

# Religion, Philosophy and Ethics

	Year 7 – Cycle A	Year 7 – Cycle B	Year 7 – Cycle C	Year 7 – Cycle D
What do we teach?	Hinduism	Buddhism	Sikhism	Philosophy
	<p>Introduction to RPE &amp; what is Hinduism?</p> <p>Which Gods and Goddesses do Hindus believe in?</p> <p>What symbols do Hindus use?</p> <p>What are karma, samsara and Moksha?</p> <p>What is Dharma?</p> <p>What is Hindu pilgrimage?</p>	<p>Who was Siddhartha Gautama?</p> <p>What were the four sights?</p> <p>What is enlightenment?</p> <p>What are the Four Noble Truths?</p> <p>What is the Eightfold Path?</p> <p>What is the Sangha?</p>	<p>How did Sikhism begin?</p> <p>How did Guru Nanak spread his message?</p> <p>Who are the Ten Gurus?</p> <p>What is the Khalsa?</p> <p>What are the Five Ks?</p> <p>What is the langar?</p>	<p>How did Plato think we can know the truth?</p> <p>Why did Aristotle disagree with Plato? (Rationalism vs Empiricism)</p> <p>Why did Descartes doubt everything?</p> <p>Why did Hume disagree with Descartes?</p>
<b>How does this meet the National Curriculum?</b>	<p>In Year 7 our syllabus follows the guidance laid out in the Hounslow SACRE agreed syllabus. Students extend their knowledge and understanding of Buddhism, Hinduism and Sikhism in a local, national and global context. They deepen their ability to comprehend important beliefs, concepts and issues of truth and authority in religions and worldviews, and apply their perceptions of religious and philosophical beliefs, teachings and practices to a range of themes.</p>			
<b>Why does this knowledge matter?</b>	<p>The study of Hinduism helps us to understand the teachings and belief that impacts Hindu people within of our society.</p> <p>Understanding Hinduism helps students to grapple with big questions such as the debate between polytheism and monotheism. The study of Hinduism also helps students to access some key ethical debates such as whether or not people should eat animals.</p>	<p>The study of Buddhism helps us to understand the teachings and belief that impacts Buddhist people within of our society.</p> <p>Understanding Buddhism promotes the debate between living according to a philosophy and living according to a religion. Students work on deciphering the distinction between these ideas. Buddhism also provides a way into ethical thinking which helps to debate a wide range of issues.</p>	<p>The study of Sikhism helps us to understand the teachings and belief that impacts Sikh people within of our society.</p> <p>Understanding Sikhism ensures that students appreciate the rich history of eastern religions and that they can accurately distinguish the similarities and differences. Sikhism presents students with many interesting questions including in depth discussion about the nature of religious experience.</p>	<p>Philosophy is the study of knowledge. It involves analytical thinking and argument which are important transferable academic skills.</p> <p>It is widely noted that all philosophy links back to either Plato or Aristotle. Introducing students to the foundations of philosophical thought through the theories of rationalism and empiricism encourages students to critically assess their beliefs. Students learn some of the most famous philosophical arguments.</p>
<b>Why do we teach in this sequence?</b>	<p>The other Dharmic Faiths which students will encounter in year 7 (Buddhism and Sikhism) developed, at least in part, from Hinduism. Therefore, it is important that Hindu teaching and religious practises are tackled first in order to provide students with foundational knowledge.</p>	<p>Buddhism evolved out of Hindu beliefs in c. 6<sup>th</sup> century BC. Therefore, Buddhism sits in this sequence as students must first encounter Hinduism. Chronologically, Buddhism developed before Sikhism, hence Buddhism is taught before Sikhism.</p>	<p>Sikhism historically was born out of both Hinduism and Islam. In Cycle C students learn about aspects of Sikhism that make it unique (5ks, the Gurus) and where there are similarities (monotheism, karma and samsara). The study of Sikhism concludes our study of the Dharmic Faiths.</p>	<p>Once students have developed their knowledge and understanding of three of the major religions, Cycle D develops their ability to formulate reasoned and informed judgements and opinions on a range of philosophical issues. This helps them to be able to ask questions and reflect on their own beliefs and lives.</p>
<b>What career links are made?</b>	<p>The study of religions helps students to understand more about people, the beliefs that are important to the ways in which these beliefs influence them. This understanding prepares students for a range of careers which involve working with people, including: Teacher, Social Worker, Charity fundraiser, Counsellor, Community Workers, Mediator, Civil Service, Religious practitioner. The study of philosophy introduces students to analytical reasoning and building arguments with logical chains of reasoning. This prepares students for a range of careers including: Politics; Law and Academia.</p>			

