



	Topic Autumn	Topic	Topic Spring	Topic	Topic Summer	Topic
Key concepts	<p>Introduction to EPR Sikhism Through the first part of the term students look at the basic information that supports their understanding of the Sikh faith. Starting with where Sikhism came from, looking at the <u>symbolism</u> of the Khanda, then to Sikh principles and what <u>impact</u> the different Gurus had on the development of the Sikh faith</p>	<p>Religion existing in a multi-faith society. Students watch the Film Bend it Like Beckham that looks at the difficulties some children/people have living in a <u>multi-cultural/multi-faith</u> society like the UK without losing a sense of their <u>identity</u> but also feeling an <u>integral</u> part of UK society.</p>	<p>Buddhism All students identify where different people find guidance. All students <u>describe</u> where Buddhists find guidance. Many students <u>explain</u> the importance of the Three Jewels in Buddhism. Some students <u>apply</u> their knowledge of the Three Jewels and consider the symbolism behind them.</p>	<p>Buddhism continues. Inspirational People The 20th century was a time of extraordinary change. One hundred years of progress which shaped not only the society of the day, but generations to come. Behind this progress were incredible individuals who chose to defy convention, and in doing so changed the world forever. Through the course of this project students are going to explore what inspirational means to them and present who they feel most epitomizes this title in the hope that the class will agree and vote their chosen person inspirational person of the class.</p>	<p>Who Am I Project Understand how and why identity is complicated Evaluate ways you can make choices Explain how religion gives some people identity and helps them make choices</p>	<p>The problem with evil and suffering. This topic may move into year 9 depending on time constraints and issues in the world making this more sensitive and therefore more suitable for an older student.</p>



<p>Themes</p>	<p>Lesson 1. Intro to Sikhism LO: Understand Sikh beliefs about God Be able to explore the meaning of the Sikh Symbol</p> <p>Lesson 2. Sikh principles LO: Know the Sikh principles: Nam Simran, Kirat Karna and Vand Chakna</p> <p>Lesson 3. The Ten Gurus LO: Know the names of the 10 Gurus Understand the role of each of the Gurus in the development of Sikhism</p> <p>Lesson 4. The Khalsa LO: Explain how the Khalsa was formed Evaluate the significance/importance the Khalsa was and still is for Sikhs</p> <p>Lesson 5. The 5 K's LO: Understand the importance of identity Explain why the 5 K's are important to Sikhs Evaluate if the Kirpan should be worn in public.</p>	<p>Lesson 6. Bend it Like Beckham Project Lesson 7 " " Lesson 8 " " Lesson 9 " "</p>	<p>Lesson 1. The Three Jewels Lesson 2. Siddhartha Lesson 3. The Tipikata Lesson 4 The Four Noble Truths Lesson 5. The Three Signs of Being Lesson 6. The Eightfold path Lesson 7 Meditation Students watch some meditation techniques which they then try out within the lesson, which could be used to greater effect at home. Lesson 8. Wesak Lesson 9 Meditation revisited</p>	<p>Inspirational People Lesson 1. To understand what inspirational means. To evaluate/understand the inspirational qualities of each of the people on slides 3-10 in pairs/groups Lesson 2. Write about one of the people from the previous lesson you looked and discussed. looked at in previous lesson Lesson 3. Starter activity on slide 13 Discuss inspirational people in student's own live Write down qualities needed to be inspirational Lesson 4-6 Computer room required to research Icons from category Lesson 7 and 8 Presentation on chosen inspirational person to be voted on by the class.</p>	<p>Lesson 1. Identity Lesson 2. Am I- My looks? Lesson 3. Am I- My relationships? Lesson 4. Am I- What I do? Lesson 5. Am I-My decisions? Lesson 6. Religion and Identity Lesson 7. Final Task</p>	<p>Lesson 1."only bad things happen to good people" discuss Lesson 2. Reasons for evil and suffering – slides 2-6 Lesson 3. Defining types of evil and suffering slides 7- 21 Lesson 4. Slides 22-25 Lesson 5. Create a diagram to explain evil and suffering Lesson 6. Research the story of Job</p>
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<p>Challenge</p>	<p>Outcomes, questioning, tasks and worksheets in all lessons. Regular progress checks.</p>	<p>Outcomes, questioning, tasks and worksheets in all lessons. Regular progress checks.</p>	<p>Lesson The 3 Jewels Slide 9: Do you think that these three aspects/things are all that is needed when following a religion? Slide 10: Explain why the Three Jewels are important to Buddhists Consider some of the symbols on the Three Jewels (Jewels, Lotus Flower, Circle, Fire). What do you think these symbolise? Slide 7 students can write out the information to support handwriting and time limit skills Lesson 3 Slide 1. Memory skills, the last 3 questions are for challenge students Slide 5 has differentiated questions that can be given to different students. Slide 7 can be completed by challenge students or worked in groups with challenge students leading it. Lesson 4 Slide 24 has levelled tasks to complete. Slide 25 peer assessment activity can be paired with support student</p>	<p>Use of vocabulary to explain to peer's significance of each person on slides 3-10</p>	<p>Outcomes, questioning, tasks and worksheets in all lessons. Regular progress checks.</p>	<p>Outcomes, questioning, tasks and worksheets in all lessons. Regular progress checks.</p>
<p>Support</p>	<p>Scaffolding activities to support the progress and confidence of the student.</p>	<p>Scaffolding activities to support the progress and confidence of the student.</p>	<p>Slide 9 use printed diagram of three jewels so that students can focus on labelling. Slide 10: Where do different people find guidance in their lives? Describe where Buddhists find guidance. Slide 7: students can use worksheet and fill in missing words Lesson 2 Life of Siddhartha Students can use work sheet to complete story of Siddhartha and help them</p>	<p>Discussion on inspirational people on slide 3-10 work with other students to expand understanding. Starter activity on slide 13 has starter sentences to support</p>	<p>Scaffolding activities to support the progress and confidence of the student.</p>	<p>Scaffolding activities to support the progress and confidence of the student.</p>



