

## Year 7 and 8 Religious Education Weekly Lessons 2017-2018

	<b>Year 7 Level)</b>	<b>Year 8</b>
<b>Autumn 1 2017</b>	World Religions and the concept of God	Sikhism
<b>Autumn 2 2017</b>	Religion and the Media	Buddhism
<b>Spring 1 2018</b>	Judaism	Religion and the Environment
<b>Spring 2 2018</b>	Christianity	Religion and Poverty
<b>Summer 1 2018</b>	Islam	Religion and prejudice
<b>Summer 2 2018</b>	Hinduism	Revision and introduction to GCSE

<b>Autumn 1 – World Religions and the Concept of God</b>	<b>Year 7</b>	<b>Year 8 Level</b>
<b>Week 1</b>	<p><b>Lesson 1 – Written assessment to generate</b></p> <p>Lesson 2 – Background to World Religions and why it is so important to study and understand. RE at Charter Academy. 2 lessons a week structure explained, p for c and write up lesson. Homework: 2 facts about Christianity.</p>	<p><b>Lesson 1 – An introduction to Sikhism.</b></p> <p>Lesson 2 – Guru Nanak. The teachings of the first Guru.</p>
<b>Week 2</b>	<p>Lesson 1 – Christianity – Trinity, sacred, Agape (love), sin and forgiveness, Bible.</p> <p>Lesson 2 – Complete concepts and write up. Homework: 2 facts about Hinduism.</p>	<p>Lesson 1 – Guru Granth Sahib- The Sikh Holy scripture</p> <p>Lesson 2 – P4C- discussion based on the Gurus. Students are to decide upon their own question and debate/discuss their own opinion. To be completed with a writing task.</p>
<b>Week 3</b>	<p>Lesson 1 – Hinduism – Karma, Samsara, Atman, Moksha, Brahman, and Bhagavad Gita.</p> <p>Lesson 2 – Hinduism complete concepts and write up. Homework: 2 facts about Sikhism.</p>	<p>Lesson 1 – Formation of the Khalsa, what? Where? When?</p> <p>Lesson 2 – Recap on Khalsa leading to the Sikh identity- 5 Ks.</p>

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<p><b>Week 4</b></p>	<p>Lesson 1 – Sikhism – Background and intro to Guru, equality, Langar, Khalsa, Guru Granth Sahib. Lesson 2 – Sikhism complete concepts and write up. Homework: 2 facts about Buddhism.</p>	<p>Lesson 1 – P4C Khalsa- discussion based on the previous learning. Students are to decide upon their own question and debate/discuss their own opinion. To be completed with a writing task. Lesson 2 – Gurdwara- what is this? What does it mean for Sikhs?</p>
<p><b>Week 5</b></p>	<p>Lesson 1- Buddhism – Buddha, enlightenment/nirvana, 4 noble truths (Dukkha), eightfold path. Lesson 2 – Buddhism complete concepts and write up. Homework: 2 facts about Judaism.</p>	<p>Lesson 1 – Assessment.  Lesson 2 – Langar- assess the aspect of equality and the importance of equality in Sikhism.</p>
<p><b>Week 6</b></p>	<p>Lesson 1 – Judaism – Covenant, Redemption, Ten Commandments, Sabbath, and Torah. Lesson 2- Judaism complete concepts and write up. Homework: 2 facts about Islam.</p>	<p>Lesson 1- P4C- Equality- Why is equality important? Discussion based on the previous learning. Students are to decide upon their own question and debate/discuss their own opinion. To be completed with a writing task.  Lesson 2 –Reincarnation- What happens when we die? Can link to year 7 learning.</p>
<p><b>Week 7</b></p>	<p>Lesson 1 – Islam - Tawheed, Qur’an, Allah, Muhammad (pbuh), Umma and Jihad. Lesson 2 – Islam complete concepts and write up. Homework: Revise over half-term for assessment in week 1 of Autumn 2 to generate Autumn 2 level.</p>	<p>Lesson 1 – Presentation=- To prepare a presentation on Sikhism that is informative and can be used for a year 7 class wanting to learn about the religion. Hey can focus on one part eg equality. Lesson 2 – To present their work to the rest of the class. This can be self and peer assessed.</p>

