

Progression Map – Ethics

Year	Overview	Autumn 1 (Weeks 1 – 7)	Autumn 2 (Weeks 8 – 14)	Spring 1 (Weeks 15 - 20)	Spring 2 (Weeks 21 - 25)	Summer 1 (Weeks 26 - 32)	Summer 2 (Weeks 33 - 38)	Student Resources
7	<p>Year 7 students will gain strong foundations for the study of RE throughout their time at Caister Academy. Students will explore the concept of religion. They will explore the major world religions of Buddhism, Judaism, Sikhism and Christianity. This involves both AT1 and AT2, learning about and learning from religion.</p>	<p>Buddhism Enquiry – Is it ever possible to live a life without suffering? The life of the Buddha – To understand why he fled the palace. To explain what the four sights were and why they had the impact they did. Teachings – Four noble truths, Eightfold path- To reflect on the modern applicability of these ideas to modern life. The Sangha (Buddhist monks and nuns). Personal response from students.</p>	<p>Judaism Origins – Moses and Exodus - Ten Commandments. The Synagogues. Bar/Bat Mitzvah. The Holocaust.</p>	<p>Sikhism Enquiry – What makes Sikhism different? Origins – To understand the life of Guru Nanak. The Khalsa – To explain story and identify the 5k's. The Gurdwara – To consider and compare the different roles the Gurdwara (place of worship) plays in Sikh life. To understand the key idea of Sewa or service to others and compare to the concept of charity in the United Kingdom.</p>	<p>Careers Module Covering careers, transitions, personal qualities, stereotypes and the next steps.</p>	<p>Christianity Enquiry – Was Jesus a rebel? Who was Jesus? – What did Jesus change when he was born? What are the main events of Jesus' life? What is a parable? The good Samaritan – do they exist today? What is the Golden rule? Evaluate the value of this concept in modern society Jesus as saviour. To define the term rebel and understand what this means. Death and resurrection. Why is Jesus relevant today? To explore different interpretations of Jesus' character.</p>	<p>Islam Origins, who was Muhammad. The 5 pillars. Understanding why the Quran (holy book) is so special to Muslims. What is a mosque?</p>	<p>Further reading: A Pebble For Your Pocket – Thich Nhat Hanh. The Lion, the Witch, and the Wardrobe – C S Lewis. The Proudest Blue – Ibtihaj Muhammad.</p>
		<p>Assessment 1 Knowledge of life of the Buddha and Eightfold path. 2 Knowledge of the Jewish Passover.</p>		<p>Assessment 1 Project on place of worship, the Gurdwara. 2 Learning from others' religious faith.</p>		<p>Assessment 1 Was Jesus a rebel? Analyse the role of Jesus. 2 Knowledge test on key teachings of Muhammad.</p>		
8	<p>Year 8 students will explore moral issues such as asking the question, what are the best forms of guidance? Students will explore the origins of life and ask ultimate questions. They will also look at the Easter story. Students will also explore the life of Martin Luther King.</p>	<p>Enquiry What is the best form of Guidance? Reflection on religious and non-religious values. The Ten Commandments, teachings of Jesus and Muhammad. Analyse key teachings.</p>	<p>What are Ultimate questions? Is there a God? Scientific and religious truths. Concepts of creation and Big Bang. What is creationism?</p>	<p>Enquiry - Are Pilgrims and tourists really the same thing? Pilgrimage What is the difference between a pilgrim and a tourist? Pilgrimage in Islam, Hinduism, Judaism and Christianity.</p>	<p>The life of Jesus and Easter Who was Jesus? – Evidence. The teachings of Jesus – Parables – The Golden Rule. Death and Resurrection.</p>	<p>Careers Module Investigating work, the community and the local borough.</p>	<p>Inspirational people – Martin Luther King Origins of Civil Rights movement – racism in the USA. Rosa Parks and bus boycott. Legacy of Martin Luther King.</p>	<p>Further reading: Sophie's World – Jostein Gaarder. Around the World in 80 Days – Jules Verne.</p>
		<p>Assessment 1 Personal response – extended writing. 2 Assessment of knowledge and ability to analyse.</p>		<p>Assessment 1 Pilgrimage project. 2 Assessment – Pilgrimage PowerPoint.</p>		<p>Assessment 1 Knowledge and evaluation of MLK – writing frame.</p>		
9	<p>Year 9 students will explore the concepts of justice and the rule of law and capital punishment. They will also look at issues surrounding the holocaust. Students will study medical ethics looking at abortion and euthanasia, the problem of evil and war and peace.</p>	<p>Enquiry – Do we really need laws? Crime and punishment Why do people commit crimes? Civil and criminal law. The effectiveness of prison as deterrent. The arguments for and against the death penalty. The Holocaust: background. The story of Job: Who was Anne Frank? The example of Max Kolbe.</p>	<p>Enquiry – Should people be able to do whatever is scientifically possible? Medical Ethics Concept of the sanctity of life: Abortion facts. Evaluation of arguments for and against abortion. Christian views on abortion: Fertility treatment.</p>	<p>Careers module Teamwork and making decisions.</p>	<p>Enquiry – Does suffering make it impossible to believe in God? Suffering and evil What is suffering? Different types of suffering, natural and moral? Examples of suffering – Holocaust, Rwanda. Religious perspectives on suffering, Christianity and Buddhism. Can suffering have a purpose?</p>	<p>Peace and conflict The causes and cost of war. Just war theory. Was the dropping of the nuclear bomb right or wrong? Role of the United Nations. Pacifism.</p>	<p>Further reading: My Sister's Keeper – Jodie Picoult. The Diary of a Young Girl – Anne Frank. The Auschwitz Violin – Maria Angels Anglada. I Am Malala – Malala Yousafzai.</p>	

		Assessment 1 Essay on capital punishment. 2 Analyse different interpretations of the Jewish experience.	Assessment 1 Knowledge and evaluative questions on medical ethics.	Assessment 1 Extended writing in response to the question, "Does suffering make it impossible to believe in God?" 2 GCSE question.	
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