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

'Raising the Achievement of All'

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

SUBJECT: ETHICS AND PHILOSOPHY **Year: 9**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Schemes of work	**Comparing religious and non-religious ethics**	**Radical Jesus?**	**Hindus and reincarnation**	**God as Trinity**	**Sharing one world**	**Making our community a respectful place**
Key Questions	**Good, bad: right, wrong how do I decide? (Comparing religious and non-religious ethics)**	**What is so radical about Jesus?**	**Why don't Hindus want to be reincarnated and what do they do about it? (Samsara/moksha/brahman/atman/karma/dharma)**	**What does it mean for Christians to believe in God as Trinity? (God)**	**Sharing one world: Are religions part of the problem or the solution?**	**What will make our community a more respectful place? (Concepts: cohesion, tolerance and mutual respect)**
Content: 'Know what'	**Make sense of belief** -explain the differences between absolute and relative morality and what difference they make for how people decide what is right and wrong -explain how and why people use and make sense of different sources of authority in deciding how to live	**Make sense of belief** -suggest meanings of the texts studied, and how they challenged religious and political authorities, explaining ideas with reasons and evidence -consider which interpretations are appropriate, and why	**Make sense of belief** -explain the importance of the key beliefs studied (e.g. karma, samsara, moksha) for Hindu ways of living	**Make sense of belief** -explain what Christians mean by talking about God as Father, Son and Holy Spirit, using evidence from at least three Bible texts -show understanding of different types of text that talk about God as 'Father, Son and Holy Spirit', and how these can be read (narrative, prayer, letter, and so on) -make links between the concept of Trinity and the roles and actions of God through the 'big story' of the Bible	**Make sense of belief** -explain some causes of prejudice and some ideas about what reduces prejudice -use religious texts and beliefs to explain how prejudice might be reduced -give reasoned arguments about how to tackle the existence and consequences of a range of barriers to sharing one world	**Make sense of belief** -explain and interpret reasons why a plural society in our region of the UK is sometimes seen as a good thing and sometimes raises problems -use religious vocabulary, texts and concepts to explain attitudes of respect and fairness, or prejudice and inequality

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Expertise: 'Know how'	**Understand the impact** -show how some religious and non-religious ideas, beliefs and teachings guide people in making moral decisions -give reasons and examples to explain why people come to different views on moral issues	**Understand the impact** -give reasons and examples to explain how far Christians respond to the teaching of Jesus -explain how Christians use Jesus' teaching to guide their actions/behaviour	**Understand the impact** -give reasons and examples to explain how and why Hindus put their beliefs into action in different ways (e.g. paths to moksha; aims in life; varnas) -show how Hindu beliefs and teachings guide them in making moral decisions (e.g. non-violence, vegetarianism)	**Understand the impact** -give examples of how the Christian community responds to the idea of God as Trinity, for example, in expressing ideas about God through art, symbols, etc., in churches	**Understand the impact** -explain some of the contributions of inspirational people and groups in overcoming barriers -develop points of view and insights into ways of overcoming the barriers of prejudice and discrimination	**Understand the impact** -show how some religious and non-religious beliefs and teachings can affect attitudes to our plural society -raise and research questions and explanations about how to make Luton and Bedfordshire places where respect for all can flourish -give reasoned arguments to show their interpretation of the kind of society that is good for all its communities
Literacy/ Numeracy/ SMSC/	**Make connections** -offer a coherent account of the impact of beliefs on how people decide what is right and wrong, comparing two views (e.g. one religious and one non-religious, or contrasting religious views within or between faith traditions) -evaluate how far the beliefs and principles studied help students to make sense of the world, offering reasons and justifications for their responses **KEYWORDS** Ethics Morality,	**Make connections** -express an account of the implications for the modern world of Jesus' treatment of the marginalised -respond to the challenges of Jesus' teaching about love and justice, offering reasons and justifications for their responses **KEYWORDS** Radical Sinner Gospel Big story The Fall from Grace Creation Outcasts Vulnerable	**Make connections** -give a coherent account of why a Hindu would not want to be reincarnated, and what they might do about it -evaluate how far the ideas of karma and samsara help students to make sense of the world and their own experiences **KEYWORDS** The Mahabharata Hindu Samsara Karma Moksha. Atman Cycle of life Samsara	**Make connections** -evaluate their learning and express a view, giving a coherent account and offering reasons for their responses. Why do Christians worship God as Trinity, and what difference does belief in God as Trinity make to them? **KEYWORDS** The Trinity Psalms Romans Galatians Apostles Creed The creation Story The Fall Saviour Theological timeline	**Make connections** -describe examples of links between religion and prejudice, and examples of religious challenges to prejudice -engage critically and personally with moral, philosophical, social and religious questions raised by the hatred humans often express to each other **KEYWORDS** Barrier Global society Generation Peace Inclusive Prejudice Race	**Make connections** -develop insights into questions and issues about living in a multi-religious community -engage critically and personally with some questions, issues and dilemmas about community cohesion, respect for all and fairness, using religious teachings to evaluate our society **KEYWORDS** Luton Dunstable Plural Single culture Dominant Prejudice

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	Absolute morality Relative morality Values Principles Moral-decision making Nam japna Kirat karna Chhakna Sewa Noble Eightfold Path Five Moral Precepts. Zakah The Five Pillars Ihsan Hadith Gabriel Peter Singer Charter Moral vision	Refugees Asylum seekers Injustice Hypocrisy The Salvation Army Street Pastors St Vincent de Paul, L'Arche, Jubilee Debt Campaign, liberation theology: World Vision, World Relief William Tyndale Elizabeth Fry Olaudah Equiano John Sentamu Serving Marginalised	Karma yoga Bhakti yoga Jnana yoga Astanga yoga Meditation Punusharthas Dharma Varna Artha The Bhagavad Gita The Ramayana Ahimsa	Symbols Signs Rituals Mutual relationship	Religion Gender Homophobia Ignorance Fear Scapegoating Stereotyping Prejudice Tolerance Acceptance Respect Mutual understanding Celebration of diversity Universal declaration of human rights Holocaust Rwanda Darfur Bosnia Afghanistan Iraq Syria Migrants Refugees Civil Partnership Act Jerusalem Israel Jihad Palestine Protestant Catholic Desmond Tutu	Contributes Cohesive Census statistics Race Gender Social class Religion Compassion Hostility Citizens Dilemma Mayor Golden Rule Resolutions Diwali Bank Holiday Christmas Easter Preaching Community cohesion Multi-culturism Anti-racism Buddha Muhammad Jesus Moral choice
Career Opportunities	Video clips from specific documentaries on BBC-Bitesize, True Tube and RE-Today. Featuring	Video clips from specific documentaries on BBC-Bitesize, True	Video clips from specific documentaries on BBC-Bitesize, True Tube and RE-Today. Featuring	Video clips from specific documentaries on BBC-Bitesize, True Tube and RE-Today. Featuring	Video clips from specific documentaries on BBC-Bitesize, True	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.	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.	individuals and families personal stories and life. Demonstrating how their faith allows them to make decisions both big and small. Display and discussion open table with parents and students	individuals and families personal stories and life. Demonstrating how their faith allows them to make decisions both big and small. Presentation on lifestyle and expectations for choices made	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. Presentation on lifestyle and expectations for choices made	individuals and families personal stories and life. Demonstrating how their faith allows them to make decisions both big and small. Presentation on lifestyle and expectations for choices made Joining the priesthood Becoming an Imam Joining the government and giving back to community