

Year 8 – Outline Programme of Study

	Topic 1	Topic 2	Topic 3	Topic 4
Big Ideas/ topics	Diversity Key Question: What makes you YOU?	Ethics Key Question: What is ethics?	Problem of Evil Depth Study Key Question: What is the Problem of Evil?	How Did it All Begin? Key Question: How did it all begin?
Key Learning Aims	KNOWLEDGE: To have developed <i>greater knowledge</i> and understanding about themselves as individuals SKILL: To have <i>made a link</i> between themselves as individuals and diversity in wider society	KNOWLEDGE: To be able to <i>define and give examples of</i> ethics and ethical debates SKILL: To be able to <i>justify and explain</i> a clear and reasoned point of view	KNOWLEDGE: To be able to <i>define</i> the Problem of Evil and <i>provide relevant examples</i> . SKILL: To be able to provide explanations, supported by evidence, and <i>express a reasoned point of view</i> .	KNOWLEDGE: To be able to <i>recall and weigh up</i> different theories about how the universe started SKILL: To be able to <i>use art to share an opinion</i> on the enquiry question
Key Knowledge	<p>Students are encouraged to consider their own role within a diverse society.</p> <p>The following questions on diversity will be explored:</p> <ul style="list-style-type: none"> Who am I? Where do I come from? What are my beliefs and values? Who are my role models? How diverse is Britain <p>There will be emphasis on:</p> <ul style="list-style-type: none"> Exploring individual family history and background Reflecting on how different experiences and community backgrounds may influence a person's beliefs and values Introducing past and present examples of role models within wider society Encouraging identification of role models within their family, community or interest areas 2021 National Census and what it tells about Britain (including comparisons with 2011 census) <p>As part of this topic, students will be encouraged to enter a House Competition to design artwork in response to the question, "Can Britain be a Rainbow Nation?"</p>	<p>The following ethics issue will be studied:</p> <ul style="list-style-type: none"> Animal Ethics The Environment Crime and Punishment Computer Ethics <p>There will be emphasis on:</p> <ul style="list-style-type: none"> What is ethics? What makes an ethical issue? Identifying the key issues of a debate Recognising differing points of view Describing and explaining evidence to support each view Weighing up the relative importance key arguments Reaching a reasoned and logical viewpoint The importance of persuasive language What makes a successful debate 	<p>The following ethics issues will be studied:</p> <ul style="list-style-type: none"> What do religious people believe about the nature of God? What are the arguments for and against the existence of God? Why is the presence of evil in the world a 'problem' for those who believe in God? How religious believers respond to this issue? How do Buddhists take a different approach to evil and suffering? <p>There will be emphasis on:</p> <ul style="list-style-type: none"> What is God? Recognising that there are different views and arguments about the existence of God. Making logical and evidence-based arguments. Applying such arguments to real-world experiences and events. Expressing a judgement on the basis of evidence and logical argument. The importance of using clear structures to write explanations and evaluations. 	<p>The following creation arguments will be analysed:</p> <ul style="list-style-type: none"> Christian Creation Story First Cause Argument Design Argument Scientific Arguments (including Big Bang and evolution theories) <p>There will be emphasis on:</p> <ul style="list-style-type: none"> The key ideas behind each theory The relative merits and weaknesses of each theory Students' personal response and reaction to each theory <p>Students will then choose either the theory they are most convinced by or that they find the most fascinating. They will reflect their response to it through creative artwork.</p>
Assessment	Written Assessment completed during class-time; access to topic materials allowed.	Persuasive speech completed during class-time; access to topic materials is allowed.	Written exam-skills assessment completed during class-time; access to topic materials is allowed	Peer Assessment through a class 'art gallery exhibit'

Further information and reading list

- Our Key Stage 3 syllabus links in with preparation for AQA examination syllabus for GCSE Religious Studies
- BBC Bitesize has excellent online resources about issues being investigated throughout the unit, such as:
 - The Problem of Evil - <https://www.bbc.co.uk/bitesize/guides/zhsjsw/revision/1>
 - Various ethical issues - <https://www.bbc.co.uk/bitesize/topics/zkdk382>
 - Living in a multi-faith society - <https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zvbp7nb>

Ways to support and extend student learning in this subject

All Year 8 students are issued with a resource booklet to support their learning during Topics 1-3. These resource booklets contain a myriad of support, extension and consolidation material.

Support Guidance

Students are either provided with a glossary of key words at the beginning of their Resource Packs, or are explicitly instructed on writing down key words and their definitions. Creating flashcards of the key facts and key words together and then quizzing on them is recommended. It will also help to support activities such as 'key word bingo' that are completed in class.

- There are plenty fun activities within each booklet that can be completed beyond the classroom. These consolidate the key words and concepts explored in class. They include match-up activities, word-searches, puzzles and join-the-dots.
- Watching videos about the topic (see box above for details) helps to consolidate key words and concepts from class.
- Having discussions about ethical and philosophical issues at home can be very helpful, particularly in helping students to develop their own ability to express reasoned judgments.

High-achieving Guidance

- All of the support guidance is also applicable for high-achieving guidance.
- High achieving students are encouraged to attend a forthcoming 'Philosophy Club' to further explore philosophical and ethical problems in a more casual and discussion-based environment.
- Science documentaries available via BBC iplayer and other streaming services can help advanced students delve into issue like the origin of the universe (for example, Brian Cox's *Universe* series - <https://www.bbcearth.com/shows/the-universe>)
- The Problem of Evil unit introduces high-achieving students to historical thinkers/philosophers, and provides opportunities to stretch their thinking with high-level concepts and ideas.
- Students encouraged to apply their learning to real-world problems in relation to ethics and philosophy
- Students are introduced to writing styles and techniques that they will later apply in their GCSE studies.
- *A Brief History of Time* – Stephen Hawking
- *Sophie's World* – Jostein Gaarder is a superb introduction to philosophy
- *Just Think* by Philip West (and *Think Again*) provides philosophy puzzles to explore and quandaries to unravel
- *Big Thinkers and Big Ideas* by Sharon Kaye introduces students to both Eastern and Western Philosophers accessibly
- *The Sage Train* by Nicky Hansell is a challenging but great introduction to philosophical thought