






# Year 8 Long Term Plan RE

## 2 lessons a week.

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

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

Topic	Unit title and bigger Picture	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to 'religiously literate, culturally aware and philosophically curious'.	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	Career Link
		<i>Substantive Knowledge Golden Threads in RE</i>	<i>Disciplinary Knowledge (how they are learning)</i>	<i>Personal understand and their own views and interrogate</i>							

1	Does the world need prophets today? 3.4 (UC)	<p>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.</p>	<p>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 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 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.</p>	<p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally aware - different interpretations from different groups/religions.</p> <p>Philosophically curious - role of prophets</p>	Misconception about Prophets	Links back to KS3 Year 7 - some UC God and this is cyclical covering more content at each KS.	Links to Christianity unit at KS5 - A level background of Jesus Links to Philosophy and Ethics - Forgiveness	Bible passages where appropriate.	<p>Social - role prophets play in people's life today.</p> <p>Moral - Christian moral code.</p> <p>Spiritual - Prophets connection with God</p> <p>Cultural - Jesus as a prophet in other religions.</p>	Role of prophets in religions worldwide.	<p>Charity worker</p> <p>Vocational roles.</p> <p>Minister</p>
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2	What do we do when life gets hard? 3.5 (UC)	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 Christian belief, but it is tied with the idea that God brings salvation through Jesus – sin does not have the last word.	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 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.	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	Links back KS2 units this is cyclical covering more content at each KS.	Christianity unit at KS5.  Links to KS4 Eduqas GCSE Route A - C2 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  BV - Tolerance, Law, democracy	Different Churches responses to help those in need	Charity worker  Vocational roles  Solicitor  Minister



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3	Why is there suffering? Are there any good solutions? Thematic 3.16	Different causes and types of suffering.  Different worldviews on the solutions to evil and suffering Buddhist descriptions of suffering (dukkha) and the solution (following the Noble Eightfold Path).	Explore questions raised by the experience of suffering, in relation to God, the world, human life and life after death. Explore biblical accounts of why we suffer, such as ideas of the Fall (link with Unit 3.3); compare the experience of Job (link with Unit 3.5) and with the Christian idea of Jesus as the 'crucified God', experiencing the suffering of humanity. Consider a philosophical approach: how can a good God allow suffering? Explore different responses, such as the free will defence.	Religiously literate - understanding of key beliefs and knowledge.  Culturally aware - different interpretations from different groups.  Philosophically curious- how can a good God allow suffering?	Misconceptions about evil and suffering	Links back to KS2 Buddhism 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.	Links to KS4 Eduqas GCSE Route A - Philosophy and Ethics paper  GCSE- Good and Evil	Religious scripture where appropriate.	Social - the role religion plays in Buddhist society.  Spiritual - Concept of a Higher power.  Cultural - Different worldviews about the solutions to suffering	Speaker  Influence Buddhism has had on Islam and Christianity.	Charity worker  Vocational roles.  Solicitor  Counsellor
<u>Topic</u>	<u>Unit title</u>	<u>Key knowledge/</u>	<u>Essential skills to</u>	<u>Link to</u>	<u>Anticipated</u>	<u>Links to</u>	<u>Links to</u>	<u>Opportunity</u>	<u>SMSC &amp; British</u>	<u>Cultural Capital</u>	<u>Career Link</u>

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4	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 and love of the poor and vulnerable.	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 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.	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 world?	Misconceptions: God and Jesus are the same/different.	Links back KS2 units this is cyclical covering more content at each KS.	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 - Does every one who believes in Jesus need to be pacifists?  Spiritual - Jesus as divine, Trinity.  BV - Tolerance, Law, democracy	Discussion of pacifism and morality linked to Jesus teachings	Charity worker  Vocational roles  Solicitor  Minister
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5	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 symbols are used to communicate meaning. Describe what we mean by 'morality' and which moral codes Jews live by.	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.	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.	NA	Jewish scripture where appropriate.	Social - the role religion plays in Jewish society.  Spiritual - Concept of a Higher power.  Cultural - Different Jewish groups/views	Speaker / Visit  Influence Judaism has had on Islam and Christianity.	Charity worker  Vocational roles.  Solicitor  Counsellor
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6	How can people express the spiritual through the arts? Thematic 3.17 (LRE)	<p>Definitions of 'spiritual' and 'spirituality' and consider some examples such as ways in which Muslim art overcomes the prohibition on picturing God and still expresses faith.</p> <p>Diverse cultural and ethnic Christian portrayals Jesus; connect with the idea of incarnation.</p> <p>Diverse ways different world views express their spiritual beliefs.</p>	Describe sand mandalas and how Tibetan Buddhists use them to aid meditation and exemplify impermanence; how klezmer music expresses joy within Ashkenazi Jewish communities, and the importance of celebration and joyous connection with God, considering if spiritual experiences are always so positive; and how the music of raags accompany the reading of Sikh scriptures to alter emotional states. Express creatively their own sense of the spiritual.	<p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally aware - different interpretations from different groups of Christians and other world views</p> <p>Philosophically curious - Should we all express in the same way?</p>	Misconception about	Links back to KS2 UC units.	<p>Links to Christianity unit at KS5 - A level</p> <p>Links to KS4 eduqas GCSE Route A - Component 1: Philosophical and ethical issues.</p> <p>KS4 Islam</p>	Bible passages where appropriate.	<p>Social - impact of Christianity world wide</p> <p>Moral - Is one Christian group more correct than another?</p> <p>Spiritual - Interpretation of Spirited Arts Themes.</p> <p>Cultural - different Christianity groups and their location - does this influence their beliefs.</p>	<p>Background of different Christian groups.</p> <p>NATRE - Spirited Arts competition</p>	<p>Charity worker</p> <p>Vocational roles</p> <p>Artist</p> <p>Poet</p> <p>Photographer</p> <p>Dancer</p> <p>Musician</p> <p>Actor</p> <p>Sculptor</p>



