

Autumn term

Global Issues

Students will focus on the profound impact humanity is having on our global environment. There will be a focus on the direct effect that we are having on animal and our own living environments. Students will explore what the contributing factors leading to the Earth's demise are, and what we can do about stopping these factors in the future. Students will be encouraged to take a moral perspective on whether as stewards it is right to treat something in the way humanity is treating the Earth. Students will focus on various religious attitudes to the environment and be encouraged to consider why these attitudes are relevant to them in the 21st century.

HOME LEARNING: Extended writing (12 mark) questions will be set every half term (first week back after each holiday). They are in the same format as the GCSE extended writing questions and are designed to adequately prepare students for GCSE

Spring Term

Ethics & Religion

Ethics – Is the standard of morality that we have in a 21st century western world the best standard of morality we could hope for? Where does our sense of morality come from? Should we move away from an ethical framework that has its roots in religion, especially the 10 commandments? This scheme of work deeply considers the nature of right and wrong from a global and personal perspective. Students reflect upon right and wrong within different cultures and religions and learn to develop their ability to critically analyse them. Students will be studying a variety of ethical frameworks, some of which displace God as a source of morality. Areas of study will include utilitarianism, which is essentially the greatest good for the greatest number, Situation Ethics (the application of love), Just War and whether it is ever morally permissible to kill. Students will also be invited to apply their morality and studied ethical frameworks to themes such as capital punishment, racism, Islamophobia and homophobia.

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Summer Term

The Holocaust

Students actively learn in a safe and nurtured environment about the suffering of the Religious and Non-Religious Jews during the Holocaust. Students also deeply engage with the concept of evil and reflect upon events that occurred during the Holocaust to piece together an understanding from a spiritual, emotional and physical sense. At the end of this unit students will have highly developed their ability to empathise, to notice details, to make links, to hypothesise, to question, to collaborate, recognising relevance and learn from a period of history that is difficult to find adequate words to describe. Students complete this unit by creating a highly reflective creative piece of work in response to this work.

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Year 8 - RS