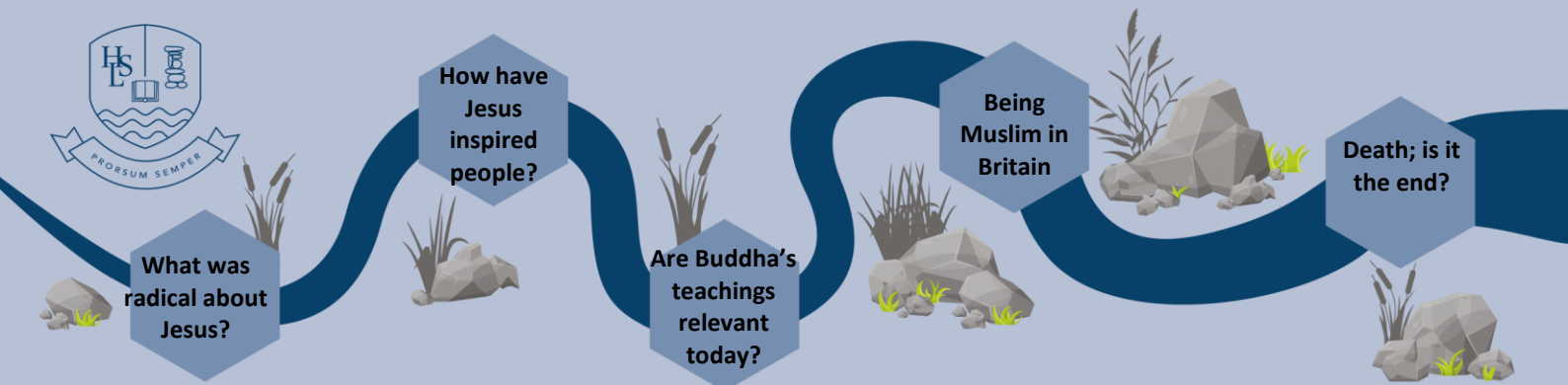
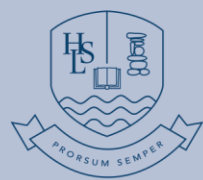


Subject: Religious Education		Year Group: 8		Terms: 1	
Module/Theme: What was radical about Jesus’ teachings?					
Topic Outline & Aims (Intent) In September students will be considering Jesus’ teachings and considering what made them so radical – at the time and possibly today.					
Key Skills and Knowledge taught through this topic: (Intent) Students should develop an ability to consider different interpretations of Jesus’ teachings and see how they connect to The Fall, Messianic prophecies and themes found in the Old Testament. They will explore key subject specific skills such as explaining using evidence and sources of authority and using new key terminology. This will build on prior learning from Year 7 which explored the Old Testament and also considered why Christians think Jesus was God incarnate. It will provide a solid foundation for students to progress through subsequent modules and key stages.					
Prior Learning: (Context) KS2: Abrahamic stories of creation and incarnation. KS3: Developing knowledge from year 7 modules of how (for Christians) Jesus atoned for Original Sin.		Future Learning: (Context) KS3: Understanding ‘The Big Story’ is essential for any study of Abrahamic faiths. Islam is studied later in year 8 and Christianity is compulsory in all GCSEs. The next module students look at is how Jesus’ teachings inspired people like Martin Luther King Jr and Elizabeth Fry to combat injustice.		National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students’ prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must ‘reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain”.	
RRSA Links: Article 14: Freedom of thought and religion			Assessment of Learning: (Impact) SUMMATIVE: formal assessed task FORMATIVE: Explanation questions concerning prophecy and creation, class notes marked and feedback given INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
British Values Links: Tolerance of those of different beliefs and faiths.					
Eco Schools Links: NA					
Reading / Enrichment: Links to articles on RE pages of the VLE Links to videos on the RE pages of the VLE		Key Vocabulary: (Literacy) Radical, agape, messianic prophecy, incarnation, sin, salvation, atonement, sacrifice.		Numeracy Opportunities: N/A	
				Career Links: Researcher Lawyer Clergy Public services Teacher or lecturer Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.	



Subject: Religious Education		Year Group: 8		Terms: 2	
Module/Theme: How did Jesus’ teachings inspire people to combat injustice?					
Topic Outline & Aims (Intent) Students will explore what influences people and inspires people to act in a certain way. Building on prior knowledge students will investigate how Jesus’ teachings inspired people like Martin Luther King Jr and Elizabeth Fry to combat injustice as well as more contemporary people such as Alexander Navalny and Marcus Rashford.					
Key Skills and Knowledge taught through this topic: (Intent) Students should develop an ability to consider different interpretations of Jesus’ teachings and see how they impact of peoples’ lives. Students will develop their depth of explanation using evidence and sources of authority and using new key terminology. This will build on prior learning from Year 7 which looked at The Big Story (The Bible) and the previous module in Year 8 where students studied Jesus’ teachings. It will provide a solid foundation for students to progress through subsequent modules and key stages.					
Prior Learning: (Context) KS2: Abrahamic stories of creation and incarnation. KS3: Developing knowledge from year 7 modules of how (for Christians) Jesus atoned for Original Sin and previous Year 8 module on Jesus’ teachings.		Future Learning: (Context) KS3: Understanding ‘The Big Story’ is essential for any study of Abrahamic faiths. Islam is studied later in year 8 and Christianity is compulsory in all GCSEs.		National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students’ prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must ‘reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain”.	
RRSA Links: Article 14: Freedom of thought and religion			Assessment of Learning: (Impact) SUMMATIVE: formal assessed task FORMATIVE: Explanation questions concerning prophecy and creation, class notes marked and feedback given INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
British Values Links: Tolerance of those of different beliefs and faiths.					
Eco Schools Links: NA					
Reading / Enrichment: Links to articles on RE pages of the VLE Links to videos on the RE pages of the VLE		Key Vocabulary: (Literacy) Radical, agape, messianic prophecy, incarnation, sin, salvation, atonement, sacrifice.		Numeracy Opportunities: N/A	
				Career Links: Researcher Lawyer Clergy Public services Teacher or lecturer Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.	



