

Long-term planning

RE - Year 8

| Year 8 Themes | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 | Summer term 2 |
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| | How do the central teachings of Sikhism influence Sikhs today? (10 weeks) | How do the central teachings of Buddhism influence Buddhists today? (10 weeks) | Is pilgrimage a good way to express a worldview? (10 weeks) | Can we prove or disprove God's existence? (10 weeks) | | |
| Students will know that | | | | | | |
| | <p>Through a series of ten lesson students will know the central teachings of Sikhism and how these impact the lives of Sikhs today. For many of our students this will be their first encounter with Sikhism. Students will know how the sacred text for Sikhs was compiled, what we can learn from national and global data about Sikhism and how the lives of Sikhs are influenced by Sikh beliefs. They will also be given the opportunity to compare the similarities and differences between Sikh beliefs and those of other religious traditions they have studied. Considering their prior conclusions and evidence from these areas students should be able to make a well-informed judgement on the extent to which the central teachings of Sikhism influence Sikhs today.</p> | <p>Through a series of ten lesson students will know the central teachings of Buddhism and how these impact the lives of Buddhists today. For many of our students this will be their first encounter with Buddhism. Students will know how the sacred text for Buddhists was compiled, the importance of the sangha within the Buddhist community, what we can learn from national and global data about Buddhism and how the lives of Buddhists are influenced by Buddhist beliefs. They will also be given the opportunity to compare the similarities and differences between Buddhist beliefs and those of other religious traditions they have studied. Considering their prior conclusions and evidence from these areas students should be able to make a well-informed judgement on the extent to which the central teachings of Buddhism influence Buddhists today</p> <ol style="list-style-type: none"> 1. Why is the life of the Buddha important to Buddhists? 2. Assessment: Substantive knowledge check (week 12) | <p>Through a series of ten lesson students will know the significance of pilgrimage across various religious and non-religious contexts. Students will know how these pilgrimage sites are of importance to individuals, and in some cases how these pilgrimage places have changed over time. The unit also broadens the concept of pilgrimage by considering what might be regarded as a place of pilgrimage for those who do not follow a religious worldview. The assessment is a creative assessment which gives the opportunity to express their personal knowledge and to demonstrate their appreciation of cultural diversity and spiritual expression. However, it also gives students the opportunity to critically evaluate whether pilgrimage is an effective way to express a worldview, drawing on their understanding of the diverse practices and beliefs studied throughout the unit.</p> | <p>Through a series of ten lesson students will know that philosophy and theology form part of the multidisciplinary approach in RE. They will know that philosophy and theology have a number of divergent views and arguments around the existence and non-existence of God. They will be able to explain and consider the various debates around these with specific focus on: creation, miracles and arguments for and against the existence of God (design, causation and the problem of evil).</p> <ol style="list-style-type: none"> 1. What is philosophy and how can it be used to investigate religion and worldviews? 2. What is theology? 3. Assessment: Substantive knowledge check (week 33) 4. What are the Christian views on creation and what are the key ideas about creation from theology? 5. Is there conflict in believing in science and the religious accounts of creation? | | |

