**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  Wager  Probability  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 |