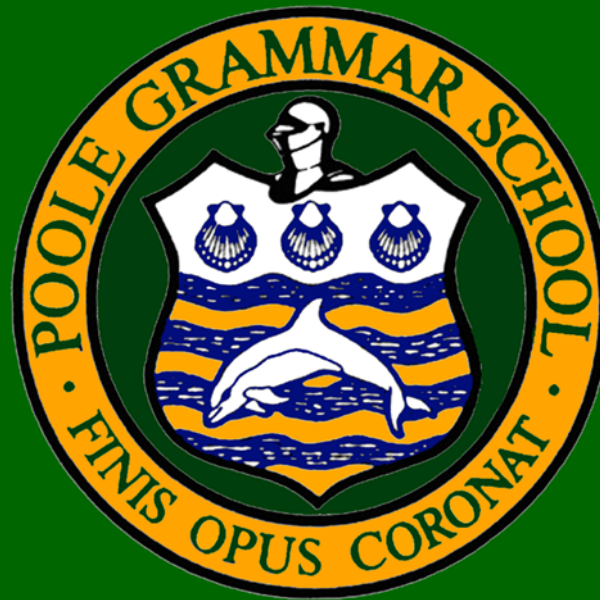


Poole Grammar School - Key Stage 3

(Year 7, Year 8 & Year 9)

RELIGION & PHILOSOPHY

‘Meeting expectations’ criteria, programme of study and curriculum content



Key Stage 3 Religion and Philosophy 'meeting expectations' descriptors

	Year 7	Year 8	Year 9
Key focus	<p>In year 7, students will look to develop their understanding of both religious and philosophical concepts.</p> <p>As the subject is not taught explicitly at primary/junior schools, the goal of year 7 is to 'level up' all students, and widen their experience of both world religions and philosophy.</p>	<p>In year 8, the central pedagogical focus is analysis – students ask why individuals hold particular views, and begin to examine historical philosophical ideas (and their influence on the modern day) in greater depth and detail.</p> <p>Students learn to compare and contrast differing worldviews, as well as building on their understanding from year 7.</p>	<p>In year 9, students build on their year 7 and 8 skills, and develop critical thinking; along with a deeper understanding of both religion and philosophy, the core skill in year 9 is the ability to reflect on a concept or idea, and express an informed opinion, backed up with reasoned facts and evidence.</p> <p>Expressing a developed opinion is the skill that unlocks grade 8 and 9 at RP, and assessment in this year corresponds to GCSE mark schemes, ensuring that students begin the GCSE with this key skill firmly embedded.</p>
Working towards	Students working towards this standard will become familiar with religious and philosophical ideas.	Students working towards progress this year will be able to articulate differences in worldviews and paradigms, and express a clear opinion of their own.	Students working towards progress will be able to express their own views and an understanding of alternative opinions.
Meeting	Students meeting this standard will gain an understanding of the concepts and understand how different individuals and cultures view the world in terms of spirituality and ethics.	Students meeting this standard will be able to perform clear analysis – they will be able to articulate why people hold differing views, and express their own.	Students meeting this standard will be able to demonstrate critical thinking, demonstrating both criticisms of competing views and justification of their own.
Exceeding	Students exceeding this standard will be able to express and justify their own views as well as articulating an understanding of the above concepts.	Students exceeding this year will be able to both analyse, and draw comparisons between differing ideas, and begin to offer a critical view of them.	Students exceeding the target will be able to think critically, and draw comparisons and examples from both the fields of religion and philosophy, along with ideas from across the curriculum.

Programme of study for Year 7 Religion & Philosophy

Note: After theme 1, members of department have the freedom to deliver units in any order: course is non-linear in year 7.