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| <ol style="list-style-type: none"> 1. Why is Guru Nanak a role model for Sikhs? 2. What are the origins of the Khalsa? 3. How is commitment shown within the Sikh community? 4. How was the Guru Granth Sahib compiled and why is it important for Sikhs? 5. How do Sikh principles provide a code for living and affect work and behaviour? 6. What can national and global data tell us about Sikhs in the UK and beyond? 7. What are the similarities and differences between Sikh beliefs and those of Muslims and Christians? 8. Assessment: How are Sikh beliefs and practices expressed in communities today? 9. Assessment: How are Sikh beliefs and practices expressed in communities today? 10. How far does having a Sikh world view influence Sikhs today? | <ol style="list-style-type: none"> 3. Why are the Middle Way, the eightfold path and the concept of enlightenment important to Buddhists? 4. How was the Tripitaka assembled and What influence does it have on how Buddhists live their lives? 5. How do the principles of karma and samsara influence how Buddhists live their lives? 6. What is the place of the Sangha within the Buddhist community? 7. What can national and global data tell us about Buddhists in the UK and beyond? 8. What are the similarities and differences between Buddhist beliefs and the beliefs of other religions? 9. How are Buddhist beliefs and practices expressed in communities today? 10. How far does having a Buddhist worldview influence Buddhists today? | <ol style="list-style-type: none"> 1. How did different Christian views on pilgrimage develop? 2. Why is Walsingham important for some Christians? 3. Why is Amritsar important for Sikhs? 4. Why are some places important for Buddhists? 5. What are the benefits and challenges of going on Hajj for Muslims? 6. Is it better to travel or arrive? What are Hindu beliefs on pilgrimage? 7. What may be considered place of pilgrimage for those who do not hold a religious worldview? 8. Assessment: Is pilgrimage a good way to express a worldview? 9. Assessment: Is pilgrimage a good way to express a worldview? 10. Assessment: Is pilgrimage a good way to express a worldview? | <ol style="list-style-type: none"> 6. Do miracles prove the existence of God? 7. Does the design argument prove the existence of God? 8. Does the argument from causation prove the existence of God? 9. What is the problem of evil? 10. What are the religious responses to the problem of evil? |
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Students will know how

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| <p>The Khalsa and Sikh sacred texts can be interpreted and came to be.</p> <p>To interpret data and case studies to reach conclusions</p> | <p>To explain how the Buddhist sacred texts can be interpreted and came to be.</p> | <p>To demonstrate their personal knowledge. In line with current research on assessment in RE, we do not distinctly assess personal knowledge:</p> | <p>To begin to demonstrate the critical thinking skills associate with philosophy: analyse arguments, identify logical fallacies, and assess the strengths and weaknesses of different viewpoints.</p> |
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| <p>about Sikh beliefs and practices today.</p> <p>To use the skill associated with comparative religion to be able to identify the similarities and differences between Sikhism and other religions.</p> <p>To use a variety of sources of evidence to make a well-informed judgement on the extent to which the central teachings of Sikhism influence Sikhs today.</p> | <p>To interpret data and case studies to reach conclusions about Buddhist beliefs and practices today.</p> <p>To use the skills associated with comparative religion to identify the similarities and differences between Buddhism and other religions.</p> <p>To use a variety of sources of evidence to make a well-informed judgement on the extent to which the central teachings of Buddhism influence Buddhists today.</p> | <p>“Personal knowledge, due to its highly personal nature, might be an aspect of RE that should be unencumbered by assessment.” (The Religious Education Subject Report, Ofsted, 2024)</p> <p>To be able to begin to critically evaluate using a variety of sources of evidence to make a well-informed judgement.</p> | <p>They should know how clear, coherent arguments are used to evaluate evidence logically, developing skills in both deductive and inductive reasoning.</p> <p>To begin to demonstrate how theology involves interpreting sacred texts, and how this can help students develop skills in textual analysis and how this can be applied to meaningful existential questions.</p> <p>Philosophy promotes personal knowledge in that it gives scope for self-reflection and the consideration of one’s own beliefs and values, encouraging students to think about why they hold certain views.</p> |
| Vocabulary and the concepts they link to | | | |
| <p>Tier 3: Guru, Khalsa, Sikhs, Guru Granth Sahib, Sewa.</p> <p>Tier 2: Commitment, principles, compiled, origins, practices.</p> | <p>Tier 3: Enlightenment, samsara, middle way, Tripitaka, sangha.</p> <p>Tier 2: Existence, community, meditation, peace, cycle.</p> | <p>Tier 3: Ihram, pilgrimage, temple, tawaf, Safa and Marwa.</p> <p>Tier 2: Unite, journey, connection, bond, historical.</p> | <p>Tier 3: Theodicy, philosophy, theology, miracles, agnostic.</p> <p>Tier 2: Causation, design, evidential, creation, accounts.</p> |
| Assessment | | | |
| <p>How are Sikh beliefs and practices expressed in communities today?</p> <p>This is a composite assessment with an aim to assess the skills that students have learned in this unit, and also in previous units. Using data and sources they will be given the opportunity to use their</p> | <p>Formative assessment.</p> <p>There is no formal summative assessment for this unit. Using low stakes methods i.e. quizzes the class teacher will determine the next steps and any support needed for students going forward.</p> | <p>Is pilgrimage a good way to express a worldview?</p> <p>This is a composite assessment which aims to assess how well students’ sociology of religion skills have developed throughout years 7 and 8 to assess the extent to which their comparative religion skills have been developed further into year 8.</p> | <p>Substantive knowledge check.</p> <p>The aim of this assessments is to assess core knowledge learned throughout the RE course so far. This is a knowledge-based assessment which does not focus on skills but is rather assessing what students know and can remember.</p> |

