








# 2023-24 RS CURRICULUM MAP YEAR 8

<p><b>Half Term 1: Life is nasty, brutish and short (Part 1)</b></p>		<p>Students will learn subject specific key words to describe the work of Hobbes along with other key philosophical thinkers. Students will read information provided to enhance their knowledge</p>
<p><b>AU1: Hobbes – The state of Nature</b></p>		<p>Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will complete an assessment every half term.</p>
<ul style="list-style-type: none"> <li>Human felt that human life was “Nasty, brutish and short”. Hobbes didn’t think that his life in the 1600s was negative like the state of nature.</li> <li><b>So how do we get from this negative state of nature to a civilised society that he lived in?</b></li> <li>Hobbes - <b>social contract</b>: for a society to function each person signs a social contract with the state (government), even unconsciously.</li> <li>The terms of the contract have the individual giving up certain freedoms of the state of nature for protections. <b>These protections mirror the freedoms. E.G. you give up the freedom to murder to not be murdered yourself.</b></li> </ul>		<p>Vocalising ideas and opinions Reading aloud Paired work to share ideas and opinions.</p>
<p><b>AU1: Hobbes – Utopia/Dystopia</b></p>		<p>Homework tasks will be given every lesson. Homework will support knowledge acquisition and retention. Challenge homework tasks will be provided.</p>
<ul style="list-style-type: none"> <li><b>Utopia</b> - A fictional impossible perfect place.</li> <li><b>Dystopia</b> - a fictional impossibly terrible place.</li> <li>Hobbes had a <b>dystopian view</b> of the past, where we lived in a state of nature and created a structure that took away all the negative elements to move away from this dystopia.</li> </ul>		<p><b>Subjects</b>  <b>English/Literacy:</b> extended writing tasks requiring sentence and paragraph structures.  <b>Classics:</b> exploration of the work of key philosophical thinkers from Ancient Greece.  <b>PSE:</b> British values.  <b>Maths/Numeracy:</b> examining the probabilities of different situations happening as a result of the decision we make. Calculating marks received in lesson activities/assessments and converting them into percentages.  <b>Histry:</b> exploration of real world scenarios when examining deontology and teleology.  <b>Sociology:</b> exploration of rules which exist in different cultures throughout the world.  <b>Geography:</b> exploration of natural disasters throughout the world. Examination of near death/life after death experiences from around different parts of the world.  <b>Science:</b> examination of the scientific explanations for the occurrence of near death experiences.</p> <p><b>Careers</b>          Law Enforcement          Doctor          Publishing          Lawyer          Public Relations          Teacher          Advice Worker          Charity Officer          Community Development Worker          Policy Officer          Newspaper Journalist          Advice Worker          Civil Service Administrator          Equality, diversity and inclusion officer          Councillor          Charity Fundraiser          Health Care Professional</p>
<p><b>AU1: Plato – Form of Good</b></p>		
<ul style="list-style-type: none"> <li>Plato was born and lived in ancient Greece around 400 B.C.E. He is well known for several philosophy books and ideas, and for being the first student of Socrates.</li> <li>These ancient times were filled with discovery and leaps forward in how humanity understood the world. Plato was a large part of this exploration into understanding.</li> <li>What is ‘good?’ In philosophy, when referring to a “good person” or a “good life” it is difficult to come to a definition of ‘good’, Plato took this ambiguous definition of good to say that we are not trying to describe the instances of good but the <b>overall form of good</b>.</li> <li>To show what he meant by the idea of form he presented the <b>allegory of the cave</b>.</li> </ul>		
<p><b>AU1: Deontology</b></p>		
<ul style="list-style-type: none"> <li><b>Deontology is a way of grouping moral systems of thought that focuses on duty.</b> Deontology is based on the rightness and wrongness of actions <b>before</b> they happen to determine whether one should carry out the action.</li> <li><b>Immanuel Kant:</b> proposed universal laws in his book the ‘Categorical Imperative’ - “act as if you would wish it to be a universal law”. <b>Examples: Do not Lie, do not Steal, ‘Murderer at the Door’</b></li> <li><b>Pros</b> = Easy to follow certain rules, consistency to your behaviour - this creates an identity or reputation.</li> <li><b>Cons</b> = Hard to decide what rules to follow, what if there is a conflict, what rules are more important?</li> </ul>		
<p><b>AU1: Teleology</b></p>		
<ul style="list-style-type: none"> <li><b>To do with consequences of one’s actions. This is what determines what is right or wrong.</b></li> <li><b>Utilitarianism: Jeremy Bentham</b> - “The greatest good for the greatest number” <b>Examples: Complications with telling the truth, ‘The Trolley Problem’</b></li> <li><b>Pros</b> = More flexible than deontology, more people end up happy.</li> <li><b>Cons</b> = Hard to predict the consequences, can never be truly “right”</li> </ul>		
<p><b>ASSESSMENT</b></p>		
		<p><b>Life is nasty, brutish and short</b>  <b>Full Unit: Key Term List</b></p> <ul style="list-style-type: none"> <li><b>Afterlife:</b> Life after death.</li> <li><b>Allegory:</b> As story used to reveal a hidden meaning, like a fable.</li> <li><b>Alleviating:</b> Making suffering or a problem less severe.</li> <li><b>Ambiguous:</b> Open to more than one interpretation.</li> <li><b>Brutish:</b> Savage and violent.</li> <li><b>Compassion:</b> Sympathy or concern for the suffering of others.</li> </ul>



