



Intent: To provide pupils with a balanced programme of study, that builds upon foundational knowledge given in Year 7 surrounding key religious, ethical and philosophical issues. In year 8, this development is grounded in 3 of the world’s major religious traditions and pupils learn about key beliefs and teachings of these groups (this will be taught in religious lessons). Pupils will then explore a variety of ethical issues and ideas relating to key religious principles (this will be taught in ethical lessons). Finally, pupils will then explore a variety of philosophical questions that relate to ‘big questions’ grounded in the religions that they study (this will be taught in philosophy lessons). GCSE skills are also embedded further in Year 8, as they are assessed more formally using GCSE exam style questions.

Year 8 REP	Unit 1: Judaism (Sept- Dec)	Unit 2: Hinduism (Dec - Apr)	Unit 3: Islam (Apr - Jul)
Knowledge (facts, information, concepts and key terminology)	Monotheism: Jewish beliefs grounded in G-d, Holocaust: the reasons for and the impact of it, Bar/Bat Mitzvah: rites of passage, Mitzvot: laws, rules and moral responsibility, Kosher food & Passover: why are they of significance for Jews?	Polytheism: Hindu beliefs about God, Samsara & Karma: Hindu beliefs about LAD, Caste System: to consider how Indian society was organised, Hindu festivals and Samskaras: considering important goals and life events in the life of a Hindu.	The 5 pillars: Key beliefs and values of a Muslim, Allah & Muhammad: Muslims beliefs about God and the Prophet, Jihad: Islam and violence, Muslim beliefs about LAD and the relevance and use of Mosques in the 21 st century.
Understanding (ability to connect and synthesise knowledge within a context)	Monotheism: Should we believe in God today? Mitzvot: Are rules & laws important today? Why might being religious make us good? Passover: What is modern day slavery? Holocaust: What is discrimination & what happened to the Jews as a result? Bar/Bat Mitzvah: When are we morally responsible?	Polytheism: Can you compare a Hindu/Jewish belief about God? LAD: is the Hindu view of Life and death realistic? Caste System: Should we all be equal in society? Samskaras: should we all have goals and what should these be?	The 5 pillars: If we ALL followed them, would it make the world a better place? Allah & Muhammad: How are they understood and why are they important? Jihad: What does it actually mean to ‘struggle’ and misinterpretations? LAD: is the Islamic view fair? Mosques: Do we need places of worship in the 21 st century?
Skills (successful application of knowledge and understanding to a specific task)	Identification & accurate use of key terminology Accurate use of sources of authority Ability to explain key religious, ethical and philosophical concepts relating to each unit of work. Ability to evaluate key religious, ethical and philosophical concepts.		
Formal Assessments	End of Unit Assessment that concludes the sequence of 9 lesson unit.		
By the end of the year students on course for at least a grade 5 will be able to explain and evaluate key religious, ethical and philosophical ideas with reasonable accuracy. Some use of key terminology and references to sacred writing should be evident within written responses which should be coherent and focussed on the question.			