ICKNIELD HIGH SCHOOL **KEY STAGE 3 CURRICULUM MAP**

'Raising the Achievement of All'

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

SUBJECT: ETHICS AND PHILOSOPHY **Year: 8**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Schemes of work	**Questions of meaning and commitment**	**Being an atheist or agnostic In Britain today**	**People of God - Prophets**	**Solutions to suffering in the world**	**Expressing spirituality through the arts**	**Inspirational others**
Key Questions	**It's my life: What should I do with it? (concepts, identity, belief, values)**	**What difference does it make to be an atheist or agnostic in Britain today?**	**Do Prophets still influence us today? (People of God)**	**Why is there suffering in the world? Are there any good solutions? (Christians/Muslims/ Hindus, non-religious worldviews)**	**How can people express the spiritual through the arts?**	**What makes a person inspirational to others?**
Content: 'Know what'	**Make sense of belief** -investigate and explain a range of beliefs/views about the nature of good and evil -develop understanding of a range of ideas about the meaning of life, weighing up	**Make sense of belief** -explain what is meant by the terms 'atheist' and 'agnostic', and give reasons for the range of views that can be covered by these terms (e.g. 'spiritual but not religious' (SBNR), 'nones', Humanists, etc.)	**Make sense of belief** -explain the place and role of the prophets in the Bible, including the 'big story' salvation narrative of the Bible -explain the messages Isaiah and Amos transmitted	**Make sense of belief** -compare and explain two religious views of why humans suffer -explain at least two solutions to suffering offered by religious traditions	**Make sense of belief** -compare and explain at least two ways to describe 'the spiritual' -explain how and why music and art are important ways of expressing the spiritual	**Make sense of belief** -use religious text, vocabulary and concepts to explain the impact of a selected inspirational leader -raise and research questions about the power of religious and spiritual ideals to effect social change -give reasoned arguments which justify

	evidence, arguments and reasoning	-explain what sources of authority non-religious people might use to decide how to live, and why				or question the work of a selected inspirational figure in relation to social and political issues
Expertise: 'Know how'	**<u>Understand the impact</u>** -compare and evaluate the impact of a religious and secular stance on ways of living -engage critically and personally with the impact of philosophical ideas about meaning, purpose and value in life	**<u>Understand the impact</u>** -give reasons and examples to explain how and why non-religious people put their beliefs into action in different ways (e.g. from indifference through to hostility to religion; from seeking riches to activism) -show how Humanist beliefs/principles guide some non-religious people in making moral decisions	**<u>Understand the impact</u>** -discuss what a modern-day prophet would do and say, with examples, evidence and argument	**<u>Understand the impact</u>** -show how some religious and non-religious beliefs and teachings affect how people respond to suffering -give reasons and examples to explain why people respond to suffering in different ways (e.g. reject God; seek to heal the world)	**<u>Understand the impact</u>** -show how people express spirituality in different ways (e.g. through art, music, activism) -give reasons and examples to explain how music and art can help people understand big ideas in their tradition	**<u>Understand the impact</u>** -show how some religious beliefs and teachings affect the life and influence of an inspirational leader -give reasons and examples to explain the concept of inspirational leadership, communicating ideas effectively
Literacy/ Numeracy/ SMSC/	**<u>Make connections</u>** -use diverse religious vocabulary and concepts to ask good questions of my own about how atheists,	**<u>Make connections</u>** -offer an account of the significance and impact of non-religious beliefs in the changing religious landscape of the UK	**<u>Make connections</u>** -offer a view as to how far Isaiah and Amos's messages are valuable today -offer a view as to whether the modern world needs prophets, who they might be, and	**<u>Make connections</u>** -offer a coherent account of the causes of suffering and the solutions offered by at least one religious tradition -evaluate how far it is the case that religions	**<u>Make connections</u>** -offer a coherent account of the value of spirituality in the lives of religious and non-religious people, including themselves -evaluate how far growing up in a	**<u>Make connection</u>** -offer a coherent account and personal evaluation of the impact of the leader they chose on the modern world, using evidence and examples

	Christians and members of another religion explain the meaning of life -give reasoned arguments about the principles, beliefs, ideas and teachings which I use to guide my own life **KEYWORDS** Guru Nanak Mool Mantar Equality Kartapaur Hindus Ten Gurus Sewa Langar Foodbank Gurdwara Manmukh Gurmukh Haumal Hukam Samsara Mukti Amritdhari Rahit Kurahit Sociological perspective Gurmukhi	-evaluate how far the non-religious beliefs and practices studied help students to make sense of the world, offering reasons and justifications for their responses **KEYWORDS** Justice Resurrection Luke John Corinthians Revelation The Nicene Creed Purgatory Heaven Hell Eternal soul Hymns Secular Funeral Akhirah Nirvana Nibbana Arhat Arahant Bodhisattva Immortal soul Reincarnation Mukti Humanist Afterlife	how students themselves might respond to them **KEYWORDS** Creator Grandeur of the earth Humanity Theist Atheist Agnostic Omnipotent Omnipresent Omniscient Evolution Science Evidence Origins Design Intelligent Design theory Creationist Meditation Prayer Charles Darwin Abstract Creationism Truth Myth	exists to help humans cope with suffering, fear and despair, offering reasons and justifications for their responses **KEYWORDS** Genesis Middle East Mythical Poetical Historical Stewardship Responsibility Environment Eco Church Awards Crops Disease	tradition will shape the way someone sees all aspects of life, offering insights, reasons and justifications for their responses **KEYWORDS** Spiritual Islamic Art Ali Omar Ermes Arabic Alhambra Taj Mahal Incarnate Diverse culture Ethnic depictions Sand mandalas Tibetan Buddhism Impermanence Klezmer Ashkenazi Jewish Comm Simcha Evoking the human voice Hasidim Ultra-orthodox Jews Raag Asa Raag Asavari Rudolf Otto Incarnation Salvation Justice	-evaluate how far it is the case that religions provide a context for inspirational leaders to flourish **KEYWORDS** Physical Emotional Intellectual Moral Spiritual Truthfulness Honesty Kindness Solidarity co-operation fairness patience love karma Yin and Yang Higher consciousness Genes Peace non-violence truth, justice forgiveness honesty integrity hypocrites capital punishment embryo research charity ethical customer

	Castes	Suffering			Impermanence Hope Baha'I architecture Jain sculptures	
Career opportunities	Video clips from specific documentaries on BBC-Bitesize, True Tube and RE-Today. Featuring individuals and families personal stories and life. Demonstrating how their faith allows them to make decisions both big and small.					