

Religion

Year 8

Scheme of Learning 2025 - 2026

Mr M Labrou – Acting Head of Humanities

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics Taught Overarching Big Questions	Existence of God Do we need to prove God's existence? (SACRE p82) Does God exist?	Afterlife Is death the end? Does it matter? (SACRE 84)	Sikhism Beliefs 1 Who are the Gurus? 2 How do you become a good person in Sikhism?	Sikhism Practices 1 How do Sikh's worship? 2 How do you become a good person in Sikhism?	Hinduism Beliefs 1 Is Hinduism a polytheistic or monotheistic religion? 2 How do Hindu's worship?	Hinduism Practices 1 How do Hindus celebrate their religion? 2 Why are images important in religion?
Week Times	6.5 Weeks	7.5 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks

Vital Pre-requisites	Vital Pre-requisites	Vital Pre-requisites	Vital Pre-requisites	Vital Pre-requisites	Vital Pre-requisites	Vital Pre-requisites
	<p>There is no national curriculum in RE. Students will have studied the Abrahamic faiths of Judaism and Islam – this will help when they evaluate moral issues in term one and two.</p> <p>Students must be able to use basic literacy, comprehension and oracy skills.</p> <p>Students must be able to express their own views and reflected on others views.</p> <p>Students must be able to argue for or against moral issues</p>	<p>There is no national curriculum in RE. Students will have studied the Abrahamic faiths of Judaism and Islam – this will help when they evaluate moral issues in term one and two.</p> <p>Students must be able to use basic literacy, comprehension and oracy skills.</p> <p>Students must be able to express their own views and reflected on others views.</p> <p>Students must be able to argue for or against moral issues</p>	<p>Students must be able to use basic literacy, comprehension and oracy skills.</p> <p>Students must be able to engage with Sikh stories and understand meaning.</p> <p>Students must be able to critical and challenge or defend Sikh belief.</p>	<p>Students must be able to use basic literacy, comprehension and oracy skills.</p> <p>Students will have a basic understand of Sikh beliefs and will be able to make links between belief and practice.</p> <p>Students will be able to use Sikh stories to show meaning in religion.</p> <p>Understanding of basic Sikh rules.</p> <p>Understanding of basic Sikh expression and links to stories.</p>	<p>Students must be able to use basic literacy, comprehension and oracy skills.</p> <p>Students must be able to engage with Hindu stories and understand meaning.</p> <p>Students must be able to critical and challenge or defend Hindu belief.</p>	<p>Students must be able to use basic literacy, comprehension and oracy skills.</p> <p>Students will understand basic beliefs in Hinduism and make links between beliefs and practice.</p> <p>Students will be able to use Hindu stories to show meaning in religion.</p> <p>Understanding of basic Hindu rules.</p> <p>Understanding of basic Hindu expression and links to stories.</p>
Why do we teach this now?	Why do we teach this now?	Why do we teach this now?	Why do we teach this now?	Why do we teach this now?	Why do we teach this now?	Why do we teach this now?
	The first two terms in year 8 are designed to encourage students to engage with RE.	The first two terms in year 8 are designed to encourage students to engage with RE.	In year 7 students explore the Abrahamic traditions of Islam and Judaism. In year 8 they	In year 7 students explore the Abrahamic traditions of Islam and Judaism.	In year 7 students explore the Abrahamic traditions of Islam and Judaism. In year 8 they	In year 7 students explore the Abrahamic traditions of Islam and Judaism.

