

Year 8 Religious Education Sequence

	Content Taught	Locally Agreed Syllabus REF	Essential Knowledge	Assessment	Rationale
YEAR 8 HT1+ 2	Students study a unit of work exploring the question 'What difference does it make to believe in a particular religion? – Animal Rights'	3.11	<p>Students will develop essential knowledge on:</p> <p>Arguments for and against the idea that humans are superior to animals with particular reference to the concepts of sentience, dominion, stewardship and the teachings of Peter Singer on speciesism.</p> <p>Animals as pets - Arguments for keeping animals as pets, including:</p> <ul style="list-style-type: none"> • Teaching responsibility • Preparing children for death • Some pets having a comfortable life • Family bonding <p>Arguments against keeping animals as pets, including:</p> <ul style="list-style-type: none"> • Unsure or unwilling to care for them properly • Deliberate cruelty • Some animals not suitable for domestic life 	<p>Formative Assessment Each lesson will conclude a review activity of that lesson's content (this is in addition to the review activities completed to recap on prior learning of the topic).</p> <p>Summative Assessment Students will complete a 'bringing it together' essay at the end of the unit.</p>	<p>This unit builds on knowledge learned in 'What difference does it make to believe in God? – Being a believer' (Y7 3.11).</p> <p>Knowledge learned in this unit will prepare students for their study of Religion and Life at KS4.</p>

			<ul style="list-style-type: none"> • The growing trend of designer breeds and puppy farms <p>Muslim teachings about the acceptability of keeping dogs as pets and the different ways that this has been applied by different Muslims.</p> <p>Buddhist teachings about attachment and the link to dukkha and craving.</p> <p>Humanist views linking the keeping of pets to the idea of behaving in a responsible and ethical manner.</p> <p>Animals in zoos – Arguments for keeping animals in zoos including:</p> <ul style="list-style-type: none"> • Conservation opportunities • Educational opportunities • Some animals have been born in captivity so there is not the option to return them to the wild. <p>Arguments against keeping animals in zoos including:</p> <ul style="list-style-type: none"> • Lack of natural habitat • Cruelty • Methods of captivity <p>Muslim teachings about the acceptability of zoos with particular reference to the ideas of the duty to educate oneself and also the opportunity to reflect upon Allah’s creations.</p>	<p>At the end of the unit, students will complete an assessment that will include knowledge questions and then application questions that allow them to demonstrate their understanding and evaluation skills.</p> <p>As this is the first unit in the Year 8 sequence, the knowledge taught will also be assessed in the Assessment Point 2 and Assessment Point 3 assessments.</p>	
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			<p>Arguments against the use of animals in experiments including cruelty, in accuracies in results and unnecessary when there are alternatives.</p> <p>Application of Muslim teachings that animals can be used for useful purposes and how this relates to experimentation.</p> <p>Application of Buddhist teachings about the duty of care owed to animals with particular reference to the Eightfold Path.</p> <p>Humanist views that differentiate the benefits of testing on animals for cosmetics and the testing of animals for human health and the ethical justification for both.</p>		
HT2 + HT3	<p>Students study a unit of work exploring the question 'What is good and what is challenging about being a Buddhist, Sikh or Muslim in Britain today? - East Meets West'</p>		<p>Students will develop essential knowledge on:</p> <p>Explicit in the teaching of this unit will be the fact that a person's experience of living in Britain will depend on a variety of factors such as financial status, race, gender, upbringing etc; students should learn that religion alone is only one part of a person's identity and that it has different levels of significance for different people.</p> <p>Food and Drink Muslims - Following halal dietary rules</p>	<p>Formative Assessment Each lesson will conclude a review activity of that lesson's content (this is in addition to the review activities completed to recap on prior learning of the topic).</p>	<p>This unit builds on, "What difference does it make to believe in God? - Being a believer' (Y7 3.11)</p> <p>Knowledge learned in this topic will prepare students for their study of Islam Beliefs at KS4.</p>

