

Subject: Religious Studies		Year Group: Year 8
Term 1 Key Focus/Topic(s): Hinduism Brahman, Murti, Karma, Samsara, Mandir, Avatar, Puja	Term 2 Key Focus/Topic(s): Hinduism Ahimsa, Caste, Diwali, Holi	Term 3 Key Focus/Topic(s): Christianity Bible, Hermeneutics, Denominations, Schism, Protestant, Roman Catholic
Term 1 Assessment Opportunities : • Caste, Shoebox Shrine, Superhero	Term 2 Assessment Opportunities: • Mandir & Home Worship, Non – Violence,	Term 3 Assessment Opportunities: • Understanding of Denominations, Comparison of Denominations
Term 4 Key Focus/Topic(s): Christianity Crucifixion, ‘Risen’	Term 5 Key Focus/Topic(s): Sikhism Gurus, Kesh, Kangha, Kara, Kangha, Kirpan, RS End of Year Exam	Term 6 Key Focus/Topic(s): Sikhism Meeri – Peeri, Sewam Inclusivity
Term 4 Assessment Opportunities: • Evaluation of the film ‘Risen’	Term 5 Assessment Opportunities: • Exam Result & Reflection	Term 6 Assessment Opportunities: • Numerous opportunities for discursive feedback and written feedback

Rationale :

The Religious Studies scheme of work for Year 8 begins with Hinduism; the lynch pin of this unit being a visit to the Shri Swaminarayan Mandir in Neasden. Students are prepared for the visit with an investigation into the deities of Hinduism and the origins of the faith. Particularly significant is the concept of samsara (reincarnation) and the migration of the soul (atman) based on karma.

The Christian unit focusses on denominations, and allowing learners to access the diversity of traditions in the Christian faith, whilst also acknowledging the similarities they share. An exploration of ‘Risen’ allows for the students to view the crucifixion from the view of a non - believer, and also examine interpretation of the Gospels. An examination of Sikhism allows for look at a faith that has a significant presence in Kent, and also understand the distinctive role of Sikhs in British culture. The Religious Studies scheme of work for Year 7 begins with Judaism; it is the first of the Abrahamic faiths and from this faith flows Christianity and Islam.

The conclusion of the year with a ‘Philosophy’ section is there to encourage students to enhance their critical thinking skills. The structured analysis of ‘The Truman Show’ allows for an introduction to ‘Plato’s Cave’ and the concepts of ‘Freewill and Determinism’

Evaluation:

The Borden Standards continue to be the main focus for all assessments and allows us to clearly demonstrate student progress. Outcomes and student progress against these will be judged and evaluations made against previous years. Teaching feedback will be evident in books and lesson observation will focus on skill development beyond knowledge acquisition.