






# Year 8 RE Long Term Plan

Intent: 'Religiously literate, culturally aware and philosophically curious.'

Golden Threads				
				
<b>Identity</b>	<b>Community</b>	<b>Ethics</b>	<b>God</b>	<b>Rituals</b>

Half term	Substantive Knowledge Golden Threads in RE	Disciplinary Knowledge (how they are learning)	Personal understand and their own views and interrogate Link to intent statement.	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT1 How has the Incarnation and the Gospel influenced Christianity today?	How do people express ideas about God? How is Jesus God? How is worshipped	To express ideas about God. To investigate how Jesus is worshipped	Religiously literate - understanding of key beliefs and knowledge. Culturally	Misconceptions: God and Jesus are the same/different.	Links back KS2 units this is cyclical covering more content at each KS. Also to KS3	Christianity unit at KS5. Links to KS4 Eduqas GCSE Route A - C2	Bible passages where appropriate.	Social - Jesus as a role model. Moral - Is it right to be radical? Actions of	Importance of standing up for what is right - in all cultures and societies.	Charity worker Vocational roles Solicitor

<p>UC: Incarnation and the gospel</p>	<p>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?</p>	<p>To compare MLK with Jesus.  To evaluate how radical Jesus was.</p>	<p>aware - different interpretations from different groups.</p>		<p>year 8 HT2 Jesus and Prophecy.</p>	<p>Christianity beliefs and practices.</p>		<p>MLK.  Spiritual - Jesus as divine, Trinity.  BV - Tolerance, Law, democracy</p>		<p>Minister</p>
<p>HT2 What is good and what is challenging about being a Jewish teenager in the UK</p>	<p>Judaism in the world today Different groups of Jewish people Key beliefs</p>	<p>To gain knowledge and understanding of the Jewish beliefs and practices and</p>	<p>Religiously literate - understanding of key beliefs and knowledge.  Culturally</p>	<p>Misconceptions about Judaism.</p>	<p>Links back to KS3 - Islam and KS2 Judaism Diocesan syllabus. Possibility of it not being</p>	<p>Links to KS4 Eduqas GCSE Route A -</p>	<p>Jewish scripture where appropriate.</p>	<p>Social - the role religion plays in Jewish society.  Spiritual -</p>	<p>Speaker  Influence Judaism has had on Islam and Christianity.</p>	<p>Charity worker  Vocational roles.  Solicitor</p>

today?	Key principles of living Leadership in Judaism Founding Fathers Judaism in daily life Symbolism in Judaism The Jewish moral code	how these can be challenging for teenagers in the UK.  To compare different groups of Jews in the world- beliefs and practices.	aware - different interpretations from different groups.		covered as there is the option to cover Islam instead. If not covered at KS2 reading around the content can be set. LAS - KS1 1.3 & 2.1 & 2.2. KS2 - 3.2, 4.1, 5.1, 5.3 & 6.2			Concept of a Higher power.  Cultural - Different Jewish groups/views		Counsellor
HT3 Who was Jesus? and Does the world need prophets today? Understanding Christianity: Prophets	Life of Jesus - birth, miracle worker and teacher. The two great commandments. The Christian Moral Code. Life of Jesus - man of peace or man of conflict? Life of Jesus - death and	To know and understand the significance of Jesus' incarnation.  To evaluate whether Jesus was a man of peace or conflict.  To discuss whether we still need prophets	Religiously literate - understanding of key beliefs and knowledge.  Culturally aware - different interpretations from different groups/religions.  Philosophically curious -	Misconception about Jesus.	Links back to KS3 Year 7 - some UC God this is cyclical covering more content at each KS.  Links back to HT1 Incarnation	Links to Christianity unit at KS5 - A level background of Jesus Links to C1 Philosophy and Ethics - Forgiveness  Unit 4 Year 8 Incarnation and Gospel	Bible passages where appropriate.	Social - role Jesus/God plays in people's life today.  Moral - Christian moral code.  Spiritual - Jesus as God.  Cultural - Jesus as a prophet in other	Role of Jesus in religions worldwide.	Charity worker  Vocational roles.  Minister