			<p>Sikhs – Not eating meat that has been ritually slaughtered Challenge – places some restrictions on what/where people can eat Positives – encourages believers to consider animal welfare and to have respect for their own bodies. Avoiding alcohol Challenge – drinking alcohol is widely socially acceptable in Britain and is often a focus of celebrations Positives – avoids the risks of violent behaviour, accidents, addiction and binge drinking culture associated with it</p> <p>Religious Clothing Muslim women – Wearing head coverings Sikhs - Wearing the 5 K's Challenge – long hair and a turban would make a Sikh easily identifiable and this may not be what all Sikhs want, additionally, it would make the wearing of a motorcycle helmet difficult (which is why Sikhs wearing turbans are exempt in UK law). The different types of Muslim head coverings and the negative association that they have in some parts of the world, eg the wearing of the Burkha is banned in public buildings in France. Positives – Way of expressing identity, in a liberal country, people dress differently to each other for many reasons other than religion. Does dressing modestly</p>	<p>Summative Assessment Students will complete a 'bringing it together' essay at the end of the unit.</p> <p>At the end of the unit, students will complete an assessment that will include knowledge questions and then application questions that allow them to demonstrate their understanding and evaluation skills.</p> <p>The knowledge taught will also be assessed in</p>	
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			<p>reduce objectification and an obsession with physical appearance?</p> <p>Relationships Both – teachings and customs that favour arranged/assisted marriage – what the difference is Challenge – could restrict choice in relationships Positives – arranged marriages typically have a lower divorce rate, compare how different assisted marriage is to the British cultural norm of ‘blind dates’ and the ever growing use of internet dating.</p> <p>Worship Muslims – say five prayers a day and to be able to read the Qur’an in Arabic Sikhs - the obligation to learn Gurmurkhi, the language developed by Guru Nanak so people from all castes could read the Sikh scriptures. To give to charity Challenge – learning additional languages to be able to fully understand the teachings of their religion and the possible impact this may have on school studies. Having to plan time around worship activities. Positives – feeling part of a community, taking time to connect with a spiritual side of yourself and having time away from a screen, in the case of charity, fostering concern for others.</p>	<p>the Assessment Point 2 and Assessment Point 3 assessments.</p>	
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			<p>Employment Both – selling alcohol and meat that did not fit religious rules could be an issue, working in gambling. Muslims – teaching RE using images of Jesus as he is also a prophet in Islam and this would be shirk. Challenges – could restrict employment opportunities Positives – many of the challenges can easily be overcome as has been demonstrated by employers such as Marks and Spencer who allow staff not to work on the tills if they cannot handle alcohol for religious reasons.</p>		
<p>HT3+ HT4</p>	<p>Students study a unit of work exploring the question, ‘Should religious buildings be sold to feed the starving?’ – Human Rights and Poverty’</p>	<p>3.6</p>	<p>Students will develop essential knowledge on:</p> <p>The history of: The Segrada Familia Christ the Redeemer The Grand Mosque The Golden Temple</p> <p>For each building, students will learn when it was built, by who, what inspired the design, the story of its construction, the cost to build, the cost to maintain and how it is used in worship.</p> <p>What places of worship are there in Liverpool? With particular reference to why there are two cathedrals and the key facts (when it was built, by who, what inspired the design, the story of its construction, the cost to build, the cost to</p>	<p>Formative Assessment Each lesson will conclude a review activity of that lesson’s content (this is in addition to the review activities completed to recap on prior learning of the topic).</p> <p>Summative Assessment Students will complete a</p>	<p>This unit builds on knowledge taught in, ‘What is good and what is challenging about being a Buddhist, Sikh or Muslim in Britain today?’ – East Meets West’ (Y8 3.8), ‘What difference does it make to believe in?’ (Y7 3.11) ‘What was so radical about Jesus? – Jesus the Revolutionary’ (Y7 3.3) ‘How can people express the spiritual through art?’ (Y7 3.8).</p> <p>Knowledge learned in this topic prepares student for their study of Human Rights and Social Justice at KS4.</p>

