**Y8 – Philosophy and Religion**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Big Ideas | Introduction to Philosophy and Religion at DSHS | Philosophical Questions part I | Ethical Questions Part I | Philosophical Questions Part II | | Ethical Questions Part II  Assessment preparation. | Catch up, final assessment and review. |
| Topics | * Why do we study P&R? * What can we learn from religion? * Who do we meet through Religion? | * Can we prove that God exists? * Why do some people not believe in God? * Can people experience God today? * Do miracles happen? | * Does right and wrong depend on the situation? * How do religions decide what is right and wrong? * Should we show compassion to the poor? * How do people in Worcestershire help the less fortunate? | * Does the moral argument prove that God exists? * How did the universe come to be? * Why do some people believe in life after death? * What are the arguments against life after death? | | * What does it mean to treat people equally? * Is there a universal truth (which affects how we treat others)? (Dhurma in Buddhism) | * How should Jesus be depicted, does this help equality for Christians? * How do non-religious people show equality in the UK today? |
| Skills | DEVELOPMENT OF PHILOSOPHICAL THINKING   * Experience of Philosophical enquiry (P4C, Socratic Circle) * Flipped learning (use of video homework) * Introduction to explain questions | | DEVELOPMENT OF PHILOSOPHICAL THINKING   * Experience of Philosophical enquiry (P4C, Socratic Circle) * Flipped learning (use of video homework) * Introduction to explain and evaluate questions | | | DEVELOPMENT OF PHILOSOPHICAL THINKING   * Experience of Philosophical enquiry (P4C, Socratic Circle) * Flipped learning (use of video homework) * Introduction to explain and evaluate questions | |
| Assessment | End of unit assessment using GCSE style questions. | | End of unit assessment using GCSE style questions. | | | End of unit assessment and end of year assessment using GCSE style questions. | |
| Linked learning |  | | | | | | |
| \*SMSC Links | 253. Provision for the spiritual development of pupils includes developing their:  ability to be reflective about their own beliefs (religious or otherwise) and perspective on life  knowledge of, and respect for, different people’s faiths, feelings and values  sense of enjoyment and fascination in learning about themselves, others and the world around them  use of imagination and creativity in their learning  willingness to reflect on their experiences  255. Provision for the social development of pupils includes developing their:  use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds  256. Provision for the cultural development of pupils includes developing their:  understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others  understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain  ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities | | | | | | |
| Literacy | Classification of words Philosophical and Religious, terminology, and definitions. Use literacy to communicate routes and direction | | | Numeracy | Ramadan – Calculation of Zakat | | |
| Enrichment | Impact of Socratic Circles to improve enquiry | | | | | | |
| Impact | The aims of Religious Studies at Droitwich Spa High School fall into five main areas.   * To promote awareness, tolerance and respect of different faiths, cultures, and religions. * To encourage enquiry into the big questions that philosophy and religion attempt to answer. * To enable evaluation of different points of view of these questions. * An encouragement to think critically about ethical issues and questions of morality. * To give pupils religious and philosophical literacy to help with these intentions. | | | | | | |

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| Ways to support student learning in this subject |
| * Encourage the completion of homework. * Encourage discussion of philosophical issues that arise in the news. * Discuss Philosophy and Religion lessons and their progress. * Encourage a positive attitude towards Religion and its applications * Encourage self-assessment and reflection using personalised learning checklists (PLCs) * Read newspaper articles and watch relevant TV programmes * Practice units, unit conversions, standard form, rearranging equations and encourage the use of a calculator * Use of low stakes questioning and exam material to build confident and knowledge base * Encourage students to use GCSEPod to consolidate knowledge and build on recall skills * Refer students to LaunchPad revision materials * Encourage pupils to look frequently at their Knowledge Organisers; especially their key terms |