**Curriculum Overview for Religion, Philosophy and Ethics**

**Year 8**

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| **Half Term 1: Nasty, Brutish and Short****Substantive Knowledge:**Social contract - a state of nature to a civilised state – how?Utopia/Dystopia - fictional places to use a thought experiment. Form of Good – Plato and his works – allegory of the cave. Deontology – a moral system focusing on duty. Immanuel Kant and his categorical imperative. Teleology – Bentham and Utilitarianism and their complications. **Disciplinary Knowledge:**Analysing data – timelines, graphs, hierarchies.Writing comparisons, descriptions and explanations in the same way a sociologist might. Literacy skills – Reading comprehension and writing. Developing and sustaining argument on extended pieces much like a philosopher.Examining sources, images and comparing and contrasting them across religions. | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class |
| Speech | Utopia Dystopia Social Contract Thomas Hobbes Thomas More Philosopher Form Allegory Plato Morality Duty Deontology Teleology Utility Consequences Perfectionism Hedonism |
| Checklist RTL | Assessment at the end of the unit made up of short answer and long answer questions.Collect scores from formative assessments in the classroom – multiple choice questions, low stakes. Completion of an extended piece of writing throughout the unit. |
| Home | Homework booklet with tasks every week |
| **Half Term 2: Nasty, Brutish and Short****Substantive Knowledge:**Perfectionist/hedonist - utopian ideals and their impossibility. Suffering and compassion – looking at how our world is somewhere in between the two. Evil and tragedy – defining them based on conscientiousness, and acts of nature. Is death the end? - falsifiable questions. Pascal’s Wager – believing on God. **Disciplinary Knowledge:**Analysing data – timelines, graphs, hierarchies.Writing comparisons, descriptions and explanations in the same way a sociologist might. Literacy skills – Reading comprehension and writing. Developing and sustaining argument on extended pieces much like a philosopher.Examining sources, images and comparing and contrasting them across religions. | Books | Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class |
| Speech | Suffering Alleviating Compassion Evil Tragedy Conscious Afterlife Reincarnation Falsifiability Experience Transformative Epiphany WagerProbability Principles |
| Checklist RTL | Assessment at the end of the unit made up of short answer and long answer questions.Collect scores from formative assessments in the classroom – multiple choice questions, low stakes. Completion of an extended piece of writing throughout the unit. |
| Home | Homework booklet with tasks every week |