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	Year 8 – Cycle A	Year 8 – Cycle B	Year 8 – Cycle C	Year 8 – Cycle D
<b>What do we teach?</b>	<b>Judaism</b>	<b>Christianity</b>	<b>Islam</b>	<b>Ethics</b>
	How did Judaism begin? What is the Temple? What do Jews believe about the Messiah? What are the Tanakh and Talmud? What are the mitzvot? What is a synagogue?	How did Christianity begin? What was life like for the Early Church? What happened at the Council of Nicea? Who is the Pope? Who are Quakers and the Amish? What is the 'problem of evil'?	How did Islam begin? How did Islam rise to influence? Why did Islam split? What do Muslims believe about God? Who are the prophets in Islam? What are the Five Pillars?	What is ethics? Are goodness and pleasure the same thing? Are all pleasures of equal value? What should we do with the runaway train?
<b>How does this meet the National Curriculum?</b>	In Year 8 our syllabus follows the guidance laid out in the Hounslow SACRE agreed syllabus. Students extend their knowledge and understanding of Judaism, Christianity and Islam, continuing to develop their ability to comprehend important beliefs, concepts and issues in religions and worldviews. In particular, they reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and worldviews.			
<b>Why does this knowledge matter?</b>	The study of Judaism helps us to understand the teachings and beliefs that impacts Jewish people within of our society.  Understanding Judaism helps students to contextualise their understanding of Abrahamic religions by learning about their historical roots. Judaism introduces students to theological ideas and literature from which we can understand more about the expansive theology that stems from it.	The study of Christianity helps us to understand Christianity as the primary religion of British society, making links to how the faith has influenced the make-up of the nation.  Understanding Christianity helps students to appreciate the religious history of Britain. Students are introduced to a broad range of ideas and beliefs from various denominations, helping them to understand Christianity as a diverse faith.	The study of Islam helps us to understand Muslims in Britain which is important as Islam is the second most popular religion in the country.  Understanding Islam helps students to contextualise Islamic beliefs within the theological history of Abrahamic religions. These lessons allow students attain foundational and solid Islamic knowledge. Students learn to appreciate Islam as a diverse global religion.	The study of Ethics provides students with the opportunity to discuss a range of important moral theories and apply them to important topics.  Students are introduced to secular theories in ethics and given opportunities to apply their learning to moral dilemmas. This allows students to consider some of the theories that have shaped our moral understanding as a society, such as utilitarianism and deontology.
<b>Why do we teach in this sequence?</b>	The first study of Abrahamic faiths, this unit leads to Cycle B (Christianity) and Cycle C (Islam), enabling students to develop deeper understanding in each unit. As Judaism is the precursor to Christianity students will be encouraged to make links between topics such as key figures (Abraham) as well as key teachings.	Students build upon their religious knowledge through a study of Christianity. With Judaism a precursor to Christianity, students are encouraged to make links with prior knowledge from Cycle A. The placement of Christianity leads onto the final of the Abrahamic faiths, Islam, which we study in Cycle C.	The study of Islam concludes our examination of the Abrahamic faiths. Students will build upon their learning from Cycle A and B and be able to compare many aspects of Judaism, Christianity and Islam. For example, Abraham in all 3 faiths.	Students now apply their knowledge and understanding of the six major world religions (Hinduism, Buddhism, Sikhism, Judaism, Christianity and Islam) to a series of ultimate ethical questions.
<b>What career links are made?</b>	The study of religions helps students to understands more about people, the beliefs that are important to the ways in which these beliefs influence them. This understanding prepares students for a range of careers which involve working with people, including: Teacher, Social Worker, Charity fundraiser, Counsellor, Community Workers, Mediator, Civil Service, Religious practitioner. The study of philosophy introduces students to analytical reasoning and building arguments with logical chains of reasoning. This prepares students for a range of careers including: Politics; Law and Academia.			

