

## Key Stage Three Curriculum

Subject							
	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6	
<b>Year 7</b>	<b>What impact does religion have on the world?</b> What is meant by a worldview? The development of religion. The origins of the major world religions and where they are practiced today. The Seven Dimensions of Religion and the impact the following have on society today: symbolism, teaching and authority, worship, practices and celebrations and morality.		<b>What effect do /moral/ethical decisions have on human behaviour?</b> What is ethics? Nietzsche on morality and what he meant by "God is dead". Is sport the new religion? Utilitarianism as a method of making moral decisions. The Trolley problem. What does Arendt mean by the 'banality of evil'? Are humans more than just matter? Application of morals to animal rights, drugs, the environment and poverty.		<b>Are religious teachings on justice relevant/upheld today?</b> What is justice (through looking at key teachings from Christianity and Islam and what it meant to key figures such as Maria Gomez, Jesus and Martin Luther King. A look at other forms of discrimination in society today – racism, sexism, homophobia.		<b>How does the Hindu view the divine differ to the Abrahamic faiths?</b> What is the nature of god as portrayed by the Abrahamic faiths? What is the Hindu concept of the Divine? What relevance do the numerous gods and goddesses have? What is dharma? A comparison of life after death.
	<b>Assessment: Students are assessed at the end of each of the above units of work.</b>						
<b>Year 8</b>	<b>Does Technology challenge the value of human life?</b> Have the improvements in medical technology helped or hindered our society? Gene technology, cloning, transplants, IVF. Eugenics, weapons and mass destruction and AI. Debate on the issues.		<b>Is it important to remember the bad times as well as the good?</b> Why are festivals important, detailed look at Shabbat (Judaism), Ramadan/Eid Ul-Fitr (Islam) and Holi (Hinduism). Create a new festival assessment.		<b>Whose responsibility is it to help those in need?</b> Which way is the world moving towards – need or greed, why is charity needed and how best can this be given –		<b>Can belief in God be rational?</b> What is truth? A consideration of Plato and Descartes' views on truth and what we know to be real. Arguments for the existence of God: first cause, design, experience. Does the idea of God make sense? The views of Freud and Marx on religion. Are atheists right about faith?
	<b>Assessment: Students are assessed at the end of each of the above units of work.</b>						
<b>Year 9</b>	<b>Do all humans have the same rights?:</b> Human Rights: what are they and why are they important. Prejudice and Discrimination: Reasons for prejudice and types of discrimination and responses to them.	<b>Is this life all there is?</b> Consider the different views on life after death. Comparison of the Abrahamic faiths, dharmic faiths and those of no faith.	<b>Is punishment for crimes only in this life or the next?</b> What is crime and what are the punishments in this life for committing crimes – rehabilitation, retribution, and capital punishment. Should humans punish other humans?		<b>Are miracles relevant to society today?</b> What is a miracle? How do people view miracles? Consider the views of Philosophers such as Hume, Wiles and Swinburne.		<b>Spirited Arts</b> Students are to create a piece of work linked to one of six categories for a National competition.
	<b>Assessment: Students are assessed at the end of each of the above units of work.</b>						