

# (R.E.) Year 8 Long Term Plan

Rationale (with end points):				
Term	Topic	Knowledge	Skills	Reading /wider reading
<b>Autumn term 1</b>	<b>Life after Death</b>	<p>What happens when we die? Why do some people Believe in Life after Death? Christianity and Life after Death; death and Islam; Death and Sikhism;</p> <p><b>British Values:</b> Tolerance.</p>	<p><b>W-ton SACRE Breadth of Study:</b> "Christianity should be Studied at each key stage" The other Principal religions represented in GB ( Buddhism, Hinduism, Islam Judaism, &amp; Sikhism) Should be studied across the key stages. ii. Areas of Study themes: Worship Tradition ;Occasions, Celebration &amp; symbolism</p> <p><b>Skills &amp; Understanding:</b> Enquiry &amp; Investigation ; understanding of ultimate questions &amp; ethical issues</p>	<p>Extended research and writing homework task: Written obituary on a famous person of celebrity.</p> <p>Ideas about Karma and rebirth</p>
<b>Autumn 2</b>	<b>Judaism</b>	<p>Introduction to Judaism. Life of a rabbi; The synagogue.</p> <p><b>British Values:</b> Mutual Respect ; Tolerance</p>	<p><b>W-ton SACRE Breadth of Study:</b> i Religions Principal religions represented in GB: Judaism, ii. Areas of Study themes: Worship Tradition; Occasions, Celebration &amp; symbolism.</p> <p><b>Skills &amp; Understanding:</b> Enquiry &amp; Investigation</p>	<p>Orthodox and progressive Judaism.</p> <p>People that influence you.</p>
<b>Spring 1</b>	<b>Judaism (continued):</b>	<p>The Torah; Kosher food laws; Shabbat.</p> <p><b>British Values:</b> Mutual Respect ; Tolerance</p>	<p><b>W-ton SACRE Breadth of Study:</b> i Religions Principal religions represented in GB: Judaism, ii. Areas of Study themes: Worship Tradition; Occasions, Celebration &amp; symbolism.</p> <p><b>Skills &amp; Understanding:</b> Enquiry &amp; Investigation</p>	<p>Comparison of Judaism with other faiths. For example The Torah and other holy texts. Kosher and other food laws.</p>

Spring 2	<b>Religion and the environment</b>	<p>What Have we done to the world? Religions and the environment? Creation and Dominion; Stewardship</p> <p><b>British Values:</b> Mutual Respect including respect for the environment</p>	<p><b>W-ton SACRE Breadth of Study:</b> Religions, ii. Areas of Study themes: Creation &amp; the natural world</p> <p><b>Skills &amp; Understanding:</b> analysis &amp; explanation; understanding of ultimate questions &amp; ethical issues</p>	<p>“Message in the Waves”: Case study of the Laysan Albatross.</p> <p>Extended writing on Creation and Dominion</p>
Summer 1	<b>Interfaith relationships.</b>	<p>Northern Ireland; Women and the Church;</p> <p><b>British Values:</b> Democracy; Rule of Law; Mutual Respect ;Tolerance.</p>	<p><b>W-ton SACRE Breadth of Study:</b> ii. Areas of Study themes: Community and Relationships.</p> <p><b>Skills &amp; Understanding:</b> Enquiry &amp; Investigation ;Interpretation, analysis &amp; explanation; ethical issues</p>	<p>Catholicism and Protestantism. Nationalist and Loyalist. Bloody Sunday. Corrymeela</p>
Summer 2	<b>Interfaith relationships (continued). Humanism</b>	<p>Women in Sikhism, Islamophobia; Interfaith Dialogue. Humanistic beliefs.</p> <p><b>British Values:</b> Mutual Respect; Tolerance.</p>	<p><b>W-ton SACRE Breadth of Study:</b> ii. Areas of Study themes: Community and Relationships.</p> <p><b>Skills &amp; Understanding:</b> Enquiry &amp; Investigation ;Interpretation, analysis &amp; explanation; communication/; ethical issues</p>	<p>Equality. The Global Community. How do people without a religious faith view the world?</p>