Subject: Religious Education Year Group: 8

Studi influi Pulln comp	gion and Literature Jents will understand the Christian Jence on authors including Phillip man and Dan Brown. Students will Ippare Christian beliefs about the	Monotheism Students will understand core beliefs in the three monotheistic faiths: Judaism,	Evil and Suffering Students will explore the question of	Sikhism Students will know key Sikh beliefs	Rights and Religion Students will know that humans and animals have	Hinduism Students will know key Hindu beliefs
Stude influe Pulln comp soul, litera	dents will understand the Christian Jence on authors including Phillip man and Dan Brown. Students will	Students will understand core beliefs in	Students will explore the question of			
influ Pulln comp soul, litera	uence on authors including Phillip man and Dan Brown. Students will			Students will know key Sikh beliefs		
Pulln comp soul, litera	man and Dan Brown. Students will	the three monotheistic faiths: Judaism,				
comp soul, litera			whether evil means God cannot exist.	about the nature of God, pilgrimage	rights. Students will know what the six main	about the nature of God and how this
soul, litera		Christianity and Islam. Students will	Students will know the attributes of	and equality. Students will know about	religions teach about human and animal rights.	is manifested in the form of different
litera	, sin and life after death and the	know concepts like prophethod, covenant, Trinity, and Five Pillars	God and how they conflict with evil, what Christianity teaches on	the lives of two gurus and how they influence Sikhs today. Students will	Students will know that Amnesty International fights to improve human rights and be able to	gods and goddesses. Students will assess the teachings of the Ramayana
		covenant, minity, and rive rinars	responding to evil and Irenaeus'	explore debates about women and	debate animal rights issues like animal testing	about human duty. Students will know
	ature.		theodicy	discrimination	debate animal rights issues like animal testing	how Hindus worship and what Hindus
cheme			theodicy	discinnidation		believe about life after death
	the Bible fact or Fiction?	Judaism:	1.What is evil and suffering?	Sikh Beliefs:	1.What are Rights	Beliefs about God:
-The	e difference between fact and	Core beliefs of Judaism including	-The concepts of evil and suffering	-Sikhism is monotheistic and names	- concept of what human rights are and what	-God is known as Brahman. Brahman
fictio	on and how this applies to holy	monotheism.	according to Christianity	God, Waheguru. Sikhs recite the mool	impact they have	is one. Hinduism is also polytheistic
book		Living Judaism	-Questions surrounding human	mantra which contains core Sikh beliefs	-the concept of children's rights and vulnerability	because they believe that Brahman has
	lical prophecy as proof the Bible if	- The word Jew and reclaiming it as a	suffering and the existence of God	such as God is eternal, omnipresent		many forms, including the Trimurti and
factu		positive name not a discriminatory term	2.What is original sin?	and one. The Ik Onkar symbolises this.	2.Religious attitudes to human rights	other gods and goddesses
	w archaeological evidence supports	- The patriarchal history and fathers of	-The biblical account of original sin	Guru Nanak	- What the 6 world religions state about human	-Brahma, Vishnu and Shiva make up
	Bible as factual	Judaism and their impact on the	-Secular ideas on Christian teachings	-He was the first Guru and spread	rights and how they suit religious laws	the Trimurti. They create, sustain and
		development of the religion	on original sin	teachings about equality and helping	- comparison of religious laws and human rights	destroy respectively. Hindus believe
	e as fact	Following the Covenant -The concept of the covenant and how	What is the problem of Evil?     The teaching of the inconsistent triad	others. Gurus are like teachers not	What happened when Rights are broken	Shiva is important because endings are
	His Dark Materials dangerous for gion?	that develops the Jewish identity	Applying the problem of evil to case	gods Guru Gobind Singh	The work of amnesty international to support	an essential part of life The Ramayana
	w fictional stories influenced by	-The Shema and Mezuzah	studies	-He was the tenth Guru and began	broken rights	-This is an Indian epic poem. Vishnu
	gion bring around religious	-The importance of the covenant to	4.How to Christians respond to	the panj pyrae. Five people were	-The consequences and reasons behind broken	appears as a prince called Rama who is
		Abraham and Jews today	suffering?	prepared to sacrifice their life for him	rights and how individuals are helped	married to Sita. In exile, Sita is
		Christianity	-The biblical account of the suffering of	Golden Temple	4.What are animal rights	kidnapped and must be rescued
		Core beliefs and practices of Christianity,	Job	-Sikhs go on pilgrimage to Amritsar to	- How animals are used to benefit humans	-Every person has dharma, duty, to
		such as monotheism and the Trinity.	-the early church fathers on Gods	see the Golden Temple. Sikhs will eat	-What animal rights are and their impact	fulfil the responsibilities of who they
		What is the Trinity? God is the father,	existence and Evil	langar, pray and experience religious	5. Religious attitudes to animal rights	are
religi		the son and the holy spirit. All three are	5.Can we forgive evil?	feelings here	-How different religious teaching support or reject	Hindu worship
		distinct but one.	-The case studies of faith and	The Three duties:	the use of animals	-Worship is called puja and is a clear
		Who is Jesus the son?	forgiveness in the Holocaust	-All Sikhs should pray, work and give.	-The role of scripture and the treatment of	process.
