## Year 7-9 curriculum sequencing skeleton- philosophy and ethics

Based on Derbyshire Locally Agreed Syllabus Updated 2023

| TERM   | Year 7   | Year 8  | Year 9  |
|--------|--|---|---|
|        | 2 lessons per fortnight  | 2 lessons per fortnight   | 3 lessons per fortnight   |
| AUTUMN | Does God exist?     Philosophical theories about God's existence: From Christianity and Islam     How do people experience God?  Skills: Oracy/ description/ evaluation-extended writing   | What does it mean to be Buddhist?     Origins & Teachings     Relevance in our modern world  Skills: Oracy/ extended writing/ evaluation  | What does it mean to be religious in modern society?      Possible challenges of being Hindu, Muslim, Sikh, Jewish or Christian in a secular world.  Skills: Oracy/ extended writing/ evaluation  What are philosophical and ethical theories?  What were the philosophies of Bentham and Kant How to make ethical decisions and their pros and cons.  Application of ethics to medical ethics  |
| SPRING | The significance of the Bible  | Was Jesus a rebel?  | Skills: Oracy/ critical thinking/ evaluation  The problem of evil and suffering   |
|        | What is the big picture of the Biblewhy do Jews and Christians use the scripture?     How does it influence Christians today?  Skills: How to read a Bible/ extended writing/ evaluation  Divine Women     Who are the important female religious role models? From Christianity, Judaism and Hinduism  Skills: Description/ creative writing/ | <ul> <li>How and why did Jesus die?</li> <li>Why was Jesus seen as rebellious then and today?</li> <li>Is having the values of Jesus challenging?</li> <li>Skills: Analysis and interpretation of texts/ evaluation</li> </ul>        | <ul> <li>Can you believe in God when there is suffering and evil?</li> <li>Solutions and responses to suffering: From Christianity, Islam and Judaism         Skills: Oracy/ evaluation/ critical thinking/ group work and Presentation         What are human rights?     </li> <li>What are topical issues surrounding human rights and global injustices?</li> <li>What do religions teach about fighting for human rights and personal conviction? Christianity, Islam and Hinduism</li> <li>Skills: Comprehension/ analysis/ oracy/ group work/ presentation/ evaluation/ research of Amnesty International</li> </ul> |
|        | oracy  |   |   |
| SUMMER | <ul> <li>Core values of the Sikhi Faith:</li> <li>What are key beliefs and role of the Gurdwara in promoting equality and charity?</li> </ul>  | <ul> <li>Sacred spaces</li> <li>The symbolism &amp; function in the wider community:<br/>Christian and Muslim</li> <li>Places of pilgrimage: Hindu, Judaism, Sikhi</li> <li>Should sacred spaces be sold for a good cause?</li> </ul> | <ul> <li>Religion and conflict:</li> <li>What do religions teach about war, peace and forgiveness?</li> <li>From all six major world religions</li> </ul>   |
|        | Skills: Empathy/ oracy/ extended writing/ evaluation   | <b>Skills:</b> Oracy/ interpretation/ evaluation/ group work and presentation   | <b>Skills:</b> Comprehension/ oracy/ evaluation/ group work and presentation  |