



# CHORLTON HIGH SCHOOL: CURRICULUM

## 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

<b>SUBJECT</b>	<b>EPR - Ethics , Philosophy and Religion</b>
<b>INTENT</b>	<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> <p>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.</p>



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<b>Year Group</b>	<b>8</b>					
<b>Rationale/ Narrative</b>	<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 21<sup>st</sup> 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>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>KNOWLEDGE</b>	<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.	<u>Religion and Social Justice</u>  Prejudice and discrimination in religion and belief.	<u>Religion, Politics and Rights</u>  Exploration of a range of rights including human and animal with religious teachings.	<u>Religion and the Environment</u>  Exploration into a range of religious beliefs surrounding the use and abuse of the environment.	<u>Outside the Big 6</u>  Exploration of a range of beliefs. Celebration of diversity and recognizing creeds other than those of the six major world religions; Zoroastrianism, Rastafarianism, etc	<u>Hinduism &amp; Buddhism</u>  <u>Hinduism</u> Trimurti Reincarnation Creation  <u>Buddhism</u> The Buddha 5 Precepts Prayer flags
<b>SKILLS</b>	Description, Explanation, Influence, Analysis and Comparison, Reasoned opinion	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
<b>ASSESSMENTS</b>	<b>SPM1. Evaluative task-</b> ‘Crimes committed for loving reasons should get a lesser sentence.’	<b>SMP 3 Checkpoint</b> from Year 7 and Autumn Term	<b>SPM1. Evaluative task-</b> Religion has no place in politics  <b>SPM2.Oracy</b> – Speech on rights	<b>SPM3. Checkpoint</b> from Autumn and Spring Term	<b>SPM1. Evaluative task-</b> Should minor religions be considered as true religions?	<b>SPM3. Checkpoint</b> from Year 7, Autumn Spring and Summer Term



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	<b>SPM2. Oracy- Court case group work</b>				<b>SPM2. Oracy – Group talk</b>	
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