Programme of study for Year 8 Ethics

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
Other timescale: From: September To: October	Other timescale: From: October To: December	Other timescale: From: January To: February	Other timescale: From: February To: April	Other timescale: From: April To: May	Other timescale: From: June To: July
Topic: • Sources of Wisdom and Authority 2 – People. **Key Question:** • Who are the people we listen to and why?		**Topic:** • Religion in Contemporary Culture **Key Question:** • How is religion expressed through and represented in contemporary forms of media?		**Topic:** • Atheism **Key Question:** • Why do so many people not believe in God, and what do they believe instead?	
Learning Questions: 1. What makes someone a prophet? 2. Why is Gandhi seen as a moral guide? 3. What can we learn from the ten gurus? 4. How did Buddha achieve enlightenment?	**Learning Questions:** 1. How do ancestors convey wisdom? 2. How does science shape people's worldviews? 3. Assessment 4. GPOP	**Learning Questions:** 1. What is the religious identity of Britain? 2. What contribution does religion make to life in contemporary Britain? 3. What challenges and difficulties do minority faith groups face? 4. Assessment	**Learning Questions:** 1. GPOP 2. How is religion portrayed on television, in newspapers, and in social media? 3. How do religious themes find expression in the visual arts?	**Learning Questions:** 1. What is the difference between Atheism and Humanism? 2. Why are some people atheists and others humanists? 3. If There Is No God, What Gives Life Meaning?	**Learning Questions:** 1. What is the difference between Atheism and Humanism? 2. Why are some people atheists and others humanists? 3. If There Is No God, What Gives Life Meaning?
Learning outcomes: • Understand the lives and contributions of key religious figures such as prophets, Gandhi, the Sikh Gurus, and the Buddha, including the historical and cultural contexts in which they lived. • Explain how these individuals expressed and acted upon their beliefs, especially through non-violence, spiritual discipline, moral teachings, and challenges to injustice. • Analyse how these figures have shaped	**Learning outcomes:** • Explore how wisdom is recognised and passed on through diverse sources, including ancestors, scientists, politicians, and activists from a range of cultural and historical contexts. • Understand how different traditions value and preserve knowledge, whether through personal experience, cultural memory, rational inquiry, or public leadership. • Analyse and compare the credibility and	**Learning outcomes:** • Understand the changing religious landscape of Britain, including patterns of belief, non-belief, and religious diversity. • Explain the contributions religious communities make to contemporary British society through charity, community action, education, and public life. • Analyse the experiences of minority faith groups and evaluate the challenges they may face, including	**Learning outcomes:** • Understand how religion is represented across different forms of media, including television, newspapers, film, and social media. • Analyse how media portrayals can shape public perceptions of religions and religious communities. • Explore how artists communicate religious beliefs, values, stories, and experiences through visual art. • Compare positive and negative portrayals of religion in media and	**Learning outcomes:** • Understand the meaning of key terms including atheism, Humanism, belief, non-belief, secularism, and worldview. • Explain the similarities and differences between atheism and Humanism. • Explore a range of reasons why some people do not believe in God or follow a religion. • Analyse arguments used by atheists and Humanists when discussing belief,	**Learning outcomes:** • Understand the meaning of key terms including atheism, Humanism, belief, non-belief, secularism, and worldview. • Explain the similarities and differences between atheism and Humanism. • Explore a range of reasons why some people do not believe in God or follow a religion. • Analyse arguments used by atheists and Humanists when discussing belief,

SMSC opportunities: where and how

Autumn (1st term) | Sources of Wisdom and Authority 2 – People

Spiritual — Pupils reflect on whose wisdom shapes their values, using the Buddha's enlightenment and the lives of religious leaders to consider the qualities of a spiritual guide.

Moral — Pupils evaluate whether non-violence is an effective response to injustice, using Gandhi's teachings and actions to support a reasoned moral judgement.

Social — Pupils consider how communities and decision-makers are guided by religious leaders, using the Sikh Gurus to explore shared identity and responsibilities.

Cultural — Pupils compare prophets, Gandhi, the Sikh Gurus and the Buddha in their historical and cultural contexts, appreciating diverse ways wisdom is recognised and expressed.

