

Topics –  
 Philosophy – God  
 What is Judaism?  
 The Christian Experience  
 What is Buddhism?

Key –  
 Blue – Literacy and oracy  
 Green – Self/Peer Assessment  
 Red – Mangeta Principles  
 Yellow – Group and Pair  
 Bold/ Italics – Scripture  
 Pink – Extended writing  
 Purple – Creative

Lesson Title	Objectives	Activities	Homework	Literacy Focus	Knowledge Focus	Christian Ethos	Summative Assessment
<b>TOPIC 1</b> <b>PHILOSOPHY</b>  Lesson 1 - Introduction to Y8 RE. Ultimate Questions	To create and know our class rules.  To understand what an ultimate question is.  To pose our own ultimate questions.	Starter – Think of 2 class rules.  Create class rules and copy them down.  Pose our own ‘big questions’.  To decide which is an ultimate question.  <b>Plenary - To write a paragraph about our own ultimate question.</b>		Class discussion. <b>ORACY</b>	To KNOW what an ultimate question is.	Prompt and ask about Christian responses to ultimate questions.	Extended writing piece – Explain Paley’s Design Argument Creative Task – Stained Glass Window Final Task -

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Lesson 2 - Looking for truth.	<p>To know the new key words.</p> <p>To understand and explain that people interpret things differently.</p> <p>To evaluate whether it is possible to ever know the truth.</p>	<p>Starter – Write ten facts/lies about yourself. 3 people to stand at front and read 4 out. People guess what is true and what is false. Is it ever possible to know the truth? Small <b>group discussion</b> then a representative <b>STAND and SPEAK.</b></p> <p>Look at <b>images</b>... what do you see?</p> <p>Blind men and elephant <b>comprehension.</b></p> <p>HW – Ask 5 people whether or not they believe in God and why.</p>	1. HW – Ask 5 people whether or not they believe in God and why.	<b>STAND AND SPEAK.</b> Comprehension		Promoting value of tolerance and diversity of beliefs.	
Does God exist? Group discussion Lesson 3	<p>To state reasons that some people believe in God/do not believe in God.</p> <p>To show understanding of and explain why some people believe in God/some do not believe in God.</p> <p>To evaluate whether belief in God is reasonable.</p>	<p>Starter – What is the different between a problem and a mystery? <b>Think, Pair, Share.</b></p> <p>Copy down key words and meanings. Extension – <b>Pictures</b> to help you remember, Ext 2 – What are you and why?</p> <p>Class table – all class contribute to ideas and copy table down.</p> <p><b>Card Sort</b></p> <p>Any more ideas?</p> <p>Plenary – <b>Key word Bingo</b></p>		New key words.  Think, pair, share. <b>ORACY</b>  Group discussion.  Extended writing for homework.	To KNOW a variety of arguments for and against God's existence	Why Christians believe that God exists as part of discussion.	

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<p>The mystery of God. Painting a view of God. Lesson 4</p>	<p>To know/understand some of the various ideas of what God is like.</p> <p>Explore what you think God is like.</p>	<p>Starter – Match up the different Gods.</p> <p>Activity – Paint your idea of God.</p> <p>Plenary – Explain your design.</p> <p>EXT – Is it similar or different to the Gods we looked at before?</p>		<p>Explaining design.</p>	<p>To KNOW several different representations of God.</p>	<p>Exploring concepts of God.</p>	
<p>Describing the Christian view of God using images and by creating stained glass windows. Lesson 5</p>	<p>To know the new key words.</p> <p>To understand and explain a Christian view of God.</p> <p>To start to evaluate a Christian view of God.</p>	<p>Start - Describe the qualities of someone close to you.</p> <p>Watch the images and listen to the music and write down adjectives the pictures represent.</p> <p>Share adjectives as class and ensure pupils have got the omniscient words and definitions.</p> <p>Give reasons that Christians would see God like this.</p> <p>Create symbols to reflect the key words.</p> <p>Start to make a stained glass window reflecting the qualities of the Christian God. Complete for HW along side</p>	<p>2. Start to make a stained glass window reflecting the qualities of the Christian God. Complete for HW along side a written explanation.</p>	<p>Adjectives</p>	<p>To KNOW the qualities of the Christian God.</p>	<p>What do Christians believe about God?</p>	

