

Subject:	Religion & Ethics	Year	8 (Big Questions)	Ability	All
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Term / Date(s)	Unit 1 Christianity – Believing & Belonging (9 lessons)	Unit 1 (10 weeks)	Unit 2 (10 weeks)	Unit 4 (10 weeks)
Topic	Christianity	Creation of the World	Evil and Suffering	Marriage and the Family
Students will learn...	Religious beliefs, practices and traditions associated with Christianity. How Christian beliefs influence the lives, identities, practices and communities of Christians today. How belonging to Christianity is expressed through beliefs, worship, rituals and everyday living.	Different theories for the creation of the world; religious and non-religious. Different perspectives about the importance and value of humans.	Religious teachings and responses to the existence of suffering. Knowledge of the types of suffering in the world and their impact	The law surrounding marriage and relationships How issues of marriage and the family are viewed by religions
Components	Students will investigate whether Christianity is one religion or a diverse family of denominations, beliefs and practices. Students will explore who Jesus was and why he is important to Christians. Students will develop an understanding of the Trinity and how belief in one God in three persons shapes Christian beliefs and worship. Students will investigate what belonging to Christianity looks like for different Christians around the world. Students will explore the significance of baptism and how it welcomes individuals into the Christian community. Students will examine how Christians live out their faith through worship, prayer, service and daily actions. Students will use sources of wisdom and authority, including the Bible, to understand Christian beliefs and practices.	Students understand different religious beliefs about the creation of the world. in order to understand the religious beliefs and teachings related to these and the similarities and differences between different faith perspectives. Students can understand scientific theories for the creation of the world, in order to compare and contrast these to faith perspectives. Students will examine theories in a critical way, identifying the strengths and weaknesses of arguments such as The Design Argument. Students can consider their own personal beliefs about the creation of the world, in order to compare and contrast these to the beliefs of others. Students can develop an understanding of the different perspectives about the value and importance of humans. In order compare their beliefs to the beliefs of others.	Students understand the different religious beliefs and responses to the existence of evil and suffering in the world. In order to understand the religious beliefs and teachings related to these. Students understand non-religious perspectives about the existence of evil and suffering, in order to compare and contrast these to faith perspectives. Students can consider their own personal beliefs about the existence of evil and suffering, in order to compare and contrast these to the beliefs of others. Students can investigate instances of suffering in the world, both past and present and apply this knowledge to class discussion and written explanations.	Students have a knowledge of the different types of family in the UK, in order to understand that family life looks differently for different people. Students understand how the UK law recognises long term relationships, such as marriage and cohabitation and the value of these for a stable family life. Students understand the different religious traditions surrounding marriage, in order to appreciate religious beliefs about the sanctity of marriage within a variety of world religions. Students understand how the law protects and supports same-sex marriage and the links to British Values. Students develop an understanding of the different faith and belief perspectives towards same sex marriages and pre-marital sex. In order to understand the religious beliefs and teachings related to these. Students can consider the impact of adultery on a relationship, in order to apply the responses of religions towards this, in relation to beliefs about the sanctity of marriage.
