

Subject :		Religious Education		Year Group:		8
Scheme title	Evil and Suffering	Atheism and Humanism	Science and Religion	Hinduism	Sikhism	Rights and Religion
Purpose of scheme	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 explore atheist arguments and humanist values to learn how people can place meaning without religion. Students will learn how atheists approach life after death, ethics, and value	Students will learn that science and religious beliefs about truth, creation and evolution can be conflicting. Students will know scientific theories like the Big Bang and Evolution and compare these to stories in the holy books.	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	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
Knowledge in sequence	1.What is evil and suffering? -The concepts of evil and suffering according to Christianity -Questions surrounding human suffering and the existence of God 2.What is original sin? -The biblical account of original sin -Secular ideas on Christian teachings on original sin 3.What is the problem of Evil? -The teaching of the inconsistent triad Applying the problem of evil to case studies 4.How to Christians respond to suffering? -The biblical account of the suffering of Job -the early church fathers on Gods existence and Evil 5.Can we forgive evil? -The case studies of faith and forgiveness in the Holocaust -Case study on defining evil	Students will learn the difference in atheism, theism and agnosticism. They will use the parable of the invisible gardener to articulate why atheists believe that theism is misguided and unverifiable. They will then apply this knowledge to the atheist bus campaign Humanism Students will learn what Humanism is and how humanists respond to the natural world through rationalism and science. Students will analyse the belief and influence of the value of One Life by exploring the symbol for humanism and a humanist quiz Beliefs and Values Students will learn about Humanist values such as optimism, creativity, rationalism and friendship and explore how these influence the design of Humanist buildings. Students will evaluate the importance of the different values and compare them to other values Humanist ethics Students will explore moral dilemmas and learn how a humanist would respond to them. For example, they will learn the	1.What is truth -What the concept of truth means in religion and what is classes as religious truth -the differences between scientific, religious and historical truth 2.Origins of the universe -How the universe begun according the Big bang theory -How the universe begun according to creationism and the Bible -comparisons between these theories 3.Evolution Vs creation -The teachings of Darwin and evolution -The biblical argument for the creation of humans -How the theories are comparable 4.Religious Challenges to Darwin -The religious underpinning of the theory of evolution The arguments given by Christianity for and against the theory and creationism 5.The Design Argument -The concept of teleological arguments -The design arguments -Paley's watchmaker argument 6.The cosmological Revolution	Beliefs about God: -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 The Ramayana -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 Hindu worship -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,	Sikh Beliefs: -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. Guru Nanak -He was the first Guru and spread teachings about equality and helping others. Gurus are like teachers not gods Guru Gobind Singh -He was the tenth Guru and began the panj pyrae. Five people were prepared to sacrifice their life for him Golden Temple -Sikhs go on pilgrimage to Amritsar to see the Golden Temple. Sikhs will eat langar, pray and experience religious feelings here The Three duties: -All Sikhs should pray, work and give. Langar is free food and sewa is selfless service. Both are part of the third duty, giving. Fauja Singh is an inspirational Sikh Women in Sikhism -Sikhism teaches equality but women still experience discrimination. Guru Nanak taught that men and women are equal.	1.What are Rights - concept of what human rights are and what impact they have -the concept of children's rights and vulnerability 2.Religious attitudes to human rights - What the 6 world religions state about human rights and how they suit religious laws - comparison of religious laws and human rights 3. What happened when Rights are broken - The work of amnesty international to support broken rights -The consequences and reasons behind broken rights and how individuals are helped 4.What are animal rights - How animals are used to benefit humans -What animal rights are and their impact 5. Religious attitudes to animal rights -How different religious teaching support or reject the use of animals
Skills	The understanding of different religious practices – how they impact religion and religious people. The different beliefs of religions Structures to support learning: •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. • •FARM: 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. • •Core 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	The understanding of different religious practices – how they impact religion and religious people. 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Key Words	Evil Natural evil Suffering Morals Benevolent Omniscient Omnipotent Justifiable Unjustifiable Moral evil Free will	Agnostic Atheist Theist Humanism The Golden Rule Scepticism Naturalism Reason Autonomy Mortality Eulogy Finite Rationalism	Truth Evidence Objective truth Subjective truth Existence Creationism Genesis Big Bang Evolution Natural selection Teleological Cosmological revolution Chance Design argument Designer	Ahmisa Bhagavad Gita Brahma Brahman Caste Cremation Deity Dharma/ dhamma Karma Mandir Moksha Monotheism Pacifist Pilgrimage Polytheism Puja Shiva Shrine Vishnu	Amrit Ek Onkar Golden temple Gurdwara Gurmukhi Guru Guru Granth Sahib Kaur Khalsa 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
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 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 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 One Life is convincing	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 apply their learning from Christianity to this unit. They will be able to explain to evaluate a debate about science and religion	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.	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.
Assessment method	Each lesson in the unit will begin with a quiz based on the knowledge organiser. Students will be expected to review the knowledge organiser and home and be able to complete different sections of it each week. The end of unit assessment will be out of 30. Approximately 15 marks will be available for knowledge recall and 15 marks for skills. The knowledge questions will test the current and any previous units taught. Term 1 •Evaluate a religious belief: Give one idea for, one idea against and your opinion (6) Term 2 •Explain two religious beliefs (4) •Evaluate a religious belief: Give one idea for, one idea against and your opinion (6) Term 3 •Explain two similar religious beliefs (4) •Explain two religious beliefs (4) •Evaluate a religious belief: Give one idea for, one idea against and your opinion (6)	Each lesson in the unit will begin with a quiz based on the knowledge organiser. 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