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Does the world prove God exists? Lesson 6	To think about the origins of the world. To know the Christian Creation story and understand how it can be interpreted differently. To interpret the Christian creation story.	Starter – How do you think the world was created? Activity – <b>Video</b> and List what happens on each day <i>Read Genesis</i> Activity – <b>Story Board</b> Activity – Teacher explains Literal and Liberal views. Pupils explain in table. Plenary – How do you interpret it?		Expressing views verbally and written.	To KNOW the Christian Creation story.	Studying the Biblical account of creation and considering possible interpretations.	
Paley's Watch Lesson 7	To show understanding of Paley's Design Argument. To explain Paley's Design Argument using key words. To start to evaluate Paley's Design Argument.	Starter – Give two examples of amazing natural things. Activity - <b>Think, Pair, Share</b> – Could they have come about by accident? Activity – Teacher explains Paley's arguments using slide images. Activity - Show video from 3.30 Activity – <b>Cut and stick story board</b> in correct order and <b>self-assess</b> . Activity – Complete word fill and <b>self-assess</b> Plenary – Who is convinced so far?	3. Revise Paley's Argument	Think, pair, share – oracy.	To KNOW Paley's Design/ Teleological Argument	Teleological Argument (Christian argument for God's existence).	
Paley's Watch Lesson 8	To show understanding of Paley's Design Argument. To explain Paley's Design Argument using key words. To start to evaluate Paley's Design Argument	<b>SUB-ASSESSMENT – EXTENDED WRITING</b> Explain Paley's Design Argument and <b>PEER ASSESS</b>		Extended Writing	To KNOW Paley's Design/ Teleological Argument	Teleological Argument	

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Problems with Paley's Argument Lesson 9	To start to evaluate Paley's Design Argument	Starter – As a table think of as many criticisms as you can. Activity – BB and evolution word fill and self-assess Activity – Complete work sheet Plenary – Discuss work sheet as class	4. Complete a piece of writing explaining the problems with Paley's argument.	Oracy discussion.	To KNOW the criticisms of Paley's Argument	Teleological Argument	
Problem of Evil – What is Evil? Lesson 10	To consider what we mean when we use the word 'evil'. To understand why this is a problem for religious believers.	Starter – Definitions of evil on sticky note. Activity – Organise evil or not cards (Group work) THREE ALTERNATIVE LESSONS ON SYSTEM Activity – PPT slides and explanation Activity – Give examples of moral and natural evil. Activity – Explain the logical problem of evil and fill in last bit of problems with Paley Booklet. Activity – Explain evidential problem of evil. Plenary – Why might God allow evil to exist?  HWK – Bring pictures for evil collage	5. HWK – Bring pictures for evil collage	Creating definitions. Oracy in group work discussion. Written explanation.	To KNOW examples of natural and moral evil in the world.	POE	
OFGOD Lesson 11	To evaluate whether the Earth is a good enough place to have been created by God.	Starter – Complete the 'image sheet'. Complete the OFGOD report. Plenary – Two reasons God IS responsible and two reasons he IS NOT.			To KNOW reasons why some people argue the world cannot be a product of God's		
Problem of Evil – Evil Collage Lesson 12 OR HOMEWORK IF BEHIND ON SCHEDULE	To consider why God allows direct examples of evil to exist.	Starter – Recap of last lesson (class discussion) Activity – Create evil collage	6. Collage?	Discussions on tables over creative activity	To KNOW examples of evil in the world. To KNOW about worldwide suffering.	Responses to the POE	

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Can suffering have a purpose? Lesson 13	To explore whether evil can ever serve a purpose.	Starter – Examples of evil, moral or natural, does good ever come from them? Activity – Look at the <b>images</b> , choose 3, what are the causes? Activity – Can suffering ever be worthwhile? Think of examples using the images. Activity – <b>Read</b> the case studies and answer the questions (this can be done as a group task, kagan numbers, peer teach or independently) Plenary – Head, heart, bin, bag.		Reading task.	To KNOW examples of good coming from evil.	Real life response to the POE	
Lesson 14 The Story of Job	To evaluate how Christians may defend God's existence in response to the Problem of Evil.  To be able to evaluate the Story of Job.	Starter – Does suffering have any value? Personal view sheet. Activity – Three reasons God might allow evil to exist Activity – Watch Job video Activity – Answer questions or complete word fill (LA) Activity – Complete fortune line. Plenary – What does this story teach us about evil?					
The Free Will Defence Lesson 15	To evaluate how Christians may defend God's existence in response to the Problem of Evil.  To be able to evaluate the Free Will Defence.	Starter – What is Free Will? How might Free Will explain the problem of evil? Activity – Teacher uses ppt slides to explain Adam and Eve (original sin) students complete word fill. Plenary – What do you think? Do any of these defences successfully defend God? <b>Homework – Create story board on one of the stories.</b>	<b>7. Create a story board for one of the defences.</b>	Comprehension on film clip.	To KNOW how Christians respond to the problem of evil.	Christian defences to the problem of evil.	
Lesson 16 REVISION	To revise the topic in preparation for the assessment.	Revise whichever way is best for your class – teacher led or independent. <b>Homework – Revision</b>	8. Revision	Key word bingo, oracy tell your partner.			