	<p>It encourages students to develop their own opinion</p> <p>It encourages students to engage with religious in a critical way not a passive way.</p> <p>The two units follow the Local SACRE advise and to develop good RE.</p>	<p>It encourages students to develop their own opinion</p> <p>It encourages students to engage with religious in a critical way not a passive way.</p> <p>The two units follow the Local SACRE advise and to develop good RE.</p>	<p>diversify and explore dharmic traditions of Sikhism and Hinduism.</p> <p>We teach in this way so student are able to gain a good understanding of each religion and to avoid misconceptions.</p> <p>Furthermore by teaching in a phenomological way students can make links and connects between religions which will help them with evaluations at GCSE.</p>	<p>In year 8 they diversify and explore dharmic traditions of Sikhism and Hinduism.</p> <p>We teach in this way so student are able to gain a good understanding of each religion and to avoid misconceptions.</p> <p>Furthermore by teaching in a phenomological way students can make links and connects between religions which will help them with evaluations at GCSE.</p>	<p>diversify and explore dharmic traditions of Sikhism and Hinduism.</p> <p>We teach in this way so student are able to gain a good understanding of each religion and to avoid misconceptions.</p> <p>Furthermore by teaching in a phenomological way students can make links and connects between religions which will help them with evaluations at GCSE.</p>	<p>In year 8 they diversify and explore dharmic traditions of Sikhism and Hinduism.</p> <p>We teach in this way so student are able to gain a good understanding of each religion and to avoid misconceptions.</p> <p>Furthermore by teaching in a phenomological way students can make links and connects between religions which will help them with evaluations at GCSE.</p>
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Term 1 – Do we need to prove God’s existence?							
Key words / concepts for this term:							
Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
Do we need to prove God’s existence? (SACRE p82)	What do Muslims believe about Allah?	To understand Muslim arguments to believe in God.	Give an account of God’s existence using a rational argument. Explain a worldview which does not set out to prove God’s existence.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. 	<i>Evaluation assessment</i> – Students will complete an Evaluation assessment. To do this they will answer	Students will complete a knowledge worksheet for HW.	SMSC Morality - Students discuss the idea of right and wrong – whether this is relative and where we get our ideas of right and wrong from. Spiritual – students will explore religious beliefs about
	What do Christians	To understand					

believe about God?	Christian arguments to believe in God.	<p>Offer reasons as to why we do or do not need to prove God's existence.</p> <p>Evaluate whether God's existence can ever be proven.</p>	<ul style="list-style-type: none"> - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Use of religious text (hermeneutics) 	<p>a longer essay style question 12 marker.</p>	<p>sport. They will then reflect on their own beliefs and consider why this is.</p> <p>Spiritual – student will gain knowledge of ethics which may be alien to them. – this helps build tolerance and understanding</p> <p>Cultural -Students will consider how our culture can affect our beliefs particularly with religion.</p> <p>Social – Students have the platform to discuss personal views and must engage in listening to others.</p> <p>Protected characteristics</p> <p>Religion – students actively must show respect towards the religion being studied.</p> <p>Gender – Students will consider different gender roles within sport and consider if this is right.</p> <p>British values</p> <p>Tolerance of different faith or beliefs - Students must be respectful toward the religion being studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.</p>
What do Jews believe about Hashem?	To understand Jewish arguments to believe in God.				
What arguments are there against the existence of God?	To explore scientific arguments against the existence of God.				
What arguments are there against the existence of God?	To explore social arguments against the existence of God				
Does God exist?	Explore different views on the existence of God and then evaluate the arguments.				