# 2023-24 RS CURRICULUM MAP YEAR 8

## Half Term 2: Life is nasty, brutish and short (Part 2)

### AU1: Perfectionist/Hedonist

- **Perfectionism** - certain activities are deontologically good, and what is morally right is what most promotes these human 'excellences' or 'perfections'.
- **Hedonism** – pleasure/absence of pain = important principle in determining whether an action is good.
- **Both utopian views** = they cannot be possible.

### AU2: Suffering/Compassion

- **Suffering: the state of undergoing pain, distress or hardship**  
**Example:** Hobbes described the world in a state of nature as "Nasty Brutish and Short". This would be a world where everyone everywhere suffered. This contrasts with the utopian outlooks of the hedonists and perfectionists who believe that life is only pleasure and perfection. The world is somewhere in between these two extremes.
- Compassion can be a tool to help alleviate the suffering of others, **"A problem shared is a problem halved."** (Old Proverb) **Example: listening to a friend worrying about exams.**

### AU2: Evil Vs Tragedy

- Difference = whether it was a conscious or intentional action that causes the suffering. Some events are inevitable like death by old age, whereas others are created by the conscious actions of others like death by murder. **First = tragedy. Second = evil.**
- Tragedies: unconscious act or an act of nature. **Unconscious act** = not meaning to do what you did, surgeon someone dies in surgery. **Act of nature** = hurricanes. Compassion can be used to alleviate both types of suffering.

### AU2: Is death the end?

- Science asks **falsifiable questions** that can be tested to see if they are incorrect. Philosophy - **can't test the answers with experiments.**
- **"Three possible answers:** No = view of the materialists. Yes = the view held by many monotheistic religions. I don't know = the view held by agnostics.

### AU2: Pascal's wager











- Blaise Pascal used a structure to answer whether one should believe in God. It is possible to use the same structure to ask whether the afterlife is real.
- With the possibility of believing having better outcomes than the possibility of not, it's best to act as if it is. Taking the 'wager' is **believing even though you are unsure.**

