

# Long Term Plan Year 8 RS

## 2 lessons a week.

*'Religiously literate, culturally aware and philosophically curious'*

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to 'religiously literate, culturally aware and philosophically curious'.	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	A quest for truth	<p>What is the meaning of Plato's Cave?</p> <p>Is rationalism the right path to truth?</p> <p>Is Aristotle's empiricism the path to truth?</p> <p>Why did Descartes doubt everything?</p> <p>Did Descartes prove there is a God?</p> <p>Is God the universe's designer?</p>	<p>Knowledge recall through description.</p> <p>Understanding shown through thorough explanation and discussion.</p> <p>Use of key quotes and other sources of wisdom where appropriate</p>	<p>Culturally aware - Impact Greek and western philosophers have had on religion.</p> <p>Philosophically curious - Does God exist?</p>	<p>Misconception about Religion being separate from everything else when it isn't.</p> <p>Make clear that Plato and Aristotle are</p>	<p>Links back to KS3 Y7 Introduction to World views</p>	<p>Links to Unit 2 Philosophy of Religion at A level - Arguments for the existence of God.</p> <p>Links to C2 Christianity at</p>	<p>Original texts where appropriate.</p> <p>Reading Philosophy Files and consolidating into a paragraph to explain the ideas.</p>	<p>Social- what role does reason play in society</p> <p>Moral - Do we have to believe in a god?</p> <p>Spiritual - Do you have to believe in a god to be spiritual?</p> <p>Cultural - Does reason and</p>	<p>Background of philosophy: Greeks as well as more modern philosophers .</p>	<p>Law - solicitor</p>

		<p>Is God the universe's first cause?</p> <p>Does God make us moral?</p> <p>Can science prove that God does not exist?</p>			<p>not talking about the Judeo-Christian God.</p> <p>Descartes' Dualism states that mind and body can exist without each other</p>		<p>GCSE The nature of God.</p>		<p>empiricism play a bigger role than religion?</p> <p>BV tolerance, democracy.</p>		
2	<p>Who is Jesus? and UC Prophecy</p>	<p>Life of Jesus - birth, miracle worker and teacher.</p> <p>The two great commandments.</p> <p>The Christian Moral Code.</p> <p>Life of Jesus - man of peace or man of conflict?</p> <p>Life of Jesus - death and resurrection.</p> <p>What is a prophet? How do prophets</p>	<p>Knowledge recall through description.</p> <p>Understanding shown through thorough explanation and discussion.</p> <p>Use of key quotes and other sources of wisdom where appropriate</p>	<p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally aware - different interpretations from different groups/religions.</p>	<p>Misconception about Jesus.</p>	<p>Links back to KS3 Year 7 - some UC God this is cyclical covering more content at each KS.</p>	<p>Links to Christianity unit at KS5 - A level background of Jesus Links to C1 Philosophy</p>	<p>Bible passages where appropriate.</p>	<p>Social - role Jesus/God plays in people's life today.</p> <p>Moral - Christian moral code.</p> <p>Spiritual - Jesus as God.</p> <p>Cultural -</p>	<p>Role of Jesus in religions worldwide.</p>	<p>Charity worker</p> <p>Vocational roles.</p> <p>Minister</p>

		<p>make a difference? Do we still need prophets? Was Jesus a prophet? Do prophets know the future? How can we be prophets?</p>		<p>Philosophically curious - role of prophets</p>			<p>and Ethics - Forgiveness  Unit 4 Year 8 Incarnation and Gospel</p>		<p>Jesus as a prophet in other religions.</p>		
3	Judaism	<p>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</p>	<p>Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom where appropriate</p>	<p>Religiously literate - understanding of key beliefs and knowledge.  Culturally aware - different interpretations from different groups.</p>	<p>Misconceptions about Judaism .</p>	<p>Links back to KS3 - Islam and KS2 Judaism Diocesan syllabus. Possibility of it not being covered as there is the option to cover Islam instead. If not covered at KS2 reading around the content can be set.</p>	<p>Links to KS4 Eduqas GCSE Route A - Component 3: Judaism beliefs and practices.</p>	<p>Jewish scripture where appropriate.</p>	<p>Social - the role religion plays in Jewish society.  Spiritual - Concept of a Higher power.  Cultural - Different Jewish groups/views</p>	<p>Speaker  Influence Judaism has had on Islam and Christianity.</p>	<p>Charity worker  Vocational roles.  Solicitor  Counsellor</p>