	Term 2 – Afterlife
Key words / concepts	

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
Is death the end? Does it matter? (SACRE P85)	What is the Buddhist view of afterlife?	To understand the Buddhist view on afterlife.	Explain a range of beliefs regarding the possibility of life after death.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Use of religious text (hermeneutics) 	<u>Knowledge assessment</u> – Students will complete a knowledge assessment with 10 questions each worth 1 mark each.	Students will complete a knowledge worksheet for HW.	<p>SMSC</p> <p>Morality - Students discuss the idea of right and wrong – whether this is relative and where we get our ideas of right and wrong from.</p> <p>Spiritual – students will explore how different moral beliefs support religious beliefs. They will then reflect on their own beliefs and consider why this is.</p> <p>Spiritual – student will gain knowledge of morals and medical ethics which may be alien to them. – this helps build tolerance and understanding</p> <p>Cultural -Students will consider how our culture can affect our beliefs particularly with religion.</p> <p>Social – Students have the platform to discuss personal views and must engage in listening to others.</p> <p>Protected characteristics</p> <p>Religion – students actively must show respect towards the religion being studied.</p> <p>Gender – Students will consider different gender roles within Buddhism and consider if this is right.</p> <p>British values</p> <p>Tolerance of different faith or beliefs - Students must be respectful toward the religion being studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.</p>
	What is the Christian view of afterlife?	To understand the Christian view on afterlife.	Account for the roots of these diverse beliefs.				
	What is the Hindu view of afterlife?	To understand the Hindu view to afterlife.	Judge the importance of this life compared to the hope of an afterlife, offering different views.				
	What mythical ideas about afterlife? – Norse, Roman etc	To understand different mythical ideas on the afterlife.	Evaluate the impact of differing views of life after death on how individuals view earthly life.				
	What do non-religious people believe about the afterlife?	To understand why some non-religious people believe in afterlife and why so do not.					
	What is the scientific view on afterlife?	To understand the scientific view on afterlife.					

	Does it matter if there is an afterlife?	To evaluate our own view on afterlife.					
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Term 3 – Sikhism Beliefs							
Key words / concepts guru, Mukti, Gurmukhi, manmukh, Guru Nanak, Guru Gobind Singh, Khalsa, Amrit, 5 k's of Sikhism							
Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
1 Who are the Gurus?	2.1 - What does it mean to do the right thing within Sikhism?	To explore how to be a good person within Buddhism including Mukti, Gurmukhi and manmukh.	<ul style="list-style-type: none"> - To be able to know what Sikhs believe about God. - To be able to explain Mukti (liberation) and why Sikhs aim for it. - To be able to reflect on if we can always do the right thing. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. 	<ol style="list-style-type: none"> 1) 10-mark Teacher assessed assessment. 2) Recap quizzes used. 3) Freeze green pen self-assessments. 	A termly homework project on the content for this term	<p>SMSC</p> <p>Morality - Students discuss the idea of right and wrong – whether this is relative and where we get our ideas of right and wrong from.</p> <p>Spiritual – students will explore Sikh beliefs about God. They will then reflect on their own beliefs and consider why this is.</p> <p>Spiritual – student will gain knowledge of Sikhism which may be alien to them. – this helps build tolerance and understanding</p> <p>Cultural -Students will consider how our culture can affect our beliefs particularly with religion.</p> <p>Social – Students have the platform to discuss personal views and must engage in listening to others.</p> <p>Protected characteristics</p>
	1.1 - Why do we look up to people?	To understand who Guru Nanak was and why Sikhs think he is an important person.	<ul style="list-style-type: none"> - To be able to explain who Guru Nanak is. - To be able to explain the importance of Guru Nanak 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. 			

2 How do you become a good person in Sikhism?			<p>as a role model.</p> <ul style="list-style-type: none"> - To be able to reflect on the influence Guru Nanak had on the Khalsa. 	<ul style="list-style-type: none"> - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 			<p>Religion – students actively must show respect towards the religion being studied.</p> <p>Gender – Students will consider different gender roles within Buddhism and consider if this is right.</p> <p>British values</p> <p>Tolerance of different faith or beliefs - Students must be respectful toward the religion being studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.</p>
	1.3/2.3 Assessment	First formal assessment as directed by school policy.	<ul style="list-style-type: none"> - Knowledge check - Who was guru Nanak? - What is Mukti? - What is Gurmukhi? - What is manmukh? 	<ul style="list-style-type: none"> - Lowest ability classes may carry out a supported assessment. This is down to teacher discretion. 			
	1.2 - Who was the tenth Guru?	To understand who Guru Gobind Singh is and how he formed the Khalsa.	<ul style="list-style-type: none"> - To be able to explain the Amrit ceremony. - To be able explain the story of Guru Gobind Singh. - To be able to evaluate the importance of the Khalsa for Sikhs today. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it 			

