

On – Line Programme of Learning for Year 8

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd term)	Summer (1 st term)	Summer (2 nd term)
From: September 2024 To: October 2024	From: October 2024 To: December 2024	From: January 2025 To: February 2025	From: February 2025 To: March 2025	From: April 2025 To: May 2025	From: June 2025 To: July 2025
Topic: <ul style="list-style-type: none"> Exploration of the eastern religions- Sikhism Learning Outcomes: Students should know how to outline, describe, and explain what Sikhism is and the characteristics of Sikhism that are unique and distinctive compared to other monotheistic religions. Students should also understand and know the main principles within Sikhism and the importance of traditions and practices that binds Sikhism with the community. Students should begin to make judgements evaluating the importance and function of religion and through the exploration of the eastern religions and the comparative study of the Abrahamic religions to draw out key threads that link all religions together, in doing this student will also understand the different types of beliefs that exist, which will aid them in the upcoming units for the autumn term of Year 8.	Topic: <ul style="list-style-type: none"> Exploration of the eastern religions- Sikhism Learning Outcomes: Students should know how to outline, describe, and explain what Sikhism is and the characteristics of Sikhism that are unique and distinctive compared to other monotheistic religions. Students should also understand and know the main principles within Sikhism and the importance of traditions and practices that binds Sikhism with the community. Students should begin to make judgements evaluating the importance and function of religion and through the exploration of the eastern religions and the comparative study of the Abrahamic religions to draw out key threads that link all religions together, in doing this student will also understand the different types of beliefs that exist, which will aid them in the upcoming units for the autumn term of Year 8.	Topic: <ul style="list-style-type: none"> Arguments for and against the existence of God Learning Outcomes: Students should know how to outline, describe, and explain how the arguments for the existence of God can be seen as evidence. Students should also explain how the problem evil and suffering, the absence of religious and the lack of evidence, can cause people to reject belief in God. Students will begin to formulate objective and balanced judgements informed by various arguments for the existence of God (cosmological, ontological, teleological, moral, religious experience) in understanding the complex relationship between religion and belief. Students will apply the knowledge and judgements made from case studies in understanding the impact of evil and suffering on religion and belief. Students will be to evaluate	Topic: <ul style="list-style-type: none"> Arguments for and against the existence of God Learning Outcomes: Students should know how to outline, describe, and explain how the arguments for the existence of God can be seen as evidence. Students should also explain how the problem evil and suffering, the absence of religious and the lack of evidence, can cause people to reject belief in God. Students will begin to formulate objective and balanced judgements informed by various arguments for the existence of God (cosmological, ontological, teleological, moral, religious experience) in understanding the complex relationship between religion and belief. Students will apply the knowledge and judgements made from case studies in understanding the impact of evil and suffering on religion and belief. Students will be to	Topic: <ul style="list-style-type: none"> Atheism in the modern world Learning Outcomes: Students should know how to outline, describe, and explain what is meant by atheism, new- atheism, agnosticism, anti-theism, secularism, non-belief and Humanism and the range of reasons that lead some people to reject the existence of God. Students will begin to formulate objective and balanced judgements about principal arguments and the impact of the New Atheist Movement. Students will apply the knowledge and judgements made from case studies in understanding the image of God as a being, which is often presented by atheists, and explain how this differs to the notion of God as the foundation of being as	Topic: <ul style="list-style-type: none"> Atheism in the modern world Learning Outcomes: Students should know how to outline, describe, and explain what is meant by atheism, new-atheism, agnosticism, anti-theism, secularism, non-belief and Humanism and the range of reasons that lead some people to reject the existence of God. . Students will begin to formulate objective and balanced judgements about principal arguments and the impact of the New Atheist Movement. Students will apply the knowledge and judgements made from case studies in understanding the image of God as a being, which is often presented by atheists, and explain how this differs to the notion of God as the foundation of being as

		whether it is possible to believe in something that cannot be seen.	evaluate whether it is possible to believe in something that cannot be seen.	understood by people of faith.	understood by people of faith.