		Jesus is the saviour and came to atone	-Case study on defining evil	Langar is free food and sewa is selfless	animals	-Hindus worship at the mandir or at
		for humanity's sin.		service. Both are part of the third duty,	6.Using animals	home and will have a shrine that is
		Analysis of hymns based on these		giving. Fauja Singh is an inspirational	-religious attitudes to animals as food,	dedicated to the family's main gods
		teachings.		Sikh Waman in Sikhirm	experiments and fur	and goddesses
	w to apply the concept of the soul art of your personal identity	Islam: Core beliefs of Islam such as		Women in Sikhism -Sikhism teaches equality but women	-The role of scripture and the treatment of animals	Life and Death -Hindus believe in the cycle of rebirth,
- I				• • • • • • • • • • • • • • • • • • • •		
		The understanding of different religious practices – how they impact religion and	The understanding of different	religious practices – how they impact	The understanding of different religious practices	The understanding of different
		religious people.	religious practices – how they impact	religion and religious people.	<ul> <li>how they impact religion and religious people.</li> <li>The different beliefs of religions</li> </ul>	religious practices – how they impact
	gion and religious people. different beliefs of religions	The different beliefs of religions	religion and religious people. The different beliefs of religions	The different beliefs of religions	Structures to support learning:	religion and religious people. The different beliefs of religions
		Structures to support learning:	Structures to support learning:	Structures to support learning:	BEEL: Develop extended writing skills to include	Structures to support learning:
		BEEL: Develop extended writing skills to	Develop extended writing skills	• PEEL: Develop extended writing skills		Develop extended writing skills
	nclude a point, evidence or	include a point, evidence or example,	to include a point, evidence or	to include a point, evidence or example, explain it and link it to the	to the overall point. This is helpful across all	to include a point, evidence or
		explain it and link it to the overall point.	example, explain it and link it to the	overall point. This is helpful across all	written subjects and reinforces literacy skills.	example, explain it and link it to the
		This is helpful across all written subjects	overall point. This is helpful across all		• 🗵	overall point. This is helpful across all
writt	ten subjects and reinforces literacy	and reinforces literacy skills.	written subjects and reinforces literacy	skills.	• EARM: Evaluate a statement by coming up with	written subjects and reinforces literacy
skills	s.	•[2]	skills.	• 🗈	ideas for and against. Pupils should write a PEEL	skills.
•2		• EARM: Evaluate a statement by coming	•12	EARM: Evaluate a statement by	paragraph For, a PEEL paragraph Against, a PEEL	• 🗈
		up with ideas for and against. Pupils	•EARM: Evaluate a statement by	coming up with ideas for and against.	paragraph about a religious view and a	EARM: Evaluate a statement by
		should write a PEEL paragraph For, a	coming up with ideas for and against.	Pupils should write a PEEL paragraph	conclusion. Pupils are encouraged to include	coming up with ideas for and against.
		PEEL paragraph Against, a PEEL	Pupils should write a PEEL paragraph	For, a PEEL paragraph Against, a PEEL	scriptural references and their own opinion.	Pupils should write a PEEL paragraph
	a PEEL paragraph Against, a PEEL	paragraph about a religious view and a	For, a PEEL paragraph Against, a PEEL	paragraph about a religious view and a	•2	For, a PEEL paragraph Against, a PEEL
		conclusion. Pupils are encouraged to	paragraph about a religious view and a	conclusion. Pupils are encouraged to	• Øore RE skills:	paragraph about a religious view and a
	clusion. Pupils are encouraged to	include scriptural references and their	conclusion. Pupils are encouraged to	include scriptural references and their	•Dompare and contrast religious and non-religious	
		own opinion. •⊞	include scriptural references and their	own opinion.	beliefs	include scriptural references and their
•[?]	n opinion.	•Eore RE skills:	own opinion. •⊞	• 🛚	Explain the meaning, relevance and different interpretations of sources of authority	own opinion. • ☑
_	re RE skills:	Bompare and contrast religious and non-	•Eore RE skills:	•Øore RE skills:	Evaluate (use knowledge to explain points of	•Øore RE skills:
	mpare and contrast religious and	religious beliefs	Compare and contrast religious and	<ul> <li>Compare and contrast religious and non-religious beliefs</li> </ul>	view and make informed judgements account	Dompare and contrast religious and
	-religious beliefs	Explain the meaning, relevance and	non-religious beliefs		them to inform a personal response)	non-religious beliefs
	plain the meaning, relevance and	different interpretations of sources of	Explain the meaning, relevance and	<ul> <li>Explain the meaning, relevance and different interpretations of sources of</li> </ul>	Analyse (deconstruct information and make links)	Explain the meaning, relevance and
	erent interpretations of sources of	authority	different interpretations of sources of	authority	to other knowledge to show something new)	different interpretations of sources of
