

Year 8	Key Religious Education knowledge and skills.
<p align="center">Half Term 1</p> <p align="center"><b><u>Sikhism</u></b></p> <p>There are almost half a million Sikhs in the UK. This unit of lessons about Sikhism intends to give a broad introduction to Sikhism to students.</p> <p>The unit begins with key beliefs for Sikhs. Sikhism celebrates its Ten Gurus, so the first – Guru Nanak – and last – Guru Gobind Singh – are covered. Sikhism is very focused on worship, so the next lessons cover the Khalsa, gurdwara and worship, and the Guru Granth Sahib. Hence a broad introduction to the religion is gained. Sikhism is a way of life not just a religion, which is shown through lessons on sewa and equality.</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and explain beliefs and practices of Sikhism</li> <li>• Make links and consider the similarities and differences within and between religion</li> <li>• Identify and explain influences of beliefs on individuals, groups and the whole Sikh Community</li> </ul> <p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Analyse the commonalities and differences found within Sikhism and also between this faith and others</li> <li>• Evaluate the importance of beliefs on followers of Sikhism</li> <li>• Evaluate the relevance of Sikh beliefs and contextual factors that influence followers of Sikhism today.</li> </ul> <p><b>Competence in Religious Education Skills</b></p> <ul style="list-style-type: none"> <li>• Communication- Communicate objectively the aspects of this faith and subsequent responses to it.</li> <li>• Inquire - Question and seek to clarify.</li> <li>• Analysis- Reflect/Critique practice, beliefs and contexts</li> <li>• Team work- Work together to support learning</li> <li>• Empathy- understand and share the feelings of another</li> </ul>
<p align="center">Half Term 2</p> <p align="center"><b><u>Hinduism</u></b></p> <p>There are almost one million Hindus in the UK. This is a unit about Hinduism, intending to bring a level of understanding of this colourful religion to students, many of whom have no direct access to the religion in their own community. The unit begins with key beliefs of God, karma and rebirth moving on to Hindu scriptures. Temples, worship (at the temple and at home) follow in a series of lessons. The unit also considers the Hindu path of life, symbolism, diversity within Hinduism, morality and celebrations. Hence a broad introduction to the religion is gained.</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and explain key beliefs within Hinduism</li> <li>• Make links and consider the similarities and differences within and between religion</li> <li>• Identify and explain influences of beliefs on individuals, groups and the whole Hindu community.</li> </ul> <p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Analyse the commonalities and differences found within Hinduism and also between this faith and others</li> <li>• Evaluate the importance of beliefs on followers of Hinduism</li> <li>• Evaluate the relevance of Hindu beliefs and contextual factors that influence followers of Hinduism today.</li> </ul> <p><b>Competence in Religious Education Skills</b></p> <ul style="list-style-type: none"> <li>• Communication- Communicate objectively the aspects of this faith and subsequent responses to it.</li> <li>• Inquire - Question and seek to clarify.</li> <li>• Analysis- Reflect/Critique practice, beliefs and contexts</li> <li>• Team work- Work together to support learning.</li> <li>• Empathy- understand and share the feelings of another</li> </ul>

<p style="text-align: center;">Half Term 3 into 4</p> <p style="text-align: center;"><b><u>Buddhism</u></b></p> <p>This unit provides an introduction to Buddhism. The attempt to explain Buddhist philosophy in a simple way will provide an accessible route to more in-depth understanding of this faith. An explanation of what and who the Buddha was and an outline of important events in his life are covered at the beginning of the unit , after which subsequent divisions among his followers are explained. There follow brief explanations of fundamental Buddhist teachings and beliefs and Buddhist scriptures. There is an exploration of Buddhist monasticism and an analysis of Buddhist ethics .</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and explain beliefs and practices of Buddhism</li> <li>• Make links and consider the similarities and differences within and between religion</li> <li>• Identify and explain influences of beliefs on individuals, groups and the whole Buddhist Community</li> </ul> <p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Analyse the commonalities and differences found within Buddhism and also between this faith and others</li> <li>• Evaluate the importance of beliefs on followers of Buddhism</li> <li>• Evaluate the relevance of Buddhist beliefs and contextual factors that influence followers of Buddhism today.</li> </ul> <p><b>Competence in Religious Education Skills</b></p> <ul style="list-style-type: none"> <li>• Communication- Communicate objectively the aspects of this faith and subsequent responses to it.</li> <li>• Inquire - Question and seek to clarify.</li> <li>• Analysis- Reflect/Critique practice, beliefs and contexts</li> <li>• Team work- Work together to support learning</li> <li>• Empathy- understand and share the feelings of another</li> </ul>
<p style="text-align: center;">Half Term 5</p> <p style="text-align: center;"><b><u>Religion and Science</u></b></p> <p>This section explores the interface between science and religion. It introduces students to religious responses to questions of life, existence and purpose. In this unit, students are invited to think about the relationship between science and religion. The relationship is often portrayed as an antagonistic one; that science and religion uncomfortably occupy the same territory. This unit explores views that challenge this characterisation seeks to allow students to see the two as discreet and yet interconnected on matters of life, creation and purpose.</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and explain scientific and religious views on the existence of the world.</li> <li>• Make links and consider the similarities and differences between theological and scientific truth.</li> <li>• Identify and explain challenges that are faced when contextualising religion and science.</li> </ul> <p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Analyse the commonalities and differences found within and between religious and scientific belief.</li> <li>• Evaluate the importance of scientific and religious belief in the modern world today.</li> <li>• Evaluate the relevance of the origins of scientific and religious beliefs on the creation of the world/universe and their validity and reliability.</li> </ul> <p><b>Competence in Religious Education Skills</b></p> <ul style="list-style-type: none"> <li>• Communication- Communicate objectively the aspects of this belief system and subsequent responses to it.</li> <li>• Inquire - Question and seek to clarify.</li> <li>• Analysis- Reflect/Critique practice, beliefs and contexts.</li> <li>• Team work- Work together to support learning.</li> <li>• Empathy- understand and share the feelings of another</li> </ul>
<p style="text-align: center;">Half Term 6</p> <p style="text-align: center;"><b><u>Arguments for the existence of God</u></b></p> <p>This unit gives students a first opportunity to study philosophy, and to think and argue</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and explain arguments for and against the existence of God.</li> <li>• Make links and consider the similarities and differences between religious and non- religious beliefs on the existence of God</li> </ul>

philosophically, focusing on the philosophy of religion. They begin by considering three arguments for the existence of God – what the arguments are, and some counter-arguments. This is balanced by examining arguments against belief in God, from science and the Epicurean Paradox. Religious themes are covered from a philosophical perspective: immortality and miracles. Throughout these lessons, students are encouraged to think critically, challenge assumptions and develop arguments.

- Identify and explain challenges faced in believing in the existence of a greater being in modern society today.

#### **Analysis and Evaluation**

- Analyse the commonalities and differences within this arguments considering the reasons for these.
- Evaluate the advantages and disadvantages of believing in a greater being.
- Evaluate the relevance of believing in God and contextual factors that influence those beliefs in society today.

#### **Competence in Religious Education Skills**

- Communication- Communicate objectively the aspects of this belief system and subsequent responses to it.
- Inquire - Question and seek to clarify.
- Analysis- Reflect/Critique practice, beliefs and contexts.
- Team work- Work together to support learning.
- Empathy- understand and share the feelings of another