Subject :	Religious Education	]	Year Group:	8		
Calcana dala	E thousand the disco	Atheter and the months	Coton and Bullioten	III de San	Clibian	Picker and Pulleton
Scheme title	Evil and Suffering	Atheism and Humanism	Science and Religion	Hinduism	Sikhism	Rights and Religion
	Students will explore the question of	Charles to till a select a had a let a server he	Students will learn that science and religious beliefs about truth, creation	Students will know key Hindu beliefs about the nature of God and how this is manifested in the form of different gods	Charles to will be sourced by Cilch halis for a house the	Students will know that humans and animals have rights. Students will know what the six main religions teach about
	whether evil means God cannot exist. Students will know the attributes of God	Students will explore atheist arguments and humanist values to learn how people	and evolution can be conflicting. Students will know scientific theories	and goddesses. Students will assess the teachings of the Ramayana about	Students will know key Sikh beliefs about the nature of God, pilgrimage and equality. Students	human and animal rights. Students will know that Amnesty International fights
	and how they conflict with evil, what	can place meaning without religion.	like the Big Bang and Evolution and	human duty. Students will know how	will know about the lives of two gurus and how	to improve human rights and be able to
Purpose of	Christianity teaches on responding to	Students will learn how atheists approach		Hindus worship and what Hindus believe about life after death	they influence Sikhs today. Students will explore	debate animal rights issues like animal
scheme	evil and Irenaeus' theodicy  1. What is evil and suffering?	life after death, ethics, and value	books.  1.What is truth	Beliefs about God:	debates about women and discrimination Sikh Beliefs:	testing 1.What are Rights
	-The concepts of evil and suffering	Students will learn the difference in atheism, theism and agnosticism. They	-What the concept of truth means in	-God is known as Brahman. Brahman is	-Sikhism is monotheistic and names God,	- concept of what human rights are and
	according to Christianity -Questions surrounding human	will use the parable of the invisible	religion and what is classes as religious truth	one. Hinduism is also polytheistic because they believe that Brahman has	Waheguru. Sikhs recite the mool mantra which contains core Sikh beliefs such as God is eternal,	what impact they have -the concept of children's rights and
	suffering and the existence of God	gardener to articulate why atheists believe that theism is misguided and	-the differences between scientific,	many forms, including the Trimurti and	omnipresent and one. The Ik Onkar symbolises	vulnerability
	2.What is original sin?	unverifiable. They will then apply this	religious and historical truth	other gods and goddesses	this.	
	-The biblical account of original sin -Secular ideas on Christian teachings on	knowledge to the atheist bus campaign	2.Origins of the universe -How the universe begun according the	-Brahma, Vishnu and Shiva make up the Trimurti. They create, sustain and	Guru Nanak -He was the first Guru and spread teachings about	Religious attitudes to human rights     What the 6 world religions state about
	original sin	Humanism Students will learn what Humanism is and	Big bang theory	destroy respectively. Hindus believe	equality and helping others. Gurus are like teachers	human rights and how they suit religious
	3. What is the problem of Evil?	how humanists respond to the natural	-How the universe begun according to creationism and the Bible	Shiva is important because endings are an essential part of life	not gods Guru Gobind Singh	laws
	-The teaching of the inconsistent triad  Applying the problem of evil to case	world through rationalism and science.	-comparisons between these theories	The Ramayana	-He was the tenth Guru and began the panj pyrae.	- comparison of religious laws and human rights
	studies	Students will analyse the belief and influence of the value of One Life by	3.Evolution Vs creation	-This is an Indian epic poem. Vishnu	Five people were prepared to sacrifice their life for	
	4. How to Christians respond to suffering?	exploring the symbol for humanism and a	-The teachings of Darwin and evolution -The biblical argument for the creation	appears as a prince called Rama who is married to Sita. In exile, Sita is	him Golden Temple	3. What happened when Rights are broken
	-The biblical account of the suffering of	humanist quiz Beliefs and Values	of humans	kidnapped and must be rescued	-Sikhs go on pilgrimage to Amritsar to see the	- The work of amnesty international to
	Job -the early church fathers on Gods	Students will learn about Humanist values	-How the theories are comparable 4.Religious Challenges to Darwin	-Every person has dharma, duty, to fulfil the responsibilities of who they are	Golden Temple. Sikhs will eat langar, pray and	support broken rights -The consequences and reasons behind
	existence and Evil	such as optimism, creativity, rationalism and friendship and explore how these	-The religious underpinning of the	Hindu worship	The Three duties:	broken rights and how individuals are