# Religion, Philosophy and Ethics

	<b>Year 9 – Cycle A</b>	<b>Year 9 – Cycle B</b>	<b>Year 9 – Cycle C</b>	<b>Year 9 – Cycle D</b>
<b>What do we teach?</b>	<p><b>Ethical themes: Relationships and Families</b></p> <p>What is human sexuality?            What do religious teach about contraception?            What is marriage?            What are divorce and remarriage?            What is the nature of family?            What do religions teach about gender equality?</p>	<p><b>Ethical themes: Religion and Life</b></p> <p>What are the origins of human life?            What is abortion?            Is abortion ever justified?            What is euthanasia?            Is euthanasia ever justified?            How should we treat animals?</p>	<p><b>Philosophy of Religion</b></p> <p>Was God the first cause of everything?            Did God design the universe?            Is God involved in the world? (Prayer &amp; Miracles)            Can you believe in God and evolution?            Why did Freud think God is all in the mind?            Why did Marx compare religion to a drug?</p>	<p><b>Philosophy of Religion</b></p> <p>Does the idea of God make sense? Paradox of stone &amp; omniscience / free will            Does the idea of God make sense? Evil and suffering            Are the new atheists right about faith?            What do people in the UK believe?</p>
<b>How does this meet the National Curriculum?</b>	<p>In Year 9 our syllabus broadly follows the guidance laid out in the Hounslow SACRE agreed syllabus and draws upon the GCSE Religious Studies specification. In Year 9, students continue to reflect on the impact of religion and belief in the world, and develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.</p>			
<b>Why does this knowledge matter?</b>	<p>The comparative study of religions as applied to a particular theme is a key skill at GCSE. Students explore important ethical debates around families and relationships.</p> <p>Studying relationships and families enables students to consider familiar topics and ideas and apply their religious understanding to them. This unit is a comparative study of Christianity and Islam. Students consider a range of religious beliefs and are encouraged to think about their own stance in relation to each question.</p>	<p>'Religion and life' topics connected to the complexities of being human and how we should behave towards the lives of other humans and animals.</p> <p>This unit helps prepare students for future study at GCSE. Students explore a range of beliefs across all six major faiths and also consider non-religious moral stances. Students are encouraged to reflect on their own views and their reasons for holding these. Students practise the full range of skills required at KS4.</p>	<p>The philosophy of religion deals with concern for ultimate questions which are about existence, or non-existence of God, or gods, and about his, or their, dealings with the world.</p> <p>Following robust scaffolding through by studying all six major faiths, students have the opportunity to discuss philosophical questions related to arguments for and against the existence of God. This gives students the chance to challenge their thinking and to establish their own stance on these challenging philosophical questions.</p>	<p>The philosophy of religion deals with concern for ultimate questions which are about existence, or non-existence of God, or gods, and about his, or their, dealings with the world.</p> <p>An introduction to the philosophy of religion helps prepare students for potential future study of either Religious Studies or Philosophy. It requires critical thinking about religion. Students have the opportunity to express their own views and to practice backing these up with logical chains of reasoning and relevant evidence.</p>
<b>Why do we teach in this sequence?</b>	<p>In year 9, with a strong base knowledge of world religions in place, students focus on more challenging issues of relationships and families, with a comparative study of Christianity and Islam. This is a gentle introduction to thematic studies and helps students to hone their skills in preparation for GCSE.</p>	<p>Continuing on from the topics studied across the Cycles in Years 7 &amp; 8 students are encouraged to draw upon their knowledge and apply it to the specific ethical issues discussed. We start by exploring religion, life and death. This links to topics studied in Year 7 Cycle A, not only to allow for revisiting of prior content, but to secure a knowledge point from which to introduce ethical debates.</p>	<p>Building upon ideas learnt in Year 7 Cycle D, students continue to develop the skillset of examining an issue and drawing on prior knowledge to form a response and balanced argument.</p>	<p>Having discussed moral issues across Cycles A and B, we finish Key Stage 3 by examining one of the most controversial issues of religion, that of the relationship between God and suffering.</p>
<b>What career links are made?</b>	<p>The study of religions helps students to understand more about people, the beliefs that are important to the ways in which these beliefs influence them. This understanding prepares students for a range of careers which involve working with people, including: Teacher, Social Worker, Charity fundraiser, Counsellor, Community Workers, Mediator, Civil Service, Religious practitioner. The study of philosophy introduces students to analytical reasoning and building arguments with logical chains of reasoning. This prepares students for a range of careers including: Politics; Law and Academia.</p>			