Autumn (2nd term) | Sources of Wisdom and Authority 2 – People

Spiritual — Pupils consider how this changes their perspective on wisdom when studying ancestors, scientific inquiry and public leadership, reflecting on influences on their own worldviews.

Moral — Pupils consider the consequences of accepting leaders' messages, using credibility and evidence to judge how sources of wisdom shape moral choices and community values.

Social — Pupils debate different responses to what makes someone wise, listening to competing views and supporting their contributions with reasons and examples.

Cultural — Pupils appreciate the diversity and shared features of ways communities preserve wisdom, using ancestral stories, cultural memory and scientific inquiry to recognise different sources of knowledge.

Spring (1st term) | Religion in Contemporary Culture: Britain

Spiritual — Pupils reflect on how belief and non-belief shape identity and belonging, using census data and case studies to reconsider assumptions about Britain's religious identity.

Moral — Pupils justify a response to prejudice and discrimination against minority faith groups, using evidence to explain the harm caused and propose solutions.

Social — Pupils consider how communities and decision-makers support people through religious charities and community action, using case studies to connect service with inclusion.

Cultural — Pupils challenge stereotypes about minority faith groups, using census data and community case studies to recognise religious diversity within contemporary Britain.

Spring (2nd term) | Religion in Contemporary Culture: media and art

Spiritual — Pupils develop fascination with how religious themes find expression in visual art, reflecting on the beliefs and experiences conveyed through creative choices.

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religious thought and ethical behaviour, and consider what makes someone a source of moral or spiritual authority. • Evaluate the relevance of their teachings and actions today, forming reasoned judgments about how their legacies continue to influence society, morality, and personal decision-making.	authority of various sources of wisdom, considering how their messages shape moral choices, beliefs, and public life. • Communicate informed perspectives on what makes someone a wise figure, drawing on examples and creating thoughtful, creative work to share these insights with others.	prejudice, discrimination, stereotyping, and misunderstandings. • Examine how religion contributes to discussions about identity, belonging, values, and citizenship in modern Britain. • Evaluate differing viewpoints about the place of religion in contemporary society, using evidence and examples to support reasoned judgments.	the arts, considering issues of bias, interpretation, and audience impact. • Communicate informed views about the influence of media and artistic expression on understanding religion in contemporary society.	morality, and the existence of God. • Evaluate differing viewpoints about religion and non-religious worldviews, developing reasoned and respectful responses.	morality, and the existence of God. • Evaluate differing viewpoints about religion and non-religious worldviews, developing reasoned and respectful responses.	**Moral — Pupils evaluate whether** media portrayals of religion are fair, using evidence of bias and stereotyping to explain possible effects on people and communities. **Social — Pupils debate different responses to** representations of religion in the media, distinguishing reasoned criticism of a portrayal from disrespect towards people of faith. **Cultural — Pupils compare** religious painting, sculpture, architecture and contemporary art, identifying diversity and shared features in how beliefs influence cultural expression.
Formative assessment: Multiple choice quiz	**End of term 1 assessment:** "Science and religion can work together because they answer different types of questions." evaluate the statement. Write one paragraph. Include a definition of worldview, one example, whether the worldviews conflict or overlap or are compatible, and at least three keywords.	**Formative assessment:** Identify and explain using evidence two problems that minority faith groups face and propose and explain four solutions to those problems.	**End of term 2 assessment:**	**Formative assessment:** Apply the knowledge from the various worldviews and create speech in response to a scenario using persuasivewriting techniques.		**Existing assessment opportunities** **Autumn | Cultural — Pupils compare** scientific and religious worldviews in the planned evaluation, explaining examples of conflict, overlap or compatibility. **Spring | Moral — Pupils justify a response to** two problems minority faith groups face by explaining four evidence-based solutions in the existing assessment. **Summer | Cultural — Pupils compare** responses from different worldviews in the planned persuasive speech, using knowledge to support a reasoned response to the scenario. No separate SMSC test or grading of pupils' personal beliefs is added.
Building understanding: Rationale / breakdown for your sequence of lessons: In this unit, students explore the lives and legacies of significant religious and moral leaders, including prophets, Gandhi, the Sikh Gurus, and the Buddha. Through this study, they gain a deeper understanding of not only who these figures were but also the historical and cultural contexts that shaped their beliefs and actions. This foundation grounds students' learning in real-world settings,	**Building understanding: Rationale / breakdown for your sequence of lessons:** In this next half term, students investigate the concept of wisdom and how it is conveyed and valued across a range of sources and traditions. They explore how knowledge and insight are passed down from ancestors, expressed through scientific understanding, and shared by public figures such as politicians and activists. This broad approach encourages students to recognise that wisdom is not confined to religious	**Building understanding: Rationale / breakdown for your sequence of lessons:** In this unit, students explore the place of religion within modern British society and examine how religious beliefs, communities, and values continue to influence contemporary life. Students begin by investigating the religious identity of Britain. Using census data, demographic information, and case studies, they explore how Britain has become increasingly diverse in terms of religion and	**Building understanding: Rationale / breakdown for your sequence of lessons:** The second half of the unit focuses on religion in media and culture. Students analyse how religion is portrayed on television, in newspapers, and through social media platforms. They consider both positive and negative representations and evaluate how media portrayals can shape public attitudes towards religious groups. Finally, students explore how religious ideas and themes are expressed through the visual arts.	**Building understanding: Rationale / breakdown for your sequence of lessons:** In this unit, students explore non-religious worldviews, focusing particularly on atheism and Humanism. The unit encourages students to understand that beliefs about life, morality, and meaning are not limited to religious traditions and that many people develop values and identities outside of organised religion. Students begin by examining the difference between atheism and Humanism. This introduces key concepts		**Summer (1st and 2nd terms) | Atheism** **Spiritual — Pupils reflect on** happiness, purpose and meaning without belief in God, using Humanist case studies to consider their assumptions about a meaningful life. **Moral — Pupils evaluate whether** people can be good without religion, comparing religious and Humanist ethics through reason, empathy and shared human experience. **Social — Pupils debate different responses to** belief and non-belief, listening to alternative views and using worldview knowledge to support the planned persuasive speech. **Cultural — Pupils compare** atheism and Humanism, recognising differences and shared features and considering how Humanist organisations express values within a diverse society. **Source note: shared Summer provision** Both Summer half-terms repeat the same learning questions and outcomes in the supplied PoS. These links apply across both; no additional teaching sequence has been assumed.