Skills (students should be able to do): <ul style="list-style-type: none"> Students will continue to develop the use of specialist terminology – keywords Students will continue to develop their ability to outline and describe the arguments for the existence of God. Students will continue to develop their ability to explain. 	Skills (students should be able to do): <ul style="list-style-type: none"> Students will continue to develop the use of specialist terminology – keywords Students will continue to develop their ability to outline and describe Atheism in the modern world. Students will continue to develop their ability to explain. Students will continue to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments. 	Skills (students should be able to do): <ul style="list-style-type: none"> Students will begin to develop the use of specialist terminology – keywords Students will continue to develop their ability to outline and describe the complexity of religion and wider belief in contemporary society. Students will continue to develop their ability to explain. Students will continue to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments. 	Skills (students should be able to do): <ul style="list-style-type: none"> Students will begin to develop the use of specialist terminology – keywords Students will continue to develop their ability to outline and describe the complexity of religion and wider belief in contemporary society. Students will continue to develop their ability to explain. Students will continue to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments. Students will continue to develop analytical and critical thinking skills. 	Skills (students should be able to do): <ul style="list-style-type: none"> Students will begin to develop the use of specialist terminology – keywords Students will continue to develop their ability to outline and describe the various perspectives on life after death. Students will continue to develop their ability to explain. Students will continue to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments. Students will continue to develop analytical and critical thinking skills. 	Skills (students should be able to do): <ul style="list-style-type: none"> Students will begin to develop the use of specialist terminology – keywords Students will continue to develop their ability to outline and describe whether religion help us to understands human suffering. Students will begin to develop their ability to construct well-argued, well-informed, balanced, and structured written arguments. Students will begin to develop analytical and critical thinking skills.
Autumn Term – centrally planned, standardised and teacher marked piece(s) of work The marked piece of work this term is a Teacher Assessed Question, focusing on the skills of explanation, analysis and evaluation.	Spring Term – centrally planned, standardised and teacher marked piece(s) of work The marked piece of work this term is a Teacher Assessed Question, focusing on the skills of explanation, analysis and evaluation.		Summer Term – centrally planned, standardised and teacher marked piece(s) of work The marked piece of work this term is a Teacher Assessed Question, focusing on the skills of explanation, analysis and evaluation.		

<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>Lessons within this unit in Year 8 aims to introduce and develop students understanding of the Eastern religions, in doing this student will be able to reflect on their own faiths, challenge any misconceptions and broaden their understanding of a variety of religions and faiths. Like the previous unit, this unit is linked to the local SACRE.</p> <p>The lesson sequencing allows students to broadly develop an understanding of the relevance of Sikhism within contemporary society, as well as unpicking the principal teachings that encourage Sikh behaviour and practices. Furthermore, this unit encourages student to connect and identify the influential elements from Hinduism and Islam to fully understand the connections and importance of religion.</p> <p>The aim of this is to allow the continuation of building the foundation for students to begin connecting the purpose of religious beliefs and practices, regardless of</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>Lessons within the second unit in Year 8 aims to introduce and develop students understanding of the Eastern religions, in doing this student will be able to reflect on their own faiths, challenge any misconceptions and broaden their understanding of a variety of religions and faiths. Like the previous unit, this unit is linked to the local SACRE.</p> <p>The lesson sequencing allows students to broadly develop an understanding of the relevance of Sikhism within contemporary society, as well as unpicking the principal teachings that encourage Sikh behaviour and practices. Furthermore, this unit encourages student to connect and identify the influential elements from Hinduism and Islam to fully understand the connections and importance of religion.</p> <p>The aim of this is to allow the continuation of building the foundation for students to begin connecting the purpose of religious beliefs and practices, regardless of the</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>Lessons within this half term continue to build upon the previous units as well as introducing students to the complex nature of religion and belief in wider society. In this unit, students will be given various opportunities to explore, reflect and challenge any misconceptions about the principal arguments put forward for the existence of God within their own and other religious traditions and other worldviews that refute the existence of God. Like the previous unit, this unit is linked to the local SACRE.