	nority	Evaluate (use knowledge to explain	authority	Evaluate (use knowledge to explain	•2	authority
		points of view and make informed	Evaluate (use knowledge to explain	points of view and make informed		Evaluate (use knowledge to explain
Fact		World Religion	Evil	Amrit	Responsibility	Ahmisa
Fictio		Belief	Natural evil	Ek Onkar	Law	Bhagavad Gita
Bible	e	Sacred	Suffering	Golden temple	Human Rights	Brahma
		Practice	Morals	Gurdwara	UDHR	Brahman
		Belonging	Benevolent	Gurmukhi	Amnesty	Caste
		Festival	Omniscient	Guru Guru Granth Sahih	Human Rights Act	Cremation
Chun		Teaching	Omnipotent		Discrimination	Deity
		God	Justifiable	Kaur Khalsa		Dharma/ dhamma
Daen		Worship	Unjustifiable	Knaisa Kirt Karna	Rights	Karma
Soul		Holy	Moral evil	Langar	Sanctity of life	Mandir Moksha
Cyph		Scripture Denomination	Free will	Mool mantra	Extinction Vegetarianism	Moksha Monotheism
Sexis		Symbol		Nam japna	Vegetarianism Vegan	Pacifist
	ninati			Panj pyrae	Fur trade	Pilgrimage
	spiracy			Pilgrimage	Fur farming	Polytheism
CONS				Sewa	Animal experiments	Puja
				Singh		Shiva
				Vand Chhakna		Shrine
				Waheguru		Vishnu
av Morde			20			
ey Words	mark test on knowledge and skills.		30 mark test on knowledge and skills.			
			Students will be tested on the key words and content from the	20 mark test on knowledge and skill-	20 mark test on knowledge and skills Students	30 mark test on knowledge and skills.
30 m			worus and content from the	30 mark test on knowledge and skills.	30 mark test on knowledge and skills. Students	
30 m Stude	dents will be tested on the key	20 mark tost on knowledge and day	knowledge organises. The	Ctudents will be tested the lie		
30 m Stude word	dents will be tested on the key ds and content from the	30 mark test on knowledge and skills.	knowledge organiser. They will be	Students will be tested on the key	will be tested on the key words and content from	Students will be tested on the key
30 m Stude word know	dents will be tested on the key ds and content from the wledge organiser. They will be able	Students will be tested on the key words	expected to draw on past learning	words and content from the	the knowledge organiser. They will be able to	words and content from the
30 m Stude word know to ev	dents will be tested on the key ds and content from the wledge organiser. They will be able valuate a debate covered in the	Students will be tested on the key words and content from the knowledge	expected to draw on past learning about Christianity. They will be able to	words and content from the knowledge organiser. They will be able	the knowledge organiser. They will be able to evaluate a debate covered in the unit e.g. do	words and content from the knowledge organiser. They will be able
30 m Stude word know to ev unit :	dents will be tested on the key ds and content from the wledge organiser. They will be able valuate a debate covered in the about religoius influence on	Students will be tested on the key words and content from the knowledge organiser. They will be able to evaluate a	expected to draw on past learning about Christianity. They will be able to evaluate a debate covered in the unit	words and content from the knowledge organiser. They will be able to evaluate a debate covered in the	the knowledge organiser. They will be able to evaluate a debate covered in the unit e.g. do animals have the same rights as humans. They will	words and content from the knowledge organiser. They will be able to evaluate a debate covered in the
30 m Stude word know to ev unit : litera	dents will be tested on the key ds and content from the wledge organiser. They will be able valuate a debate covered in the about religoius influence on	Students will be tested on the key words and content from the knowledge	expected to draw on past learning about Christianity. They will be able to	words and content from the knowledge organiser. They will be able	the knowledge organiser. They will be able to evaluate a debate covered in the unit e.g. do	words and content from the knowledge organiser. They will be able

	Each lesson in the unit will begin with a	Each lesson in the unit will begin with a	Each lesson in the unit will begin with a	Each lesson in the unit will begin with a	Each lesson in the unit will begin with a quiz	Each lesson in the unit will begin with a
	quiz based on the knowledge	quiz based on the knowledge organiser.	quiz based on the knowledge	quiz based on the knowledge	based on the knowledge organiser. Students will	quiz based on the knowledge
	organiser. Students will be expected to	Students will be expected to review the	organiser. Students will be expected to	organiser. Students will be expected to	be expected to review the knowledge organiser	organiser. Students will be expected to
	review the knowledge organiser and	knowledge organiser and home and be	review the knowledge organiser and	review the knowledge organiser and	and home and be able to complete different	review the knowledge organiser and
	home and be able to complete	able to complete different sections of it	home and be able to complete	home and be able to complete	sections of it each week.	home and be able to complete
	different sections of it each week.	each week.	different sections of it each week.	different sections of it each week.	The end of unit assessment will be out of 30.	different sections of it each week.