### ASSESSMENT

- **Conscious:** Aware of your surroundings or having knowledge about something.
- **Consequences:** The result or impact of an action.
- **Deontology:** The study of duty and obligation.
- **Duty:** A moral obligation to do something.
- **Dystopia:** A state of things in which there is great suffering or injustice.
- **Epiphany:** A moment of sudden and great revelation or realization.
- **Experience:** Practical contact with and observation of facts or events.
- **Evil:** Suffering caused by a conscious act.
- **Falsifiability:** The possibility of a statement being proved incorrect.
- **Form:** The essential nature of a thing.
- **Hedonism:** The pursuit of pleasure and self-indulgence.
- **Morality:** Principles and ideas concerning what is right and wrong.
- **Nasty:** Very bad or unpleasant.
- **Perfectionism:** What is morally right is what most promotes human 'excellences' or 'perfections'.
- **Principles:** A fundamental truth that guides the way you act or what you believe.
- **Probability:** A branch of mathematics that deals with the likelihood or certain outcomes.
- **Reincarnation:** The rebirth of a soul into another body.
- **Short:** Reference to life expectancy being small.
- **Suffering:** The state of undergoing pain, distress or hardship.
- **Teleology:** Moral structure that focuses on the consequences of an action.
- **Thought experiment:** Using thoughts to predict the outcome of an experiment (usually something that is hard to replicate in reality)
- **Tragedy:** Suffering caused unconsciously or by an act of nature.
- **Transformative:** Causing a large change in someone or something.
- **Utility:** The goodness, value or usefulness that something has.
- **Utopia:** A state of things in which everything is perfect.
- **Wager:** The essential nature of a thing.



# KS3 RS Curriculum Content

	AU1	AU2	SP1	SP2	SU1	SU2
9	<b>Rules and Rebels</b> Commandments Shariah Law The Pope Living vs Written authority- Gurus of Sikhism Martin Luther MLK MX Malala Wiesel Quang Duc 		<b>Religion in the 21st Century</b> Medical ethics Peace, conflict and terrorism Relationships and marriage Rise of secularism- what is Humanism? Creation and science Blasphemy LBGTQ+ 		<b>On Wednesday's We Smash the Patriarchy</b> Ester and Ruth Martha Nussbaum Simone De Beauvoir The Oxford 4 Harriet Martineau Mary Wollstonecraft Julian of Norwich 	
8	<b>"Life is nasty, brutish and short."</b> Hobbes Deontology and Teleology Plato and the form of the good The Perfectionist View The Hedonist View Evil, suffering and compassion Is death the end? Near death experience. 		<b>The man, the myth, the legend</b> Messiah Prophecy Who was Jesus? What do we know sociologically (census)? Son of God Trinity Risalah Isa Tawhid Shirk 		<b>Knowing God</b> Religious experience (William James and the God helmet Saul's conversion St Bernadette's visions) Sufism Brahma and atman – the God in us 	
7	<b>Origin of Thought</b> What Philosophy is for How Philosophy works Metaphysics Logic Ethics Epistemology Socrates Plato Aristotle  <b>PHILOSOPHY</b> 	<b>Origin of Belief</b> Psychological need for believing What is faith? Awe and wonder Pascals wager  <b>THEOLOGY</b> 	<b>Evolution of Abraham</b>  <u><b>Judaism</b></u> Covenant Becoming Abraham Jews as the chosen people Exodus – full circle from covenant  <u><b>Christianity</b></u> Jesus was a Jew Monotheism and the Trinity Old and New Testament – division and interpretation  <u><b>Islam</b></u> Becoming Ibrahim Who was Ishmael? Messiah to prophets		<b>Developing Dharma</b>  <u><b>Hinduism</b></u> Philosophical branches of Dharma Rta Elements Ritual (then and now) ...and there's one (short)  <u><b>Buddhism</b></u> Dharma and Dukka Can we live a detached life? Is it wrong to be happy?  <u><b>Sikhism</b></u> Dharma in action – Selfless Sewa What's the point of a truth that isn't lived? Community, equality and social justice 	



# KS3 RS Learning Journey Overview

Year 7



Origin of Thought



Origin of Belief



Evolution of Abraham



Developing Dharma



Year 8

"Life is nasty, brutish and short"