What Students should already know (prior learning components)	Basic understanding of Christianity (KS2) Christians and pilgrimage (year7 unit 3) Christians understanding of suffering, story of Job (year 7 unit 4)	The beliefs held by humanists (RE Y7 unit 1) Basic religious beliefs about the creation of the world (KS2)	The beliefs held by humanists (RE Y7 unit 1 & RE Y8 Unit 1) Buddhist beliefs about the existence of suffering (RE Y7 unit 3)	The beliefs held by humanists (RE Y7 unit 1) Building relationships including: consent, positive & healthy relationships, the law and relationships. (PSHCE Y7 HT5)

			Knowledge about different types of suffering (RE Y7 unit 4)	Diversity including: challenging prejudice & stereotypes & discrimination, challenging homophobia. (PSHCE Y7 HT3) Respectful relationships including: different types of family, positive relationships in the home, separation & divorce (PSHCE Y8 HT3)
Transferrable knowledge (skills)	Respectfully exploring similarities and differences within and between religious traditions. Using sources of wisdom and authority to explain religious beliefs and practices. Asking informed questions about belief, identity and belonging. Considering different viewpoints and reaching justified conclusions. Reflecting on their own views and experiences in comparison with those of others. Using evidence to support explanations and evaluations.	Tolerance and understanding of the different beliefs and perspectives of others. The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others.	Tolerance and understanding of the different beliefs and perspectives of others. The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. An ability to apply an understanding of the law and British Values to moral issues The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others The ability to gather information through effective research skills	Tolerance and understanding of the different beliefs and perspectives of others. The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. An ability to apply an understanding of the law and British Values to moral issues The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others
Key vocabulary pupil will know and learn	Christianity, Denomination, Global religion, Disciples, Missionaries, Disciplinary knowledge, Historian, Theologian, Trinity, Baptism, Bible, Belonging, Church, Infant baptism, Believer's baptism, Geographical knowledge, Symbolism, Agape.	Genesis, bible, creation, Big Bang, evolution, natural selection, survival of the fittest, The Design Argument, The Causation Argument, DNA, stewardship, Santana Dharma	Genocide, ethnic cleansing, civil war, war, suffering, moral evil, natural evil, psychological suffering, emotional suffering, physical suffering, test, plan, purpose, the four noble truths, The eight-fold path, Humanism	Marriage, cohabitation, consent, relationships, humanism, sanctity of marriage, adultery, pre-marital sex, homosexuality, law, British Values
Assessment activities	Lesson 8: End of Unit Assessment Lesson 9: Feedback and Improvement Lesson Assessment will include a range of substantive and disciplinary knowledge that assess students' understanding of Christian beliefs, belonging, practices and sources of wisdom and authority. Some questions will also assess topics from Year 7.	45min assessment – variety of extended writing tasks assessing student’s ability to apply knowledge and skills learnt and developed in this unit	45min assessment – variety of extended writing tasks assessing student’s ability to apply knowledge and skills learnt and developed in this unit	45min assessment – variety of extended writing tasks assessing student’s ability to apply knowledge and skills learnt and developed in this unit
Notes Why this topic is important Why this topic is important...	This unit helps students understand Christianity as a diverse and living world faith followed by billions of people worldwide. Rather than viewing Christianity as a single set of beliefs and practices, students develop an appreciation of the variety that exists between different Christian denominations and communities. By exploring who Jesus was and why he is important to Christians, students gain insight into the foundations of Christian belief and identity. Learning about the Trinity introduces students to a	This topic provides students with the opportunity to explore the different beliefs about the creation of the universe. It aims to help students gain insights into the scientific and religious beliefs about the creation of the universe. Students will develop the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others. Students will develop the ability to explain the concepts and theories connected to the creation of	This topic provides students with the opportunity to explore whether the existence of evil and suffering in the world makes it impossible for them to believe in God. The topic aims to help students gain insights into instances of suffering in the past and present. It develops students understanding of key historical events such as the Bosnian Civil war and allows students to questions suffering in the world today. Students will develop the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and	This topic provides students with the opportunity to explore a variety of religions and examine diverse attitudes to topics related to marriage and the family. Students will appreciate that within religions there can be a range of perspectives depending on how religious teachings are interpreted and applied. This topic considers both religious and non-religious perspectives and relates issues studied to the UK law and British Values.

