



**Curriculum overview**  
**Philosophy, Religion and Ethics**

NORTHGATE  
High School

**Key Stage 3**

| Year | Autumn Term   | Spring Term  | Summer Term  |
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| 7    | <p><b>Enquiry question 1: What is the significance of promises to Jewish people today?</b></p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• What promises did Abraham make?</li> <li>• What is the impact of the promises made by Moses?</li> <li>• How does Yom Kippur show the importance of promises for Jewish people today?</li> <li>• What are the mitzvot and how do different groups of Jewish people keep these promises?</li> <li>• How does the design of the Synagogue show the importance of promises or Jewish people?</li> <li>• How do the Bar / Bat mitzvah show the significance of promises for Jewish people?</li> </ul> | <p><b>Enquiry question 2: Who was Jesus and how does his life impact of Christians today?</b></p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• What are the key events in the life of Jesus?</li> <li>• What evidence is there for the existence of Jesus (historical accounts, Biblical accounts, Turin shroud)</li> <li>• Who do Christians believe Jesus was?</li> <li>• What were Jesus’ main teachings and how do Christians follow them today?</li> <li>• What is the significance of miracles for Christians today?</li> <li>• What can Christians learn from the accounts of the crucifixion of Jesus?</li> <li>• How do Christians celebrate and mourn the life and death of Jesus today?</li> </ul> | <p><b>Enquiry question: What is the significance of Ummah in Islam and how do beliefs and practices demonstrate this?</b></p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• How did Islam begin?</li> <li>• Why did the Sunni/Shi’a split occur?</li> <li>• How do Muslims show the importance of Tawhid?</li> <li>• How do the five pillars support the Ummah?</li> <li>• How far does pilgrimage support the Ummah?</li> <li>• How does Zakat support the Ummah?</li> <li>• Why are there differences of opinion about wearing the hijab, and what does it represent?</li> <li>• How do greater and lesser jihad support the Ummah?</li> <li>• How does the design of a mosque and the practices within it support the Ummah?</li> </ul> |

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| 8 | <p><b>Enquiry question: What is the significance of Hindu beliefs about life after death?</b></p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• Introduction and re-cap of Key Hindu beliefs</li> <li>• What is reincarnation and how does it impact on the way Hindu's live their lives?</li> <li>• Case study: is there evidence for reincarnation?</li> <li>• What is the caste system and how does it link to beliefs about life after death?</li> <li>• What is Ashrama Dhamma?</li> <li>• Is Hinduism a polytheistic religion?</li> </ul>  | <p><b>Enquiry question: What is the significance of equality and identity for Sikhs?</b></p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• What is the historical relationship between the Sikhi community and Britain?</li> <li>• Who was Duleep Singh?</li> <li>• Sikh migration to Britain and the significance of the 5 k's</li> <li>• What is the significance of the turban for Sikh identity?</li> <li>• How does the Gurdwara support equality in the community?</li> </ul> | <p><b>Topic name: PSHE UNIT – equality and discrimination</b></p> <p>This is delivered to cover the following statutory content in the PSHE curriculum:</p> <p>Key learning: the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <ul style="list-style-type: none"> <li>• Multiculturalism</li> <li>• Identity</li> <li>• Equality</li> <li>• Stereotypes</li> <li>• Discrimination</li> <li>• Islamophobia</li> <li>• Religion and Identity</li> <li>• Martin Luther King</li> <li>• Blue eyes / brown eyes experiment</li> </ul> |
|   | <p><b>Enquiry Question: What is the significance of suffering for Buddhists and how do their practices reflect this?</b></p> <ul style="list-style-type: none"> <li>• What can Buddhists learn from the suffering of Gautama Buddha?</li> <li>• What are the three marks of existence and how do they link to the experience of suffering?</li> <li>• What is enlightenment and how does this link to suffering?</li> <li>• How does the eightfold path help Buddhists manage their suffering and the suffering of others?</li> <li>• How does the Sangha support people who are suffering?</li> </ul> | <p><b>Enquiry Question: How did Gandhi's approach to inequality in India reflect Hindu teachings about non-violence?</b></p> <p><b>Students will watch the film ' Gandhi' -</b></p> <ul style="list-style-type: none"> <li>• students will complete work on the main examples of non-violent protest and the impact of this on people in India.</li> <li>• Students will investigate the link between Hinduism and Gandhi's non-violent protests.</li> </ul>  |   |
| 9 | <p><b>Enquiry question: What is the role of religion in society today?</b></p> <p>Key learning:</p> <ul style="list-style-type: none"> <li>• What is religion?</li> </ul>  | <p><b>Enquiry question: What do different religions teach about the importance of forgiveness and the treatment of people who break the law?</b></p> <p>Key learning:</p>   | <p><b>Topic name - PSHE UNIT: Family and relationships</b></p> <p>Key learning:</p>   |