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Lesson 17 ASSESSMENT	To assess student progress	Complete assessment		Key word quiz Extended writing			
Lesson 18 Feedback Lesson	To give students feedback and allow them to improve their work using green pen.	Complete green pen (Action/response)					
Case Study – Dumblane Massacre FILLER LESSON	To consider religious responses to evil using a real life example.	Watch documentary and complete sheet.		Discussion. Applying religious concepts to a real life example. Explaining in writing how it applies.		Christian response to evil.	
How do religions respond to evil? FILLER LESSON	To understand and explain examples of faith in action in response to evil and suffering.	Starter – Word search Activity- Do we have a duty to help others? Activity – Two video clips of local religious charity work Activity – Copy table/teacher explains religious teachings Activity – Design own charity Plenary/Homework – Extended writing	Homework – Create story board on one of the stories	Key word word search. HWK – Extended writing.		Christian and Muslim faith in action.	

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<b>Topic 2 – What is Judaism?</b> Lesson 1 Introduction to Judaism	To become familiar with the key features of Judaism. To become familiar with the key words of Judaism.	Two lessons to use... <b>Lesson 1 – Info sheets/posters and A-Z</b> Lesson 2 – Teacher led ppt discussing key words such as 'Covenant'.		Discussion	Facts about Judaism	Christian themes – eg Abraham as a prophet.	Diary Entry?
Lesson 2 One God and the Shema							
Lesson 3 Sacred Texts							
Lesson 4 How did Judaism start? The Founding Fathers – Abraham		Starter – Have you ever made a promise to someone? Activity - Jewish History word fill Activity – <b>Bible reading/ watch clip and complete table</b> Plenary Questions and 'How do you think a Jew would reply?'		Discussion Bible reading	To know how Judaism started.	Christian thread. Bible readings.	
Lesson 5 The Founding Fathers Moses – Prince of Egypt up to Burning Bush	To know the key events in the life of Moses. To understand key issues in Jewish History. To explain the significance of the Burning Bush.	Starter – Choose 3 facts Activity – Watch the clip and organise <b>events into chronological order</b> Activity - answer questions on Burning Bush. Optional - Complete speech bubbles on views. Plenary –Why did God choose Moses?		Discussion Speech writing	To know the key events in the life of Moses	Christian thread	



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Lesson 6 The Ten Plagues of Egypt	To explain the significance of the Ten Plagues of Egypt To evaluate whether the Plagues of Egypt were God-given or scientifically explained.	Starter – Film and 3 questions Activity – Word fill what impact did the plagues have? Activity – Video clip and match sheet with images Plenary – Start HWK newspaper article	Complete the newspaper article	Newspaper article	To know the Ten Plagues of Egypt	Discussing the nature of God.	
Lesson 7 The Tenth Plague	To explain the importance of the Tenth Plague	Watch last section of film. Complete Questions. Create image to represent the Exodus				Christian thread	
Lesson 8 The Passover	To explain the importance of the Passover Meal.	Starter – When have you had a special meal? Watch clips on family Passover Label Ceder Plate Plenary - Create own meal/ or alternatives for Ceder Plate. HWK – Explain the significance of the Passover Meal.	HWK – Explain the significance of the Passover Meal.	Extended Writing		Christian thread	
Lesson 9 Other Celebrations							
Lesson 10 Kosher Food							
Lesson 11 Orthodox and Reform							
Lesson 12 Revision							

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Lesson 13 Assessment		DIARY ENTRY?					
Lesson 14 FEEDBACK							

**BY THE END OF THIS MODULE:**

**ALL:** students will be able to recognise what they believe and how this affects their behaviour. They will have knowledge of the range of Christian responses to the call of God including mission, teaching, healing and charity. They will explore how each Christian has a “duty” of charity.

