

Programme of Study – Religion, Philosophy and Ethics

“The ability to hold balanced and well-informed conversations about religion and belief”

“Effectively engage with and communicate about the world around them”

Assessment Objectives

AO1

Demonstrate knowledge and understanding of religion and belief*, including: Beliefs, practices and sources of authority. -Influence on individuals, communities and societies. Similarities and differences within and/or between religions and beliefs.

AO2

Analyse and evaluate aspects of religions and belief*, including their significance and influence. *The term ‘belief’ includes religious and non-religious beliefs.

Year 8	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit Question	What does it mean to be a Christian?	What is the problem of evil and suffering?	What does it mean to be a Muslim?	What does it mean to be a Sikh?	Is there life after death?
Why?	<p>Students will now study Christianity, the unit focuses on the teachings of Jesus and how they have influenced Christian morality. Students will investigate the meaning of morality and how different people make moral decisions. They will reflect on their own beliefs about what is right and what is wrong.</p> <p>Students will study Christian beliefs about Jesus, the Bible and Parables and how Christians put these beliefs into practice today. Christianity has had a huge influence on our history and it has helped shape the modern world. It has influenced emperors, kings and queens and shaped the laws of many nations. Students will study 3 historical figures and assess the ways in which their faith influenced them.</p> <p>Christianity remains the largest religion in the world and this country and therefore is a key unit for students to study.</p>	<p>The Greek philosopher Epicurus presented the problem of evil in his writing known as the Epicurean paradox. He argued that an all-loving and all-powerful God could and would prevent those he loves from suffering. Yet he fails to do so. This means either that he is not all-loving or that he is not all-powerful. In either case, he does not fulfil the criteria necessary to be called God. Students will learn why evil and suffering are a problem for religious believers. Students will understand the different types of evil, and the differing beliefs about the origins of evil and what causes people to do appalling things.</p> <p>Finally, students will evaluate the claim that God cannot exist in a world where suffering occurs and draw their own conclusions.</p>	<p>Students will now examine the dramatic events that led to the beginnings of Islam and will discover how it spread through Arabia and beyond. Islam is the second largest religion in the our country and the fastest growing religion in the world.</p> <p>In this unit students will explore what Muslims believe God is like, who he has sent to earth as prophets and what happens when we die. Furthermore, students will be taught about how Muslims practise their religion in the modern world, learning about the Five Pillars which are central to life as a Muslim and consider the challenges that Muslims face when following these today.</p>	<p>Students will finish their studies of the 6 major world religions with Sikhism. Students will learn about the Indian origins of Sikhism and the experiences of an Indian man called Nanak who lived around 500 years ago and how this became a global religion that is now followed by over 25 million people.</p> <p>Students will learn about the 10 Guru's of Sikhism, their beliefs about God and the 5 K's. As students learn more about Sikhism over the past 500 years, they will gain a greater understanding of its history, its place in the world today and the lives of millions of people who call themselves Sikh.</p>	<p>The final unit intends to pull together the vast amount of knowledge students have built over the course of study. Students will be asking the question that people have been asking since the beginning of time, is there life after death ?</p> <p>This big question will be explored through many lenses. Students will be taught the teachings about life after death from the religions that they have studied. Students will also learn about how atheists answer this question. Students will look at how we have dealt with death through history and how religions commemorate death. By the end of this unit students will be able to draw their own conclusions about whether or not there is an afterlife or not.</p>
Lessons:	<ol style="list-style-type: none"> 1. A way of life: What is morality? 2. Founder: Why is Jesus important? 3. The nature of Scripture: What did Jesus teach? 4. Influence: How was St Francis influenced by Jesus? 5. Influence: How was Martin Luther King influenced by Jesus? 	<ol style="list-style-type: none"> 1. What is evil? 2. What causes ordinary people to do appalling things? 3. What is the problem of evil? 4. How do different religions respond to evil? 	<ol style="list-style-type: none"> 1. A way of life: What is Islam? 2. Founder: Why is Muhammad important? 4. The nature of Allah: How do Muslims understand God? 	<ol style="list-style-type: none"> 1. A way of life: What is Sikhism? 2. Founder: Who are the 10 Guru's? 3. The nature of God: How do Sikhs understand God? (Mool Mantar/Mukti) 	<ol style="list-style-type: none"> 1. Is there life after death? (NDE's, Past lives, Atheist views) 2. What is the soul? (Dualist, Materialist, Atheist views) 3. What do Buddhist and Hindu's believe about life after death?