				<p>Derick used to support lower ability groups.</p> <ul style="list-style-type: none"> - Video used to support understanding. 			
1.3/2.2 - How do you become part of the Khalsa?	<p>To understanding how and why people join the Khalsa. Including understanding the Amrit ceremony and the use of the 5 K's.</p>	<ul style="list-style-type: none"> - To be able to explain the importance of symbols. - To be able to show the significance of the 5 k's. - To evaluate the importance of the 5 k's within Sikhism. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 				
2.3 - What is the Gurdwara?	<p>To know what the Gurdwara is and to understand its importance.</p>	<ul style="list-style-type: none"> - TO be able to explain what the Gurdwara is and how it is used. - To be able to explain the importance of 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. 				

			<p>the Gurdwara for Sikhs in their daily lives.</p> <ul style="list-style-type: none"> - To be able to evaluate the importance of the gurdwara. 	<ul style="list-style-type: none"> - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 			
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Term 4 – Sikhism practices							
Key words / concepts Mukti, Gurmukhi, manmukh, Guru Nanak, Guru Gobind Singh, Khalsa, Amrit, 5 k's of Sikhism, Guru, Guru Granth Sahib, Sewa, Vaisakhi, gurdwaras							
Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
	1.1 How do Sikh's worship?	To understand how and why Sikh's worship.	<ul style="list-style-type: none"> - To be able to explain how Sikh's worship. - To be able to explain why Sikh's worship, 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 	1) 24-mark formal end of unit assessment. 2) PIT to be carried out to	A termly homework project on the content for this term	<u>SMSC</u> Morality - Students discuss the idea of right and wrong – whether this is relative and where we get our ideas of right and wrong from.

<p>1 How do Sikh's worship?</p>			<p>including benefits.</p> <ul style="list-style-type: none"> - To evaluate the importance of worship comparing Sikh ideas to secular views. 	<ul style="list-style-type: none"> - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - 	<p>review and improve – students will focus on content and exam skills. 3) Recap quizzes used. 4) Freeze green pen self-assessments.</p>	<p>Spiritual – students will explore Sikh beliefs about God. They will then reflect on their own beliefs and consider why this is. Spiritual – student will gain knowledge of Sikhism which may be alien to them. – this helps build tolerance and understanding Cultural -Students will consider how our culture can affect our beliefs particularly with religion. Social – Students have the platform to discuss personal views and must engage in listening to others.</p>
<p>2 How do you become a good person in Sikhism?</p>	<p>1.2 What is the Sikh holy book?</p>	<p>To understand what the Guru Granth Sahib is and how it is treated like a living Guru.</p>	<ul style="list-style-type: none"> - To be able to explain the importance of the Guru Granth Sahib. - TO be able to show how Sikhs respect the Guru Granth Sahib as the living Guru. - To reflect on the importance of books and if we should be guided by books that were written 4000 years ago. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 		<p>Protected characteristics Religion – students actively must show respect towards the religion being studied. Gender – Students will consider different gender roles within Sikhism and consider if this is right. British values Tolerance of different faith or beliefs - Students must be respectful toward the religion being studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.</p>
	<p>1.3 Assessment</p>	<p>Formal written assessment</p>	<ul style="list-style-type: none"> - To be able to complete a 24- 	<p>Lowest ability classes may carry out a supported assessment.</p>		

		as directed by school policy.	mark assessment	This is down to teacher discretion.			
1.4/2.1 What does a Sikhs day look like?	To explore a day in the life of a Sikh and understand their rules, rituals, and routines.	<ul style="list-style-type: none"> - To be able to explain the importance of Namm Japna. - To be able to explain the importance of Kirat Karni. - To be able to explain the importance of Vand Chakna. - To be able to compare the three principles of lives and evaluate which is the most important. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Learning from and learning about activities to help LA students. 				
2.2 - What is Sewa and why is it important to Sikhs?	To understand what Sewa is and how this helps a Sikh become more Gurmukhi and less Manmukh.	<ul style="list-style-type: none"> - To be able to explain what Sewa is. - To be able to explain the importance of Sewa. - To be able to explain the different types of Sewa and give examples. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used 				