	5.Can we forgive evil?	influence the design of Humanist	theory of evolution	-Worship is called puja and is a clear	-All Sikhs should pray, work and give. Langar is	helped
	-The case studies of faith and forgiveness in the Holocaust	buildings. Students will evaluate the	The arguments given by Christianity for and against the theory and creationism	processHindus worship at the mandir or at	free food and sewa is selfless service. Both are part of the third duty, giving. Fauja Singh is an	What are animal rights     How animals are used to benefit
	-Case study on defining evil	importance of the different values and compare them to other values	5.The Design Argument	home and will have a shrine that is	inspirational Sikh	humans
		Humanist ethics	-The concept of teleological arguments -The design arguments	dedicated to the family's main gods and goddesses	Women in Sikhism -Sikhism teaches equality but women still	<ul><li>-What animal rights are and their impact</li><li>5. Religious attitudes to animal rights</li></ul>
Knowledge in		Students will explore moral dilemmas and learn how a humanist would respond to	-Paley's watchmaker argument	Life and Death	experience discrimination. Guru Nanak taught that	-How different religious teaching
sequence		them. For example, they will learn the	6.The cosmological Revolution	-Hindus believe in the cycle of rebirth,	men and women are equal.	support or reject the use of animals
	The understanding of different religious practices – how they impact religion and	The understanding of different religious practices – how they impact religion and	The understanding of different religious	The understanding of different religious practices – how they impact religion and	The understanding of different religious practices –	The understanding of different religious practices – how they impact religion and
	religious people.	religious people.	religious people.	religious people.	how they impact religion and religious people. The different beliefs of religions	religious people.
	The different beliefs of religions Structures to support learning:	The different beliefs of religions Structures to support learning:	The different beliefs of religions Structures to support learning:	The different beliefs of religions Structures to support learning:	Structures to support learning:	The different beliefs of religions Structures to support learning:
		•PEEL: Develop extended writing skills to		•PEEL: Develop extended writing skills to	<ul> <li>BEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to</li> </ul>	BEEL: Develop extended writing skills to
	include a point, evidence or example,	include a point, evidence or example,	include a point, evidence or example,	include a point, evidence or example,	the overall point. This is helpful across all written	include a point, evidence or example,
	explain it and link it to the overall point.  This is helpful across all written subjects	explain it and link it to the overall point.  This is helpful across all written subjects	explain it and link it to the overall point. This is helpful across all written subjects	explain it and link it to the overall point.  This is helpful across all written subjects	subjects and reinforces literacy skills.	explain it and link it to the overall point. This is helpful across all written subjects
	and reinforces literacy skills.	and reinforces literacy skills.	and reinforces literacy skills.	and reinforces literacy skills.	●	and reinforces literacy skills.
	● ■  ■PARM: Evaluate a statement by coming	● ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■	● ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■	● ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■	ideas for and against. Pupils should write a PEEL	●   ■ARM: Evaluate a statement by coming
	up with ideas for and against. Pupils	up with ideas for and against. Pupils	up with ideas for and against. Pupils	up with ideas for and against. Pupils	paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion.	up with ideas for and against. Pupils
	should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL	should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph	should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL	should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL	Pupils are encouraged to include scriptural	should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL
	paragraph about a religious view and a	about a religious view and a conclusion.	paragraph about a religious view and a	paragraph about a religious view and a	references and their own opinion.	paragraph about a religious view and a
	conclusion. Pupils are encouraged to	Pupils are encouraged to include	conclusion. Pupils are encouraged to	conclusion. Pupils are encouraged to	• Øore RE skills:	conclusion. Pupils are encouraged to
	include scriptural references and their own opinion.	scriptural references and their own opinion.	include scriptural references and their own opinion.	include scriptural references and their own opinion.	• © ompare and contrast religious and non-religious	include scriptural references and their own opinion.
	•?	• 🔁	• 🖹	• 🖺	beliefs •Explain the meaning, relevance and different	•?
