

Long Term Plan - Year 8 RS



4 Hours a Fortnight

'Religiously literate, culturally aware and philosophically curious'

Golden Threads				
				
Identity	Community	Ethics	God	Rituals
Disciplinary Approaches				



Topic	Unit Title	Key knowledge/ Content to learn and retain Substantive Knowledge / Golden Threads in RE	Essential skills to acquire (subject & generic) <i>Disciplinary Knowledge (how they are learning)</i>	Link to 'religiously literate, culturally aware and philosophically curious'. <i>Personal understand and their own views and interrogate</i>	Anticipated misconceptions (See MTP for individual lesson misconceptions)	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital / Local Links	Career Link
1	Does the world need prophets today? UC 3.4	The People of God did not always live according to the Law. Prophets spoke out through words and symbolic actions, declaring 'the word of the Lord'. • Prophets called people back to God's Law. They reminded the People of God that their relationship with God was a covenant, or agreement; if they keep breaking the terms of the agreement, there will be difficulties. • Christians today often focus on the call for social justice as an indicator of how far they are living as the People of God.	Explain the place of prophecy and prophets in the 'big story' of the Bible. Develop reasons and arguments to support ideas of their own about the role and meaning of prophets and prophecy in the Bible and in the contemporary world. Give reasons and examples to explain ways in which some Christians have responded to prophetic ideas as individuals, in church communities and in the wider world. Offer a view as to whether individuals can	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups/religions . Philosophically curious - role of prophets	Misconception about Prophets, and the difference between Jesus in Christianity and other religions	Links back to KS3 Year 7 - UC (this is cyclical covering more content at each KS.)	Links to GCSE Christianity - Beliefs and Teachings Links to KS3 - Further UC units	Bible passages where appropriate.	Social - role prophets play in people's life today. Moral - Christian moral code. Spiritual - Prophets connection with God Cultural - Jesus as a prophet in other religions.	Role of prophets in religions worldwide. Exploring the concert of modern-day prophets	Charity worker Vocational roles. Minister

			be prophetic in their lives, or if God decides who is a prophet. Respond with reasons and justifications to the challenges raised by prophets and prophecy in the world today and in their own lives.								
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2	What do we do when life gets hard? UC 3.5	The Bible has a rich 'wisdom' strand which gives a way of seeing the world, and guidance on responding to the challenges of life. [People of God] • Ideas of God have varied (and still do) within the Christian Church, and different emphases lead to different ways of living (for example, some Christians explain how and why God allows suffering, others cannot, but still trust God). [God] • The idea that sin spoils creation is fundamental to	Suggest meanings of biblical concepts and texts to do with wisdom, suffering, evil and the meaning of life, explaining their ideas with reasons and evidence. Give reasons and examples to explain the range of ways Christians respond to and are influenced by Bible texts about meaning in life, suffering and wisdom, and the	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophically curious-Does evil and suffering provide proof of God not existing?	Misconceptions: All Christians have the same response to the question of why we have evil and suffering. You cannot believe in God when you are suffering	Links back KS2 and Year 7 - Why are people good and bad (this is cyclical covering more content at each KS.)	Problem of evil and suffering - Story of Job (GCSE) Links to KS4 - Christianity beliefs and practices.	Bible passages where appropriate.	Social - Responding to suffering in the community Moral - Empathy for others in need Spiritual - Reflecting on spiritual needs of others British Values - Tolerance, Law, democracy	Different Churches responses to help those in need Charity Speaker- what they do and why?	Charity worker Vocational roles Solicitor Minister

		Christian belief, but it is tied with the idea that God brings salvation through Jesus – sin does not have the last word. Evil and suffering need not destroy faith in God. [Creation / Fall]	key concepts studied. Respond to the challenges of biblical ideas and teachings in the world today and in their own lives, offering reasons and justifications for their responses.								
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3	What is good and what is challenging about being a Jewish teenager in the UK today? 3.11	Judaism in the world today Different groups of Jewish people Key beliefs Key principles of living Leadership in Judaism Founding Fathers Judaism in daily life Symbolism in Judaism The Jewish moral code	Explain what Mitzvot and Keeping Kosher means. Explain who the Patriarchs of Judaism are. Describe how Jews live out their faith. Kosher, Tenakh, Talmud. Describe the symbolism behind the Seder meal To explain how	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophically curious - Why are Jews called "People of the Book"?	Misconceptions about Judaism. The current Israel/Gaza crisis Judaism is only about the the Holocaust	Links back to KS2 Judaism Diocesan syllabus. <i>Possibility of it not being covered as there is the option to cover Islam instead. If not covered at KS2 reading around the</i>	GCSE - Understanding the foundation of Christianity in Islam Prophets - the shared history and people of the Abrahamic Religions	Jewish scripture where appropriate.	Social - the role religion plays in Jewish society. Spiritual - Concept of a Higher power. Cultural - Different Jewish groups/views	Influence Judaism has had on Islam and Christianity. Influence of religion on politics Speaker from the local Jewish community in York Visit to the Synagogue in Bradford	Charity worker Vocational roles. Solicitor Counsellor