Autumn term	Spring term	Summer term
<p>1 . Introduction What is RP? (4 weeks)</p>	<p>3 Buddhism (8 weeks)</p>	<p>5 Christianity (6 weeks)</p>
<p>Half Term</p>		
<p>2 The Island (8 weeks)</p>	<p>4 Thought Experiments (6 weeks)</p>	<p>6 Morality & Justice (6 weeks)</p>

Curriculum content for Year 7 Religion & Philosophy

Theme	Content	Assessment
1. Introduction What is RP? (4 weeks)	K of what the two subjects entail. K of different world faiths; U of how different people have different worldviews and beliefs, S of how to answer questions in RP (SONIC framework)	50-minute test – mixture of short and longer answers based on GCSE framework
2. The Island (8 weeks)	U of the principle of morality. U of collaboration and decision making. K & U of British Values and the rule of law S of Teamwork, co-operation and leadership.	50-minute test – mixture of short and longer answers
3. Buddhism (8 weeks)	K of the life of the Buddha K & U of the Moral Precepts in Buddhism; K & U of the Wheel of Life, K & U of the 4 Noble Truths, K & U of the 3 Marks of Existence. K & U of Meditation. S of empathy and understanding of different worldviews	50-minute test – mixture of short and longer answers
4. Thought Experiments (6 weeks)	K & U of the role that conceptual ideas play within Philosophy. K & U of Epistemology as a broad subject, K & U of idea of self as 'thinking thing'/cogito, K & U of atheism and belief. S of critical thinking principles, and arguing a particular POV.	A4 poster highlighting favourite thought experiment, and student's responses
5. Christianity (6 weeks)	K of history of the Church, K of the nature of God. K of the Bible – history and content. K of denominations, K & U of salvation, K of festivals.	30-minute test – mixture of short and longer answers
6. Morality & Justice (6 weeks)	K & U of the three broad moral philosophy areas: Utility, Deontology and Virtue Ethics. K & U of Situation Ethics. U of application of ethical theories to real-world situations. S of critical evaluation	30-minute assessment 'mini-essay' response.

Programme of study for Year 8 Religion & Philosophy

Autumn term	Spring term	Summer term
<p>Theme 1 School of Athens (5 weeks)</p> <p><i>Assessment: School of Athens (1 week)</i></p>	<p>Theme 3 Is Faith Rational? (5 weeks)</p> <p><i>Assessment: Is Faith Rational? (1 week)</i></p>	<p>Theme 5 Islam (5 weeks)</p> <p><i>Assessment: Islam (1 week)</i></p>
HALF TERM HOLIDAY		
<p>Theme 2 History of Faith (6 weeks)</p> <p><i>Assessment: History of Faith (1 week)</i></p>	<p>Theme 4 Ethics (5 weeks)</p> <p><i>Assessment: Ethics (1 week)</i></p>	<p>Theme 6 Pilgrimage (4 weeks)</p> <p><i>Assessment: Pilgrimage (2 weeks)</i></p>

Note: RP in year 8 is a holistic syllabus: each unit can be taught independently. As such, members of the department are free to teach in any order that allows for the most efficient delivery (i.e. availability of ICT rooms, resources etc)