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showing how ideas and values develop within specific societies and times. Students begin by asking, “What makes someone a prophet?” which introduces the concept of spiritual authority and moral guidance across different faiths. This sets a broad framework for understanding what it means to be a moral leader, preparing students to examine particular examples in more depth. Next, students consider Gandhi as a moral guide. His life offers a vivid, accessible case study of someone who put principles like non-violence and social justice into action in a modern historical context. Following this, the study of the ten Sikh Gurus expands the discussion of spiritual leadership, illustrating how a community’s ethical and religious identity can be shaped over time through collective guidance. Finally, the exploration of how Buddha achieved enlightenment encourages students to reflect on spiritual discipline and personal transformation, adding a philosophical dimension to their understanding of moral authority. Throughout the unit, students move from a general idea of prophetic authority to concrete examples and then to deeper spiritual insights. This builds their ability to analyse and evaluate	or spiritual leaders alone but is found in many different contexts and forms. Students begin by exploring how ancestors convey wisdom, which introduces the idea of knowledge preserved through cultural memory, stories, and lived experience. This foundation helps students appreciate the role of personal and communal history in shaping worldviews. Next, students examine how science shapes people’s worldviews. This shift brings in the value of rational inquiry, evidence, and critical thinking as a way of understanding the world, contrasting and complementing more traditional or experiential sources of wisdom. Finally, the unit looks at how people seek wisdom from public figures such as politicians and activists. This encourages students to consider the role of leadership and influence in contemporary society, and how moral and ethical guidance can come from those who shape public life and policy. Throughout these lessons, students analyse and compare the credibility and authority of these diverse sources of wisdom, reflecting on how their messages impact beliefs, moral choices, and community values. They develop skills in critical evaluation, recognising	belief. This provides students with an understanding of the changing nature of British society and encourages reflection on identity, belonging, and multiculturalism. The unit then considers the positive contributions religion makes to contemporary Britain. Students examine the work of religious charities, places of worship, community organisations, and faith-based campaigns that support individuals and communities. Through these examples, students develop an appreciation of how religious values can inspire social action and public service. Students next investigate the challenges faced by minority faith groups. They explore issues such as discrimination, prejudice, stereotyping, and religious intolerance, considering how these experiences affect individuals and communities. This enables students to develop empathy while also strengthening their understanding of equality, diversity, and human rights.	They examine a range of artistic traditions, including paintings, sculpture, architecture, photography, and contemporary artwork inspired by religious beliefs. This broadens students' understanding of how religion can influence creativity, culture, and personal expression. Throughout the unit, students are encouraged to critically evaluate different perspectives and sources of information. They develop skills in interpretation, analysis, and reasoned judgement while considering the ongoing significance of religion within a diverse and changing society. By the end of the unit, students will be able to explain the role religion plays in contemporary Britain, evaluate the challenges and opportunities presented by religious diversity, and analyse how religion is represented through media and artistic expression.	and vocabulary while helping students understand that not believing in God does not necessarily mean lacking a coherent worldview or ethical framework. Students then explore why some people identify as atheists and others as Humanists. Through case studies and contemporary examples, students investigate a range of reasons why individuals may reject religious belief, including scientific explanations, philosophical arguments, personal experiences, and cultural influences. The unit moves on to consider arguments commonly used by atheists regarding belief in God. Students are introduced to age-appropriate philosophical discussions surrounding evidence, reason, and faith. This encourages critical thinking while promoting respectful engagement with differing perspectives. Students also investigate the question of whether people can be good without religion. This enquiry allows them to explore the origins of moral behaviour and compare religious and non-religious approaches to ethics.		