Were Jesus' teachings radical?

Jesus' teachings and how they have inspired people.

Are Buddha's teachings relevant?

Being a Muslim in Britain today

Death; is it the end?

Subject: Religious Education		Year Group: 8		Terms: 3	
Module/Theme: The Buddha: Do his experiences and teachings have meaning for people today?					
Topic Outline & Aims (Intent) During this module students will explore the life and teachings of the Buddha (Siddhartha Gotama) and evaluate whether his teachings are relevant today. Students will explore how these teachings impact on a Buddhist’s life today and what 21 st Century society can learn from this 2,600 year old body of knowledge.					
Key Skills and Knowledge taught through this topic: (Intent) Students should develop an ability to understand the key concepts of Buddhism and how they are interconnected. They will be able to interpret teachings in the modern day context and consider different interpretations. Students will continue to develop a wider range of subject specific language and also key subject specific skills such as explaining using evidence and sources of authority. This module will allow students to explore dharmic faiths in contrast to our previous focus on Abrahamic faiths – seeing similarities and differences between the two groups of world views which will then feed into ethical/philosophical topics later in the key stage.					
Prior Learning: (Context) KS2: The GAS does not require Buddhism to be taught at KS2. Primary schools will vary in the content covered but many will not have encountered this topic before. KS3: Contrasting knowledge from previous Abrahamic faith modules.		Future Learning: (Context) KS3: Understanding a range of religious views is essential to progression (both Abrahamic and Dharmic). Buddhist concepts and beliefs will be revisited in key stage 3 ‘Death; is it the end?’ and in ethical topics in “whose body is it anyway?” and “what should we do about poverty?”		National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students’ prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must ‘reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain”.	
RRSA Links: Article 14: Freedom of thought and religion. Article 17 Right to information. Article 28/9: Right to an education.			Assessment of Learning: (Impact) SUMMATIVE: formal assessed task FORMATIVE: Explanation questions concerning dharma. Evaluative questions ‘are they relevant today?’ INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
British Values Links: Tolerance of those of different beliefs and faiths.					
Eco Schools Links: Possible link to Socially Engaged Buddhism.					
Reading / Enrichment: Links to articles on RE pages of the VLE Links to videos on the RE pages of the VLE		Key Vocabulary: (Literacy) See word glossary. Examples include: Buddha, enlightenment, dharma, sangha, anicca, anatta, ahimsa.		Numeracy Opportunities: N/A	
				Career Links: Lawyer. Politicians. Researcher. Public services Teacher or lecturer Clergy Lots of comedians and script writers studied RE / philosophy. Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.	



Were Jesus' teachings radical?

Jesus' teachings and how they have inspired people.

Are Buddha's teachings relevant?

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Death; is it the end?

Subject: Religious Education		Year Group: 8		Terms: 6	
Module/Theme: Death; Is it the end?					
Topic Outline & Aims (Intent) During this module students will explore the evidence supporting/ opposing the existence of the soul and different religious and non religious views on the soul and the afterlife. Students will explore how these beliefs manifest themselves in different practices.					
Key Skills and Knowledge taught through this topic: (Intent) Students should develop an ability to understand and evaluate the evidence for the existence of the soul and use key terms such as ‘objective evidence’ and ‘verifiable’. Students will continue to develop subject specific skills such as explaining using evidence and sources of authority and evaluating evidence – seeing the strengths and weaknesses of the evidence presented. This module will allow students to explore draw on their previous learning of dharmic and Abrahamic faiths to build their knowledge.					
Prior Learning: (Context) KS2: The Gloucestershire Agreed Syllabus does not require Buddhism to be taught at KS2. Primary schools will vary in the content covered but many will not have encountered this topic before. KS3: Building on prior modules that have covered Buddhist and Christian concepts of the soul		Future Learning: (Context) KS3: Understanding a range of religious and non religious views is essential to progression (both Abrahamic and Dharmic). These concepts will be revisited in Year 9 modules and GCSE when looking at the afterlife and ethical issues such as abortion.		National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students’ prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must ‘reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain”.	
RRSA Links: Article 14: Freedom of thought and religion. Article 17 Right to information. Article 28/9: Right to an education.			Assessment of Learning: (Impact) SUMMATIVE: formal assessed task FORMATIVE: Explanation questions concerning dharma. Evaluative questions ‘are they relevant today?’ INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
British Values Links: Tolerance of those of different beliefs and faiths.					
Eco Schools Links: N/A					
Reading / Enrichment: Links to articles on RE pages of the VLE Links to videos on the RE pages of the VLE		Key Vocabulary: (Literacy) See word glossary. Examples include: Soul, verifiable, subjective, judgement, heaven, hell.		Numeracy Opportunities: N/A	
				Career Links: Lawyer. Politicians. Researcher. Public services Teacher or lecturer Clergy Lots of comedians and script writers studied RE / philosophy. Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.	