



CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 8

SUBJECT	EPR - Ethics , Philosophy and Religion
INTENT	<p>It is our firm belief that in order to understand the world, you need to understand religion. Religion is so intertwined in our history, society and culture. Through a variety of teaching strategies, study of diverse world views and current issues we enable our students to understand what’s going on in the world and break it down so they can make sense of it.</p> <p>Learning about different faiths, cultures and lifestyles is one of the many lessons that Religious Education offers. In fact, no other subject provides the same opportunity to learn about different communities from around the world. The Religious Education curriculum at Chorlton High gives students a chance to develop an understanding of different cultures and an empathy for people from all walks of life.</p> <p>In Years 7-8 EPR, in addition to learning about beliefs and practices of the six main world religions, students consider the many possible answers to ultimate questions such as ‘Why are we here?’ ‘Is there life after death?’ and ‘Why is there evil in the world?’. Later in the course students are encouraged to address ethical and moral issues such as ‘Should we be able to choose when we die?’ ‘Is prison effective?’ and ‘Is there ever a ‘just war?’</p>



CHORLTON HIGH SCHOOL: CURRICULUM

Throughout their curriculum journey students are taught to think critically. Through debate students develop their reasoning skills and ability to appreciate opinions that differ from their own. By the end of the course students are well equipped to effectively articulate their own beliefs, interrogate arguments and to question and evaluate effectively.



CHORLTON HIGH SCHOOL: CURRICULUM

Year Group	8					
Rationale/ Narrative	<p>Students will build upon the theological knowledge acquired in Year 7 and apply it to societal issues in the modern world and philosophical questions in the 21st century. Students will deepen their existing body of knowledge of the 6 main religions and focus specifically on The Abrahamic Religions. Students will be able to apply religious teachings and practices to issues of moral significance and make specific judgements on issues of moral concern, which are well justified. Students will be encouraged to identify whether religion still holds influence in modern society and challenge views which are rooted in prejudice and ignorance.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<u>Judaism</u> What are the key features of Judaism? The synagogue, Key beliefs and figures, food and food rituals, Moses and Exodus , festivals and marriage	<u>Christianity</u> Nature of God, Jesus and why was he so radical? importance of prayer, sacraments, influence of the Bible, Jesus as a source of authority through parables, Christian mission for equality The Bible, Creation, Trinity. Birth of Jesus, Crucifixion	<u>Islam</u> Religious Rebels Muhammed and the foundations of Islam The Five Pillars Saudi Arabia, Muhammad (pbuh) and the night of Power Quran Sunni Shai Split	<u>Religion: Power for peace or a source of conflict?</u> Religious response to Weapons of mass destruction, the role of religion in peace, religion and conflict within the family, Contemporary religious peacemakers	<u>Good and Evil</u> Moral and Natural Evil, Inconsistent triad and the problem of evil, Adam and Eve and the fall, Moral Dilemmas, Holocaust, Genocide	<u>Religion and the Law</u> What is the difference between a crime and a sin, Religious law, Causes of crime, Action and intention and situation ethics.
SKILLS	Identify, Explain, Compare, contrast, Explain the influence	Identify, Explain, Compare, contrast, Explain the influence	Description, Explanation, Influence, Analysis	Description, Explanation, Influence, Analysis and Comparison	Description, Explanation, Influence, Analysis and Comparison, Reasoned opinion	Description, Explanation, Influence, Analysis and Comparison, Reasoned opinion



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<p>ASSESSMENTS</p>	<p>SPM1. – Diary entry as Moses reflects on his life</p> <p>SMP2.- Evaluative question – What does killing the soldiers say about God?</p>	<p>SMP 3 Progress Test from Year 7 and Autumn Term</p>	<p>SPM1. Knowledge recall of Abrahamic faiths</p> <p>SPM2.Evalautive Question – The most important aspect of a Muslims life is to follow the example of Muhammad?</p>	<p>SPM3. Progress Test from Autumn and Spring Term</p>	<p>SPM1. Knowledge Recall of Religion as Peace and Good and Evil Philosophy</p> <p>SPM2. Evaluative question – Evil and Suffering is proof that God does not exist?</p>	<p>SPM3. Progress Test from Year 7, Autumn Spring and Summer Term</p>
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