	<p>6. Influence: Was Dietrich Bonhoeffer Francis influenced by Jesus?</p> <p>7. Modern World: What is moral for a Christian?</p>	<p>5. How do different religions respond to evil?</p>	<p>4. Sacred Writings: Where did the Qur'an come from and what is in it?</p> <p>5. Beliefs: What are the 5 Pillars of Islam?</p> <p>6. Worship: How and why do Muslims worship?</p> <p>8. Festivals: How and why do Muslims celebrate Eid-ul-Fitr?</p> <p>8. Modern World: (Why does the issue of what Muslim women wear cause controversy amongst both Muslims and non-Muslims?)</p> <p>9. Modern World: Islamophobia/Extremism/Radicalisation</p>	<p>4. Sacred Writings: Where did the Guru Granth Sahib come from and what is in it?</p> <p>5. Beliefs: What are the 5 K's? (Khalsa)</p> <p>6. Worship: How and why do Sikhs worship?</p> <p>7. Festivals: How and why do Sikhs celebrate Vaisakhi?</p> <p>8. Modern World: (How do Sikhs practice the 5 K's today?)</p>	<p>4. What do Christians and Muslims believe about life after death?</p> <p>5. How and why do religions commemorate their dead?</p>
Assessment	<p>Assessment 1: Explain why Jesus is so important to Christians today. AO1</p> <p>Assessment 2: "Dietrich Bonhoeffer's plan was immoral." Discuss this statement showing you have considered more than one point of view. You must refer to religion and belief in your answer. AO2</p>	<p>Assessment 1: Explain from two religions or religious traditions beliefs about the problem of evil. AO1</p> <p>Assessment 2: "Evil and God cannot coexist" Discuss this statement showing you have considered more than one point of view. You must refer to religion and belief in your answer. AO2</p>	<p>Assessment 1: Explain how the religion of Islam began. AO1</p> <p>Assessment 2: "Muslims shouldn't bother fasting today" <i>Discuss this statement showing you have considered more than one point of view. You must refer to religion and belief in your answer.</i> AO2</p>	<p>Assessment 1: Explain the importance of Guru's in Sikhism today. AO1</p> <p>Assessment 2: "Sewa is the most important part of being Sikh" <i>Discuss this statement showing you have considered more than one point of view. You must refer to religion and belief in your answer.</i></p>	<p>Assessment 1: Explain from two different religions or religious traditions beliefs about the afterlife. AO1</p> <p>Assessment 2: "This life is all that matters" <i>Discuss this statement showing you have considered more than one point of view. You must</i></p>

	End of Unit Knowledge Test. AO1	End of Unit Knowledge Test. AO1	End of Unit Knowledge Test. AO1	AO2 End of Unit Knowledge Test. AO1	<i>refer to religion and belief in your answer.</i> AO2 End of Unit Knowledge Test. AO1
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RPE Solutions

Welcome to RPE Solutions. Please follow the link in the solution section below to access the resources.

The areas for development are:	Solution
<ul style="list-style-type: none"> What does it mean to be a Christian? 	https://www.bbc.co.uk/bitesize/topics/zc63cdm
<ul style="list-style-type: none"> What is the problem of evil and suffering? 	https://www.bbc.com/bitesize/guides/zct68mn/revision/1 https://www.bbc.com/bitesize/guides/zqnpity/revision/1
<ul style="list-style-type: none"> What does it mean to be a Muslim? 	https://www.bbc.com/bitesize/topics/zfwhfg8 https://www.bbc.com/bitesize/topics/zthg3k7 https://www.bbc.com/bitesize/topics/z2mysrd
<ul style="list-style-type: none"> What does it mean to be a Sikh? 	https://www.bbc.co.uk/bitesize/topics/zfjpyrd
<ul style="list-style-type: none"> Is there life after death? 	https://www.bbc.co.uk/bitesize/guides/zfts4wx/revision/3

