

KS3 Curriculum Overview: Philosophy and Ethics

Rationale: In Year 7, 8 & 9 we endeavour to introduce students to a range of beliefs and practices both religious and non-religious. Students will learn how to describe beliefs and practices from a wide range of world religions, paying particular attention to the impact these beliefs and practices may have on peoples' lives and the decisions we make. As such, we will be considering a range of world views across the curriculum. Students will be exposed to a range of subject specific terminology, and will learn how to use this accurately and effectively.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Year 7 Autumn term / Spring term	What difference does it make to believe...?	Key content / knowledge assessed points x 2	Key word definitions	Full schemes of learning with associated resources on Staff Resources	End points: <ul style="list-style-type: none"> To describe basic ideas about what philosophy is / what philosophers do. To describe the core beliefs / central knowledge re: world faiths. To identify how an individual's faith might influence their world view/s. 	Definition of key terms Subject content resources Guided reading of text Newspaper articles
Year 7 Summer term	Does religion help you to be good?	Key content / knowledge assessed points x 1 Year 7 exam	Key word definitions Exam revision	Full schemes of learning with associated resources on Staff Resources	End points: <ul style="list-style-type: none"> To describe a range of ideas, philosophical and religious, about how to live a 'good life'. To identify how ideas about living a 'good life' might influence an individual's world view. 	Definition of key terms Subject content resources Guided reading of text Newspaper articles
Year 8 Autumn term	What is so important about religious leaders?	Key content / knowledge assessed points x 1	Key word definitions	Full schemes of learning with associated resources on Staff Resources	End points: <ul style="list-style-type: none"> To identify a range of religious leaders for different world faiths. To describe important elements of belief / focus for selected religious leaders. 	Definition of key terms Subject content resources Guided reading of text Newspaper articles
Year 8 Spring term	Do we need to prove God's existence?	Key content / knowledge assessed points x 1 Year 8 exam	Key word definitions Exam revision	Full schemes of learning with associated resources on Staff Resources	End points: <ul style="list-style-type: none"> To describe a range of philosophical, religious and non-religious theories that have been used to prove / disprove the existence of God. 	Definition of key terms Subject content resources Guided reading of text Newspaper articles
Year 8 Summer term	Should happiness be the purpose of life?	Key content / knowledge assessed points x1	Key word definitions	Full schemes of learning with associated resources on Staff Resources	End points: <ul style="list-style-type: none"> To describe a range of religious and non-religious ideas about the role of happiness in life. <p>To identify how these ideas might influence an individual's world view.</p>	Definition of key terms Subject content resources Guided reading of text Newspaper articles

Year 9 Autumn term	What is so important about religious leaders?	Key content / knowledge assessed points x 1	Key word definitions	Full schemes of learning with associated resources on Staff Resources	End points: <ul style="list-style-type: none"> To identify a range of religious leaders for different world faiths. To describe important elements of belief / focus for selected religious leaders.	Definition of key terms Subject content resources Guided reading of text Newspaper articles
Year 9 Spring term	TBC		Key word definitions		End points:	Definition of key terms Subject content resources Guided reading of text Newspaper articles
Year 9 Summer term	TBC		Key word definitions		End points:	Definition of key terms Subject content resources Guided reading of text Newspaper articles