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|  | <ul style="list-style-type: none"> <li>• What is the difference between a religion and a cult?</li> <li>• To what extent is religion beneficial to society (Emile Durkheim)?</li> <li>• To what extent is religion a tool for social control (Marx)?</li> </ul> <p><b>Enquiry question: How useful is Philosophy as a way of answering the BIG question in life?</b></p> <ul style="list-style-type: none"> <li>• What is philosophy?</li> <li>• Does evidence of design in the world prove the existence of God?</li> <li>• How significant is the problem of evil for religious believers?</li> <li>• How convincing is the evidence from miracles?</li> </ul> <p><b>Enquiry question: How should we make moral decision?</b></p> <ul style="list-style-type: none"> <li>• How useful is Utilitarianism as a way of making moral decisions?</li> <li>• Who should we consider when making moral decisions and to what extent?</li> <li>• Is testing on animals morally justifiable?</li> </ul> <p><b>Area of learning: Students will complete two careers lessons to support them in choosing their options for GCSE</b></p> | <ul style="list-style-type: none"> <li>• What is the origin of evil? Christian approaches to this question</li> <li>• How effective is prison as a form of punishment?</li> <li>• Do religious teachings support the use of the death penalty?</li> <li>• What do religions teach about the importance of forgiveness?</li> </ul> <p><b>Area of learning: Students will complete two careers lessons to support them in choosing their options for GCSE</b></p> <p><b>Enquiry question: Do religious teachings support the use of violence as a way of solving conflict?</b></p> <ul style="list-style-type: none"> <li>• Historical examples of non-violent protest</li> <li>• The use of violence as a form of protest</li> <li>• The Just war theory</li> <li>• Do Buddhists ever support the use of violence as a way of solving conflict?</li> <li>• What are the key Sikh teachings about the use of violence?</li> <li>• What are the key Islamic teachings about the use of violence (greater and lesser Jihad)</li> <li>• What do religions teach about pacifism?</li> <li>• Is it ever justifiable to use WMD's</li> </ul> | <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed</li> </ul> <p><b>Area of learning: Students will complete two careers lessons to support them in choosing their options for GCSE</b></p> |
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## Key Stage 4 course outline

AQA Religious Studies (8062)

| Year | Autumn Term  | Spring Term   | Summer Term   |
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| 10   | <p><b>Buddhist Beliefs</b></p> <ul style="list-style-type: none"> <li>• Dhamma</li> <li>• The Buddha and the four noble truths</li> </ul> <p><b>Buddhist practices</b></p> <ul style="list-style-type: none"> <li>• Worship and Festivals</li> <li>• Buddhist Ethics</li> </ul>  | <p><b>Religion and Life</b></p> <ul style="list-style-type: none"> <li>• Origin of the universe – religious and non-religious</li> <li>• Value of the universe</li> <li>• Treatment of the environment</li> <li>• The use of animals</li> </ul> <p><b>Religion, Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• Religion, crime and the causes of crime</li> <li>• Religion and punishment</li> </ul> | <p><b>Religion, peace and conflict</b></p> <ul style="list-style-type: none"> <li>• Religion, violence, terrorism and war</li> <li>• Religion and belief in 21<sup>st</sup> Century conflict</li> </ul> |
| 11   | <p><b>Christian Beliefs</b></p> <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Creation</li> <li>• Life after death</li> <li>• Teachings of Jesus</li> <li>• Life of Jesus</li> </ul> <p><b>Christian Practices</b></p> <ul style="list-style-type: none"> <li>• Forms of worship – liturgical and non-liturgical</li> <li>• Prayer</li> <li>• Pilgrimage</li> <li>• Role of the church in the worldwide community</li> <li>• Christian responses to persecution</li> </ul> | <p><b>The existence of God and revelation</b></p> <ul style="list-style-type: none"> <li>• Philosophical arguments for the existence of God: design argument / cosmological argument / miracles</li> <li>• Philosophical arguments against the existence of God: problem of evil / arguments based on science.</li> <li>• Special and general revelation as a source of knowledge about the divine</li> </ul>               | <p><b>Exam preparation and revision</b></p>   |