			to complete newspaper template activity. Lesson 3 Slide 3 has starter sentences. Slide 5 activities can be given to appropriate students in the class. Lesson 4 Slide 24 has levelled tasks. Slide 25 peer assessment activity can be paired with challenge student			
Literacy focus	Structure and presentation such as using Headings and subheadings to order work more effectively. Use of appropriate labelling to support recall of information. Development of knowledge of Keywords and phrases within the context of the topic.	Structure and presentation such as using Headings and subheadings to order work more effectively. Use of appropriate labelling to support recall of information. Development of knowledge of Keywords and phrases within the context of the topic.	Structure and presentation such as using Headings and subheadings to order work more effectively. Use of appropriate labelling to support recall of information. Development of knowledge of Keywords and phrases within the context of the topic.	Structure and presentation such as using Headings and subheadings to order work more effectively. Use of appropriate labelling to support recall of information. Development of knowledge of Keywords and phrases within the context of the topic.	Structure and presentation such as using Headings and subheadings to order work more effectively. Use of appropriate labelling to support recall of information. Development of knowledge of Keywords and phrases within the context of the topic.	Structure and presentation such as using Headings and subheadings to order work more effectively. Use of appropriate labelling to support recall of information. Development of knowledge of Keywords and phrases within the context of the topic.
Numeracy focus	N/A	N/A	N/A	N/A	N/A	N/A
Cross-curricular links	Citizenship/PSHE	Citizenship/PSHE	Citizenship/PSHE	Citizenship/PSHE	Citizenship/PSHE	Citizenship/PSHE
SMSC & MBV				Meditation to support mindfulness		
ASSESSMENTS	Waterfall assessment		Waterfall assessment		Waterfall assessment	
Out of school learning	IST looks at the work of Christian Aid. This supports the students understanding of empathy and importance of charity. This also used later in the GCSE. The world wide Church (Living a Christian Life)					



Resources : U:\Humanities\Lesson resources\KS3 RE\Year 8 - Autumn - complete

Scheme of Work

SUBJECT EPR/RE

YEAR 8



Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1				
2				
3				
4				
5				
6				
7				

OPTIONAL PAGE