

Long Term Plan Year 8 RS

2 lessons a week.



'Religiously literate, culturally aware and philosophically curious'

Half term	Unit title and bigger Picture	Key knowledge/ Content to learn and retain Substantive Knowledge Golden Threads in RE	Essential skills to acquire (subject & generic) Disciplinary Knowledge (how they are learning)	Link to 'religiously literate, culturally aware and philosophically curious'. Personal understand and their own views and interrogate	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	What is the meaning of Plato's Cave? Is rationalism the right path to truth? Is Aristotle's empiricism	Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other	Culturally aware - Impact Greek and western philosophers have had on religion. Philosophically curious - Does God exist?	Misconception about Religion being separate from everything else when it isn't. Make clear that Plato and Aristotle are	Links back to KS3 Y7 Introduction to World views	Links to Unit 2 Philosophy of Religion at A level - Arguments for the existence of God. Links to C2 Christianity at GCSE The nature	Original texts where appropriate. Reading Philosophy Files and consolidating into a paragraph to explain the ideas.	Social- what role does reason play in society Moral - Do we have to believe in a god? Spiritual - Do you have to believe in a god to be	Background of philosophy: Greeks as well as more modern philosophers.	Law - solicitor

		<p>the path to truth? Why did Descartes doubt everything? Did Descartes prove there is a God? Is God the universe's designer? Is God the universe's first cause? Does God make us moral? Can science prove that God does not exist?</p>	<p>sources of wisdom where appropriate</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>of God.</p>		<p>spiritual?</p> <p>Cultural - Does reason and 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. The two great commandments. The Christian</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 aware - different interpretation</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 and Ethics - Forgiveness</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</p>	<p>Role of Jesus in religions worldwide.</p>	<p>Charity worker</p> <p>Vocational roles.</p> <p>Minister</p>

		<p>Moral Code. Life of Jesus - man of peace or man of conflict? Life of Jesus - death and 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>Use of key quotes and other sources of wisdom where appropriate</p>	<p>ns from different groups/religions.</p> <p>Philosophically curious - role of prophets</p>			<p>Unit 4 Year 8 Incarnation and Gospel</p>		<p>God.</p> <p>Cultural - Jesus as a prophet in other religions.</p>		
3	<p>Judaism in the UK and the world today</p>	<p>Judaism in the world today Different groups of Jewish people Key beliefs Key</p>	<p>Knowledge recall through description. Understanding shown through thorough explanation</p>	<p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally aware -</p>	<p>Misconceptions about Judaism.</p>	<p>Links back to KS3 - Islam and KS2 Judaism Diocesan syllabus. Possibility of it not being covered as</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.</p> <p>Spiritual - Concept of</p>	<p>Speaker</p> <p>Influence Judaism has had on Islam and Christianity.</p>	<p>Charity worker</p> <p>Vocational roles.</p> <p>Solicitor</p>

		principles of living Leadership in Judaism Founding Fathers Judaism in daily life Symbolism in Judaism The Jewish moral code	and discussion. Use of key quotes and other sources of wisdom where appropriate	different interpretations from different groups.		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			a Higher power. Cultural - Different Jewish groups/views		Counsellor
4	UC Incarnation 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?	Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom where appropriate	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups.	Misconceptions: God and Jesus are the same/different.	Links back to KS2 units this is cyclical covering more content at each KS. Also to KS3 year 8 HT2 Jesus and Prophecy.	Christianity unit at KS5. Links to KS4 Eduqas GCSE Route A - C2 Christianity beliefs and practices.	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

		<p>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>									
5	Exploration of other Worldviews	<p>What is Humanism? Humanism on God. Humanist ethics. Humanist meaning. Humanism and end of life. Humanist celebrations Humanist origins of</p>	<p>Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of</p>	<p>Non - religiously literate - understanding of key beliefs and knowledge for Humanism/ Atheism Culturally aware - not everyone is religious and</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. Links to KS4 Eduqas GCSE Route A - Component 1:</p>	<p>Original text where appropriate.</p>	<p>Social - ideas about making society better Moral - Do we need to believe in a god to be good? Spiritual - Thinking about the</p>	<p>Humanist Speaker if appropriate. Society is becoming more secular and many people refer to themselves as atheists, spiritualists, agnostics,</p>	<p>Charity worker Vocational roles Scientist Researcher</p>

		the world. Humanist thinkers. Humanist views on religions. Humanist society. Agnosticism Atheism New Atheism	information from key thinkers, scientists and humanists	believes in a god. Philosophically curious: where do these ideas come from? Do they show any similarities with religious beliefs?			Philosophical and ethical issues. - Life and Death		bigger picture. Cultural - Are Humanism and Atheism unique to certain cultures? BV - Law, democracy, tolerance.	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.	
6	Should the media be allowed to portray religions like this? (Religion in the media Including social media)	What is the media? Religion in the media. Media bias against Islam Case study: Scientology Case study: Charlie Hebdo Case study: Westboro Baptist Church Case study: Tibetan monks on fire. Case study: Does religion	Knowledge recall through description. Understanding shown through thorough explanation and discussion. Use of key quotes and other sources of wisdom where appropriate	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different views of different religions. Philosophically curious - should the media be allowed to portray religions like this?	Misconceptions based on what the media tells us.	Could link to all topic areas depending on what is in the news at the present time.	Links to KS4 eduqas GCSE Route A - Component 1: Philosophical and ethical issues.	An analysis of different newspapers and the degree to which they show bias.	Social - impact that media has on our views. Moral - Is it right that the media has so much influence on us? Spiritual - Does the media show the full/bigger picture? Is it anti religion?	Understanding the background to the issues with the media and the negative portrayal of religion sometimes specific religions not all.	Charity worker Vocational roles

		lead to terrorism - Irish troubles and 911 Religious responses to LGBTQIA+							Cultural - Do we challenge the media views or just accept them?		
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