



Department	RELIGIOUS STUDIES	
Key Stage	KEY STAGE 3	
Year group	YEAR 8	
Unit of work	WAS IT EASIER TO BE A BUDDHIST IN THE TIME OF SIDDHARTHA GAUTAMA OR TODAY?	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
Was it easier to be a Buddhist in the time of Siddhartha Gautama or today?	<p>The religious traditions of Great Britain are extremely diverse. Today people follow many different religions and some people have no religious belief at all. In this more secular society, where some people are looking more for a way of life rather than simply something to believe in, many people are turning to religion such as Buddhism. Despite having started in Asia, there are many Britons who now choose to follow a Buddhist way of life, going against the Christian foundations of the country.</p> <p>This unit is planned for teaching at the start of Year 8 and is the last of the six major world religions that you will study. This unit of work enables students to study issues surrounding the ideas that an individual's religious beliefs can impact their actions, in this case the impact of the belief in Karma on the choices a Buddhist makes in their everyday life. In considering this issue you will have a chance to explore Buddhist worship, where they worship, the importance of meditation, ceremonies and rituals associated with death and mourning, festivals, karma, compassion and loving kindness will all be studied as part of their unit of work.</p>

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
September to October	Was it easier to be a Buddhist in the time of Siddhartha Gautama or today?	Life of Siddhartha Gautama	<ul style="list-style-type: none"> <li>➤ The birth of Siddhartha Gautama – white elephant, pain free, seven steps, spoke etc.</li> <li>➤ Siddhartha's life of luxury</li> <li>➤ The four sights</li> <li>➤ Siddhartha's ascetic life</li> <li>➤ Siddhartha's enlightenment</li> </ul>	Linking concepts Application of knowledge Deduction – predicting the impacts of events Significance	Students will have an end of unit assessment and will also be revisit as part of synoptic assessments.  On-going assessment of learning is a key feature of all units of work in	For support with this unit of work, students will have access to the curriculum entitlement booklet and the core questions.  Additional resources can also be found on TEAMS and the following
		Key Buddhist teachings	<ul style="list-style-type: none"> <li>➤ The concept of dukkha</li> <li>➤ The three marks of existence</li> <li>➤ The four noble truths</li> <li>➤ The noble eightfold path</li> <li>➤ Nirvana/the cycle of samsara</li> </ul>	Linking concepts Significance Explaining the impact of belief on practice Application of knowledge		


		Sources of authority in Buddhism	<ul style="list-style-type: none"> <li>➤ History of the Buddhist scriptures</li> <li>➤ Tipitaka/Pali Canon</li> <li>➤ Pali</li> <li>➤ Sutras</li> <li>➤ Parables – free bird, mustard seed and the monkey king’s sacrifice</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>	RS at TPS through the use of retrieval practice and questioning.	<p>website can support students:</p> <ul style="list-style-type: none"> <li>➤ <a href="https://www.trietube.co.uk/">https://www.trietube.co.uk/</a></li> <li>➤ <a href="https://www.bbc.co.uk/religion/religions/">https://www.bbc.co.uk/religion/religions/</a></li> </ul>
		Worship in Buddhism	<ul style="list-style-type: none"> <li>➤ Temples and Vihara’s</li> <li>➤ Key items used in worship</li> <li>➤ Shrines</li> <li>➤ Puja</li> <li>➤ Meditation</li> <li>➤ Mandalas</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>		
		What impact do Buddhist beliefs have on everyday life?	<ul style="list-style-type: none"> <li>➤ Karuna</li> <li>➤ Metta</li> <li>➤ The five moral precepts</li> <li>➤ Karma</li> <li>➤ Cycle of Samsara</li> </ul>	<p>Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>		