						LAS - KS1 1.3 & 2.1 & 2.2. KS2 - 3.2, 4.1, 5.1, 5.3 & 6.2					
4	UC Incarnati on and Gospel	How do people express ideas about God? How is Jesus God? How is Jesus worshipped? How could the world benefit from a saviour? How is Jesus seen by Christians as God on earth?  What is so radical about Jesus? How are Christians radical? Who is an example of a radical Christian? MLK How radical are we? Jesus meek and mild? How might Christians respond to Jesus' Gospel?	Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom where appropriate	Religiously literate - understand ing of key beliefs and knowledge.  Culturally aware - different interpretati ons from different groups.	Miscon ception s: God and Jesus are the same/di fferent.	Links back KS2 units this is cyclical covering more content at each KS. Also to KS3 year 8 HT2 Jesus and Prophecy.	Christia nity unit at KS5.  Links to KS4 Eduqas GCSE Route A - C2 Christia nity beliefs and practic es.	Bible passages where appropriate.	Social - Jesus as a role model.  Moral - Is it right to be radical? Actions of MLK.  Spiritual - Jesus as divine, Trinity.  BV - Tolerance, Law, democracy	Importance of standing up for what is right - in all cultures and societies.	Charity worker  Vocational roles  Solicitor  Minister

5	Humanism and Atheism	<p>What is Humanism?  Humanism on God.  Humanist ethics.  Humanist meaning.  Humanism and end of life.  Humanist celebrations  Humanist origins of the world.  Humanist thinkers.  Humanist views on religions.  Humanist society.  Agnosticism  Atheism  New Atheism</p>	<p>Knowledge recall through description.  Understanding shown through thorough explanation and discussion.  Use of key quotes and other sources of information from key thinkers, scientists and humanists</p>	<p>Non - religiously literate - understanding of key beliefs and knowledge for Humanism/ Atheism</p> <p>Culturally aware - not everyone is religious and believes in a god.</p> <p>Philosophically curious: where do these ideas come from? Do they show any similarities with religious beliefs?</p>	<p>Misconceptions about Humanism and Atheism</p>	<p>Links back to KS3 year 7 Worldviews at ASA. .</p>	<p>Links to Christianity Unit 1 Philosophy of religion Unit 2 and Ethics Unit 3 At KS5.</p> <p>Links to KS4 Eduqas GCSE Route A - Component 1: Philosophical and ethical issues. - Life and Death</p>	<p>Original text where appropriate.</p>	<p>Social - ideas about making society better</p> <p>Moral - Do we need to believe in a god to be good?</p> <p>Spiritual - Thinking about the bigger picture.</p> <p>Cultural - Are Humanism and Atheism unique to certain cultures?</p> <p>BV - Law, democracy, tolerance.</p>	<p>Humanist Speaker if appropriate.</p> <p>Society is becoming more secular and many people refer to themselves as atheists, spiritualists, agnostics, humanists and other non-traditionally religious terms. It is an essential part of cultural capital to ensure students are aware of this and how our society is changing.</p>	<p>Charity worker</p> <p>Vocational roles</p> <p>Scientist</p> <p>Researcher</p>
6	<p>Should the media be allowed to portray religions like this?  (Religion)</p>	<p>What is the media?  Religion in the media.  Media bias against Islam  Case study: Scientology  Case study: Charlie</p>	<p>Knowledge recall through description.  Understanding shown through thorough explanation and discussion.</p>	<p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally</p>	<p>Misconceptions based on what the media tells us.</p>	<p>Could link to all topic areas depending on what is in the news at</p>	<p>Links to KS4 Eduqas GCSE Route A - Component 1:</p>	<p>An analysis of different newspapers and the degree to which they show bias.</p>	<p>Social - impact that media has on our views.</p> <p>Moral - Is it right that</p>	<p>Understanding the background to the issues with the media and the negative portrayal of</p>	<p>Charity worker</p> <p>Vocational roles</p>

	in the media including social media)	<p>Hebdo</p> <p>Case study: Westboro Baptist Church</p> <p>Case study: Tibetan monks on fire.</p> <p>Case study: Does religion lead to terrorism -Irish troubles and 911</p> <p>Religious responses to LGBTQIA+</p>	Use of key quotes and other sources of wisdom where appropriate	<p>aware - different views of different religions.</p> <p>Philosophically curious - should the media be allowed to portray religions like this?</p>		the present time.	Philosophical and ethical issues.		<p>the media has so much influence on us?</p> <p>Spiritual - Does the media show the full/bigger picture? Is it anti religion?</p> <p>Cultural - Do we challenge the media views or just accept them?</p>	religion sometimes specific religions not all.	
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