The man, the myth, the legend



Knowing God



Year 9

Rules and Rebels



Religion in the 21st century



"On Wednesdays we smash the patriarchy"



Onto GCSE



# Knowledge Organiser: Life is Nasty, Brutish and Short

**Hobbes: the state of nature** - human's life was "Nasty, brutish and short". Hobbes didn't think that his life in the 1600s was negative like the state of nature. **So how do we get from this negative state of nature to a civilised society that he lived in?**

To explain, he came up with the concept of **the social contract**. This says that for a society to function each person signs a social contract with the state. The terms of the contract have the individual giving up certain freedoms for protections. These protections mirror the freedoms. **For example, you give up the wear whatever you want to be free from judgement about your style / brands etc**

**Hobbes and Utopia/Dystopia: Utopia** is literally translated to as "nowhere". This means that the idea is about a fictional impossible perfect place. This also follows for **dystopia**, which is a fictional impossibly terrible place. 'Place' can be used to mean physical or mental location. Hobbes had a dystopian view of the past, where we lived in a state of nature.

**Hobbes took this dystopian view and created a structure that took away all the negative elements in order to move away from this dystopia.**



**Perfectionist/Hedonist:** two views that hold **utopian outlooks**. They can be described as utopian because it **may not be possible** to achieve. Also, lives where you pursue these things in the highest form could become shallow and meaningless, stopping it from being perfect. **Perfectionism** is a moral theory according to which certain states or activities of human beings, such as knowledge/ achievement are deontologically good, and what is morally right is what most promotes these human 'excellences' or perfections. **Hedonism** is the belief that pleasure, or the absence of pain, is the most important principle in **determining whether a potential course of action is good**.

**Plato:** Plato was well known for several philosophy books and ideas, and for being the first student of **Socrates**. These ancient times were filled with discovery and leaps forward in how humanity understood the world. Plato was a large part of this exploration into understanding. When we talk about "good" in philosophy we are talking about the moral version of this. Referring to a "good person" or a "good life" It is very hard to come to a definition of good, so Plato used examples to highlight parts of what good is and hoped to understand fully what good is by adding them together. Plato took this ambiguous definition of good to say that we are not trying to describe the instances of good but the **overall form of good**. To show what he meant by this he presented the **allegory of the cave**.

<https://www.youtube.com/watch?v=SWIUKJIMge4>

**Deontology:** based on the rightness and wrongness of actions before they happen to determine whether one should carry out the action. **Immanuel Kant:** proposed universal laws in his book the Categorical Imperative. He believed that we all have a duty to follow certain universal rules. "Act as if you would wish it to be a universal law". **Pros = Easy to follow certain rules, easy to follow certain rules. Cons = Hard to decide what rules to follow, what if there is a conflict, what rules are more important?** **Teleology:** to do with consequences of one's actions. **Jeremy Bentham:** "the greatest good for the greatest number" **Utilitarianism.** Looks to maximise good consequences from one's actions. **Pros = More flexible than deontology, more people end up happy. Cons - Hard to predict the consequences, can never be truly "right"** **Famous Thought experiment: The Trolley Problem.** <https://www.youtube.com/watch?v=bOpf6KcWYyw>



