



CURIOSITY

COMPASSION

COURAGE



Curriculum Overview

Subject	Year 8 - Philosophy, Religion and Ethics					
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>					
Curriculum intent:	<p>Our overall intent is to enable students to <i>navigate worldviews and thrive in diversity</i>. As outlined in the Ofsted 2021 review of religious education we consider three key kinds of knowledge acquisition – core, disciplinary and personal. Through curiosity we enable students to acquire rich and accurate core knowledge of different religions and philosophical views. With compassion we enable students to gain relevant disciplinary knowledge from the fields of theology, philosophy, social sciences and ethics and apply them to religion. And through courage we enable students to develop their personal knowledge and views based on appraisals of different views.</p>					
Threshold Concepts (TCs):	<ol style="list-style-type: none"> 1. State and describe religious/philosophical beliefs*, teachings and practices 2. Explain the importance of religious/philosophical beliefs, teachings and practices 3. Explain the influence of religious/philosophical beliefs, teachings and practices on individuals and society 4. Explain religious/philosophical beliefs with reference to sources of authority such as sacred texts and key figures 5. Explain similar and contrasting religious/philosophical beliefs, teachings and practices including between groups within the same religious tradition 6. Evaluate and construct religious/philosophical beliefs, teaching and practices in relation to key issues <p>*may include various non-religious and ethical beliefs</p>					
KS2 National Curriculum summary:	<p>Students build on their foundational knowledge from KS1 by having the following opportunities: to study beliefs, teaching and sources of religion such as exploring different texts and religious figures; to gain an understanding of how religious beliefs inform how people act in their lives such as celebrating religious festivals; to study expressing meaning in religion potentially through the use of symbols and worship in various religious traditions; to investigate meaning, purpose, and truth for example considering answers to hardship; to contemplate purpose and truth, for example how religion deals with pain and suffering; to consider values and commitments possibly including belonging to a religion, for example through religious ceremonies. Throughout students look at differences in how religions are followed.</p>					
Learner skills:	Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing



CURIOSITY

COMPASSION

COURAGE



CRITICAL THINKING



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



SELF QUIZZING

The Big Question	Year 8: How does religion impact people today?		
Terms	Term 1 Aug-Oct & Term 2 Nov-Dec	Term 3 Jan-Feb & Term 4 Mar-Apr	Term 5 Apr-May & Term 6 Jun-Jul
Topics	1 - How is it challenging to be a teenage Muslim or a Sikh in the UK today?	2 - What happens to people when they pass away?	3 - Should we still be fighting wars in the 21 st century?
Key questions:	<ul style="list-style-type: none"> How have Muslims overcome Islamophobia in Britain? What does tolerance require of us in multicultural Britain? How do Sikhs follow their religion in Britain today? 	<ul style="list-style-type: none"> How do religious and non-religious people celebrate someone's life? Is there evidence for an afterlife? If heaven exists, then what is it like? 	<ul style="list-style-type: none"> What do religious people think about war? Is the Just War Theory helpful for us today? What would happen if everyone was a pacifist?
Content (Linked to TCs):	<ol style="list-style-type: none"> What is Islamophobia and why is it harmful? (2) How do Muslims contribute to British society? (3) How does society tackle Islamophobia? (3) What commitments do young Muslims make to prayer and the mosque? (3) *Trip to place of religious worship?* How did Sikhs first come to the UK? (KLT) (1) Why are ancient languages still important for Sikhs? (2) What are key values of Sikhs? (5) How can different groups get along in a diverse UK? What is interfaith week? (4) 	<ol style="list-style-type: none"> What happens in Christian and Buddhist funerals? (2) Why do many people believe in reincarnation today? (3) What are non-religious and scientific views about the afterlife? (2) Do humans have a soul which continues after death? (6) What, if anything, can we learn from near death experiences? (6) What is the evidence that Jesus rose from the dead? Why does it matter? (6) Would a loving God allow hell to exist? (3) To what extent are Christian and Muslim views on heaven and hell similar? (4) 	<ol style="list-style-type: none"> Is war ever necessary? (6) Is lesser jihad a reasonable principle? (2) Was Jesus a pacifist? And should we be? (5) If war is inevitable, can it be done fairly? (5) How is it challenging to be a teenage Muslim or Sikh in the UK today? Revision (1-6) What have I learnt so far in y8 PRE? revision KAT assessment KAT feedback What lessons can be learnt from the crusade? (2) How are non-violent movements successful? MLK/Rosa Parks (6)



CURIOSITY

COMPASSION

COURAGE



	<p>10. Why is radicalisation and extremism a growing issue in the UK? Jo Cox (3)</p> <p>11. What are religious views on terrorism? (1)</p> <p>12. What is challenging about being a teenage Muslim or Sikh in the UK? (6)</p> <p>13. What's important to re-visit from year 7 PRE?</p> <p>14. KAT assessment</p> <p>15. KAT feedback</p>	<p>9. What happens to people when they pass away? (KLT) (6)</p> <p>10. What happens to people when they pass away? revision</p>	<p>11. What is religious terrorism? KLT (1)</p> <p>12. Should we still be fighting wars in the 21st century? (6)</p>
Key vocabulary:	Islamophobia, Society, Ummah, Khalsa, Guru Granth Sahib, Punjabi, Gurmukhi, Tolerance, Diversity	Burial, Cremation, Afterlife, Heaven, Hell, Purgatory, Rebirth/Reincarnation, Karma/kamma, Crucifixion, Resurrection, Ascension, Good Friday, Easter Sunday	War, Just War Theory, Holy War, Lesser Jihad, Greater Jihad, Crusades, Pacifist, Ahimsa, Boycott, Agape, Terrorism
Assessment:	KLT lesson 6 KAT lesson 14	KLT lesson 9	KAT lesson 7 KLT lesson 11
Key/historical misconceptions in unit:	Religions do not automatically dislike one another	Jesus was reincarnated not resurrected	Wars do not impact civilians. Jihad justifies any violent act in Islam. The Crusades are heroic acts.
Sequencing:	To intrigue students they are invited to place themselves in the shoes of religious teenagers in the UK (topic 1 how is it challenging to be a teenage Muslim or Sikh in the UK today?). The theme of diversity and peace is central in topic 3 (should we fight wars in the 21 st century?) too which offers retrieval opportunities from prior learning. Topic 2 (when happens to people when they pass away?), sandwiched in between, further underscores the relevance of religious and philosophical views today. Throughout the topics students can apply core religious and philosophical knowledge from year 7 to these more practical issues.		
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum, we also follow the Staffordshire SACRE. Students learn about each of the major world religions and study four in greater depth as recommended by SACRE: Christianity (as the main UK religious tradition), Islam, Sikhism and Buddhism. Students learn about non-religious views as well as spiritual views partly because the majority of our cohort would identify as such. In response to Tamworth's association with elements of the far right notable time is given to consider Islamophobia. It is relevant that there are significant populations of Muslims and Sikhs in the west midlands as well. Furthermore, we are making links with local places of worship and figures to take learning outside the classroom.		