

Alcester Academy Curriculum Planning: Key Stage 3 (Year 7)

Department:

Philosophy, Theology and Ethics

Term	Topic/ subject	Assessment Focus	Knowledge	Skills Building Intent	Wider reading opportunities, numeracy and SMSC	Assessment All assessment is graded in line with the National Levels for RE	SEND & PP Identify where access and learning is supported
Autumn	Where did we come from? Key questions: - Is there a God? - Why do some people believe in God and some people do not? - What role does God and religion play in the individuals and society's life? - Do we still need God in the modern world? - Can you be spiritual and not believe in God?	AF1: Thinking about religion and belief AF2: Enquiring, investigating and, interpreting AF3: Reflecting, evaluating and communicating	- Ideas about origins of mankind and the universe - Big Bang and leading scientific theory - Argument for design and watchmaker theory - Thomas Aquinas and William Paley - Evolution -Charles Darwin - Creation stories – Genesis, fictional allegory - Rumi	Specific RE skills: AF1 - Retell stories - Make links between beliefs and ideas - Recognise similarities and differences between religion and belief - Explain why there are differences in beliefs AF2 - Ask questions about own and others' experiences - Ask questions about religion, belief and philosophical ideas - Suggest answers to ultimate questions - Refer to sources AF3 - Identify what influences and inspires themselves and others - Provide explanations - Consider how sources of inspiration influence and inspire Other relevant skills: Reading for meaning Identifying key facts and information Using quotations and textual reference to support ideas Analysis and interpretation of texts Developing personal responses Evaluating information Comparing and contrasting a range of information Developing religious and philosophical language Recognising, appreciating, and challenging opposing viewpoints Asking and suggesting answers to ultimate questions	Literacy: Discussion, promoting a view point, challenging views of others, providing evidence, reasoning and rational thinking, searching questions, precis, reading for meaning, writing to argue, predicting, analysis of language, character and structure, interpreting symbolism, inferred meanings, textual comparison, developing religious and philosophical language SMSC: Tolerance, understanding, empathy, recognising and appraising differing beliefs, fairness and justice, ultimate questions, place in the universe Reading opportunities: Extracts from: Lion the Witch and the Wardrobe The Colour of Magic Hindu Rig Veda Silmarillion Pungu- Chinese creation story Genesis Hindu creation story cloze activity	On-going formative and summative assessment at the end of each second lesson using assessment criteria and diagnostic grids.	Differentiation - Key words - Writing frames - Sentence starters - Images and clips to support understanding - Creative and written tasks to enable differing abilities to respond - Lessons simplified to avoid cognitive overload for lower ability groups.

Spring	How should we live our lives? Key questions: • How should we live our lives? • Where do we learn what is right and wrong? • Do we have a moral responsibility to act in a certain way? • How do our actions impact on others and society? • What can we learn from religion and philosophy to help navigate our way through life? • SACRE Key Question: Should happiness be the purpose of life? Does religion help people to be good?	AF1: Thinking about religion and belief AF2: Enquiring, investigating and, interpreting AF3: Reflecting, evaluating and communicating	• Philosophical approaches to ethics • Moral responsibility • Role of society and the individual • Categorical Imperative: Immanuel Kant • Hedonism: Aristippus • Utilitarianism: Jeremy Bentham • The Golden Rule: Pittacus of Mytilene	Specific RE skills: AF1 • Make links and recognise similarities and differences between philosophical beliefs • Identify impact of philosophical ideas on people's lives and on the lives of communities • Recognise and explain the impact of philosophical ideas and ultimate questions on society and the individual AF2 • Recognise some questions are hard to answer • Investigate and connect features of philosophical ideas • Gather, select and organise ideas about philosophical theories • Suggest lines of enquiry AF3 • Identify and explore things that are valued by themselves, others and society – make links between these ideas giving reasons • Suggest, predict, consider what might happen as a result of their own and others' attitudes and beliefs • Contribute to discussion and develop philosophical arguments Other relevant skills: Reading for meaning Identifying key facts and information Using quotations and textual reference to support ideas Analysis and interpretation of texts Developing personal responses Organisation ideas into a formal written essay Evaluating information Comparing and contrasting a range of information Asking and suggesting answers to ultimate questions Describes what inspires and influences their, and others', beliefs.	Literacy: Discussion, promoting a view point, challenging views of others, providing evidence, reasoning and rational thinking, searching questions, precis, reading for meaning, writing to argue, predicting, analysis of language, character and structure, interpreting symbolism, inferred meanings, textual comparison, developing religious and philosophical language SMSC: Tolerance, understanding, empathy, ethical living, differing beliefs, ethical frameworks, fairness and justice, society and community, ethical dilemmas Reading opportunities: Philosophical scenarios Work sheets on each philosophical theory Sets of rules: school rules, 10 Commandments & Declaration of Human Rights	On-going formative and summative assessment at the end of each second lesson using assessment criteria and diagnostic grids. Formal end of unit assessment.	Differentiation • Key words • Writing frames • Sentence starters • Images and clips to support understanding • Creative and written tasks to enable differing abilities to respond • Lessons simplified to avoid cognitive overload for lower ability groups.
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Summer	A Belief in God	AF1: Thinking about religion and belief AF2: Enquiring, investigating and, interpreting AF3: Reflecting, evaluating and communicating	• Different ideas about God • Scientific responses to the idea of God • Relevance of God in modern world • Greek Gods • Norse Gods • Abrahamic timeline • Monotheism, polytheism, pantheism • The afterlife • A religious upbringing • Religious experience • Miracles • NDE • Atheism, humanism • Scientology	Specific RE skills: AF1 • Recognise how religion and belief is expressed in different ways • Identify impact of beliefs and practices on individuals, groups and society AF2 • Ask questions about own and others' experiences • Ask questions about religion, belief and philosophical ideas • Suggest answers to ultimate questions • Refer to sources AF3 • Identify what they and others value • Reflect on issues of belief and values on their own and others' lives • Recognise and explain how issues related to religion and belief are relevant in their own lives. Other relevant skills: Reading for meaning Identifying key facts and information Using quotations and textual reference to support ideas Analysis and interpretation of texts Developing personal responses Organisation ideas into a formal written essay Evaluating information Comparing and contrasting a range of information Asking and suggesting answers to ultimate questions Describes what inspires and influences their, and others', beliefs. Differentiation Key words Writing frames Sentence starters Images and clips to support understanding Multimedia	Literacy: Discussion, promoting a view point, challenging views of others, providing evidence, reasoning and rational thinking, searching questions, precis, reading for meaning, writing to argue, predicting, analysis of language, character and structure, interpreting symbolism, inferred meanings, textual comparison, developing religious and philosophical language SMSC: Tolerance, understanding, empathy, ethical living, differing beliefs, ethical frameworks, fairness and justice, historical context, ultimate questions, the human condition, human motivation Reading opportunities: Info cards on Greek Gods Story of Demeter Norse afterlife cards Druid information cards Atheist and humanist cards Religious upbringing cards Numinous experience cards Guided reading Neil Armstrong Humanism case study Gap fill sheets Scientology guided reading	On-going formative and summative assessment at the end of each second lesson using assessment criteria and diagnostic grids.	Differentiation • Key words • Writing frames • Sentence starters • Images and clips to support understanding • Creative and written tasks to enable differing abilities to respond • Lessons simplified to avoid cognitive overload for lower ability groups.
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