

## KS3 Religion, Philosophy and Ethics

	Year 7	Year 8
A u t u m n 1	<p>1. <u>Introduction to Where is God?</u> Key questions/ illusions</p> <p>2. <u>RPE and Me.</u> What makes you, you.</p> <p>3. <u>Where is God?</u> To understand the ideas of where God is through art.</p> <p>4. <u>Nature of God- Tawhid</u> Explore the Islamic idea of Tawhid, Muslim, Monotheism, Polytheism, Allah and Shahaddah. <b>Levelled task: Does Tawhid matter to Muslims today?</b></p> <p>5. <u>Nature of God- the omnis</u> Exploring God as Omnibenevolent, Omniscient and OmniPresent. As well as Personal, Impersonal, Numinous. Links to miracles where God/ Jesus is seen as the omnis.</p> <p>6. <u>Atheist, Agnostic, Theist</u> Revision of key terms learnt in the unit so far and exploring religious identity.</p>	<p>1. <u>Introduction to Buddhism</u> Understand the origins of Buddhism, look at keywords that will be used in the topic.</p> <p>2. <u>Life of the Buddha</u> Students will explore the life of the Buddha, via videos and documentaries.</p> <p>3. <u>Life of the Buddha</u> <b>Levelled task</b></p> <p>4. <u>Signs of Being</u> Students will explore what a refuge is and how the Buddha and Buddhism creates a refuge for people.</p> <p>5. <u>Dukkha</u> Explore the idea of why suffering is important and explore why suffering is part of humanity and for Buddhists it is important to deal with suffering and move on.</p> <p>6. <u>Anicca</u> Explore the idea of impermanence and why it is important to Buddhists- linking to Dukkha.</p>

7. Homework feedback  
Looking at other students' work and setting WWW and EBI.

8. Science and religion  
How did the world begin  
Genesis creation story and Islamic 6 ayyams.  
Alternative scientific theories- evolution

9. Assessment- Ultimate questions  
Test conditions

10. Assessment feedback  
Students reflect on feedback and add to areas.

11. LFIS  
Leeds Faith In Schools visiting speakers.

12. Create your own Where is God board game.  
Students work together to create a game based on this unit that they can play.  
Can be used as a form of assessment if needed to check learning- via what has been included and how.

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7. Anatta

Explain the Buddhist idea of the soul/ Atman and the idea of a life force passing on to the next. Realms as well and the importance of looking after animals as they have an Atman.

Levelled Task

8. Homework/Feedback

Looking at other students' work and setting WWW and EBI.

9. Eightfold Path/Middle Way and 5 Precepts

Exploring the 5 precepts discussing the most important and parallels with other religions/ laws of the land.

10. Four Noble Truths

Explore the four noble truths and how the Buddha can be seen as a doctor- diagnosing people who are greedy and selfish and teaching them the correct way of life.

11. Wheel of Life/Realms

Explore realms and pick one to research in detail and present.

12. Assessment in test conditions

13. Assessment Feedback

14. Leeds Faith in Schools visiting speakers

15. Buddhist Worship

		<p>A meditation lesson lead by the teacher or a lesson on Buddhist worship - the Vihara.</p> <p><a href="https://docs.google.com/document/d/1mdClO6d3mTTZF2CkF31TQkZYUH6Ow6z6M_96J7mO4uk/edit">https://docs.google.com/document/d/1mdClO6d3mTTZF2CkF31TQkZYUH6Ow6z6M_96J7mO4uk/edit</a></p>
S p r i n g 1	<p>1. <u>Introduction to Christianity- who is Jesus.</u> Understanding the time in which Jesus lived and what he would have looked like, Key words and the Trinity.</p> <p>2. <u>Who Is Jesus?</u> Describing Jesus and if he was a rebel, looking at events in his life through different evidence- miracles and teachings- working on the sabbath.</p> <p>3. <u>Life of Jesus</u> Trial and Crucifixion.</p> <p>4. <u>Resurrection.</u> Looking at Jesus' last days of his life and the impact the resurrection has on Christians today- through the use of C.S Lewis .</p> <p>5. <u>Parables</u> Explore the idea of parables and why they are important. The Good Samaritan, The Sheep and the Goats, The prodigal son.</p> <p>6. <u>Parables continued.</u></p>	<p>1. <u>Introduction to Hinduism</u> Understand the origins of Hinduism and explaining Hindu Gods and Goddesses importance.</p> <p>2. <u>Nature of God - Trimurti</u> Explore the Trimurti and learn their powers through looking at pictures of the Gods. - Vishnu, Shiva and Brahma.</p> <p>3. <u>Hindu Gods</u> Research other famous Hindu Gods and the impact on a Hindu.</p> <p><b>Levelled Task: Who is the most important Hindu God and why?</b></p> <p>4. <u>Mandir</u> Students will explore what the Mandir is and the importance of worship.</p> <p>5. <u>Puja</u> Explore the idea of Puja and why worship is important at home and the Mandir.</p> <p>6. <u>Ahimsa</u> Explore the idea of ahimsa- non violence.</p>

7. Sacraments- Baptism

Explain why the sacrament of Baptism is important today and at the time of Jesus. = the gates of heaven opening.  
The difference between denominations with regards to infant and adult baptism. Links to the GCSE.

