Philosophy, Religion and Ethics – Year 8 Curriculum

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 1/2: Islam • Why is Prophet Muhammad important? • Key Muslim beliefs • Muslim Practices- The 5 pillars • The different groups of Muslims and why the differences are important. • Leadership in Islam • The Muslim moral code	Links to work completed in Y7 on worship/places of worship and expression of faith. Religious practices do take place both at home and in religious buildings Deepen their prior knowledge about Muslim practices	Skills: • Knowledge and understanding of the practices within Islam. • Evaluation – be able to evaluate the positives and negatives of a splits in religions. • **End of unit assessment** requiring some short answers and one longer answer – closed book.	To demonstrate knowledge and understanding of religious beliefs and practices in the local and worldwide communities. To understand the importance and impact of religion to individuals and communities. To consider which event had the most impact on Muhammad
Term 2/3: Where did the world come from? • Ultimate questions and Mysteries of life • Mythical creation stories and their impact • Religious creation stories and their impact • Big Bang and evolution • Science vs Religion- Is religion and science compatible?	Deepen prior learning of religious beliefs and practices from Islam beliefs and practices by asking probing questions about religious phenomena and question deeply	Skills: • Knowledge and understanding • Evaluation – be able to analyse and make judgement on religious and secular views on creation of the world and humanity • **End of unit assessment** requiring some short answers and one longer answer – closed book.	To develop the ability to evaluate the varied responses to ultimate questions. To reflect critically on shared and diverse beliefs and practices in religions
Term 3/4: Judaism • Founding Fathers of Judaism: Abraham and Moses • Celebration in Judaism 1 – Pesach (Passover) • Bar/Bat Mitzvah • The synagogue • Jewish home and family- Shabbat • Judaism in daily life- Food Laws	Links to work on Jewish and Christian beliefs about the nature of God and His role in the world. Creation stories reveal a lot about God's nature – love, powerful consequences for disobedience, rewards for obedience etc Links to religious practices in term 1	Skills: • Knowledge and understanding of the significance of rites of passage (Bar/Bat Mitzvah) for Jews. • Evaluation – be able to analyse the significance of the Synagogue in Jewish communities • **End of unit assessment** requiring some short answers and some longer answers – closed book.	To know why Abraham and Moses are important figures in Judaism To understand why God tested Abraham and how this story relates to trust/faith. To reflect why it might be important to Jews to remember the story of Passover and to celebrate it every year.

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
Term 4 & 5: Ethics and values • Religious and secular views on rights and responsibilities • Religious attitudes to Human rights • Are there religious rights in Britain? • What are the aims of punishment? • Types of punishments – Prison and capital punishment • Forgiveness	Links to work on religious beliefs, teachings and practices in term 3. Religious people are expected to follow the commandments of God. doing so bring God's blessings and failure to do so results in some sort of punishment	Skills: • Knowledge of rights and responsibilities within religions and secular society • Be able to Interpret religious views about human rights • **Evaluation-** be able to analyse and judge cases of alleged abuse of religious rights. • **End of unit assessment** – closed book multiple choice questions.	To know what human rights are. To Will understand why and how rights and responsibilities are linked. To consider why some people may disagree with UDHR
Term 6: Religion and the Environment • The problem of scarce natural resources • Religious teachings on creation and the environment. Christianity, Islam Buddhism • Religious teachings on stewardship and the environment • Non- religious arguments about the environment • Work of charities in support of conservation and animal rights	• Linked to work on religious beliefs about creation of the world. • Linked to work on rights and responsibilities in terms 4/5	• Knowledge and understanding of the responses of religious leaders and believers to environmental issues. • **Evaluation**: - be able to analyse the impact of religious responses to environment issues • **End of unit assessment** – closed book multiple choice questions.	To understand religious beliefs about care and responsibility for the planet. To show how the different ways in which natural habitats of creatures are being destroyed, including by deforestation.

Resources and/or activities to support learning

Textbook used in lessons: Explore RE by Steve Clarke, Lesley Parry and Jan Hayes.

Themes To Inspire 2 for KS3 by Steve Clarke

Website:

Facts about Judaism – KS3 Religious Studies – BBC Bitesize - BBC Bitesize

https://www.bbc.co.uk/bitesize/topics/zsdtsb

The Five Pillars Of Islam - YouTube

What are the Five Pillars of Islam? - YouTube

What is Hajj? | Religious Studies - My Life, My Religion: Islam - YouTube

What does Christianity teach about the environment? - Environment - Religious Studies Revision - BBC Bitesize

Morals, ethics and philosophy - KS3 Religious Studies - BBC Bitesize