Yea	r 8	HT1		HT2		НТ3	HT4	НТ5	НТ6
	TOPIC	What do Jewish people believe in? BELIEFS	What is it like to be a Jewish teenager? PRACTICES	Why do Jewish people value their religious customs more since WWII?	Do beliefs make a difference to caring for the environment?	What do Sikhs believe in? BELIEFS	What is it like to be a teenage Sikh? PRACTICES	How do Humanists answer the 'big questions' in life?	Is death the end?
	Why this and why now?	Unit on Jewish beliefs – story of Abraham, Moses, meaning behind Passover. 10 commandments.	Unit explores common Jewish practices related to worship, action/ behaviours, and rights of passage. Builds on the understanding of Jewish belief explored in the previous unit of work. A number of themes are explored in this unit that are studied about other religions in other units – e.g. worship, rights of passage, food. This is to allow pupils to draw comparison /contrasts between religious experiences.	Short unit exploring the impact of The Shoah for Jewish families. Pupils have usually studied Boy in Striped Pyjamas at KS2 but have limited understanding as have yet to study Holocaust in depth. This unit briefly explains what happened (for context) but focuses primarily on the moral implications of having one's faith tested, impact of religious persecution and subsequent strengthening of the Jewish community / customs post ww2.	This unit explores creation stories and the concept of 'stewardship' of the earth. Exploration of environmental impact of humans, religious views towards the environment and towards animal welfare. A range of viewpoints on the environment explored - both religious and other practices/lifestyles. Revisits the idea of moral dilemmas from summer term y7 units.	Unit on Sikh beliefs – story of Guru Nanak (first guru) in detail and then overview study of other gurus – what did they contribute to Sikhism. The Guru Granth Sahib and what it contains, how it is respected by Sihks (parallels to how Jews show respect to the Torah in year 8).	Unit explores common Sikh practices related to worship, action/ behaviours, and rights of passage. Builds on the understanding of Sikh belief explored in the previous unit of work. A number of themes are explored in this unit that are studied about other religions in other units – e.g. worship, pilgrimage, food. This is to allow pupils to draw comparison /contrasts between religious experiences.	Unit introduces pupils to humanism as a philosophical concept and explores humanist thought and decision making with regard to ethical issues.	Unit explores ideas related to death and afterlife. Case study of Mexico's 'Day of the Dead'. Does a belief in an afterlife affect behaviours in this life? Features of a Christian funeral vs a humanist funeral to make clear which aspects of burial are most closely linked to religion and which are more secular traditions. Concept of a 'judgment day'.
	What is the essential knowledge that needs to be remembered? Which substantive concepts are referenced in this unit?	Polytheist Monotheist Symbolism Torah Belief Parable interpretation	Orthodox Synagogue Shabbat Rosh Hashanah Yom Kippur Ritual Worship Rights of passage Identity	The Shoah Bystander Persecution Prejudice Ritual identity	stewardship Interdependence Self discipline Moral dilemmas Creation	Guru Nanak Chanani Chauri Gurdwara Guru Granth Sahib Respect Belief Parable	5 k's (Kesh, Kaccha, Kara, Kanga, Kirpan) Turban Langar Khalsa Singh / Kaur Amristar pilgrimage Rights of passage Ritual identity	Philosophy Humanism Agnostic Atheist Evidence Scepticism Belief Afterlife Identity Moral dilemma	Day of the Dead Judgment day Afterlife Heaven Hell Afterlife reincarnation ritual
RELIGIOUS STUDIES	Assessment	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop pupil's own awareness of values. Termly summative	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop pupil's own awareness of values. Termly summative	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop pupil's own awareness of values. Termly summative	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop pupil's own awareness of values. Termly summative	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop pupil's own awareness of values. Termly summative	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop pupil's own awareness of values. Termly summative	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop pupil's own awareness of values. Termly summative	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop pupil's own awareness of values. Termly summative

	assessment linked to essential knowledge.	assessment linked to essential knowledge.	assessment linked to essential knowledge.	assessment linked to essential knowledge.	assessment linked to essential knowledge.	assessment linked to essential knowledge.	assessment linked to essential knowledge.	assessment linked to essential knowledge.
End point	Pupils can articulate core beliefs of the Jewish faith.	Pupils can articulate some of the practices that unite the Jewish community.	Pupils reflect on the particular importance of maintaining rituals and shared experiences for the Jewish faith in light of the Holocaust.	Pupils understand that many people use their faith's teachings to inform or guide their approach to the environment and animals as well as to other humans	Pupils can articulate core beliefs of the Sikh faith.	Pupils can articulate some of the practices that unite the Sikh community.	Pupils can articulate core values of Humanists and how the Humanist approach differs from organised religion.	Pupils consider a number of world responses to the idea of death and afterlife. Pupils reflect on their own beliefs.
Disciplinary area, religious focus and links with SACRE curriculum?	Theology (beliefs) Judaism SUBSTANTIVE KNOWLEDGE WAYS OF KNOWING	Human/Social Sciences (practices) Judaism SUBSTANTIVE KNOWLEDGE	Human/Social Sciences (practices) SUBSTANTIVE KNOWLEDGE	Philosophy & Ethics Comparative SUBSTANTIVE KNOWLEDGE PERSONAL KNOWLEDGE	Theology (beliefs) Sikhism SUBSTANTIVE KNOWLEDGE WAYS OF KNOWING	Human/Social Sciences (practices Sikhism SUBSTANTIVE KNOWLEDGE PERSONAL KNOWLEDGE	Theology (beliefs) Philosophy & Ethics Humanism SUBSTANTIVE KNOWLEDGE WAYS OF KNOWNG PERSONAL KNOWLEDGE	Philosophy & Ethics Comparative Unit KS3.4 SUBSTANTIVE KNOWLEDGE PERSONAL KNOWLEDGE