	core Christian belief that influences worship, prayer and understandings of God. The concept of belonging encourages students to consider how communities shape identity and how religious commitment is expressed in different ways. Exploring baptism helps students understand the significance of rituals and symbols in marking important stages of life and membership within a faith community. Studying how Christians live out their beliefs enables students to see how faith influences everyday actions, values and decision-making. This supports students in understanding how beliefs can shape behaviour and contribute to individual and community life. Through engagement with sources of wisdom and authority, students learn how Christians use scripture and tradition to guide their beliefs and practices. This develops religious literacy and helps students make informed and respectful comparisons between different worldviews. <u>This topics links to SMSC via:</u> Spiritual Development Students explore questions of identity, belonging, commitment and belief. They reflect on their own sense of belonging and consider how faith can shape a person's understanding of themselves and the world. Social Development Students examine how Christian communities support their members and contribute to wider society. They develop respect for different beliefs and learn to engage thoughtfully with diverse viewpoints. Moral Development Students investigate how Christian teachings influence choices and actions. They consider how beliefs can inspire individuals to act with compassion, forgiveness and responsibility towards others. Cultural Development Students gain knowledge of the diversity within Christianity and its influence on communities locally, nationally and globally. They develop an	the universe. Students will show awe and wonder for the complexity of the universe and will ask questions about its origins. <u>This topics links to SMSC via:</u> Spiritual development -learning about key religious beliefs and how they influence followers -thinking about the ways Religious beliefs influence life decisions and looking for links to their own lives -Thinking about the ways in which Humanists view life and looking for links to their own lives -Considering ‘big ideas’ such as How was the world created? -Providing opportunity for awe and wonder in relation to the creation of the world. Social development -participating in paired, group and whole class activities -exploring questions about how to live life well - Sharing own point of view and listening to and respecting the views/beliefs of others. Moral development -considering how beliefs are used as a basis for making moral choices, for example in relation to the value and importance of human life.	values of others as they explore both religious and non-religious attitudes to suffering. Students will develop the ability to ask questions and show empathy to instances of suffering. This topic considers both religious and non-religious perspectives and relates issues studied to the UK law and British Values. <u>This topic links to SMSC topics via:</u> Spiritual development -learning about key religious beliefs about the existence of evil and suffering and how they influence followers beliefs and actions -thinking about the ways religious beliefs influence life decisions and looking for links to their own lives -Thinking about the ways in which Humanists live their lives, in relation to the existence if evil and suffering and looking for links to their own lives -Considering ‘big ideas’ such as why does suffering exist? Does the existence of suffering mean that God cannot exist? Moral development -considering how beliefs are used as a basis for making moral choices -considering issues of right and wrong in relation to moral evil -considering issues of right and wrong in relation to the Bosnian Civil War and the Holocaust. -Considering personal responses to evil and suffering Social development -participating in paired, group and whole class activities -exploring questions about how to respond to instances of suffering in the world today - Sharing own point of view and listening to and respecting the views/beliefs of others. cultural development -learning about how different cultural backgrounds affect peoples’ experiences - engaging issues and expectations of right and wrong in society	Students should be encouraged to relate their understanding from PSHCE topics previously studied to themes in this unit. <u>This topic links to the following statutory PSHE areas of knowledge:</u> -That there are different types of committed, stable relationships. -How these relationships might contribute to human happiness and their importance for bringing up children -what marriage is*, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony -why marriage is an important relationship choice for many couples and why it must be freely entered into -the characteristics and legal status of other types of long-term relationships <u>This topics links to SMSC via:</u> Spiritual development -learning about key religious beliefs and how they influence followers -thinking about the ways religious beliefs influence life decisions and looking for links to their own lives -Thinking about the ways in which Humanists live their lives and looking for links to their own lives -Considering ‘big ideas’ such as what is the purpose of family live? Moral development -considering how beliefs are used as a basis for making moral choices -considering issues of right and wrong in relation to issues surrounding marriage and the family -Considering personal responses to marriage and the family Social development -participating in paired, group and whole class activities -exploring questions about how to live life well cultural development -learning about how different cultural backgrounds affect peoples’ experiences
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	appreciation of the role Christianity has played in shaping cultures, traditions and ways of life.			- engaging issues and expectations of right and wrong in society
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