Curriculum content for Year 8 Religion & Philosophy

Theme	Content	Assessment
1. School of Athens (6 weeks)	K: Of the work of the classical Philosophers (Socrates, Plato and Aristotle), and the world of ancient Greece. U: how rational thought works, and how reasoned principles are different from mere opinion. S: Extended writing, critical thinking, discursive roles BCP SACRE progress targets: Explain differences, make well-informed responses, explain influences and impact	50-minute test – mixture of short and longer answers based on GCSE framework
2. History of Faith (7 weeks)	K: Of how the 6 main world faiths have developed,(Hinduism, Buddhism, Judaism, Christianity, Islam and Sikhism) and their place in history U: The common themes and ideas that all religions share, and humanity’s need for faith S: Extended writing, critical thinking, discursive roles BCP SACRE progress targets: Evaluate religious beliefs, explain and make well-informed responses, Explain influences and impact	50-minute test – mixture of short and longer answers, based on GCSE framework
3. Is Faith Rational? (8 weeks)	K: Of a number of the arguments for the existence of God/s and how successful they are U:Of the differences between faith and proof, and the importance of robust arguments and critical thinking. S: Extended writing, critical thinking, discursive roles BCP SACRE progress targets: Explain clearly, reasonably and coherently, evaluate religious beliefs, evaluate explanations with cogent arguments	50-minute test – mixture of short and longer answers
4. Ethics (6 weeks)	K: Of a wide variety of ethical dilemmas,(including environmental and animal rights, and the concept of justice) and philosophical responses to them. U: That people can have a wide variety of responses to ethical situations, and that viewpoints and responses other than their own are equally valid if based on sound principles. S: Extended writing, critical thinking, discursive roles BCP SACRE progress targets: Interpret a range of views, make well informed & reasoned responses, evaluate explanations with cogent arguments	50-minute test – mixture of short and longer answers, based on GCSE framework
5. Islam (6 weeks)	K: Of the core beliefs, teachings and lives of Muslims U: That the beliefs of Islam have a profound effect on the everyday lives of Muslims, and the issues that modern Muslims face (Islamophobia) S: Extended writing, critical thinking, discursive roles, empathy and understanding BCP SACRE progress targets: Assess the importance of a worldview, explain differences, analyse controversies, explain clearly reasonably and coherently	30-minute test – mixture of short and longer answers
6. Pilgrimage (6 weeks)	K: Of a number of different pilgrimage destinations for Christianity and other faiths U: Of the reasons why believers and atheists may undertake a pilgrimage S: Extended writing, critical thinking, discursive roles, empathy and understanding BCP SACRE progress targets: Explain beliefs and ideas clearly, interpret variety, evaluate explanations with cogent arguments	30-minute assessment ‘mini-essay’ response.

Programme of study for Year 9 Religion & Philosophy

Note: Due to the Philosophy research presentations, and class responses to 'Is Religion Dangerous', the timings can fluctuate – members of the department are free to adapt the three topics to ensure all A/O are met.

Autumn term	Spring term	Summer term
1 . Philosophy Research Project (10 weeks)	3. Is Religion Dangerous? (Part 2) (8 weeks)	5 . GCSE Religious Studies – Christianity Beliefs (3 weeks) 6. GCSE Religious Studies – Religion, Peace & Conflict (3 weeks)
Half Term		
2. Is Religion Dangerous? (Part 1) (4 weeks)	4. GCSE Religious Studies – Introduction to course and Christianity Beliefs (6 weeks)	7. GCSE Religious Studies – Religion, Peace & Conflict (continued) (6 weeks)

Curriculum content for Year 9 Religion & Philosophy

Theme	Content	Assessment
<p>1. Philosophy research project (10 weeks)</p>	<p>K of philosophy as a subject. K of different philosophers and philosophical ideas; U of how different philosophers interpret the world, and the difference between the two worldviews of analytic facts (Empiricism) and metaphysical claim (Rationalism). S of how to answer longer, essay-style questions in RP, and how to evaluate ideas.</p>	<p>Research project presented to class, written 1 hour assessment</p>
<p>2. Is Religion Dangerous? (12 weeks)</p>	<p>K&U of the role of religion in the modern world. K&U of historical and political events of the last 50 years. K&U of religion as a positive force. S of discussion, evaluation and judgement. S of writing essay-style questions featuring evaluation and own opinions.</p>	<p>1 hour written assessment – evaluative essay including topics studied</p>
<p>3. GCSE Religious Studies (17 weeks broken down in to two distinct 8 week topics)</p>	<p>K of Christian beliefs & teachings including nature of God, problem of Evil, Christian ideas about Trinity, Creation and the Afterlife. U of how to answer GCSE RS questions (AQA specification A); K about reasons for war, just war theory, terrorism, Christian ideas of peace, justice and reconciliation. K about weapons of mass destruction, attitudes towards war in British society, and responses to victims of war. S of writing GCSE-level responses; both shorter questions (AO1) and longer reflective answers (AO2.)</p>	<p>30 minute assessment at end of each topic – in line with recommended GCSE timing from AQA.</p>