

<u>Year Group</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<i>Year 7</i>	<p>Beliefs</p> <p>Students explore the important of beliefs; learn how to justify their more important beliefs and explore to address differences in beliefs in a polite and respectful way.</p>	<p>Exploring God</p> <p>Students continue to examine differing beliefs, here in the context of different beliefs about the nature of God within the world's major religions.</p>	<p>Introduction to Philosophy</p> <p>Students continue with a focus on the philosophical skills of explanation and evaluation via a study of some foundational philosophical questions.</p>	<p>Islam</p> <p>Students engage in their first in-depth study of an individual religion, becoming able to explain many of the core beliefs and practices within Islam.</p>	<p>Life of Jesus</p> <p>Students engage in an in-depth study of the life, claims and actions of Jesus. There is a focus on evaluating the historical and first-hand sources for his life, leading to students making an informed evaluation of the veracity of these sources, and of the importance of Jesus' life in contemporary society.</p>	
<i>Year 8</i>	<p>Life After Death</p> <p>Students apply the philosophical skills they have learned so far to examine the plausibility of the existence of the afterlife.</p>	<p>Evil and Suffering</p> <p>Students spend an entire topic investigating a single question: why is there so much evil in the world? The topic covers both religious and non-religious responses to this question.</p>	<p>Buddhism</p> <p>Students engage in an in-depth study of the beliefs, teachings and history of Buddhism. Throughout there is a focus on exploring the philosophical claims of Buddhism, particularly when those are relevant to the previous two topics, so that students can appreciate how a religious position can inform answers to philosophical questions.</p>		<p>The Island</p> <p>Students receive an introduction to political philosophy and citizenship via an extended role-play, in which they are asked to imagine creating and governing a society of shipwrecked people on an isolated tropical Island. Each week students face challenges on their Island, and must use their philosophical and ethical skills to arrive at the best solution.</p>	
<i>Year 9</i>	<p>Animal Rights</p> <p>Students address the ethical issues raised by a range of animal rights issues, such as: animal testing; vegetarianism; genetic modification and factory farming.</p>	<p>Remembering The Holocaust</p> <p>This topic focuses on the ethical and religious dimensions raised in the study of the Holocaust. Students are aware of the chronology of events from their studies in History lessons, and the P+E course builds on this by asking what moral and political lessons can be learned from these events. The topic also develops students' ability to deal with challenging topics in an empathetic and sensitive way.</p>	<p>Religious Practices in Sikhism</p> <p>Students study the rituals and practices of Sikhism. Studying the religion in this new way raises the link between belief and action. The strong focus on social-justice in Sikhism is also emphasised, in keeping with the theme of the year.</p>		<p>Religion and Prejudice</p> <p>This topic brings together many of the themes of the year, studying human rights and the threat posed to them by prejudice, discrimination and inequality.</p>	<p>Planet Earth</p> <p>As a final example of a contemporary issue that requires philosophical skills, this topic addresses the climate crisis, threats to the environment and the ethical issues raised in addressing them.</p>