8. Homework feedback

Extra credit presentations

9. Miracles

Exploring the miracles of Jesus, what makes a miracle and if science can explain them.

Feeding the 5000, walking on water and the resurrection.

**Levelled task**

10. Assessment in test conditions11. Assessment feedback12. LFIS

Leeds Faith In Schools visiting speakers.

13. Create your own Evil and Suffering board game.

Students work together to create a game based on this unit that they can play.

Can be used as a form of assessment.

[https://docs.google.com/document/d/1lpxBJ8frlwZZjFpScwUrIOEhy57KUC2Wvi\\_kdI\\_pY8o/edit](https://docs.google.com/document/d/1lpxBJ8frlwZZjFpScwUrIOEhy57KUC2Wvi_kdI_pY8o/edit)

7. Cycle of Life

Explain the terms, Karma, samsara, reincarnation, salvation, liberation, Moksha.

8. Homework/Feedback

Looking at other students' work and setting WWW and EBI.

9. Festivals - Holi

Explore the festival of Holi (where paint is thrown) and links to evil being eradicated by good.

10. Festivals - Ramayana

Explore the story of the Ramayana - involving Rama, Sita, Hanuman and the evil 10 headed Demon- Ravana. Evil and suffering links.

11. Assessment in test conditions12. Assessment Feedback

Students reflect on feedback and add to areas.

13. Rangoli Patterns

A meditation lesson led by the teacher or a lesson on designing your own rangoli pattern.

14. Leeds Faith in Schools

[https://docs.google.com/document/d/1yIkv38MvCDXz8ZOuI6Wrt3qwaWoJaBjJ53Odq\\_Gi98s/edit](https://docs.google.com/document/d/1yIkv38MvCDXz8ZOuI6Wrt3qwaWoJaBjJ53Odq_Gi98s/edit)

S u m m e r 1	<p>1. <u>Introduction to ultimate questions</u> Debate lesson. Create your own ultimate questions.</p> <p>2. <u>Humans and animals- similar or different?</u> Links to Western and Eastern cultures.</p> <p>3. <u>Are we good Stewards/ Are Human beings special?</u> To explain why humans are special compared to animals. <b>Levelled Task:</b> To evaluate the claim that humans are special when compared to other creatures in the world.</p> <p>4. <u>Do we have a conscience?</u> Understanding what a conscience is and how it is formed. A level links- Aristotle and Eudaimonia/ Golden mean. Linking societies actions to moral decision making driven by conscience.</p> <p>5. <u>Did God design the world?</u> Explore the design argument looking at Paley's watch.</p> <p>6. <u>Did God cause the world?</u> Exploring the Causation argument from Thomas Aquinas.</p> <p>7. <b>Levelled task</b> The causation argument proves the existence of God.</p>	<p>1. <u>Introduction to evil and suffering</u> Evil and suffering board game. Students work in groups to place the evils in the world and discuss the power of God.</p> <p>2. <u>The Nature of God</u> The 99 names of Allah, Immanent, Transcendent, Mercy and exploring the qualities of the God of Classical Theism from year 7 term 1.</p> <p>3. <u>Moral and natural evil with links to atheist and theist responses.</u> To understand what natural and moral evil are and apply 'solutions' such as God as a father figure and the inconsistent triad.</p> <p>4. <u>Free Will</u> To explore free will as an explanation for evil in a world created by God through Genesis 3 'the Fall' including A level philosophy.</p> <p>5. <u>Case study- Job</u> To describe the story of Job, and apply this to the problem of evil.</p> <p>6. <b>LEVELLED TASK</b> To evaluate how successful the story of Job is at explaining the existence of evil in a world created by God.</p>
S u m m e	<p>8. <u>Why should we be good? (making moral decisions)</u> Karma, 10cs, heaven/ hell, to be virtuous- humanistic response.</p> <p>9. <u>Homework feedback</u> Extra credit presentations</p>	<p><u>7. Homework feedback</u> Extra credit presentations</p> <p><u>8. Plato's cave</u> Understanding of the complexity of reality/ realism. Are we 'real/ living a truth' or are we controlled by a powerful being to</p>

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10. Does God answer Prayers?

Ideas around how prayers are not answered and 6 different reasons from a theists point of view regarding the issue of unanswered prayers.

11. Did we have a past life?

Links to reincarnation/ past lives. Introducing the idea of past lives and reincarnation and then discuss whether you believe it is a real occurrence.

12. Assessment

13. Assessment feedback

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make us seem like we have free will and pure understanding of existence. Students learn, discuss and question Plato's theory and how plausible it could be.

9. Bethany Hamilton (Christianity)

Looking at evil and suffering through the eyes of a theist who has always followed God and how to deal with God's 'rejection'.

10. Bethany Hamilton part 2.

11. Assessment

12. Assessment feedback

[https://docs.google.com/document/d/1KydB\\_b9WC8dRc9A8uKqHE0AQIJx1SKTHIFsd7ykxU5Q/edit](https://docs.google.com/document/d/1KydB_b9WC8dRc9A8uKqHE0AQIJx1SKTHIFsd7ykxU5Q/edit)