				<p>to support or challenge.</p> <ul style="list-style-type: none"> - Check it chick and debate it Derick used to support lower ability groups. - Videos used to support understanding. 			
	1.5 -2.3What festivals are important to Sikhs?	To understand the importance of gurpurbs and Vaisakhi for Sikhs.	<ul style="list-style-type: none"> - TO be able to explain what a Gurpurbs is and explain why they are used in Sikhism. - To explain the importance of Vaisakhi and what is symbolises. - To be able to explain the story behind Vaisakhi and show how this directly links to what people do. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Differentiated worksheet for LA. - Video used to support understanding. 			

Term 5 – Hinduism Beliefs

Key words / concepts Trimurti, brahman, Vishnu, shiva, monotheism, polytheism, Vedas, Upanishads, Bhagavad Gita, Mahabharata, Puranas, karma, samsara, rebirth, Shrutu ,Smriti, murti, mandir

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>1 Is Hinduism a polytheistic or monotheistic religion?</p>	<p>1.1/2.1 Who are the Hindu Gods?</p>	<p>To be able to understand the Trimurti and their qualities.</p>	<ul style="list-style-type: none"> - To be able to explain the qualities of God. - To be able to explain the Trimurti. - To be able to evaluate if Hinduism a monotheistic or polytheist religion. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 	<ol style="list-style-type: none"> 1) 10-mark Teacher assessed assessment. 2) Recap quizzes used. 3) Freeze green pen self-assessments. 	<p>A termly homework project on the content for this term</p>	<p>SMSC Morality - Students discuss the idea of right and wrong – whether this is relative and where we get our ideas of right and wrong from. Spiritual – students will explore Hindu beliefs about God. They will then reflect on their own beliefs and consider why this is. Spiritual – student will gain knowledge of Hinduism which may be alien to them. – this helps build tolerance and understanding Cultural -Students will consider how our culture can affect our beliefs particularly with religion. Social – Students have the platform to discuss personal views and must engage in listening to others.</p>
	<p>1.2 – what happens in the afterlife?</p>	<p>To understand the samsara, karma, and rebirth and how this affects a Buddhist in their daily life</p>	<ul style="list-style-type: none"> - To be able to explain what Karma is. - To be able to explain what the samsara is. - To be able to explain that rebirth is. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. 			<p>Protected characteristics Religion – students actively must show respect towards the religion being studied. Gender – Students will consider different gender roles within Hinduism and consider if this is right.</p>

2 How do Hindu's worship?			<ul style="list-style-type: none"> - To show how these ideas change how people act or behave. 	<ul style="list-style-type: none"> - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Supported 12-mark question. 			<p>British values Tolerance of different faith or beliefs - Students must be respectful toward the religion being studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.</p>
	1.3 Assessment	Formal written assessment as directed by school policy.	<ul style="list-style-type: none"> - To be able to complete a 10-mark assessment 	<ul style="list-style-type: none"> - Lowest ability classes may carry out a supported assessment. This is down to teacher discretion. 			
	2.2 What are the Hindu sacred texts?	To know what the Hindu texts are and understand why there is so much diversity.	<ul style="list-style-type: none"> - To be able to explain that there is diversity in the texts. - To be able to show the difference between Shruti and smriti. - To be able to evaluate which is more important. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to 			

				<p>support lower ability groups.</p> <ul style="list-style-type: none"> - Video used to support understanding. 			
	2.3 What is the Hindu temple like?	To understand the importance of the Hindu temple.	<ul style="list-style-type: none"> - To know what happens in a Hindu temple. - To show how rituals in the temple link to stories. - To evaluate the importance of the Hindu temple in comparison to home shrines. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 			
	2.4 How and why do Hindu's worship?	To understand how Hindus worship at home and in the temple.	<ul style="list-style-type: none"> - To be able to explain how Hindu's worship in the temple. - To be able to explain how Hindus worship at home. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. 			

