

Subject	Religious Studies			Year Group: Year 8		
	Term 1	Term 2	Term 3			
Scheme title:	Prejudice and Discrimination	The History of Christianity	Life After Death			
Purpose of scheme:	To respond to the Enquiry Question: Why do people discriminate?	To respond to the Enquiry Question: Who was the real Jesus?	To respond to the Enquiry Question: Is death the end?			
Study Approach	Sociology and Chronology	Theology and Chronology	Theology and Philosophy			
Knowledge in sequence:	<p>Pupils begin this unit by addressing the harm of stereotypes, prejudice and discrimination, examining the cycle of these concepts and how they link together. Pupils develop skills of empathy and reflection to view prejudice and discrimination through the lens of Christianity and Islam, critically thinking about and reflecting on how these religions respond to these worldly issues. Three key forms of prejudice and discrimination are explored further: racism, sexism and homophobia which involves an extensive range of context for pupils to research, examples (Martin Luther King Jr, the Suffragettes, Alan Turing) that pupils examine and steps forward for pupils to reflect on (how to tackle / challenge discrimination in the modern world).</p>	<p>Throughout this unit pupils gain an insight into the origins of the world's most popular religion on the back of their study of Judaism in Year 7, undertaking a chronological sequence of the Abrahamic religions ahead of studying Islam in Year 9. This topic is heavily focussed on the personhood of Jesus, allowing pupils to investigate a range of historical sources and religious scripture to examine the identity of Jesus as a wise man, political revolutionary and the Son of God; this will enable pupils to effectively respond to the enquiry question of the unit "Who was the real Jesus"?</p>	<p>Pupils begin this unit by discussing the nature of death before moving onto an investigation into the Eastern Religions: Hinduism and Buddhism. Pupils are introduced to a range of subject-specific key terminology which is used to compare and contrast Hindu and Buddhist beliefs about life after death, evaluating similarities and differences between them. Pupils use research and communication skills to learn about how funerals are conducted by both Eastern religions, reflecting on the purpose and importance of death rites and funerals religiously and non-religiously. Pupils compare these religious views to that of the belief system / worldview Humanism, weighing up why people may prefer a scientific, secular approach to matters of life and death. Pupils develop skills of creativity and reasoning to investigate the Paranormal (including ghosts, mediums and near death experiences), examining examples of each one to evaluate whether it is evidence of an afterlife or not, alligning with the enquiry question of this unit.</p>			
Key Skills:	Critical thinking, Empathy, Reflection	Comparison, Text And Source Analysis, Judgement	Evaluation, Text/Source Analysis, Judgement			
Key Vocabulary:	Stereotyping, prejudice, discrimination, BAME, race, ethnicity, racism, Windrush Generation, segregation, justice, civil rights, sex, gender, sexism, Suffragettes, Suffragists, Toxic Masculinity, homosexual, heterosexual, LGBTQ+, homophobia.	Great Schism, Reformation, Messiah, Source, Protestant, Orthodox, Catholic, Denomination, Testament, Montheism, Martin Luther, Persecution, Church.	Death, burial, cremation, Eastern Religions, Ganges River, karma, reincarnation, samsara, Brahman, atman, moksha, Buddha, Nirvana, anatta, Humanism, celebrant, paranormal, ghosts, mediums, near death experiences, out of body experiences.			
End Point:	<p>This unit does much to help shape pupils into global citizens that can appreciate British diversity and demonstrate respect for a range of individuals and communities. By the end of unit pupils should have developed and refined the skills of empathy, reflection and judgement to respond to the enquiry question, drawing from a range of individuals, movements and campaigns they have researched throughout the topic. Pupils have analysed a range of religious scripture which will form links with other units they will come across in the curriculum such as Human Rights and Social Justice.</p>	<p>By the mid point of the unit pupils should have the knowledge required to respond to the Enquiry Question. By the end of the unit pupils should be able to discuss why Christianity is the world's largest religion including why there are thousands of denominations. This unit provides contextual information about Christianity that underpins pupils' further study of the religion at GCSE.</p>	<p>After investigating examples, case studies and evidence of the Eastern Religions, Humanism and the Paranormal, pupils should be equipped to effectively respond to the Enquiry Question which is the summative assessment / extended written piece which pupils use skills of planning and time management to write up, drawing on text analysis and evidence to arrive at a judgement. This unit refines the skills of empathy and fosters pupils' respect for the belief systems and worldviews of other individuals and communities.</p>			
Assessment Methods:	Assessment 1: Extended Written Piece (Critical Thinking, Empathy, Reflection)	Assessment 1: Extended Written Piece (Comparison, Text/Source Analysis, Judgement)	Assessment 1: Knowledge Organiser Quiz			
	Assessment 2: Knowledge Organiser Quiz	Assessment 2: Google Form Assessment	Assessment 2: Google Form Assessment			
	Assessment 3: Google Form Assessment	Assessment 3: Knowledge Organiser Quiz	Assessment 3: Extended Written Piece (Evaluation, Text/Source Analysis, Judgement)			