KEY WORD	DEFINITION
Afterlife	Life after death.
Allegory	As story used to reveal a hidden meaning, similar to a fable.
Alleviating	Making suffering or a problem less severe.
Ambiguous	Open to more than one interpretation.
Brutish	Savage and violent.
Compassion	Sympathy or concern for the suffering of others.
Conscious	Aware of your surroundings or having knowledge about something.
Consequences	The result or impact of an action.
Deontology	The study of duty and obligation.
Duty	A moral obligation to do something.
Dystopia	A state of things in which there is great suffering or injustice.
Epiphany	A moment of sudden and great revelation or realization.
Experience	Practical contact with and observation of facts or events.
Evil	Suffering caused by a conscious act.
Falsifiability	The possibility of a statement being proved incorrect.
Form	The essential nature of a thing.
Hedonism	The pursuit of pleasure and self-indulgence.
Morality	Principles and ideas concerning what is right and wrong.
Nasty	Very bad or unpleasant.
Perfectionism	What is morally right is what most promotes human 'excellences' or 'perfections'.
Principles	A fundamental truth the guides the way you act or what you believe.
Probability	A branch of mathematics that deals with the likelihood or certain outcomes.
Reincarnation	The rebirth of a soul into another body.
Short	Reference to life expectancy being small.
Suffering	The state of undergoing pain, distress or hardship.
Teleology	Moral structure that focuses on the consequences of an action.
Thought experiment	Using thoughts to predict the outcome of an experiment (usually something that is hard to replicate in reality)
Tragedy	Suffering caused unconsciously or by an act of nature.
Transformative	Causing a large change in someone or something.
Utility	The goodness, value or usefulness that something has.
Utopia	A state of things in which everything is perfect.
Wager	The essential nature of a thing.

# Knowledge Organiser: Life is Nasty, Brutish and Short

## Suffering and Compassion

**Suffering** – the state of undergoing pain, distress or hardship. Suffering can be felt in many forms: physical pain, emotional pain, stress and worry, anger or loss. It can be felt by individuals or groups of people. **Hobbes** described the world in a state of nature as “Nasty Brutish and Short”.

This would be a world where everyone everywhere suffered. The negative conditions for life are what creates the suffering. This contrasts with the utopian outlooks of the hedonists and perfectionists who believe that life is only pleasure and perfection. **However, the world in reality is somewhere in between these two extremes.** Examples: **School** – a student is stressing and worrying about their upcoming exams. **World** – around the world people are suffering because they are in conditions of poverty. **History** – many wars throughout history have caused suffering in many different forms: loss of family, being forced to move home, being in a state of terror, etc. **These examples show that suffering can be felt locally, internationally, across different times and by all people.**

**Compassion** – sympathy or concern for the suffering of others. Compassion can be a tool to help alleviate the suffering of others, through sympathy and concern. This can be done by listening and attempting to understand the others suffering, or by doing things to actively help reduce it in the future.

“A problem shared is a problem halved.” (Old Proverb)



**Is Death the End?** One of the main differences between science and philosophy concerns the types of questions and statements they look to answer.

**Science** – asks *falsifiable* questions that can be tested to see if they are incorrect.

**Philosophy** – asks all types of questions. The negative to this is they can't test the answers with experiments.



**What if Hobbes was correct about life in the state of nature being nasty and brutish but wrong about short?** Without the ability to test the questions posed in philosophy with experiments, **Philosophy uses what's called the “dialectic method” where arguments and logical reasoning are applied to statements** and questions. To this question there are three possible answers:

**Yes, No and I don't know.**

**No = This is the view of the materialists. They believe that the vital components of life reside only in the material structure of the body. Once the body dies the life that was once a part of it ends with the body. Therefore, they don't believe that there is anything after death.**

**Yes= Afterlife/Heaven: This view is held by many monotheistic religions, like Christianity and Islam. Who say that depending on whether you lived your life according to certain rules determines where you end up in the afterlife, either Heaven, Hell or Purgatory? (positive/negative/eternal suffering) Reincarnation: This view is held by Buddhists and Hindus. The view is that once the body dies the soul leaves and moves onto another bodily form, either human or animal. Your life in the one body determines where your soul moves to.**

**I don't know = Being agnostic means that you are unsure of the answer. In terms of the question about whether death is the end an agnostic would say that they didn't know.**

## Evil vs Tragedy

There are two different types of causes of suffering, **Evil** and **Tragedy**. The difference between the two concerns whether it was a **conscious or intentional action** that causes the suffering. Some events are inevitable like death by old age, whereas others are created by the **conscious actions of others** like death by murder. **The first would be classed as a tragedy whereas the second would be evil.** Evil is defined as – suffering that is caused by a **conscious action**. This means that the suffering has come due to intentional actions or behaviours by a single person or group. Tragedies can be caused by an unconscious act or an act of nature. **Unconscious act** – not meaning to do what you did, surgeon someone dies in surgery. **Act of nature** – hurricanes, tsunami earthquakes etc.



