

**Philosophy, Religion & Ethics Curriculum Mapping: Key Stage 3 (Years 7-9)**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 7</b>	<b>Judaism</b> <i>Who was Abraham and what impact does this have on people and religion today?</i>	<b>Christianity</b> <i>Who was Jesus and what impact does this have on people and religion today?</i>	<b>Islam</b> <i>Who was Muhammad and what impact does this have on people and religion today?</i>
	<b>Concepts/Tier 3 vocabulary</b> Covenant, Reform, Orthodox, Monotheist, Rabbi, Synagogue, Tanakh, Torah, circumcision, idols, promised land, pharaoh, exodus, messiah, prophet, Ketuvim, midrash, Mitzvot, Kosher, Shabbat, Sabbath, Shema, Bimah, Pikuach Nefesh, anti-semitism, holocaust	<b>Concepts/Tier 3 vocabulary</b> Monotheism, God, Bible, ten commandments, Moses, denomination, worship, scriptures, secular, atheist, sanctity of life, free will, problem of evil	<b>Concepts/Tier 3 vocabulary</b> Monotheism, Allah, mosque, Muhammad, prophet, quran, revelation, Night of Power, Mecca, sunni/shia, hadith, sunnah
	<b>Justification:</b>  Students will develop an understanding of the roots, strains and practices of Judaism.  This scheme of learning will give students a foundational knowledge of where the Abrahamic religions begin. This will give them a broad understanding of the history and beliefs they will counter in throughout year 7 and more generally in PRE. It will address the 5 key areas in the following way:  <b>Beliefs:</b> What do Jewish people believe? <b>Diversity:</b> Focus on the key differences between Reform and Orthodox beliefs <b>Context:</b> Is it possible to live a good Jewish life in the modern world? <b>Ethics:</b> How does Jewish belief teach people right from wrong? <b>Philosophy:</b> How do Jewish people address ultimate questions such as "Does God exist"?	<b>Justification:</b>  Students will develop an understanding of Christianity with reference to what they already know about the Abrahamic Religions.  This scheme of learning will give students an introduction to Christianity in a holistic way. Where it began and where there may be conflict between different beliefs within the religion. They will return to Christianity throughout KS3 and 4 so this SoL is designed to give them a broad introduction.  <b>Beliefs:</b> What do Christians believe about God? <b>Diversity:</b> Why is there so much diversity within the Christian church? Where did this come from? <b>Context:</b> How does belief in Christianity impact how people live their lives? <b>Ethics:</b> How does belief in the after-life impact the way Christians behave? <b>Philosophy:</b> How do Christians address the ultimate questions such as "Does God exist"?	<b>Justification:</b>  Students will develop an understanding of Islam with reference to what they already know about the Abrahamic religions.  This scheme of learning will give students an understanding of the origins of Islam & how this links to the other Abrahamic religions. Students will focus on where it began, how it influences the way they live their lives & how it is seen in Britain & across the world. Students will use Islamic beliefs to evaluate ethical ideas throughout KS3 and KS4.  <b>Beliefs:</b> What do Muslims believe about God? <b>Diversity:</b> What is the difference between Sunni & Shia? <b>Context:</b> Is it possible to live a good Muslim life in the modern world? <b>Ethics:</b> Where do Muslims get their sense of right and wrong? <b>Philosophy:</b> How do Muslims address the ultimate questions such as "Does God exist"?
	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Students will sit <b>three summative assessments</b> that require them to explore a statement using everything that they have learnt in PRE. Assessments will have a common thread which should allow students to apply ideas from all areas of the curriculum.</li> <li>Teaching staff will complete formative assessment tasks throughout the year &amp; students will complete retrieval consistently in lessons</li> <li>For both assessment types, students <b>reflect on their progress</b> and set themselves targets.</li> </ul>		
	<b>Wider reading/Cultural capital</b> Students will be making links between History, Geography and Philosophy throughout the year, allowing them to see the relationship between religion, philosophy and culture. They will understand why people are the way they are, as well as engaging with philosophy through articles and video clips. They will be encouraged to look into any related current events as and when they occur.		