	The end of unit assessment will be out	The end of unit assessment will be out	The end of unit assessment will be out	The end of unit assessment will be out	Approximately 15 marks will be available for	The end of unit assessment will be out
	of 30. Approximately 15 marks will be	of 30. Approximately, 15 marks will be	of 30. Approximately 15 marks will be	of 30. Approximately 15 marks will be	knowledge recall and 15 marks for skills.	of 30. Approximately 15 marks will be
	available for knowledge recall and 15	The knowledge questions will test the current and	available for knowledge recall and 15			
	marks for skills.	marks for skills.	marks for skills.	marks for skills.	any previous units taught.	marks for skills.
	The knowledge questions will test the	Skills questions will include examples such as:	The knowledge questions will test the			
	current and any previous units taught.	Term 1	current and any previous units taught.			
	Term 1	Skills questions will include examples	Term 1	Skills questions will include:	Evaluate a religious belief: Give one idea for, one	Skills questions will include examples
	<ul> <li>Evaluate a religious belief: Give one</li> </ul>	such as:	<ul> <li>■Evaluate a religious belief: Give one</li> </ul>	Term 1	idea against and your opinion (6)	such as:
	idea for, one idea against and your	Term 1	idea for, one idea against and your	<ul> <li>■Evaluate a religious belief: Give one</li> </ul>	Term 2	Term 1
	opinion (6)	<ul> <li>Evaluate a religious belief: Give one</li> </ul>	opinion (6)	idea for, one idea against and your	•Explain two religious beliefs (4)	Evaluate a religious belief: Give one
	Term 2	idea for, one idea against and your	Term 2	opinion (6)	<ul> <li>Evaluate a religious belief: Give one idea for, one</li> </ul>	idea for, one idea against and your
	<ul> <li>Explain two religious beliefs (4)</li> </ul>	opinion (6)	<ul> <li>Explain two religious beliefs (4)</li> </ul>	Term 2	idea against and your opinion (6)	opinion (6)
	▶ Bvaluate a religious belief: Give one	Term 2	<ul> <li>Evaluate a religious belief: Give one</li> </ul>	<ul> <li>Explain two religious beliefs (4)</li> </ul>	Term 3	Term 2
	idea for, one idea against and your	<ul> <li>Explain two religious beliefs (4)</li> </ul>	idea for, one idea against and your	<ul> <li>Evaluate a religious belief: Give one</li> </ul>	•Explain two similar religious beliefs (4)	•Explain two religious beliefs (4)
	opinion (6)	<ul> <li>Evaluate a religious belief: Give one</li> </ul>	opinion (6)	idea for, one idea against and your	•Explain two religious beliefs (4)	Evaluate a religious belief: Give one
	Term 3	idea for, one idea against and your	Term 3	opinion (6)	<ul> <li>Evaluate a religious belief: Give one idea for, one</li> </ul>	idea for, one idea against and your
	<ul> <li>Explain two similar religious beliefs (4)</li> </ul>	opinion (6)	<ul> <li>Explain two similar religious beliefs (4)</li> </ul>	Term 3	idea against and your opinion (6)	opinion (6)
	<ul> <li>Explain two religious beliefs (4)</li> </ul>	Term 3	<ul> <li>Explain two religious beliefs (4)</li> </ul>	<ul> <li>Explain two similar religious beliefs (4)</li> </ul>	The next lesson, and final lesson of the unit will	Term 3
	<ul> <li>Evaluate a religious belief: Give one</li> </ul>	<ul> <li>Explain two similar religious beliefs (4)</li> </ul>	<ul> <li>Evaluate a religious belief: Give one</li> </ul>	<ul> <li>Explain two religious beliefs (4)</li> </ul>	be reflection	•Explain two similar religious beliefs (4)
	idea for, one idea against and your	<ul> <li>Explain two religious beliefs (4)</li> </ul>	idea for, one idea against and your	<ul> <li>Evaluate a religious belief: Give one</li> </ul>		•Explain two religious beliefs (4)
Assessment	opinion (6)	<ul> <li>Evaluate a religious belief: Give one</li> </ul>	opinion (6)	idea for, one idea against and your		Evaluate a religious belief: Give one
method	The next lesson, and final lesson of the	idea for, one idea against and your	The next lesson, and final lesson of the	opinion (6)		idea for, one idea against and your