**Compassion can** be used to alleviate both types of suffering for the person who has suffered and yourself.

**However, because evil is caused by a conscious act, we can do things to reduce this happening in the future.**

**Near Death Experiences Case Studies: Ian McCormack** was stung by 5 box jellyfish, the most venomous in the world. On the way to the hospital Ian, an atheist, began to have visions of heaven and hell and recited broken versions of the Lord's prayer. After dying Ian came back to life, saying that Jesus has empowered him to live “so that he might tell his story to others”. From then on Ian lived as a Christian and became a leader of the Kings Gate Church in London.

Maya Gabeira:

[https://www.youtube.com/watch?v=0ObwqPgUZx4&ab\\_channel=Complex](https://www.youtube.com/watch?v=0ObwqPgUZx4&ab_channel=Complex)

Other testimonies:

[https://www.youtube.com/watch?v=kRRgWV2llvc&ab\\_channel=NDEAccounts-AfterlifeStories](https://www.youtube.com/watch?v=kRRgWV2llvc&ab_channel=NDEAccounts-AfterlifeStories)



**Pascal's Wager:** [https://www.youtube.com/watch?v=S93jMOqFoE&ab\\_channel=CrashCourse](https://www.youtube.com/watch?v=S93jMOqFoE&ab_channel=CrashCourse)

Blaise Pascal was a French mathematician, physicist, inventor, philosopher, born in 1662. As a mathematician he was one of the founders of probability theory. He was also a devout Catholic.

Pascal's wager is a structure that Blaise Pascal proposed. He used the structure to answer **whether one should believe in God**. We can use the same structure to ask whether the afterlife is real.

**Result**

**With the possibility of believing having better outcomes than the possibility of not, it's best to “hedge your bets” and act as if it is. Make note how some people think acting in this way would mean a worse life, but Pascal thought that it would be better.**





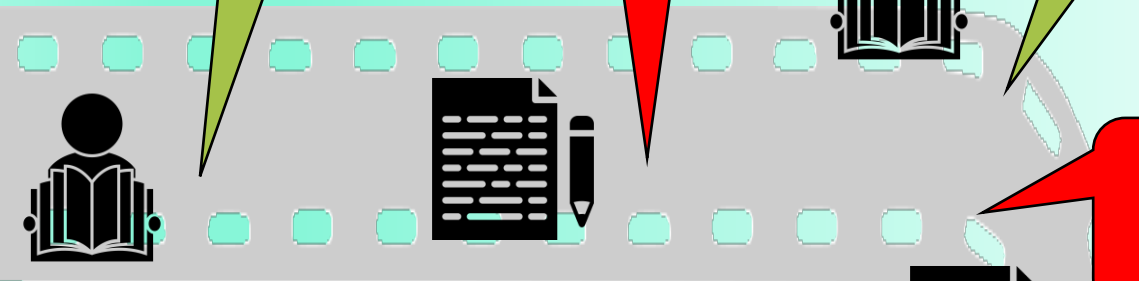
# Year 8 Learning Journey



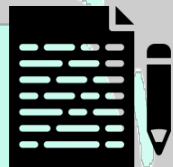
Unit 1: "Life is nasty, brutish and short"

Assessment

"Life is nasty, brutish and short" Continued



Assessment



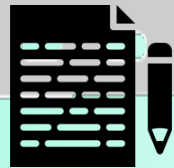
Assessment

The man, the myth, the legend Continued

Unit 2: The man, the myth, the legend



Assessment



Unit 3: Knowing God



Knowing God Continued

Assessment



Assessment