</p> <p>The lesson sequencing allows students to broadly develop their knowledge and understanding of the arguments for and against the existence of God whilst appreciating that there are many different spheres within which the question of God's existence can be explored within the world's major religious and non-religious traditions.</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>Lessons within this half term continue to build upon the previous units as well as introducing students to the complex nature of religion and belief in wider society. In this unit, students will be given various opportunities to explore, reflect and challenge any misconceptions about the principal arguments put forward for the existence of God within their own and other religious traditions and other worldviews that refute the existence of God. Like the previous unit, this unit is linked to the local SACRE.</p> <p>The lesson sequencing allows students to broadly develop their knowledge and understanding of the arguments for and against the existence of God whilst appreciating that there are many different spheres within which the question of God's existence can be explored within the world's major religious and non-religious traditions.</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>Lessons within this half term continue to build upon the previous units as well as introducing students to the complex nature of religion and belief in wider society. In this unit, students will be given various opportunities to explore, reflect and challenge any misconceptions about the principal arguments recognising that atheism may arise for a variety of reasons. related to reason, logic, lack of evidence (speculative atheism); feeling, emotion, rejection, repulsion (heart-felt atheism); indifference and disinterest (instinctive atheism). Like the previous unit, this unit is linked to the local SACRE.</p> <p>The lesson sequencing allows students to broadly develop their knowledge and understanding of the arguments that differentiate between atheism and Humanism and identify the ways in which the rejection of some statements</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p> <p>Lessons within this half term continue to build upon the previous units as well as introducing students to the complex nature of religion and belief in wider society. In this unit, students will be given various opportunities to explore, reflect and challenge any misconceptions about the principal arguments recognising that atheism may arise for a variety of reasons. related to reason, logic, lack of evidence (speculative atheism); feeling, emotion, rejection, repulsion (heart-felt atheism); indifference and disinterest (instinctive atheism). Like the previous unit, this unit is linked to the local SACRE.</p> <p>The lesson sequencing allows students to broadly develop their knowledge and understanding of the arguments that differentiate between atheism and Humanism and identify the ways in which the rejection of some statements</p>

<p>the religion, which will aid them in better understanding the importance of beliefs and practices, which will further be developed at KS4.</p> <p>Furthermore, students will begin to develop knowledge and understanding of how to discuss, critically think and make evaluative judgments. Moreover, the exploration of the Eastern religions will help in the development of GCSE skills such as the application of religious teachings through sources of wisdom and authority and interpreting key religious practices and beliefs. In addition, the development of creating logical chains of reasoning is introduced within the lesson sequencing which will continue to be further developed in Year 7, Year 8 and the beginning of year 9.</p>	<p>religion, which will aid them in better understanding the importance of beliefs and practices, which will further be developed at KS4.</p> <p>Furthermore, students will begin to develop knowledge and understanding of how to discuss, critically think and make evaluative judgments. Moreover, the exploration of the Eastern religions will help in the development of GCSE skills such as the application of religious teachings through sources of wisdom and authority and interpreting key religious practices and beliefs. In addition, the development of creating logical chains of reasoning is introduced within the lesson sequencing which will continue to be further developed in Year 7, Year 8 and the beginning of year 9.</p>	<p>The aim of this is to allow the continuation of building the foundation for students to begin to explore the relationship between truth in the context of religion and non- belief in understanding the question for and against God’s existence, which will further be developed in KS4. Furthermore, students will begin to develop knowledge and understanding of how to discuss, critical thinking and make evaluative judgments.</p> <p>Moreover, the exploration of arguments for and against the existence of God will continue to help in the development of GCSE skills such as the application of religious teachings through sources of wisdom and authority and interpreting key religious practices and beliefs in addition, the development of creating logical chains of reason, which will continue to provide the foundation for further development within later units in Year 8 and the beginning of year 9.