knowledge of Sikhism to explain what they can infer from the sources, and ultimately how those beliefs are expressed in communities.

Substantive knowledge check.

The aim of this assessments is to assess core knowledge learned throughout the RE course so far. This is a knowledge-based assessment which does not focus on skills but is rather assessing what students know and can remember.

There is also scope for students to demonstrate their personal knowledge in this assessment.

Diversity & development of cultural capital

Students will gain an understanding of Sikhism, one of the world's major religions, and its influence on its followers. Students will see how Sikhs practice their faith in different countries, contributing to a broader understanding of how a single religion can diversify in various cultural settings. This knowledge also enhances students' global awareness and empathy towards diverse communities.

Understanding the Buddhist principles explored in this unit fosters awareness and helps students appreciate the philosophical and ethical dimensions of diverse cultures. The diversity within Buddhism, such as the differences between Theravada, Mahayana, and Vajrayana traditions, may be explored. Students will learn how Buddhism has adapted to various cultural settings across Asia and beyond, offering insights into how cultural and religious practices intersect.

This unit should enrich students' understanding of spiritual journeys and their significance in various cultures, thereby broadening their appreciation for religious practices. The unit highlights the diverse ways people express their faith through pilgrimage, helping students understand the personal and communal aspects of religious expression in different cultural contexts. It encourages students to compare and contrast religious practices globally.

This unit engages students with philosophical and theological debates that have shaped cultures and societies throughout history. By examining arguments from different worldviews, students gain insight into the intellectual traditions that underpin diverse belief systems, fostering critical thinking and cultural literacy. The exploration of different arguments for and against God's existence introduces students to a range of philosophical perspectives, including those from various religious and secular viewpoints. This encourages respect for diverse beliefs and stimulates discussion on how different cultures approach existential questions.

Cross-curricular opportunities and enrichment

History: Exploring the origins and historical development of Sikhism, including the lives of the Gurus and the formation of the Khalsa.

Geography: Understanding the geographic spread of Sikhism and its cultural practices across the world, particularly in Punjab, India, and the Sikh diaspora.

Citizenship: Discussing how Sikh values such as community service (sewa) and equality influence Sikhs' participation in public life.

History: Investigating the life of Siddhartha Gautama (the Buddha) and the historical context of Buddhism's spread in Asia.

Art: Examining Buddhist art and architecture, including mandalas, statues, and temples, and their significance in different cultures.

Geography: Studying the locations of major pilgrimage sites and the routes taken by pilgrims, with a focus on the physical and cultural landscapes.

History: Exploring the historical significance of pilgrimages in various religions and how these practices have evolved over time.

Physical Education (PE): Understanding the physical demands of pilgrimage and how different cultures prepare for these journeys.

Science: Discussing the relationship between science and religion, including topics like the Big Bang Theory and evolution, and how they intersect with beliefs about the existence of God.

English Literature: Understanding how, analysing texts, both historical and contemporary, that debate the existence of God can enhance critical thinking and analytical skills.