Curriculum Rationale and Overview (Scheme level)

Subject: **Philosophy and Ethics** **Year group: 8**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum context	**Hertfordshire Agreed Syllabus 2023 – 2028** **Engaging with diversity: an exploration of religion and worldviews**					
Scheme of Learning Title:	**Arguments for the Existence of God**	**The Life of Jesus**	**Islam**	**Islam**	**Ethical Arguments**	**Sacred Spaces**
Content *What will students know?*	What the concept of God is. Key philosophical arguments for the existence of God.	What happened during Holy Week. Key events in the life of Jesus.	How Islam began. The key beliefs in Islam.	How Muslims live today. What is halal and haram in Islam.	Key theories for ethical decision making: Utilitarian Ethics, Situation Ethics and Natural Law	What a sacred space is. Specific features of places of worship.
What will students understand?	How the teleological and cosmological arguments are used to prove the existence of God.	Why Jesus is important to Christians. How the Lion the Witch and the Wardrobe link to Christianity.	How legitimate sources of authority in Islam are used. The importance of the 5 pillars.	How Islam beliefs and practices affect daily life. Challenges faced by Muslims today.	How Utilitarian Ethics, Situation Ethics and Natural Law can be applied to moral decisions.	Why certain features are included in a sacred spaces. The diverse ways in which people within a faith tradition express their faith.
What will students be able to do?	Challenge some of the classical arguments for the existence of God. Make a personal judgement about the existence of God.	Explain how parts of the Lion the Witch and the Wardrobe are connected to biblical events.	Create a timeline on how Islam began. Explain how the pillars are practiced.	Write a detailed letter to journalists challenging the inaccurate use of the term 'jihad'.	Evaluate the usefulness of different ethical theories. Decide which is their preferred ethical theory and justify.	Compare different sacred spaces. Design a multi-faith space.
How will they be formally assessed?	Regular Google Forms multiple choice quizzes for HBL, in class quizzes. Assessment statement to analyse.	Regular Google Forms multiple choice quizzes for HBL, in class quizzes. Assessment statement to analyse.	Regular Google Forms multiple choice quizzes for HBL, in class quizzes. Assessment statement to analyse.	Regular Google Forms multiple choice quizzes for HBL, in class quizzes. Assessment statement to analyse.	Regular Google Forms multiple choice quizzes for HBL, in class quizzes. Assessment statement to analyse.	Regular Google Forms multiple choice quizzes for HBL, in class quizzes. Assessment statement to analyse.