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the influence of these figures on religious thought and ethical behaviour. It also prompts them to think critically about the qualities that make someone a moral or spiritual guide. Ultimately, students will be able to explain how these leaders expressed their beliefs through non-violence, moral teachings, and resistance to injustice. They will assess the ongoing relevance of these teachings in today's world, developing reasoned judgments about how these legacies continue to shape society and influence personal choices.	that different traditions and individuals offer unique but sometimes competing perspectives on what it means to be wise. By the end of the half term, students will be able to communicate informed perspectives on wisdom, drawing on examples from the lessons to create thoughtful and creative work. This helps them to articulate their understanding clearly and share insights with others, reinforcing the relevance of wisdom in everyday life and society.					
Home-Learning: A 10 Gurus Spreadsheet.	**Home-Learning:** Sign off examples x5 of seva in the school.	**Home-Learning:** Examples of religious identity in Southall worksheet.	**Home-Learning:** Design a charity using the template.	**Home-Learning:** Spot/explain examples of religions represented in news articles.		**Links in existing home-learning** **Cultural — Pupils compare** religious traditions through the 10 Gurus task and Southall worksheet, explaining how beliefs shape people and places. **Moral — Pupils consider the consequences of** charity decisions and media representations through the planned charity-design and religion-in-the-news tasks.
Reading / High Quality Text: Key words, worded questions, quotes from Ghandi, and Dhammapada.	**Reading / High Quality Text:** Key words, worded questions, political speeches, case studies in ancestor worship, and sociology/stats articles.	**Reading / High Quality Text:** UK Census data on religion and belief. Newspaper articles exploring religion in Britain. Reports from organisations such as the Religion Media Centre and faith-based charities.	**Reading / High Quality Text:** Case studies of minority faith communities in Britain. Selected examples of religious art and artist commentaries. Key vocabulary sheets and source-based enquiry questions	**Reading / High Quality Text:** Key vocabulary and enquiry questions. Extracts from Humanist writings and manifestos. Selected quotations from Humanist thinkers and campaigners. Age-appropriate philosophical arguments about belief and non-belief. Contemporary case studies of Humanist organisations and initiatives. Articles exploring secularism, ethics, and modern worldviews.		**Texts and voices** **Cultural — Pupils compare** perspectives in quotations, political speeches, ancestor-worship case studies, census data, media examples, art commentaries and Humanist writings, recognising diversity within and between worldviews.

