



## TNHA Curriculum Planning Document

Subject: Philosophy & Religious education Year: 7+8

Timescale	Autumn 1 and 2	Spring 1	Spring 2	Summer 1 and 2
<b>Prior Learning (from KS2/3)</b>		what makes the religions?	What makes the religions?; why do we have religions?	What makes the religions?; why do we have religions?; what does identity and belonging look like in religion?
<b>Topic/ Unit title</b>	<b>What makes the religions?</b>	<b>Why do we have religions?</b>	<b>What does identity and belonging look like in religion?</b>	<b>What and who is God?</b>
<b>SMSC/Cultural Capital/Character/FBV-outline specific areas that are covered in this unit</b>	<p>Morals Empathy Understanding Rules Differences and similarities</p> <p>Key Knowledge: This unit allows students to develop an understand of the Big Question of what makes up a religion, how they operate and function, and why they are followed by so many people. It does this by having a lesson each on the key aspects of</p>	<p>Cultural development and understanding Change over time Spirituality Rules Empathy</p> <p>Key Knowledge This unit examines the very reasons for and establishment of religions 'in the beginning'. Taking a historical look at the first belief systems and notions of spirituality, students will build an</p>	<p>Understanding of Diversity and Acceptance Tolerance of identities Ideas of belonging</p> <p>Key Knowledge: This unit examines what it means to have a 'religious identity' and a 'religious belonging' in the 21<sup>st</sup> C. It will begin by looking at what we mean as an 'Abrahamic' identity through looking at the Abrahamic religions and how these have common threads within them; it will then go into looking at why</p>	<p>Understanding of what is meant by a "God" and how this changes depending on belief system Tolerance of ideas that are different to their own and how religions practice this tolerance Ideas of difference/similarity between and within belief systems Understanding of moral codes and rules and their origins/role of God</p> <p>Key Knowledge: This unit takes a primarily philosophical lens in looking at who/what God(s) is from the perspective of different belief systems and religions. The first lesson seeks to bring together the religions looked at this year to examine what is meant by the term 'God' and how different religions would see this word differently; 2</p>



	<p>Christianity, Hinduism, Judaism and Islam in order gain a basic level of understanding of the 'what' and 'how' of these religions. The key aspects looked at are: beliefs about deity(ies); life after death; ways of worship; sacred spaces; sacred texts; leaders and celebrations. However, throughout students will be encouraged to consider if these are exhaustive – are these needed, and are there aspects that are missing? Humanism will be examined to offer an alternative view on how a 'non-religious' system has evolved to offer similar aspects to the religions looked at in this unit.</p>	<p>awareness that religion did not begin with Christianity or Judaism; rather, they will investigate how the Cave Paintings of early Homo-Sapiens are reflections of the first conceptions of spirituality and beliefs; what Animism can inform us about the apparent innate 'need' within humans to believe in something beyond physical understanding; and how the Ancient Greek and Egyptian belief systems show us formalised religion has been a complex, diverse and human-driven affair for thousands of years.</p>	<p>Christianity has different concepts of identity and ideas of belonging within itself (examining the Catholic-Protestant split in focus); then looking at the Sunni-Shia split in Islam and how this impacts on identity and belonging; this is then followed by a lesson looking at the differences present in Judaism; finally, a lesson looking at how the Hindu concept of Brahman impacts on Hindu's perception of identity and belonging, as a good contrast against the Abrahamic religions.</p>	<p>lessons will then be spent looking at a contemporary depiction of the Christian God as seen in Bruce Almighty (clips shown, not whole film due to time constraints) – these clips will be used to introduce/recap students to the key terms used to describe the Christian God and act as a way to introduce Biblical extracts used to define God, comparing these to the depiction in the movie. These lessons will then be built upon by comparing this perception of God to how Hindus and Muslims view God in 2 following lessons. The final lesson of the year will then look at arguments for the existence of God, looking at the arguments found in the 4 religions studied through the year, as well as the Humanist response.</p>
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	<p>The knowledge built here will be revisited and expanded upon in later units through all years, ensuring a sequenced layering and development of knowledge.</p>	<p>The knowledge built here will challenge preconceptions and misconceptions built about the nature of religion from primary school and Unit 1 as it goes into the essence of what it means to have a 'religion' or 'belief system'. It is also an attempt to avoid the Colonisation of the curriculum from inception by drawing attention to the fact that religion does not exist solely within the Abrahamic or modern sphere of understanding. Instead, it will allow students to draw on a rich history of belief as a means of communication, power and hope.</p>	<p>The knowledge built in this unit builds explicitly on the basic understanding established in unit 1, shifting the focus on to how the religions perceive themselves and their place in society as opposed to looking at them from the outside as a belief system to be examined. It places the 'why' of identity and belonging at the core. This will directly link to the following topic on understanding of God/deities.</p>	<p>The Knowledge built in this unit will enable students to have points of comparison between the religions studied in terms of how they perceive God. It will also build towards future units on the role of sacred roots and shoots and religious leaders due to how these are shaped by an understanding of the relevant God(s) in religions.</p>
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<b>Assessment Opportunities</b>	Homework Project Termly	Homework Project Termly	Homework Project Termly	
<b>Links to other units in KS3/4.</b>	KS2 Prior learning; What and Who is God?; what is identity and belonging in religion?; what are the sacred shoots and roots?; who are the religious leaders?; is there an afterlife?	Prior learning in KS2; previous unit; ancient civilisations in History at KS2 and in Topic 1 of new History curriculum; feeds forward into following topics in Y7	Explicit link back to T1 as builds on the essential/core knowledge; feeds forward into Y8 topics	Links back to T1 and T3 explicitly, drawing on ideas of aspects to religions and concepts of identity/belonging and how these are shaped by a perception of God(s)