Year 8 Philosophy & Religious Studies Curriculum

THEME	RELIGION & SOCIETY		
Frequency	1 x 45 minute lesson per week		
	TOPICS	**KEY ASSESSMENTS**	**EXTENSION ACTIVITIES THAT PARENTS CAN UNDERTAKE TO SUPPORT LEARNING**
Autumn Term	**Hinduism** Investigating key ideas in Hinduism, including Hindu theism, reincarnation and karma, the caste system, and Gandhi's role in India's independence struggle	Example: **"Non-violence is the best tool for liberating the oppressed" DISCUSS**	*Discussions:* When is destruction a good thing? What kind of avatar would solve the problems of today's world? Is it true that what goes around comes around? How might belief in reincarnation make you live differently? Is dividing society into classes a fact or life or an unfair system? What are the pros and cons of pacifist protest? **Wider Reading:** '**Life of Pi'** *by Yann Martel*
Spring Term	**Sikhism** Investigating the development of Sikhism and its contribution to debates about equality	Example: **"The best way to share gold with the people is to build them a golden temple" DISCUSS**	*Discussions*: What makes a good leader? What does our clothing say about our identity? How do ego and pride impede equality? What sort of soldier is a saint? What sort of discipline do you need to fight for the oppressed? Can a book be a better teacher than a human? Is a golden temple worth more if anyone can enter? *Wider Reading:* '**The Wheel of Surya'** *by Jamila Gavin*
Summer Term	**Animal Rights** Investigating the moral status of non-human animals in religious and non-religious ethical theories (Utilitarianism, speciesism), with focus on the use of animals in clothing, medicine, and entertainment.	Example **"It is wrong to keep animals in captivity" DISCUSS**	*Discussions*: Is it always wrong to keep animals in captivity? How far is the use of animals for medical research justified? Animal products are often used for clothing, but where do we draw the line? Is personhood something only humans can have? What rights should we give to animals? **Wider Reading:** '**Endangered'** *by Eliot Schrefer*