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Enrichment / Opportunities to develop cultural capital: **In lessons:** This unit enriches students' cultural capital by helping them understand the diverse ways societies recognise and honour wisdom across history, culture, and belief systems. Students gain intercultural and interfaith literacy by learning about prophets from different religious traditions, Gandhi, the Sikh Gurus, and the Buddha. Students acquire knowledge of key figures who have shaped moral and spiritual thought worldwide. This builds respect for global religious and ethical diversity. Understanding the times and societies these figures lived in allows students to appreciate how historical and cultural context influences moral leadership and spiritual teachings. Exploring how these individuals acted on beliefs such as non-violence, social justice, spiritual discipline, and compassion invites students to reflect on the nature of moral authority and the qualities that define wisdom. Students analyse the criteria by which societies accept certain figures as wise or morally authoritative, learning to question and compare different sources—from ancestral traditions and scientific inquiry to political and activist leadership. Recognising how wisdom can be preserved and passed on through cultural memory, storytelling, scientific exploration, or public leadership broadens students' appreciation for diverse knowledge systems and understanding of knowledge beyond textbooks and formal education. The unit's emphasis on sharing perspectives about wisdom through thoughtful discussion and creative projects empowers students to better communicate, articulate informed views, and engage meaningfully with complex ideas.		**Enrichment / Opportunities to develop cultural capital:** **In lessons:** This unit enriches students' cultural capital by developing their understanding of the diverse religious and non-religious beliefs that shape contemporary British society. Students gain insight into the experiences of people from a wide range of faith backgrounds, helping them to understand the realities of living within a multicultural and multi-faith nation. Through examining demographic changes and contemporary issues, students develop awareness of the complexity of identity and belonging in modern Britain. The exploration of minority faith communities encourages students to recognise the importance of inclusion, equality, and mutual respect. They consider how prejudice and discrimination can affect individuals and communities while reflecting on the values that underpin a democratic society. By studying religion in the media, students become more critical consumers of information. They learn to identify stereotypes, bias, and differing perspectives, developing media literacy skills that are increasingly important in contemporary society. The investigation of religious themes in visual art introduces students to significant artistic traditions from different cultures and historical periods. Students learn how religious beliefs have inspired some of the world's most influential works of art and continue to influence contemporary creative expression. The unit ultimately equips students with the knowledge, understanding, and critical thinking skills needed to engage thoughtfully with issues of religion, identity, diversity, and representation in modern Britain and beyond.	**Enrichment / Opportunities to develop cultural capital:** **In lessons:** This unit enriches students' cultural capital by introducing them to significant non-religious worldviews that shape the lives of millions of people both within Britain and across the world. Students develop an understanding of atheism and Humanism as important perspectives within contemporary society, enabling them to appreciate the diversity of beliefs that exist alongside religious traditions. Through exploring philosophical questions about morality, purpose, and the existence of God, students engage with ideas that have influenced thinkers, scientists, writers, and political leaders throughout history. This encourages intellectual curiosity and develops students' ability to consider complex issues from multiple viewpoints. The study of Humanism introduces students to ethical systems based on reason, empathy, and shared human experience. This broadens their understanding of how values can be developed and maintained in both religious and non-religious contexts. Students learn to engage respectfully with differing beliefs and worldviews, developing the skills needed for participation in a diverse democratic society. They practise evaluating evidence, constructing arguments, and considering alternative perspectives, all of which contribute to critical thinking and informed citizenship. By exploring how people seek meaning, happiness, and purpose both with and without religious belief, students gain a deeper appreciation of the variety of ways individuals and communities make sense of the world and their place within it.		**Social — Pupils debate different responses to** questions about wisdom, identity and religion through the planned discussions, practising informed communication and respectful engagement with different worldviews.