	■ ② ore RE skills:  ■ ② ompare and contrast religious and	■ ② ore RE skills:  ■ ② ompare and contrast religious and non-	<ul><li>■ ② ore RE skills:</li><li>■ ② ompare and contrast religious and</li></ul>	One RE skills:     Ompare and contrast religious and	interpretations of sources of authority	■ ② ore RE skills:  ■ ② ompare and contrast religious and
	non-religious beliefs	religious beliefs	non-religious beliefs	non-religious beliefs	<ul> <li>Evaluate (use knowledge to explain points of view and make informed judgements account them to</li> </ul>	non-religious beliefs
	<ul> <li>■Explain the meaning, relevance and different interpretations of sources of</li> </ul>	<ul> <li>Explain the meaning, relevance and different interpretations of sources of</li> </ul>	<ul> <li>■Explain the meaning, relevance and different interpretations of sources of</li> </ul>	Explain the meaning, relevance and different interpretations of sources of	inform a personal response)	■Explain the meaning, relevance and different interpretations of sources of   Output  Description:
	authority	authority	authority	authority	<ul> <li>Analyse (deconstruct information and make links to other knowledge to show something new)</li> </ul>	authority
Skills	Evaluate (use knowledge to explain	Evaluate (use knowledge to explain	Evaluate (use knowledge to explain	Naturate (use knowledge to explain	• 2	Evaluate (use knowledge to explain
	Evil Natural evil	Agnostic Atheist	Truth Evidence	Ahmisa Bhagavad Gita	Amrit	Responsibility Law
	Suffering	Theist	Objective truth	Brahma	Ek Onkar Golden temple	Law Human Rights
	Morals	Humanism	Subjective truth	Brahman	Gurdwara	UDHR
	Benevolent Omniscient	The Golden Rule Scepticism	Existence Creationism	Caste Cremation	Gurmukhi Guru	Amnesty Human Rights Act
	Omnipotent	Naturalism	Genesis	Deity	Guru Granth Sahib	Discrimination
	Justifiable Unjustifiable	Reason Autonomy	Big Bang Evolution	Dharma/ dhamma Karma	Kaur Khalsa	Inherent Rights
	Moral evil	Mortality	Natural selection	Mandir	Kinaisa Kirt Karna	Sanctity of life
	Free will	Eulogy Finite	Teleological	Moksha	Langar	Extinction
		Rationalism	Cosmological revolution Chance	Monotheism Pacifist	Mool mantra Nam japna	Vegetarianism Vegan
			Design argument	Pilgrimage	Panj pyrae	Fur trade
			Designer	Polytheism Puja	Pilgrimage Sewa	Fur farming Animal experiments
				Shiva	Singh	
				Shrine Vishnu	Vand Chhakna Waheguru	
Key Words						
	20 mark tost on knowledge and skills					20 mark tost on knowledge and skills
	30 mark test on knowledge and skills. Students will be tested on the key words					30 mark test on knowledge and skills. Students will be tested on the key words
	and content from the knowledge	30 mark test on knowledge and skills.	30 mark test on knowledge and skills.	30 mark test on knowledge and skills.		and content from the knowledge
	organiser. They will be expected to draw on past learning about Christianity. They	Students will be tested on the key words and content from the knowledge	Students will be tested on the key words and content from the knowledge	Students will be tested on the key words and content from the knowledge	30 mark test on knowledge and skills. Students will	organiser. They will be able to evaluate a debate covered in the unit e.g. do
	will be able to evaluate a debate	organiser. They will be expected to draw	organiser. They will be expected to	organiser. They will be able to evaluate	be tested on the key words and content from the	animals have the same rights as
	covered in the unit from religioius tradition, e.g. whether God causes evil	on past learning about Christianity. They will be able to evaluate a debate covered	apply their learning from Christianity to this unit. They will be able to explain to	a debate covered in the unit e.g. who is Brahman? They will be able to explain	knowledge organiser. They will be able to evaluate a debate covered in the unit from religioius	humans. They will be able to explain two religioius beliefs about rights and
	and they will be able to explain religous	in the unit from religioius tradition, e.g.	evaluate a debate about science and	two Hindu beliefs and identify two	tradition, and they will be able to explain two Sikh	identify two similar religious beliefs
<b>End Point</b>	beliefs about evil	whether One Life is convincing	religion	similar Hindu beliefs.	beliefs about e.g. the nature of God	about rights.

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