



Subject:	Religion and Worldviews
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Lead Teacher:	J Barker
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Year:	8
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Curriculum organisation
 Students are taught in mixed groups of 30 for one hour per week. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	Can the existence of God be supported with evidence?	<ul style="list-style-type: none"> • Is there any evidence that the universe was designed? • Does the evidence of design suggest a designer? • Why might the evidence of evil and suffering challenge the design argument? Is the challenge successful? • Why might the evidence of evolution by natural selection challenge the design argument? Is the challenge successful? 	<ul style="list-style-type: none"> • Design argument • William Paley • Evil and suffering • Higher moral virtues • Evolution • Natural selection • Intentional design • Apparent design 	<ul style="list-style-type: none"> • Interpreting evidence • Enquiry • Analysis of evidence/reasoning • Presenting structured argument. • Evaluation • Reflection (on how own worldview influences interpretation) • Mastery of subject vocabulary • Academic discussion • Extended writing • Developing supported conclusions • Describing and explaining 	<ul style="list-style-type: none"> • Whole class discussion • Pair work • Practical activities • Problem-solving tasks • Watching short video clips • Research tasks
	What is the nature and value of human life (1)?	<ul style="list-style-type: none"> • Which characteristics do humans share with other species? Which are unique to humans? • What does science suggest about the origins of human life? • How might scientific ideas influence beliefs about the nature and value of humans? 	<ul style="list-style-type: none"> • Spontaneous generation • Evolution • Natural selection • Secular • Humanist • Atheist 	<ul style="list-style-type: none"> • Enquiry • Analysis of ideas • Inference • Evaluation • Academic discussion • Developing supported conclusions • Describing and explaining 	
Spring Term	What is the nature and value of human life (2)?	<ul style="list-style-type: none"> • What does Hinduism suggest about the nature and value of human life? • What does Christianity suggest about the nature and value of human life? • Are humans superior to other species? Do humans have greater value? 	<ul style="list-style-type: none"> • Atman • Gross body • Subtle body • Samsara • Moksha • Brahman • Upanishad • Sanctity of Life • Soul 	<ul style="list-style-type: none"> • Interpreting texts • Enquiry • Analysis of ideas • Mastery of subject vocabulary • Inference (based on xxxx, Hindus might xxxx) • Extended writing • Developing supported conclusions • Describing and explaining 	
Summer Term	How should we live?	<ul style="list-style-type: none"> • Why do we have moral commands and guidelines? • How do moral codes originate/develop? • Are there some behaviours that are always wrong? • Why are there different ideas about what is right/wrong? • How should we solve moral problems? Which principles/approaches are effective? 	<ul style="list-style-type: none"> • Virtues • Morality • Objective morality • Utilitarianism • Kantian ethics • Humanist ethics • Intensive farming • Animals & research • Sentience 	<ul style="list-style-type: none"> • Debate • Analysis of ideas • Mastery of subject vocabulary • Evaluation • Developing supported conclusions • Reflection • Analysis of ideas • Mastery of subject vocabulary • Application • Evaluation • Developing supported conclusions. 	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • Exercise book. 	<ul style="list-style-type: none"> • 3 Essay Questions (One per term) • Formal assessment week (May) • Peer and self assessment • Presentation of ideas through creative tasks (for example, art) • Homework tasks (often research or project based) • Retrieval practice activities
Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • The following websites have student resources: <ul style="list-style-type: none"> ○ www.humanism.org.uk (Humanist views) ○ BBC Bitesize 	<ul style="list-style-type: none"> • Encourage your child to read and/or listen to age appropriate news and documentaries that explore world events and ethical issues. Discussing these at home will help to develop good listening and debating skills and will help when analysing and evaluating different ideas, beliefs and worldviews.
Inclusion	Inclusion within year 8 R&W
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration. Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • Pupils explore different worldviews and perspectives. They consider how these influence actions and beliefs and develop an understanding of how people might experience, understand and interpret the world around them differently to themselves. • Visual cues are used to support delivery and learning. For example, PowerPoints are designed to be accessible by: <ul style="list-style-type: none"> ○ Including minimal detail; short points not prose. ○ Using Images to support/clarify text. ○ Having a single colour background. ○ Having a strong contrast between background and text (usually black/dark grey background to avoid glare with cream or pastel coloured text) • Different methods for recording/presenting detail are used; for example – sketch notes, key word summaries, diagrams/mind maps. • Most lessons include quiet thinking/reading time to facilitate processing/meet sensory needs. • Peripheral learning environment isn’t over stimulating (for example, walls are not filled with displays).

If you have any questions about this Learning Overview, please contact the named Teacher above.