



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: Islam (Dec - Apr)	Unit 3: Hinduism (Apr - Jul)
<p>Knowledge (facts, information, concepts and key terminology)</p>	<p>Monotheism: Jewish beliefs grounded in G-d, Variations: what is the difference between Orthodox and liberal Judaism? 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?</p>	<p>The 5 pillars: Key beliefs and values of a Muslim, Allah & Muhammad: Muslim beliefs about God and the Prophet, Jihad: Islam and violence plus media coverage, Muslim beliefs about the afterlife and the relevance and use of Mosques in the 21st century.</p>	<p>Polytheism: Hindu beliefs about God, Samsara & Karma: Hindu beliefs about LAD, Caste System: to consider how Indian society was organised, Samskaras: considering important goals and life events in the life of a Hindu.</p>
<p>Understanding (ability to connect and synthesise knowledge within a context)</p>	<p>Monotheism: Should we believe in God today? Variations: how might Jewish practices vary? 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? Does being Jewish make you morally superior?</p>	<p>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: Why is this term often misinterpreted? How can we challenge Islamophobia? Life After Death: is the Islamic view fair? Mosques: Do we need places of worship in the 21st century? How do they serve the community?</p>	<p>Polytheism: is this an accurate term for the Hindu belief in God? How does this compare to Islam and Judaism? LAD: is the Hindu view of life and death realistic? Is it a fair system? Caste System: Should we all be equal in society? Can inequality ever be justified? Samskaras: should we all have goals and what should these be?</p>
<p>Skills (successful application of knowledge and understanding to a specific task)</p>	<p>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.</p>		
<p>Formal Assessments</p>	<p>End of Unit Assessment that concludes the sequence of 9 lesson unit.</p>		

By the end of the year students 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.