



## PLUME ACADEMY - LEARNING OVERVIEW

Year	8
Subject	Religion, Philosophy and Ethics

### Prior Learning

The Year 8 curriculum builds on prior learning in RPE by allowing students to continue developing their ability to consider different points of view on issues, understand and investigate the 'Big Questions' in philosophy, and reach a personal judgement on topics surrounding ethics, philosophy and religious and non-religious worldviews.

### Curriculum Intent – What are the curriculum aims?

Religion, Philosophy and Ethics aims to give students the opportunity to form their own world view and set of principles – including religious, non-religious, moral and spiritual – throughout their time studying the subject at Plume. We do this through study of different religions and world views in order to consider what we may learn from their answers to the 'Big Questions' of life, such as why we are here, how the universe began, how to decide what is right, and what happen after death.

We also aim to build tolerance and understanding of worldviews and ideas which are different to the students' own experiences, and change through educating any misinformation, misunderstandings or stereotypes students may have about different cultures and religions.

Students will build skills in both written and verbal communication, considering different sides of arguments on issues where there is debate, and the ability to form an informed judgement on issues around religion, ethics and philosophical 'Big Questions'.

### Curriculum Implementation – What my child will be learning?

Term 1	Half Term 1	How do rituals give meaning to life? <i>Exploring different religious and non-religious rituals and investigating how they strengthen a community and give meaning to human development, focus on Judaism</i>
	Half Term 2	Is the Buddha a good role model? <i>An investigation into who the Buddha was and whether he has good traits we may learn from and emulate in our own lives</i>
Term 2	Half Term 3	Is there one God or many in Hinduism? <i>Investigating the different gods in Hinduism and how they reflect one ultimate God</i>
	Half Term 4	Why do some people choose to be Vegan? <i>Exploring the ethical arguments around Veganism and questioning whether it could be considered a worldview</i>



Term 3	Half Term 5	How do Muslims show respect to Allah in their lives? <i>Investigating the different ways Muslims keep Allah at the centre of their lives and why</i>
	Half Term 6	How strong is the evidence for life after death? <i>An investigation into different phenomena that may be considered 'evidence' for different forms of life after death and evaluating their strengths and weaknesses</i>

### Curriculum Impact – How will progress be assessed?

A combination of written classwork, verbal input in the classroom, homework tasks and half termly assessments will be used to assess the progress the student is making.

### Super-Curricular Opportunities – Extending Learning

Useful study resources:	If a student is really passionate about this subject, they could:	As a parent/carer, I can assist my child in this subject by:
<p>Oak National KS3 RE pages:  <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/religious-education">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/religious-education</a></p> <p>BBC Bitesize KS3 RE page:  <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a></p>	<p>Research current news stories and find any that discuss ethics. Consider what their view is on the issue and write an opinion article explaining why.</p>	<p>Discussing with them what they are learning in Religion, Philosophy and Ethics and asking what their views are on the issue.</p> <p>Visit a local place of worship such as Chelmsford Cathedral or the Chelmsford Mosque.</p> <p>Visit a museum that shows religious art and artefacts such as the British Museum in London.</p>