**MOST:** students will also be able to explore the nature of their beliefs and how this affects the behaviour. The students will show understanding of the range of responses and reflect this range in their own beliefs. They will examine which responses they find most useful and that expresses their own beliefs and ideas

**SOME:** students will in addition be able to examine the different beliefs people have and how this affects their behaviour. They will reflect upon the need for different responses and the affect of these on the lives of the believers

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Topic 3 The Christian Experience							
Lesson 1 – Recap What is Christianity?							
Lesson 2 - Christian denominations and splits?		<p>Starter – Why might there be different Christian denominations?</p> <p>Activity – Explain what happened after the Disciples (teacher)</p> <p>Activity – Group posters and presentations using info sheet.</p> <p>Activity – Rest of class can either fill in worksheet during presentations or as carosel activity.</p> <p>Activity – Timeline</p> <p>Plenary – Bingo</p>	Complete timeline for homework.				
Lesson 3 – Christian Inspirations		<p>Starter – Remembering facts about the Bible.</p> <p>Activity – Round robin</p> <p>Activity – Arrange the cards</p> <p>Plenary – Explain your top choice and why.</p>					
Lesson 4 – Worship – P28		<p>OR USE PAGE 28</p> <p>Starter – Would you prefer...</p> <p>Activity – Teacher intro</p> <p>Activity – Complete worksheet</p> <p>Activity – Complete word fill</p> <p>Activity – Make a worship guide.</p> <p>Plenary – Peer assess</p> <p>Homework – Find a prayer</p>					

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Lesson 5 – Experiencing God		Starter – Fill letter gap Word search Activity – Bruce Almighty clip Activity – What do you see? Experience Activity – Word fill Activity – Table and slides with different types Activity – Match up Plenary – What do you think?					
Lesson 6 – Celebrations							
Lesson 7 – Pilgrimage		Starter – Your special journey? Starter – What is pilgrimage using images? Activity – Introduction Activity – 2 video clips Activity – Diamond 9 Activity – Info worksheets and worksheets. Plenary – Is pilgrimage essential for Christians?					
Lesson 8 – What is the Christian concept of love?		Starter – What is love post it note. Activity – Black eyed peas where is the love? Activity – What did Jesus teach? – Love thy neighbour Activity – What is agape? How might this work day-to-day? Activity – What did ST Paul Say about love? Answer questions. Plenary – Create own love poem.					

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Lesson 9 - What does it mean to be a good steward? – Back to Genesis? Steward to the world? P70		Starter – Image Starter – What do these images have in common? Activity – Introduction to stewardship Activity - Why is stewardship important to Christians? TASK OR WORKSHEET Activity – Create a job advert Plenary – Peer assess					
Lesson 10 – What does it mean to 'love thy neighbour'? Charity? P64							
Lesson 11 – Is it fair - Sustainability project making them bags? P72							

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<p>TOPIC 4 BUDDHISM</p> <p>Lesson 1 - Introduction to Buddhism and the Life of the Buddha</p>	<p>Objectives – To be able to explain how the life and experiences of the Buddha led to the start of the ‘Buddhist Tradition’.</p>	<p>Starter – What do I already know? Activity – Comprehension on Buddhism and Buddha’s life Optional – Story Board Activity – Video Clip Plenary - What do you think is the most significant part of the Buddha’s life and why? Why do you think Buddhism has become one of the 6 main world religions?</p>	<p>Story Board</p>				
<p>Lesson 2 – The life of the Buddha (Four Noble Truths and Enlightenment) (8th June)</p>		<p>Starter – Tell me about a time you suffered Activity – Round Robin Plenary - 1. Is life suffering? 2. Is suffering caused by craving? 3. Do you think suffering can ever be stopped? 4. How might suffering be eased?</p>					
<p>Lesson 3 – The Cycle of Samsara and Karma</p>	<p>To understand the concept of Karma. To be able to explain Buddhist beliefs about life after death.</p>	<p>Starter - Discuss with your partner what ‘Karma’ means. Karma is... The Cycle of Re-Birth The Realms Why is escaping the cycle a good thing? Small paragraph Plenary – Diagram</p>					
<p>Lesson 4 – The Eightfold Path</p>	<p>To know the eight fold path. To evaluate the eight fold path. To create our own guidelines for life.</p>	<p>Starter – Can you remember the middle way? Activity – Round Robin Activity – What do you think? Plenary – Key word bingo</p>	<p>Create own 8 fold path</p>				

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Lesson 5 – Meditation in Buddhism (WC 22 <sup>nd</sup> June)							
Lesson 6 – Monastic Life							
Lesson 7 – Celebrations in Faith							
Representations of the Buddha Lesson 7							
Lesson 8 – (WC 6 <sup>th</sup> July)							

