

Subject :	Religious Education	Year Group:	8
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Scheme title	Religion and Literature	Monotheism	Evil and Suffering	Sikhism	Rights and Religion	Hinduism
Purpose of scheme	Students will understand the Christian influence on authors including Phillip Pullman and Dan Brown. Students will compare Christian beliefs about the soul, sin and life after death and the literature.	Students will understand core beliefs in the three monotheistic faiths: Judaism, Christianity and Islam. Students will know concepts like prophet/hod, covenant, Trinity, and Five Pillars	Students will explore the question of whether evil means God cannot exist. Students will know the attributes of God and how they conflict with evil, what Christianity teaches on responding to evil and Irenaeus' theodicy	Students will know key Sikh beliefs about the nature of God, pilgrimage and equality. Students will know about the lives of two gurus and how they influence Sikhs today. Students will explore debates about women and discrimination	Students will know that humans and animals have rights. Students will know what the six main religions teach about human and animal rights. Students will know that Amnesty International fights to improve human rights and be able to debate animal rights issues like animal testing	Students will know key Hindu beliefs about the nature of God and how this is manifested in the form of different gods and goddesses. Students will assess the teachings of the Ramayana about human duty. Students will know how Hindus worship and what Hindus believe about life after death
Knowledge in sequence	<p>1. Is the Bible fact or Fiction?</p> <ul style="list-style-type: none"> -The difference between fact and fiction and how this applies to holy books -Biblical prophecy as proof the Bible is factual -How archaeological evidence supports the Bible as factual -How historical evidence supports the Bible as fact <p>2. Is His Dark Materials dangerous for Religion?</p> <ul style="list-style-type: none"> -How fictional stories influenced by religion bring around religious controversy -Arguments for and against religious influenced fiction being dangerous -Christian and church responses to fictional literature influenced by religion <p>3. How similar is the concept of Daemons and the soul?</p> <ul style="list-style-type: none"> -The Christian concept of the soul and its Biblical roots -How the soul has influenced the fictional concept of the daemon -How to apply the concept of the soul as part of your personal identity 	<p>Judaism:</p> <p>Core beliefs of Judaism including monotheism.</p> <p>Living Judaism</p> <ul style="list-style-type: none"> - The word Jew and reclaiming it as a positive name not a discriminatory term - The patriarchal history and fathers of Judaism and their impact on the development of the religion <p>Following the Covenant</p> <ul style="list-style-type: none"> -The concept of the covenant and how that develops the Jewish identity -The Shema and Mezuzah -The importance of the covenant to Abraham and Jews today <p>Christianity</p> <p>Core beliefs and practices of Christianity, such as monotheism and the Trinity. What is the Trinity? God is the father, the son and the holy spirit. All three are distinct but one.</p> <p>Who is Jesus the son?</p> <p>Jesus is the saviour and came to atone for humanity's sin.</p> <p>Analysis of hymns based on these teachings.</p> <p>Islam:</p> <p>Core beliefs of Islam such as</p>	<p>1. What is evil and suffering?</p> <ul style="list-style-type: none"> -The concepts of evil and suffering according to Christianity -Questions surrounding human suffering and the existence of God <p>2. What is original sin?</p> <ul style="list-style-type: none"> -The biblical account of original sin -Secular ideas on Christian teachings on original sin <p>3. What is the problem of Evil?</p> <ul style="list-style-type: none"> -The teaching of the inconsistent triad <p>Applying the problem of evil to case studies</p> <p>4. How to Christians respond to suffering?</p> <ul style="list-style-type: none"> -The biblical account of the suffering of Job -the early church fathers on Gods existence and Evil <p>5. Can we forgive evil?</p> <ul style="list-style-type: none"> -The case studies of faith and forgiveness in the Holocaust -Case study on defining evil 	<p>Sikh Beliefs:</p> <ul style="list-style-type: none"> -Sikhism is monotheistic and names God, Waheguru. Sikhs recite the mool mantra which contains core Sikh beliefs such as God is eternal, omnipresent and one. The Ik Onkar symbolises this. <p>Guru Nanak</p> <ul style="list-style-type: none"> -He was the first Guru and spread teachings about equality and helping others. Gurus are like teachers not gods <p>Guru Gobind Singh</p> <ul style="list-style-type: none"> -He was the tenth Guru and began the panj pyrae. Five people were prepared to sacrifice their life for him <p>Golden Temple</p> <ul style="list-style-type: none"> -Sikhs go on pilgrimage to Amritsar to see the Golden Temple. Sikhs will eat langar, pray and experience religious feelings here <p>The Three duties:</p> <ul style="list-style-type: none"> -All Sikhs should pray, work and give. <p>Langar is free food and sewa is selfless service. Both are part of the third duty, giving. Fauja Singh is an inspirational Sikh</p> <p>Women in Sikhism</p> <ul style="list-style-type: none"> -Sikhism teaches equality but women 	<p>1. What are