			symbols are used to communicate meaning. Describe what we mean by 'morality' and which moral codes Jews live by.			content can be set.					
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4	The Buddha: how and why do his experiences and teachings have meaning for people today ? 3.8	The key events in the life of the Buddha, and his key teachings, including the Four Noble Truths and the Middle Way. Identify key features of the Sangha.	Read and examine some stories and texts, e.g., from the Pali canon. Explore some symbols, beyond the statues of the Buddha. Compare Buddhist ethics with Humanist ethics. Examine what it is about Buddhism that makes it appealing to Westerners, and	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups of Buddhists. Philosophically curious - To explore whether Buddhist	Buddhism is a religion: Buddhism is often considered a religion, but it is also a philosophy and a way of life. It lacks a belief in a creator god, and its focus is on achieving personal enlightenment and liberation from suffering	Year 7 - Hinduism and Worldviews	Year 8 - Sikhism Year 9 - Thematic units on Art and Death	Buddhist scripture where appropriate.	Social - how Buddhism is seen in society. Moral - is Buddhism the right way? Spiritual - You can be spiritual without believing in a god. Cultural - Buddhism worldwide.	Buddhism is the 2nd largest religion in York - so links to local Buddhist groups, and a visit to a Buddhist Temple	Charity worker Vocational roles. Counsellor.

			whether mindfulness should be extracted from its Buddhist context as 'Right Mindfulness' and used in a secular context.	beliefs are secular or religious, and whether people can be both a religion and Buddhist.							
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5	Why do Christians believe Jesus was god on Earth ? UC 3.6	Christians believe the incarnate Jesus embodies the nature of God and shows them what God is like. • Jesus' life offers a pattern for humans and models the way humans should be. • Christians have used artwork of Jesus to show rich and diverse ways of understanding the incarnation and to reflect on the nature of God. • Christians believe the incarnation validates the physical creation, and the human body (for example, in the Orthodox tradition). • For Christians, Jesus' life and teaching exemplify God's interest in, care for	Explain, with reference to the texts studied, what Paul's letters say about Jesus' true nature. Consider the success of artwork and metaphor in expressing complex ideas about Jesus as God in the flesh. Explain how Christians try to demonstrate that the impact of an	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophically curious - Did Jesus' incarnation have a positive impact on the	Misconceptions: God and Jesus are the same/different. That there is no historical evidence for Jesus	Links back KS2 UC units (this is cyclical covering more content at each KS.) KS3 - Prophets and Trinity Units	Year 9 - Why was Jesus Radical? Links to KS4 GCSE Christianity beliefs and practices.	Bible passages where appropriate.	Social - Jesus as a role model. Moral - Does every one who believes in Jesus need to be pacifists? Spiritual - Jesus as divine, Trinity. British Values - Tolerance, Law, democracy	Discussion of pacifism and morality linked to Jesus teachings Guest Speakers - YoYo	Charity worker Vocational roles Solicitor Minister

		and love of the poor and vulnerable.	incarnate God gives value to the lives of all people. Offer a supported response to the question of whether belief in Jesus' incarnation has a positive impact on the world, expressing their own ideas.	world?							
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6	How are Sikhi teachings on equality and service put into practice today? 3.12	Guru Nanak's teaching about equality and service, exemplified in the community at Kartarpur. Sikhi duties of Nam Simran, Kirat Karna and Vand Chhakna, and how these can be fulfilled at the gurdwara.	Explain how and why Sikhis remember God Explain how key Sikhi beliefs and teachings were put into practice by the Gurus and by Sikhs today. Explore some young Sikhis and what it means to be an amritdhari Sikh at school today, including obligations (e.g. Five Ks) and	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups of Sikhis. Philosophically curious - Explore the teachings of equality in	Misconceptions: All Sikhis practise their religion in the same way All Sikh's wear the 5 K's	KS3 - Hinduism, Buddhism and Islam	Equality - links to GCSE modules on Gender Equality	Sikhi Scripture where appropriate	Social - Sikhi Community Moral - Seva Spiritual -How and why Sikhis remember God British Values - Law, democracy, tolerance.	Visit to a Gurdwara in Bradford	Charity worker Vocational roles Scientist Researcher

			prohibitions (e.g. no harmful drugs). Evaluate how the annual British Sikhi Report presents the impact of Sikhis in Britain today	other religions and philosophies								
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