

## Felpham Community College – Key Stage 3 S of W

<b>Subject: RE</b>	<b>Year: 8</b>	<b>Leader: Mr C Mason</b>
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<b>Autumn Term 1</b>	<b>Over view and sample activities</b>	<b>Homework</b>
<p>Topic: Does God exist?                      What is philosophy?                      What questions does philosophy ask?                      How do theists overcome the problem of evil?</p>	<p>This unit encourages pupils to think about questions of meaning. Pupils are challenged to consider perspectives other than their own and to develop empathy. It provides opportunities for pupils to explore concepts of God across religions and to consider their own ideas about God.</p> <p>In posing the question ‘Does God exist?’ this unit provides students with opportunities to enquire into the questions raised by faith and the challenges presented to believers.</p> <p>This unit critically explores different ways of knowing and asks the students to respond with their evaluation of whether these ways of knowing are adequate as evidence for or against the existence of God.</p> <p>Research                      Use of IT                      Presentations                      Evaluation tasks                      Debating                      Writing a letter                      Poetry writing</p>	<p>Write a letter answering the key question, ‘Does God exist?’                      Research key words                      Spelling test                      Researching key beliefs                      story writing                      designing and creating artefacts                      poetry</p> <hr/> <p><b>Assessment Plans</b>  <b>Written test.</b>  <b>Evaluation written task on the philosophical question regarding Gods existence.</b></p>

Literacy / Numeracy / ICT: Discussions, group work, presentations and an organised debate.

<b>Autumn Term 2</b>	<b>Overview and sample activities</b>	<b>Homework</b>
<p>Topic: Sikh identity                      What is Sikhism?                      How did Guru Nanak show in his life the importance of equality and helping others?                      Why are the Gurus so important to Sikhs?                      How do Sikhs worship?                      What are the implications of belonging to the Khalsa?</p>	<p>In this unit, pupils learn about the religious beliefs, practice, language and expression of Sikhism and have opportunities to contribute to the development of their own beliefs and values.</p> <p>Research                      Use of IT                      Presenting                      Evaluation                      Debating                      Literacy                      Peer assessment</p>	<p>Research key words                      Spelling test                      Researching key beliefs                      Story writing                      Designing and creating artefacts                      Poetry writing</p> <hr/> <p><b>Assessment Plans</b>  <b>Extended written task.</b>  <b>Evaluating key beliefs of Sikhism</b></p>

Literacy / Numeracy / ICT: Discussion, personal reflection, group work and timed discovery.

<b>Spring Term 1</b>	<b>Overview and sample activities</b>	<b>Homework</b>
<p>Topic: What does it mean to be Jewish?                      What is Judaism?                      Judaism through history                      Key belief and practices in Judaism                      Judaism today</p>	<p>This unit explores the beginnings of Judaism and the key figures in its history, including Abraham and Moses. Students will learn about the key events and practices in the lives of Jewish people.</p> <p>Research activities                      Case studies                      Extended writing                      Group/peer work                      Presentations</p>	<p>To research the Torah Scrolls and present this research in a booklet or presentation. An optional extension is to make their own Torah Scroll.</p> <hr/> <p><b>Assessment Plans</b>  <b>Written test.</b>  <b>Presentations on a chosen aspect of Judaism.</b></p>

Literacy / Numeracy / ICT: Group work, discussion, video clips, timeline activity.

Spring Term 2	Overview and sample activities	Homework
<p>Topic: Understanding Easter</p> <p>What is Easter?</p> <p>How is Easter remembered by Christians?</p> <p>Why is Easter an important festival in Christianity?</p> <p>What impact does the Easter story have on a Christian's life?</p>	<p>This unit explores the events leading to the death and resurrection of Jesus and the meaning and significance of these events for Christians. This unit also focusses on the significance of the Easter events for Christian belief, and especially beliefs about Jesus.</p> <p>Researching key aspects of the Easter story</p> <p>Writing diary extracts</p> <p>Analysing sources</p> <p>Comparing and contrasting adaptations of the Easter story</p>	<p>Students are asked to produce an information resource to inform Secondary School children about Easter.</p> <p>Point to include:</p> <p>What is Easter?</p> <p>What is Holy Week?</p> <p>How is Easter remembered today?</p> <p>What is the importance of Easter to Christians?</p> <hr/> <p><b>Assessment Plans</b></p> <p><b>Presentation and written task, Summative assessment recalling key information on the Easter story.</b></p>
Literacy / Numeracy / ICT:		

Summer Term 1	Overview and sample activities	Homework
<p>Topic: Religion &amp; Science</p> <p>Different creation stories</p> <p>Interpretations of the Genesis creation story</p> <p>How are religion and science in conflict?</p> <p>How are religion and science compatible?</p> <p>Can a scientist be religious?</p> <p>What do science and religion rely on</p>	<p>This unit investigates the relationship between religion and science. It aims to challenge the common preconception that religion and science oppose each-other. To do this, students will analyse a range of creation stories with an emphasis on the scientific theory and the religious, Genesis story.</p> <p>Research activities</p> <p>Case studies</p> <p>Extended writing</p> <p>Group/peer work</p> <p>Debating</p>	<p>Produce a booklet or some other creative resource to teach primary school children different creation stories. They must include the big bang theory and <b>two</b> different creation stories from different religions.</p> <hr/> <p><b>Assessment Plans</b></p> <p><b>Key words / definitions / extended piece of writing.</b></p> <p><b>Analysis of creation stories.</b></p>
Literacy / Numeracy / ICT: Presentations with peer assessment, discussions, personal reflection and timed discovery.		

Summer Term 2	Overview and sample activities	Homework
<p>Topic: Environment and the sacred</p> <p>What is stewardship?</p> <p>Do we have dominion?</p> <p>How do humans treat the earth?</p> <p>Religious and secular views</p>	<p>This unit will enable pupils to think about why the Earth might be considered sacred. It provides opportunities for an exploration of attitudes towards the environment and the way in which religious belief may influence peoples' actions. Students are encouraged to consider a range of key religious and philosophical teachings on our treatment of the environment and the role of humans on earth.</p> <p>Research on different beliefs about God</p> <p>Creating and delivering presentations</p> <p>Developing arguments for debate.</p>	<p>Create a poster outlining key ideas</p> <p>Research activity</p> <p>Spelling test</p> <hr/> <p><b>Assessment Plans</b></p> <p><b>Powerpoint presentation.</b></p> <p><b>Extended writing task on attitudes towards the environment with student response</b></p>
Literacy / Numeracy / ICT: Discussion and watching clips from various sources.		

Website / Resources: [www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)

Extension: Analyse different forms of revelation found in religion and how they secure belief and faith

Create a project for the school in response to the 'environment and the scared.'

Literacy: Suggested further philosophical reading for G&T students: Sophie's world by Jostein Gaarder; The solitary mystery by Jostein Gaarder.