Department	RELIGIOUS STUDIES	
Key Stage	KEY STAGE 3	
Year group	YEAR 8	
Unit of work	WHY IS THERE SUFFERING IF GOD IS ALL-LOVING?	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
Why is there suffering if God is all-loving?	<p>If you turn on the news, open a paper or scroll through social media, it will not be long before you come across a story that is showing the suffering that happens in the world. Some of this suffering is natural and cannot be stopped by humans (although the actions of humans can potentially prevent or lessen some natural suffering occurring); however some of this suffering is moral, encompassing all of the decisions that individuals make that will intentionally harm others. It is not surprising that living in a world of suffering, that it can make some people question whether or not there is a greater power at play within the world.</p> <p>This unit is an introduction to the ethical issues that students will study for the remainder of Year 8 and how these can link to religious beliefs. Other ethical units of work study the issue of a specific form of suffering and this is therefore a good starting point for that learning. This unit develops the role of philosophical thinking by attending to questions about the possible nature of God and the possible responses to evil and suffering. It provides opportunities to build upon work from earlier in key stage three by looking more deeply at the meanings of terms and the influences of religion and other ideas. The unit introduces key concepts including evil, suffering, the nature of God and opinions towards suffering within worldviews that do not worship a God; it also gives students the opportunity to develop their justification skills and a chance to engage in debates about suffering and the nature of God in a world where suffering exists. Studying the issues of suffering enables students to compare and contrast religious and non-religious world views, as well as giving students the opportunity to learn both about and from religion.</p>

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
November to December	Why is there suffering if God is all-loving?	What is suffering?	<ul style="list-style-type: none"> <li>➤ Moral suffering</li> <li>➤ Natural suffering</li> <li>➤ Emotional suffering</li> <li>➤ Physical suffering</li> <li>➤ Existential suffering</li> <li>➤ Poverty as a form of suffering</li> </ul>	Linking concepts Application of knowledge Deduction – predicting the impacts of events Significance	Students will have an end of unit assessment and will also be revisited as part of	For support with this unit of work, students will have access to the curriculum entitlement booklet


		<p>What do Christians learn from the Bible about why suffering happens?</p> <ul style="list-style-type: none"> <li>➤ The origins of suffering – The Fall</li> <li>➤ The Book of Job</li> <li>➤ Proverbs</li> </ul>	<p>Linking concepts Significance Explaining the impact of belief on practice Application of knowledge</p>	<p>synoptic assessments.</p> <p>On-going assessment of learning is a key feature of all units of work in RS at TPS through the use of retrieval practice and questioning.</p>	<p>and the core questions.</p> <p>Additional resources can also be found on TEAMS and the following website can support students:</p> <ul style="list-style-type: none"> <li>➤ <a href="https://www.youtube.co.uk/">https://www.youtube.co.uk/</a></li> <li>➤ <a href="https://www.bc.co.uk/religion/religions/">https://www.bc.co.uk/religion/religions/</a></li> <li>➤ <a href="https://request.org.uk/">https://request.org.uk/</a></li> </ul>
	<p>How do Christians make sense of suffering?</p> <ul style="list-style-type: none"> <li>➤ The Nature of God – omnipotent, omniscient, just, omnibenevolent etc.</li> <li>➤ Inconsistent Triad</li> <li>➤ Jesus and suffering</li> <li>➤ Free will</li> <li>➤ Gods plan and tests of faith</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>			
	<p>What does the Buddha teach about suffering and what Buddhist ideas answer questions about suffering and evil?</p> <ul style="list-style-type: none"> <li>➤ The four noble truths</li> <li>➤ The three poisons</li> <li>➤ The eightfold path</li> <li>➤ The middle way</li> <li>➤ The wheel of life</li> <li>➤ The parable of the poisoned arrow</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>			
	<p>How does belief in life beyond this life make a difference to people's responses to suffering?</p> <ul style="list-style-type: none"> <li>➤ Heaven, Hell and Purgatory</li> <li>➤ Judgement</li> <li>➤ Parable of the sheep and goats</li> <li>➤ Cycle of Samsara</li> <li>➤ Enlightenment</li> <li>➤ Rebirth</li> <li>➤ Humanism and the afterlife</li> </ul>	<p>Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>			