	<p>resurrection.</p> <p>What is a prophet? How do prophets make a difference? Do we still need prophets? Was Jesus a prophet? Do prophets know the future? How can we be prophets?</p>	<p>today.</p> <p>To compare different prophets.</p>	<p>role of prophets</p>					<p>religions.</p>		
<p>HT4 What is the place of religion in the 21st Century?</p>	<p>1. How does religion divide people? 2. How does religion unite people? 3. Case study: Humanism 4. What can we learn today from the parable of The Good Samaritan? 5. What can we learn today from</p>	<p>To discuss the impact of globalisation, secularisation, and technological advancements on religion.</p> <p>To know and understand the meaning behind the parable of the good samaritan.</p> <p>To reflect on</p>	<p>Religiously literate - understanding of religion</p> <p>Culturally aware - how culture and religion are not the same</p> <p>Philosophically curious - Can science and religion ever agree?</p>	<p>Religion is Declining: Students may assume that religion is diminishing in importance and influence in the 21st century due to increasing secularisation and the rise of scientific advancements. It is important to</p>	<p>Links back to Ethical strands in the topics and asking philosophical questions</p>	<p>Links towards the GCSE topic World wide Church and Christianity in Britain</p>	<p>Articles and media to show examples of conflict and peace</p>	<p>Social - Role religion plays in communities</p> <p>Moral - 'Love thy neighbour'</p> <p>Spiritual - Human role on Earth</p> <p>Cultural - Globalisation and secularisation</p>	<p>Role of religion worldwide</p>	<p>Politician</p> <p>Human Rights Worker</p> <p>Minister</p> <p>Sociologist</p>

	<p>the parable of The Sheep and The Goats? 6. What do religions teach about being stewards? 7. What do religions teach about having dominion? 8. Can science and religion ever agree? 9. Case study: Jehovah's Witnesses 10. Case study: Jainism</p>	<p>our knowledge of creation.</p> <p>To examine at two case studies.</p>		<p>highlight the continued significance of religion globally and acknowledge the diverse ways in which religious beliefs and practices are evolving.</p>						
<p>HT5 Why is Islam different in different countries?</p>	<p>Islam in the UK today Key beliefs- Tawhid, Risalah &amp; Akhirah Development of Islam into a world religion Different groups of Muslims Leadership in Islam</p>	<p>To explore the global distribution of Muslims and the presence of Islam in different countries. To discuss the historical and cultural factors that contribute to the diversity of Islamic</p>	<p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally aware - different interpretations from different groups.</p>	<p>Misconceptions: Islam is seen by some as being very different and in some cases as extremist. Comparisons can be made to Christianity in each lesson to show the</p>	<p>Links back to KS2 - Islam - faith founders, living a faith, pilgrimage Diocesan syllabus. Possibility of it not being covered as there is the option to cover Judaism</p>	<p>Links to KS4 Eduqas GCSE Route A - Component 3: Muslim beliefs and Practices</p>	<p>Islamic scripture where appropriate.</p>	<p>Social - how Islam supports society.</p> <p>Moral - What does Islam teach about right and wrong?</p> <p>Spiritual - belief in one God - Allah. Cultural -</p>	<p>Imam if possible.</p> <p>Importance of Islam across the world - calligraphy, maths etc.</p>	<p>Vocational roles</p>

	<p>Symbolism in Islam and Islamic artwork</p> <p>Muslim moral code</p> <p>A religion of giving</p> <p>Celebrations in Islam</p>	<p>beliefs and practices.</p> <p>To compare and contrast the beliefs, practices, and organisational structures of Sunni and Shi'a Muslims.</p>		<p>similarities between them.</p>	<p>instead. If not covered at KS2 reading around the content can be set.</p> <p>LAS - KS1 1.3 &amp; 2.1 &amp; 2.2.</p> <p>KS2 - 3.2, 4.1, 5.1, 5.3 &amp; 6.2</p>			<p>different groups within Islam.</p> <p>BV - Tolerance, Law, democracy</p>		
<p>HT6 Is religion a power for peace or a cause of conflict in the world today?</p>	<p>To know the complex relationship between religion and conflict in the world today.</p>	<p>To critically examine case studies of peace/conflict.</p> <p>To explore religious teachings on peace.</p> <p>To analyse the various factors influencing religion's role in conflicts,.</p>	<p>Religiously literate - understanding of religion in the world today</p> <p>Culturally aware -how culture can shape your identity</p> <p>Philosophically curious - Does religion cause conflict?</p>	<p>Students may mistakenly believe that religion is the primary cause of all conflicts in the world today. This misconception can lead to a narrow understanding of the complex dynamics involved in conflicts.</p>	<p>Links back to HT4 religion in the 21st century</p>	<p>Links forward to the Issues of human rights in GCSE</p> <p>And the ethics topics in year 9.</p>	<p>Analyse Media and articles from modern times about religion and peace or conflict</p>	<p>Social - Role religion plays in communities</p> <p>Moral - 'Love thy neighbour'</p> <p>Spiritual - Human role on Earth</p> <p>Cultural - Globalisation and secularisation</p>	<p>Role of religion worldwide</p>	<p>Politician</p> <p>Human Rights Worker</p> <p>Minister</p> <p>Sociologist</p>