



# FRAMEWORK FOR LEARNING



## CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

## HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

## SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

## SUBJECT

### **EPR – ETHICS, PHILOSOPHY AND RELIGION**

## INTENT

It is our 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. 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 and PHSE curriculum at CHS South give's students a chance to develop an understanding of different cultures and an empathy for people from all walks of life.



YEAR GROUP	YEAR 8					
<b>RATIONAL / NARRATIVE</b>	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.					
<b>TERM KNOWLEDGE</b>          <b>SKILLS</b>   <b>ASSESSMENT</b>          <b>HOME LEARNING</b>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<u>Judaism</u> What are the key features of Judaism?  The Torah. Abraham and the Covenant. Shabbat and Kosher. Moses. Promise Land History and Impact.	<u>Christianity</u> Nature of God, Jesus and why was he so radical?  Importance of Christianity. Life of Jesus. Parables and Miracles. The last 4 days of Jesus' Life. Christian Faith. Miracle Maker.	<u>Islam</u> Muhammed and the foundations of Islam  Introduction to Islam and the Quran Prophets Split and Pillars. The Mosque Jihad. Eid.	<u>Existence of God</u> Religious and philosophical arguments for the existence of God. Paley and Pascal Denial and Death Russell's Teapot. God of Gaps. Dawkin and Swinburne	<u>Good and Evil</u> The problem of evil and suffering.  Inconsistent Triad and Adam and Eve Case Studies- Moors Murders Case Studies- Experiment and Genocide Case Studies- James Bulger Theodicy Can we forgive those who do evil.	<u>PSHE</u> Personal, social, health education, keeping our students safe. Radicalization Discrimination Figen Murray Visit Political System Suicide Prevention FGM Marriage - arranged and forced. Sexting
	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
	<b>SPM1</b> Key Words Test  <b>SMP2</b> Shabbat is no longer relevant in the 21 <sup>st</sup> century and should be left in the past. To what extent do you agree?	<b>SMP 3</b> The death of Jesus is the most important teaching in Christianity?	<b>SPM1. Progress Test</b> from Year 7 and Autumn Term  <b>SPM2. Evaluative Question</b> – Explain two types of Jihads with examples and outline which is more important?	<b>SPM3. Evaluative Question</b> – Belief in the existence of God is no longer necessary today?	<b>SPM1. Knowledge Re-call</b> of Religion as Peace and Good and Evil Philosophy – Key words test  <b>SPM2. Evaluative question</b> – Why does evil happen? Who is to blame? End of unit test	<b>SPM3. Progress Test</b> from Year 8, Autumn Spring and Summer Term
	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS	Home Learning Knowledge Recall Quiz on TEAMS



## READING, WRITING, TALK, NUMERACY

## TIER 2 VOCABULARY TIER 3 VOCABULARY

## PSPSMC, BRITISH VALUES AND DIVERSITY

<p><b>Reading:</b> 10 Commandments Key Vocabulary</p> <p><b>Writing:</b> Evaluative question and writing in role.</p> <p><b>Talk:</b> Would a good God want people to obey through fear?</p>	<p><b>Reading:</b> Who killed Jesus debate?</p> <p><b>Writing:</b> Has Christmas lost its meaning written response.</p> <p>Biblical verses</p> <p><b>Talk:</b> Opinion, why was Jesus so radical?</p>	<p><b>Reading:</b> Why was Muhammed chosen as the seal of the prophets? How do the Five Pillar underpin Muslim life?</p> <p><b>Writing:</b> Evaluative writing in response to Muslims following Muhammed.</p> <p><b>Talk:</b> Debate, formulating opinion, key vocabulary</p>	<p><b>Reading:</b> William Paley's 'Watchmaker' analogy.</p> <p><b>Writing:</b> Persuasive writing</p> <p><b>Talk:</b> Debate and articulating opinion</p>	<p><b>Reading:</b> The story of the Fall.</p> <p><b>Writing:</b> Evaluative question arguing God's existence alongside Evil.</p> <p><b>Talk:</b> Formulating opinions and voicing them articulately. Debate skills.</p>	<p><b>Reading:</b> Analyzing different scenarios.</p> <p><b>Writing:</b> Note taking, opinion, arguments, persuasive writing.</p> <p><b>Talk:</b> Forming and expressing opinions and voicing those different than your own.</p>
Analyse Explain Describe Evaluate	Analyse Explain Describe Evaluate	Analyse Explain Describe Evaluate	Analyse Explain Describe Evaluate	Analyse Explain Describe Evaluate	Analyse Explain Describe Evaluate
Abrahamic Covenant Exodus Torah Commandments Plague Synagogue Orthodox Kosher Shabbat	Incarnation, Resurrection, Crucifixion, Christmas, Atonement Parable Miracle Divinity	Prophet, The Night of Power, Infallible, Quran, The Five Pillars, Shahadah, Salah, Hajj	First cause Big Bang Evolution Design argument Cosmological argument God of the Gaps	The Fall Original Sin Moral Evil Natural Evil Conscience Omnipotent Omniscient Omnibenevolent Theodicy	Radicalization Extremism Mutilation Political Governance
<p><b>Spiritual</b> Questioning God's choice to send the Plague.</p> <p><b>Moral</b> Questioning whether humans need fear of God to lead good lives.</p> <p><b>Diversity</b> Exploring religious rules and laws and the significance for those who observe them.</p>	<p><b>Spiritual</b> How do beliefs affect actions, considering the afterlife, looking at key religious figures as activists, how can that be applied to modern society.</p> <p><b>Diversity</b> Exploring replacement theology and identity links between the Abrahamic faiths.</p>	<p><b>Spiritual</b> How do beliefs affect actions, considering the afterlife, looking at key religious figures as activists, how can that be applied to modern society.</p> <p><b>Diversity</b> Exploring religious rules and laws and the significance for those who observe them. Having completed the study of all Abrahamic</p>	<p><b>Spiritual</b> consideration of different reasonings for and against the existence of God.</p> <p><b>Moral and social</b> Exploration of our understanding of ourselves and the world as a result of our view on the existence of God.</p> <p><b>Diversity</b> Exploring the world we live in and views on existence of God</p>	<p><b>Personal</b> exploration on the source of conscience.</p> <p><b>Individual Liberty</b> Consideration of individual responsibility for suffering in the world and what can be done to stop it.</p> <p><b>Diversity</b> Exploring views on the world we live in and why evil exists.</p>	<p><b>Personal</b> Healthy relationships Consent Marriage</p> <p><b>Individual Liberty</b> Understanding extremism and radicalization.</p> <p><b>Moral</b> Understanding how to form and maintain healthy relationships.</p>



			faiths we will identify their unity.	questioning what does it mean to be religious?		<b><u>Diversity</u></b> Exploring relationships and worldviews and what this looks like in a multicultural and multi faith society.
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