Department	RELIGIOUS STUDIES	
Key Stage	KEY STAGE 3	
Year group	YEAR 8	
Unit of work	COMMUNITY COHESION: LIVING IN A DIVERSE WORLD	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
Community cohesion: living in a diverse world	<p>Regardless of the characteristics that make all humans different, people deserve to be treated equally and fairly; however, throughout history many groups of people have experienced injustice for characteristics that they have no control over, including race, gender and wealth. These injustices have major impacts on people's lives and many people have fought to try to overcome the discrimination that people face at the hands of the prejudice of others. This unit explores questions surrounding prejudice and discrimination, exploring the consequences on people's lives and ways in which people have fought against prejudice and injustice throughout history.</p> <p>This unit of work builds on previous learning about suffering, allowing students to build their knowledge of ethical issues. This unit introduces key concepts including prejudice, discrimination, the work of those who have fought against injustice and issues surrounding the unfair distribution of wealth within society. The unit also gives students the opportunity to develop their justification skills and a chance to engage in debates about a range of ethical issues. Studying the issues of human rights and social justice enables students to compare and contrast religious and non-religious world views about the relevant issues, as well as giving students the opportunity to learn from religion.</p>

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
January to April	Community cohesion: living in a diverse world	Social justice and Human Rights	<ul style="list-style-type: none"> <li>➤ Social justice</li> <li>➤ Universal Declaration of Human Rights</li> <li>➤ Human Rights Act (1998)</li> <li>➤ Freedoms vs. responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Linking concepts</li> <li>Application of knowledge</li> <li>Deduction – predicting the impacts of events</li> <li>Significance</li> </ul>	<p>Students will have an end of unit assessment and will also be revisit as part of synoptic assessments.</p> <p>On-going assessment of</p>	<p>For support with this unit of work, students will have access to the curriculum entitlement booklet and the core questions.</p>
		Prejudice and discrimination	<ul style="list-style-type: none"> <li>➤ Prejudice and discrimination</li> <li>➤ Impacts of prejudice and discrimination</li> <li>➤ Religious views about prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Linking concepts</li> <li>Significance</li> <li>Explaining the impact of belief on practice</li> <li>Application of knowledge</li> </ul>		

		<p>Religious freedom</p> <ul style="list-style-type: none"> <li>➤ Freedom of religion – the right to believe or practice whatever religion one chooses</li> <li>➤ Freedom of religious expression</li> <li>➤ Persecution</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>	<p>learning is a key feature of all units of work in RS at TPS through the use of retrieval practice and questioning.</p>	<p>Additional resources can also be found on TEAMS and the following website can support students:</p> <ul style="list-style-type: none"> <li>➤ <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></li> <li>➤ <a href="https://www.bc.co.uk/religion/religions/">https://www.bc.co.uk/religion/religions/</a></li> <li>➤ <a href="https://request.org.uk/">https://request.org.uk/</a></li> </ul>
	<p>Disability and ageism</p> <ul style="list-style-type: none"> <li>➤ Around 500 million disabled people worldwide</li> <li>➤ Forms of disability and their impacts</li> <li>➤ Equality Act 2010</li> <li>➤ Positive discrimination</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>			
	<p>Gender and sexuality</p> <ul style="list-style-type: none"> <li>➤ Difference between gender and sexuality</li> <li>➤ Stereotypes</li> <li>➤ Sexism</li> <li>➤ Homophobia</li> </ul>	<p>Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>			
		<p>Race and racism</p> <ul style="list-style-type: none"> <li>➤ What the term race means</li> <li>➤ Forms of racism</li> <li>➤ Martin Luther King</li> <li>➤ Civil Rights Movement</li> <li>➤ Black Lives Matter</li> </ul>	<p>Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>		
		<p>How did Gandhi work to improve people's rights?</p> <ul style="list-style-type: none"> <li>➤ Mohandas Gandhi was a leader of India's independence movement</li> <li>➤ Nonviolent methods to protest against British rule</li> <li>➤ Culture and race</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>		
		<p>How can you support people in ensuring that they have the rights they deserve?</p> <ul style="list-style-type: none"> <li>➤ Short term and long term aid</li> <li>➤ Justice</li> <li>➤ Empowerment</li> <li>➤ Marginalisation</li> <li>➤ Religious organisations supporting those in need</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>		