			<ul style="list-style-type: none"> - To be able to compare and evaluate which type of worship is better. 	<ul style="list-style-type: none"> - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 			
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Term 6 – Hinduism practices							
Key words / concepts ashramas, Holi, Diwali, ahimsa, karma, rebirth, samsara,							
Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
1 how do Hindus celebrate their religion.	1.2/2.1 What are the 4 stages of life in Hinduism?	To understand the 4 stages of life in Hinduism and reflect on similarities and difference on your own world view.	<ul style="list-style-type: none"> - To be able to explain the four stages of life. - To be able to understand how the four stages work. - To be able to evaluate which is the most important stage. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it 	<ol style="list-style-type: none"> 1) 24-mark formal end of unit assessment. 2) Recap quizzes used. 3) Freeze green pen self-assessments. 	A termly homework project on the content for this term	SMSC Morality - Students discuss the idea of right and wrong – whether this is relative and where we get our ideas of right and wrong from. Spiritual – students will explore Hindu beliefs about God. They will then reflect on their own beliefs and consider why this is. Spiritual – student will gain knowledge of Hinduism which may be alien to them. – this helps build tolerance and understanding

2 Why are images important in religion?				Derick used to support lower ability groups. - Video used to support understanding.			<p>Cultural -Students will consider how our culture can affect our beliefs particularly with religion.</p> <p>Social – Students have the platform to discuss personal views and must engage in listening to others.</p> <p>Protected characteristics</p> <p>Religion – students actively must show respect towards the religion being studied.</p> <p>Gender – Students will consider different gender roles within Hinduism and consider if this is right.</p> <p>British values</p> <p>Tolerance of different faith or beliefs - Students must be respectful toward the religion being studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.</p>
	1.2/2.2 What symbols and signs are used in Hinduism?	To understand the importance of imagery in Hinduism.	<ul style="list-style-type: none"> - To be able to name the different symbols used. - To be able to explain why symbols are important in Hinduism. - To evaluate what we can learn from symbols. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 			
	Assessment	Formal written assessment as directed by school policy.	<ul style="list-style-type: none"> - To be able to complete a 24-mark assessment 	Lowest ability classes may carry out a supported assessment. This is down to teacher discretion.			
	1.3 What are the	To explore the different	<ul style="list-style-type: none"> - To be able to name the 	<ul style="list-style-type: none"> - Extension wall used for 			

	different types of Hinduism?	types of Hinduism and explain why diversity is important.	<p>different groups within Hinduism.</p> <ul style="list-style-type: none"> - To be able to explain how each of them are different to each other. - To be able to explain the similarities between each group. 	<p>challenge – based on blooms.</p> <ul style="list-style-type: none"> - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 			
	1.4 Why do we have special places in religion?	To be able to explain the importance of sacred places in Hinduism. To reflect on your own world view and compare to the Hindu view.	<ul style="list-style-type: none"> - To be able to explain some places of pilgrimage for Hindus. - To be able to show why these places are important to Hindus. - To be able to explain how pilgrimage shows devotion to religion. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. 			

				<ul style="list-style-type: none"> - Video used to support understanding. 			
1.5/2.2 How do you become a good person in Hinduism?	To understand the importance of a moral code in Hinduism.	<ul style="list-style-type: none"> - To be able to explain what the Hindu rules are. - To be able to explain ahimsa, compassion and Sewa in detail. - To reflect on whether humans are inherently good or do they need to be told what to do. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 				
1.6 Why do Hindus celebrate festivals?	To understand what Holi and Diwali and know the importance of the stories behind them.	<ul style="list-style-type: none"> - To be able to explain why Hindus celebrate Holi. - To be able to explain why Hindus celebrate Diwali. - To be able to explain how Hindus 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. 				

			<p>celebrate them.</p> <ul style="list-style-type: none">- to be able to explain the importance of the stories behind them.	<ul style="list-style-type: none">- Check it chick and debate it Derick used to support lower ability groups.- Video used to support understanding.			
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