Rights</p> <ul style="list-style-type: none"> - concept of what human rights are and what impact they have -the concept of children's rights and vulnerability <p>2. Religious attitudes to human rights</p> <ul style="list-style-type: none"> - What the 6 world religions state about human rights and how they suit religious laws - comparison of religious laws and human rights <p>3. What happened when Rights are broken</p> <ul style="list-style-type: none"> - The work of amnesty international to support broken rights -The consequences and reasons behind broken rights and how individuals are helped <p>4. What are animal rights</p> <ul style="list-style-type: none"> - How animals are used to benefit humans -What animal rights are and their impact <p>5. Religious attitudes to animal rights</p> <ul style="list-style-type: none"> -How different religious teaching support or reject the use of animals -The role of scripture and the treatment of animals <p>6. Using animals</p> <ul style="list-style-type: none"> -religious attitudes to animals as food, experiments and fur -The role of scripture and the treatment of animals 	<p>Beliefs about God:</p> <ul style="list-style-type: none"> -God is known as Brahman. Brahman is one. Hinduism is also polytheistic because they believe that Brahman has many forms, including the Trimurti and other gods and goddesses -Brahma, Vishnu and Shiva make up the Trimurti. They create, sustain and destroy respectively. Hindus believe Shiva is important because endings are an essential part of life <p>The Ramayana</p> <ul style="list-style-type: none"> -This is an Indian epic poem. Vishnu appears as a prince called Rama who is married to Sita. In exile, Sita is kidnapped and must be rescued -Every person has dharma, duty, to fulfil the responsibilities of who they are <p>Hindu worship</p> <ul style="list-style-type: none"> -Worship is called puja and is a clear process. -Hindus worship at the mandir or at home and will have a shrine that is dedicated to the family's main gods and goddesses -Life and Death -Hindus believe in the cycle of rebirth,
Skills	<p>The understanding of different religious practices – how they impact religion and religious people.</p> <p>The different beliefs of religions</p> <p>Structures to support learning:</p> <ul style="list-style-type: none"> •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. •BARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion. •Bore RE skills: •Compare and contrast religious and non-religious beliefs •Explain the meaning, relevance and different interpretations of sources of authority •Evaluate (use knowledge to explain 	<p>The understanding of different religious practices – how they impact religion and religious people.</p> <p>The different beliefs of religions</p> <p>Structures to support learning:</p> <ul style="list-style-type: none"> •BEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. •BARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. 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Key Words	Fact Fiction Bible Archaeological Controversy Influence Church Magisterium Daemon Soul Cypher Feminine God Sexism Illuminati conspiracy	World Religion Belief Sacred Practice Belonging Festival Teaching God Worship Holy Scripture Denomination Symbol	Evil Natural evil Suffering Morals Benevolent Omniscient Omnipotent Justifiable Unjustifiable Moral evil Free will	Amrit Ek Onkar Golden temple Gurdwara Gurmukhi Guru Guru Granth Sahib Kaur Khalisa Kirt Karna Langar Mool mantra Nam japna Panj pyrae Pilgrimage Sewa Singh Vand Chhakna Waheguru	Responsibility Law Human Rights UDHR Amnesty Human Rights Act Discrimination Inherent Rights Sanctity of life Extinction Vegetarianism Vegan Fur trade Fur farming Animal experiments	Ahmisa Bhagavad Gita Brahma Brahman Caste Cremation Deity Dharma/ dhamma Karma Mandir Moksha Monotheism Pacifist Pilgrimage Polytheism Puja Shiva Shrine Vishnu
End Point	30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge organiser. They will be able to evaluate a debate covered in the unit about religious influence on literature. They will be expected to link this learning to their year 7 work on Christianity	30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge organiser. They will be able to evaluate a debate covered in the unit from religious tradition, e.g. whether Jesus was divine or human.	30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge organiser. They will be expected to draw on past learning about Christianity. They will be able to evaluate a debate covered in the unit from religious tradition, e.g. whether God causes evil and they will be able to explain religious beliefs about evil	30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge organiser. They will be able to evaluate a debate covered in the unit from religious tradition, and they will be able to explain two Sikh beliefs about e.g. the nature of God	30 mark test on knowledge and skills. Students will be tested on the key words and content from 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 be able to explain two religious beliefs about rights and identify two similar religious beliefs about rights.	30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge organiser. They will be able to evaluate a debate covered in the unit e.g. who is Brahman? They will be able to explain two Hindu beliefs and identify two similar Hindu beliefs.

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