCSE Year 10

<p>Religion, Peace and Conflict: This unit is the first Philosophy and ethics unit and covers a range of issues such as; religion, peace and conflict; violence, war, pacifism, terrorism, just war theory, holy war; the role of religion and belief in 21st century conflict and peace making; the concepts of justice, forgiveness and reconciliation. Following this unit, students will begin an in-depth study of: <u>Christianity Beliefs and Teachings and Practices</u> Students will have the opportunity to study key concepts within Christianity in order to develop knowledge and understanding of the basis of the religions' beliefs, teachings and practices. Students will recognise and consider the existence and importance of common and divergent views within Christian traditions, in the way beliefs, teachings and practices are understood and expressed. They will acquire knowledge and understanding of</p>	<p>Students will begin this term by continuing Christianity beliefs, teaching and practices and then go on to the second Philosophy and ethics unit: <u>Relationship and families</u> This unit covers a range of issues such as; religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination</p>	<p>Students will then be moving on with the unit: <u>Existence of God:</u> This unit deals with philosophical arguments surrounding the existence of God, gods and ultimate reality, and ways in which God, gods or ultimate reality might be proved and experienced. We look at how people experience these things through revelation, visions, miracles or enlightenment. We explore how people claim to experience God through religious experiences.</p> <p>We finish over with some <u>Christian practices</u> which would not have been covered in term 1.</p>	<p>Trip to two Churches and Cambridge central Mosque.</p>
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sources of authority and wisdom that underpin and connect teachings, beliefs and practices and be able to refer to them in responses. Students will explore how Christianity influences individuals, communities and societies.			
Assessment: Knowledge and key word quizzes. End of unit tests for each unit in the format of the exam questions	Assessment: Knowledge and key word quizzes. End of unit test in the format of the exam questions	Assessment: Knowledge and key word quizzes. End of unit test in the format of the exam questions	
KS4 RPE GCSE Year 11			
<u>Islam Beliefs, Teachings and Practices</u> In this unit, students will have the opportunity to study key concepts within Islam in order to develop knowledge and understanding of the basis of the religions' beliefs, teachings and practices. Students will recognise and consider the existence and importance of common and divergent views within Islamic traditions, in the way beliefs, teachings and practices are understood and expressed. They will acquire knowledge and understanding of sources of authority and wisdom that underpin and connect teachings, beliefs and practices and be able to refer to them in responses. Students will explore how Islam influences individuals, communities and societies.	<u>Dialogues within and between religions and non-religious beliefs:</u> This is the final Philosophy and ethics unit of the course and deals with topics such as; how those with religious and non-religious beliefs respond to critiques of their beliefs including the study of a range of attitudes towards those with different religious views – inclusivist, exclusivist and pluralist approaches. It also explores the rise of secularism in Britain, the nature of British values and poses the question is Britain still a Christian country?	Revision of the whole course.	Optional trip to Rome Revision sessions
Assessment: End of unit test in the format of the exam questions	Assessment: End of unit test in the format of the exam questions	Assessment: Practice papers	