		<p>maintain and how it is used in worship) of both. Liverpool had the country's second mosque. What does this say about the identity of the city?</p> <p>The importance of places of worship for relationships with God with particular reference to Jummah prayer for Muslims, how this has been specifically commanded by the Qur'an and the benefits of collective worship.</p> <p>The importance of places of worship for the community – case study of the Bridge Chapel in Liverpool with particular reference to work with vulnerable people in the community.</p> <p>The scale of worldwide poverty with reference to relative and absolute poverty, causes of poverty including climate, war and unfair trade.</p> <p>Religious teachings about helping the poor including: the obligation of charitable giving in Sikhi, zakah in Islam and the teachings of Jesus such as the Sheep and the Goats.</p> <p>Reasons for the sale of religious buildings to benefit the poor including: All religions obligate people to help those in poverty Helping the poor earns someone a better afterlife</p>	<p>'bringing it together' essay at the end of the unit.</p> <p>At the end of the unit, students will complete an assessment that will include knowledge questions and then application questions that allow them to demonstrate their understanding and evaluation skills.</p> <p>The knowledge taught will also be assessed in the Assessment Point 2 and Assessment</p>	
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			<p>People are more important than buildings</p> <p>Reasons against the sale of religious buildings to benefit the poor including: Places of worship perform an important role for individuals and the community Not all religious buildings are worth a lot/cost a lot to maintain Governments have more power and resources to help those in poverty.</p>	Point 3 assessments.	
HT4+ HT5	Students study a unit of work exploring the question, 'Is death the end? – Ideas about life after death'	3.4	Students will develop essential knowledge on: Christian beliefs about life after death including the Nicene Creed confirms the Christian conviction of a life after bodily death, judgement by God, resurrection in heaven or hell with particular reference to the resurrection of Jesus. How different Christians will be motivated to behave in life in the context of what they believe will happen when they die. Muslim beliefs about life after death including lying in wait in the grave, questioning by the angels, judgement by Allah, Jahannah and Jahannam. How different Muslims will be motivated to behave in life in the context of what they believe will happen when they die. Buddhist beliefs about life after death including samsara, the beginningless	Formative Assessment Each lesson will conclude a review activity of that lesson's content (this is in addition to the review activities completed to recap on prior learning of the topic). Summative Assessment Students will complete a 'bringing it together' essay at the	This unit builds on knowledge learned in, 'What difference does it make to believe in God? - Being a believer' (Y7 3.11) Knowledge learned in this topic prepares students for their study of 'Is religion a power for peace or a cause of conflict? – Is it right to fight?' (Y8 3.12), 'Why is there suffering? – The Problem of Evil and Suffering' (Y9 3.5) and also for their KS4 studies of Christianity and Islam Beliefs.

		<p>cycle of birth, death and rebirth, the law of karma and Nirvana/Nibbana, the complete cessation of suffering and state of living with equanimity in this lifetime. Dying in this state means a person will be freed from the cycle of rebirth. How different Buddhists will be motivated to behave in life in the context of what they believe will happen when they die.</p> <p>Sikh beliefs about life after death including all beings, including animals and humans, have a soul, known as the atma and are part of the cycle of reincarnation. The atma is given to a being by Waheguru. It is also recognised as the divine spark, which is a part of Waheguru within them. At death, the atma is reborn into a new body as part of the cycle of rebirth. The body that the atma is born into is determined by the karma gained in its previous life. The highest possible being on Earth is a human. The cycle of samsara repeats itself until the atma has been liberated from the pattern and is reunited with Waheguru in mukti. How different Sikhs will be motivated to behave in life in the context of what they believe will happen when they die.</p> <p>Humanists have no belief in an afterlife, and so they focus on seeking happiness in this life. They rely on science for the answers to questions such as creation,</p>	<p>end of the unit.</p> <p>Knowledge taught will also be assessed at Assessment Point 3.</p>	
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			and base their moral and ethical decision-making on reason, empathy and compassion for others.		
HT5+ HT6	Students study a unit of work exploring the question, 'Is religion a power for peace or a cause of conflict? – Is it right to fight?'	3.12	<p>Students will develop essential knowledge on:</p> <p>Christians – Jesus' teachings and how they can be used to support pacifism but also violence as a last resort with particular reference to the Quakers.</p> <p>Muslims – Jihad as greater and lesser, the rules for lesser jihad and clear abuses of the concept by the tabloid press. The battles fought by Muhammad to defend and establish Islam.</p> <p>Sikhs – the duty to defend others, the symbolism of the wearing of the kirpan, the belief that it is right to fight in cases of self-defence or for a righteous cause. They may fight for injustice but never for revenge. Rules were applied in the battles fought by Guru Gobind Singh and are therefore followed by Sikhs: war must be a last resort.</p> <p>Buddhists - The first of the five precepts that all Buddhists should follow is "Avoid killing, or harming any living thing." Buddhism is essentially a peaceful tradition. Nothing in Buddhist scripture gives any support to the use of violence as a way to resolve conflict. Ahimsa. is the principle of 'non-harm'. Most</p>		

			Buddhists try to practice ahimsa in their everyday lives and believe that it is wrong to show violence at any time.		
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