	Autumn	Spring	Summer
<b>Year 8</b>	<b>Eastern Religions: Hinduism</b>	<b>Eastern Religions: Buddhism &amp; Sikhism</b>	<b>Christianity 2:</b>
	<b>Concepts/Tier 3 vocabulary</b> <i>Trimurti, Monotheism, Polytheism, Karma, Samsara, Atman, Caste System, Reincarnation, Dharma, Smritis, Yoga, Ashrama</i>	<b>Concepts/Tier 3 vocabulary</b> Buddha, Temple, The Eightfold Path, The 5 Precepts, The Wheel of Life, Anatta, Dukkha, The 4 Noble Truths, Nirvana, Karma	<b>Concepts/Tier 3 vocabulary</b> Monotheism, God, Bible, ten commandments, Moses, denomination, worship, scriptures, secular, atheist, sanctity of life, free will, problem of evil, omniscience, omnipresence, omnipotence, Problem of Evil
	<p><b>Justification:</b> Students will develop an understanding of Hinduism. They will be able to compare Hindu beliefs about God to the Western conception of God. Students will also recognise different beliefs in respect of life after death and living in the modern world.</p> <p><b>Beliefs:</b> What do Hindus believe about God? What do Hindus believe about how we should live our lives?  <b>Diversity:</b> How does the Hindu approach to life differ from Western concepts?  <b>Context:</b> Are Hindu beliefs about life more persuasive than western ideas? Where can we compare eastern and western belief?  <b>Ethics:</b> What do Hindus understand to be a good life?  <b>Philosophy:</b> How do Hindus approach the ultimate questions such as "Does God exist"?</p>	<p><b>Justification:</b> This unit will give students a basic understanding of key Buddhist and Sikh beliefs. Students will be able to make links between Hindu ideas and contrast this with Western ideology. Students will develop enough foundational knowledge to apply it to ethical studies in year 9.</p> <p><b>Beliefs:</b> How do eastern beliefs about monotheism/polytheism contrast with western beliefs?  <b>Diversity:</b> How do the Eastern religions differ in their approaches to God and the "good life"?  <b>Context:</b> Are Eastern or Western ideas about life more persuasive?  <b>Ethics:</b> How do Buddhists and Sikhs view the good life?  <b>Philosophy:</b> How do the Eastern religions approach ultimate questions such as "Does God exist"?</p>	<p><b>Justification:</b> <i>In the last term of year 8 students will return to Christianity. They will be looking more deeply at where Christianity comes from and what Christianity looks like in the modern world.</i></p> <p><b>Beliefs:</b> What are the divine attributes of God?  <b>Diversity:</b> How is Christian life observed over time &amp; throughout the world?  <b>Context:</b> How do Christian views on God and life differ within the religion &amp; within the wider world?  <b>Ethics:</b> Does God provide Christians with a framework of what is right &amp; wrong?  <b>Philosophy:</b> How do Christians approach ultimate questions such as "Does God exist?"</p>
	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Students will sit <b>three summative assessments</b> that require them to explore a statement using everything that they have learnt in PRE. Assessments will have a common thread which should allow students to apply ideas from all areas of the curriculum.</li> <li>Teaching staff will complete formative assessment tasks throughout the year &amp; students will complete retrieval consistently in lessons</li> </ul> <p>For both assessment types, students <b>reflect on their progress</b> and set themselves targets.</p>		
<p><b>Wider reading/Cultural capital:</b> Students will be making links between History, Geography and Philosophy throughout the year, allowing them to see the relationship between religion, philosophy and culture. They will understand why people are the way they are, as well as engaging with philosophy through articles and video clips.</p>			

	September - November	December - April	May - July
<b>Year 9</b>	<b>Human Rights and Social Justice Prejudice &amp; Discrimination</b>	<b>Religion, Crime and Punishment</b>	<b>Human Rights and Social Justice Wider social issues, including wealth and poverty</b>
	<b>Concepts/Tier 3 vocabulary</b> Equality, equity, prejudice, discrimination, racism, homophobia, sexism, age discrimination, social justice, and human rights.	<b>Concepts/Tier 3 vocabulary</b> Reasons for crime, religious attitudes to lawbreakers, different types of crimes, aims of punishment (deterrence, retribution and reformation), punishments (prisons, corporal punishment, death penalty and community service), and forgiveness.	<b>Concepts/Tier 3 vocabulary</b> Antisemitism, freedom of religion, wealth, poverty, exploitation of the poor (payday loans, human trafficking and low pay), and the work of charities in supporting the needy.
	<b>Justification:</b> We introduced this topic into Year 9 after the pandemic to ensure that if students do not continue with PRE at GCSE, they would have an opportunity to explore social issues that have rocked our society. The murders of George Floyd and Sarah Everard caused the world to look at how women and people of colour are treated. And so, Human Rights and Social Justice allows us to explore issues of race, sexuality and gender in a meaningful way, whilst also examining the Christian and Muslim responses to these topics. The topic has powerful connections to the school's PSHCE curriculum, and the content helps our students to get to grips with the world around them. This topic is then revisited during revision in Year 10 and Year 11 for those students that choose to do the GCSE. This is the first of 5 themes studied, giving students greater flexibility to choose the topics they respond to in their exam.	<b>Justification:</b> We have taught crime and punishment in Year 9 for a long time and it has always been a popular unit. Over the years we have updated and revamped our resources to ensure that the content is relevant. We have continued to keep this in Year 9 as it allows our students to engage with PRE-while learning more about their world. The topic includes concepts like reformation and forgiveness that are crucial for our students to reflect on and learn from. One lesson in particular always gets students talking – can you forgive the person who murdered your child? They hear from two grieving mothers about why they can or cannot forgive. Whether or not students agree with their reasoning, it encourages dialogue on the power of forgiveness.	<b>Justification:</b> After completing Crime and Punishment, students return to the other side of Human Rights and Social Justice topic. This time round, they focus the role religion plays in society and why some people might not be free to practice their faith. We also look at the other side of this – where religions dictate what people can and cannot do. The topic of wealth is an important one for students in a town that is known for being more affluent than other parts of Essex. We watch a documentary that explores what extreme poverty looks like in Glasgow and the reality that children face growing up in that environment. By exposing our students to these issues, we are helping them to develop empathy and a sense of appreciation.
	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Students will sit <b>three summative assessments</b> of 5 questions that are the equivalent of 1 topic on a GCSE paper. Questions 1-4 assess their knowledge and understanding of religion, whilst question 5 assesses their evaluation and justification skills.</li> <li>Furthermore, there are <b>three mini-assessments</b> throughout the year that serve as an opportunity to review key skills and retrieve prior learning.</li> <li>For both assessment types, students <b>reflect on their progress</b> and set themselves targets.</li> </ul>		
<b>Wider reading/Cultural capital</b> Throughout the year, students are encouraged to keep an eye on the news – and the joy of teaching these topics is that students can bring in current situations and affairs into lessons to really bring the content alive. Students will also have access to a range of media in lessons to help them understand the issues – video clips/documentaries, images and news articles. These lessons really tie in with personal development and British Values – an important part of a student's development throughout school.			