</p>	<p>The aim of this is to allow the continuation of building the foundation for students to begin to explore the relationship between truth in the context of religion and non- belief in understanding the question for and against God’s existence, which will further be developed in KS4. Furthermore, students will begin to develop knowledge and understanding of how to discuss, critical thinking and make evaluative judgments.</p> <p>Moreover, the exploration of arguments for and against the existence of God will continue to help in the development of GCSE skills such as the application of religious teachings through sources of wisdom and authority and interpreting key religious practices and beliefs in addition, the development of creating logical chains of reason, which will continue to provide the foundation for further development within later units in Year 8 and the beginning of year 9.</p>	<p>about God will be present within religious traditions as well as outside of them.</p> <p>The aim of this is to allow the continuation of building the foundation for students to begin to explore the relationship between truth in the context of religion and non- belief in understanding worldviews which will further be developed in KS4. Furthermore, students will begin to develop knowledge and understanding of how to discuss, critical thinking and make evaluative judgments.</p> <p>Moreover, students will explore some of the big questions that emerge when theism and atheism interact. Discussion around the ways in which believers and non-believers may be able to enter into dialogue with each other and the potential that each group has to learn from the other will further develop the GCSE skills of making judgements, evaluating and developing logical chains of reasoning which will be further built upon in Year 9.</p>	<p>about God will be present within religious traditions as well as outside of them.</p> <p>The aim of this is to allow the continuation of building the foundation for students to begin to explore the relationship between truth in the context of religion and non- belief in understanding worldviews which will further be developed in KS4. Furthermore, students will begin to develop knowledge and understanding of how to discuss, critical thinking and make evaluative judgments.</p> <p>Moreover, students will explore some of the big questions that emerge when theism and atheism interact. Discussion around the ways in which believers and non-believers may be able to enter into dialogue with each other and the potential that each group has to learn from the other will further develop the GCSE skills of making judgements, evaluating and developing logical chains of reasoning which will be further built upon in Year 9.</p>
<p>Autumn Term – centrally planned, standardised and</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks: Following the school’s home-learning policy there is one piece of home-learning this</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks: Following the school’s home-learning policy there is no</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks: Following the school’s home-learning policy there is one piece of home-learning this</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks: Following the school’s home-learning policy there is one piece of home-learning this</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks: Following the school’s home-learning policy there is no</p>

teacher marked piece(s) of work The marked piece of work this term is a Teacher Assessed Question, focusing on the skills of explanation, analysis and evaluation.	half-term, which will take 90 minutes to complete. This home-learning will focus on literacy as well as the skills of inquiry and communication	planned home learning for this half- term.	half-term, which will take 90 minutes to complete. This home-learning will focus on literacy as well as Inference and observation.	half-term, which will take 90 minutes to complete. This home-learning will focus on literacy as well as problem-solving and creativity.	planned home learning for this half- term.
Reading / literacy / Oracy: These skills will be developed through the Calendared Centrally Planned Extended Home-Learning that includes a compulsory reading/literacy task, through completing questions that require a variety of skills i.e., explanation, by developing the skills of writing using logical chains of reasoning as well as using CUBE, PERC model and a variety of writing frames to support students' academic literacy.					
Numeracy: The skill of numeracy will be developed through using logical chains of reasoning, beginning to appraise the value of the evidence provided by weighing up which argument is more logical, rational, or convincing and through the referencing of sources of wisdom and authority.					
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): The RE department has recently formed close links with experienced Rabbis from two different denominational branches of Judaism. The Rabbi's scheduled annual visit consists of customised assemblies and workshops focusing on various topics allowing our students to learn about the Jewish beliefs, values, and traditions. These workshops are brought to life with religious artefacts. In addition to this the RE department aims to engage in a virtual workshop with the Jewish Museum, as well as this the department aims to have speakers from the Humanist Society UK discuss their beliefs and practices allowing students to further develop their understanding of beliefs in contemporary Britain. The RE department has also formed close links with the local churches in Southall namely St Johns and St Anselm's church. The customised assemblies led by the church's outreach workers allows for students to develop their understanding of the various tenets of the Christian faith.					