Department	RELIGIOUS STUDIES	
Key Stage	KEY STAGE 3	
Year group	YEAR 8	
Unit of work	PUTTING BELIEF INTO ACTION: HOW DO RELIGIOUS BELIEVERS SHOW THEIR BELIEFS?	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
Putting belief into action: How do religious believers show their beliefs?	<p>The population of the Earth continues to rise and this has significant consequences on both the planet and people's lives. So many people in the world can mean that not everyone is treated equally, with some experiencing injustices, such as poverty, that have major impacts on people's lives. Additionally, humans and the environment are co-dependents; we need the resources that the earth provides for humans in order to live our lives and in return we need to help to protect the environment to ensure that it is still there for future generations. However, humans do not always protect the earth they live on and as a result of human disregard for the environment, the earth is becoming ever more damaged.</p> <p>This unit introduces key concepts including poverty, wealth, environmental issues and the best way to encourage a sustainable future. The unit also gives students the opportunity to develop their justification skills and a chance to engage in debates about a range of ethical issues. Studying the issues of poverty and the use and abuse of planet earth enables students to compare and contrast religious and non-religious world views about the relevant issues, as well as giving students the opportunity to learn from religion.</p>

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
April to July	Putting belief into action: How do religious believers show their beliefs?	What is the world like?	<ul style="list-style-type: none"> <li>➤ 7.8 billion population</li> <li>➤ As the earth's population increases, this creates a more diverse world and puts pressure on natural resources</li> </ul>	<ul style="list-style-type: none"> <li>Linking concepts</li> <li>Application of knowledge</li> <li>Deduction – predicting the impacts of events</li> <li>Significance</li> </ul>	<ul style="list-style-type: none"> <li>Students will have an end of unit assessment and will also be revisited as part of synoptic assessments.</li> <li>On-going assessment of</li> </ul>	For support with this unit of work, students will have access to the curriculum entitlement booklet and the core questions.
		What do we mean by poverty?	<ul style="list-style-type: none"> <li>➤ What are LEDCs and MEDCs?</li> <li>➤ What causes poverty?</li> <li>➤ Impacts of poverty on the lives on individuals</li> <li>➤ Poverty in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Linking concepts</li> <li>Significance</li> <li>Explaining the impact of belief on practice</li> <li>Application of knowledge</li> </ul>		

		<p>What does Buddhism teach about wealth and poverty?</p>	<ul style="list-style-type: none"> <li>➤ Metta and Karuna</li> <li>➤ Good karma</li> <li>➤ Part of a global community</li> <li>➤ The three poisons</li> <li>➤ The Buddha's ascetic life – the middle way</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>	<p>learning is a key feature of all units of work in RS at TPS through the use of retrieval practice and questioning.</p>	<p>Additional resources can also be found on TEAMS and the following website can support students:</p> <ul style="list-style-type: none"> <li>➤ <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></li> <li>➤ <a href="https://www.bc.co.uk/religion/religions/">https://www.bc.co.uk/religion/religions/</a></li> <li>➤ <a href="https://request.org.uk/">https://request.org.uk/</a></li> </ul>
		<p>How do Christians respond to issues of wealth and poverty?</p>	<ul style="list-style-type: none"> <li>➤ Teachings of Jesus Christ</li> <li>➤ Parables – the poor widow, the rich young man, Lazarus and the Rich man and Zach the tax collector</li> <li>➤ Greed</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>		
		<p>What is happening to the world?</p>	<ul style="list-style-type: none"> <li>➤ Environmental issues</li> <li>➤ Throwaway society</li> <li>➤ Global warming and climate change</li> <li>➤ Non-renewable resources</li> </ul>	<p>Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>		
		<p>What does Buddhism teach about the environment?</p>	<ul style="list-style-type: none"> <li>➤ Karuna</li> <li>➤ Enlightenment and karma</li> <li>➤ Ahimsa</li> <li>➤ Five moral precepts and eightfold path</li> </ul>	<p>Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>		
		<p>What does Christianity teach about the environment?</p>	<ul style="list-style-type: none"> <li>➤ Dominion</li> <li>➤ Stewardship</li> <li>➤ Creation story – 6 days of creation and the day of rest</li> <li>➤ Assisi conference - Christian Declaration on Nature</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>		
		<p>How should we treat the environment?</p>	<ul style="list-style-type: none"> <li>➤ Natural resources</li> <li>➤ Recycling</li> <li>➤ Conservation</li> <li>➤ Sustainable development</li> <li>➤ Stewardship</li> <li>➤ Metta and karuna</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>		