<p>OLD CHRISTIANITY</p> <p>The Gospels</p> <p>Introduction</p> <p>Lesson 1</p>	<p>Identify key events in Jesus' life</p> <p>Explain why Jesus is important to Christians today</p>	<p>Starter: What do you already know about Jesus? Mind map</p> <p>Starter: real or not? Pupils separate names of well-known people into whether they believe they are real or not.</p> <p>Activity: watch BBC Teach J is for Jesus on YouTube while pupils answer questions on worksheet.</p> <p>Activity: Memory challenge- each group send one pupil to the front. They have 30 seconds to memorise the story of Jesus before going back to their group to write it down. Each member of the group has a turn.</p> <p>Activity: draw an image of Jesus and write what you think his character was like.</p> <p>Activity: go and look at someone else's picture of Jesus. In green pen write down a question you would like to ask them about what they have drawn/ written.</p> <p>Plenary: if you could ask Jesus one question what would it be? Write on post it notes and hand them in on the way out.</p>		<p>Writing during memory challenge.</p> <p>Oracy with feedback.</p>		<p>What would you like to ask Jesus?</p>	
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<p>Referencing the Bible</p> <p>Lesson 2</p>	<p>-Be able to find specific passages in the Bible.</p> <p>-Identify differences between the Old Testament and the New Testament.</p> <p>-List the Gospels.</p>	<p>Starter: think, air, share what do you know about the Bible?</p> <p>Activity: as a class find a Bible passage.</p> <p>Activity: complete Bible library worksheet.</p> <p>Activity: Complete Bible investigation worksheet.</p> <p>Plenary: true or false quiz using whiteboards.</p>		<p>Discussion</p>		<p>How to find passages in the Bible.</p>	
<p>The Birth of Jesus</p> <p>Lesson 3</p>	<p>Be able to find a verse in the Bible</p> <p>Know the story of Jesus' birth</p> <p>Define incarnation</p>	<p>Starter: think pair share- when were you born? Where were you born? Who was there?</p> <p>Starter: what do you know about Jesus' birth?</p> <p>Activity: complete the birth of Jesus worksheet.</p> <p>Activity: watch BBC Teach video on the birth of Jesus (<a href="https://www.youtube.com/watch?v=ljac42uB2jE">https://www.youtube.com/watch?v=ljac42uB2jE</a>)</p> <p>Extension activity: pupils give their own opinion on the nativity and give a contrasting perspective.</p>		<p>Discussion</p> <p>Comprehension questions</p>		<p>Using the Bible to research the nativity.</p>	

<p>Wise Men Lesson 4</p>	<p>Tell the story of Jesus' birth</p> <p>Create a newspaper article to explain the story</p> <p>Provide feedback on other's stories</p>	<p>Starter: create 3 questions about the previous lesson. Go round and test other people.</p> <p>Activity: find Matthew 2:1-12 and read the story together.</p> <p>Activity: create a newspaper story about the birth of Jesus.</p> <p>Extension activity: write letter to Mary and Joseph following the birth of Jesus.</p>		<p>Writing piece.</p>		<p>Bible reading.</p>	
<p>Jesus in the Temple Lesson 5</p>	<p>To explain the story of Jesus' visit to the Temple and the importance of the Temple.</p> <p>To reflect on the experiences of the characters in the story.</p>	<p>Starter – Where in the world is most special to you?</p> <p>Activity – Read Bible story and answer questions.</p> <p>Plenary – 3 things your neighbour has learnt today</p>		<p>Comprehension</p>		<p>Jesus and Bible</p>	
<p>Baptism of Jesus Lesson 6</p>	<p>To explain the story of Jesus' baptism and consider the concept of the trinity.</p> <p>To explore the reasons why Jesus was baptised.</p>	<p>Starter – What do these images say about Jesus?</p> <p>Activity – Teacher explains nature of Baptism</p> <p>Activity – Word fill and questions</p> <p>Extension activity - Explain the trinity in your own words. Make sure that you refer to Jesus' baptism to explain your answer.</p> <p>Plenary – True or false</p>					

Jesus' Temptation Lesson 7	<p>To understand the nature and importance of the temptations of Jesus.</p> <p>To consider the issue of temptation in your own life.</p>	<p>Starter – What do you get tempted by?</p> <p>Activity – Teacher reads out Bible story.</p> <p>Activity - Copy out the temptations of Jesus in the correct order and answer the questions below in full sentences OR use comprehension sheet</p> <p>Homework -Write a short paragraph under the title Homework explaining a time when you resisted temptation. How did it make you feel?</p>					
Holy Week Lesson 8	<p>Identify the different disciples of Jesus.</p> <p>Explore what it means to follow Jesus today.</p>	<p>Starter – Disciple Quiz</p> <p>Activity – Teacher explains what disciples are</p> <p>Activity – 12 Modern Day disciples</p> <p>Plenary – Freeze Game</p>					
Parables Lesson 9							
Miracles Lesson 10							
Assessment Lesson 11		SUMMER ASSESSMENT					
Feedback 1 <sup>st</sup> June							