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<u>Autumn 2 Religion and the Media</u>	<u>Year 7</u>	<u>Year 8</u>
<b>Week 1</b>	<p><b>Lesson 1 and 2</b> Introduction to Religion and the Media Homework: Find three examples of when religion has been referred to in the media, explain using PEE.</p>	<p><b>Lesson 1 – An introduction to Buddhism</b> Lesson 2 – The Buddha- Who was he? What did the Buddha do? Why is the Buddha important?</p>
<b>Week 2</b>	<p>Lesson 1 – Religion and Music (P for C) Lesson 2 – Written task/activity based on lesson 1 Homework: Find out what the 5 most popular soaps are on TV at the moment.</p>	<p>Lesson 1 – A continuation of the Buddha Lesson 2 – P4C- Buddhism. Discussion based on the previous learning. Students are to decide upon their own question and debate/discuss their own opinion. To be completed with a writing task.</p>
<b>Week 3</b>	<p>Lesson 1 – Religion and Soap Opera/TV (P for C) Lesson 2 – Written task/activity based on lesson 1 Homework: List 3 films which have something to do with religion, explain the link using PEE.</p>	<p>Lesson 1 Community Lesson 2 – Community 2</p>
<b>Week 4</b>	<p>Lesson 1 – Religion and Films (P for C) Lesson 2 – Written task/activity based on lesson 1 Homework: Find out the names of as many famous religious comedians as you can, what religion do they follow?</p>	<p>Lesson 1 – Life after Death Lesson 2 – P4C- Life after death. Discussion based on the previous learning. Students are to decide upon their own question and debate/discuss their own opinion. To be completed with a writing task.</p>
<b>Week 5</b>	<p>Lesson 1 – Religion and Comedy (P for C)</p>	<p>Lesson 1 – Assessment</p>

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	Lesson 2 – Written task/activity based on lesson 1 Homework: List as many celebrities that you can who are religious, what religion do they follow?	Lesson 2 – War- Buddhist views on war
<b>Week 6</b>	Lesson 1 – Religion and Celebrities (P for C) Lesson 2 – Written task/activity based on lesson 1 Homework: Big write, essay explaining to level four standard how religion and the media are linked.	Lesson 1 – P4C- WAR. Discussion based on the previous learning. Students are to decide upon their own question and debate/discuss their own opinion. To be completed with a writing task.  Lesson 2 – Zen Buddhism
<b>Week 7</b>	<b>Lesson 1 – Written assessment</b> Lesson 2 – The true meaning of Christmas Homework: Over the Christmas break record examples of the true meaning of Christmas in action e.g. charity, family, giving etc.	Lesson 1 – What is a myth- Use the Think RE books (1)

<u>Spring 1 Judaism</u>	<u>Year 7</u>	<u>Year 8</u>
<b>Week 1</b>	<p><b><u>Lesson 1 – Jewish beliefs about God;</u></b> Key words: Monotheistic, Omnipresent, Omniscient, Omnipotent, Omni-Benevolent, Torah and Mitzvot.</p> <p>Learning objective:</p> <ul style="list-style-type: none"> <li>• To begin to describe some key Jewish beliefs</li> <li>• To describe some key Jewish beliefs with examples.</li> <li>• To describe in detail Jewish belief with examples.</li> </ul> <p>Cover expectations and set homework- set 6 week projects based on Judaism</p>	<p><b><u>Lesson 1: Why are people Prejudiced?</u></b> Key words: Stereotyping, Prejudice, Discrimination, Racism and scapegoating.</p> <p>Learning objective:</p> <ul style="list-style-type: none"> <li>• To understand the meaning of key words connected with prejudice and how to use them correctly</li> <li>• Reflect on reasons why people show prejudice and discrimination.</li> <li>•</li> </ul> <p>Cover expectations and set 6 week project on prejudice</p>

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	<p><b><u>Lesson 2 - God and the Covenant</u></b>          Key words: Covenant, Omnipresent and Monotheistic.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• To begin to describe the Jewish belief about God.</li> <li>• To describe some key Jewish beliefs about God with examples.</li> <li>• To describe in detail Jewish beliefs about God with examples.</li> </ul>	<p><b><u>Lesson 2: Who was Gandhi?</u></b>          Key words: Ashram, Ahimsa, Atman and Brahman.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• Investigate how Gandhi reacted to racism</li> <li>• Explore Gandhi's belief in non-violence and his response to racism</li> <li>• Express your own views about how easy it would be to live in an ashram.</li> </ul>
<p><b>Week 2</b></p>	<p><b><u>Lesson 1 – Torah</u></b>          Key words: Torah, Mitzvot          Learning objectives:</p> <ul style="list-style-type: none"> <li>• To begin to describe the Jewish belief about the Torah.</li> <li>• To describe some key Jewish beliefs about the Torah with examples.</li> <li>• To describe in detail and begin to explain Jewish beliefs about the Torah with examples</li> </ul> <p><b><u>Lesson 2 – Abraham</u></b>          Key words: Sacrifice          Learning objectives:</p> <ul style="list-style-type: none"> <li>• To begin to describe who Abraham was.</li> <li>• To describe some key Jewish beliefs about Abraham with examples.</li> <li>• To describe in detail and begin to explain Jewish beliefs about the Abraham with examples.</li> </ul>	<p><b><u>Lesson 1: What did Gandhi do in India?</u></b>          Key words:          Varna's, Castes and Untouchables.          Learning objectives:</p> <ul style="list-style-type: none"> <li>• Evaluate how Gandhi's beliefs affected his work in India</li> <li>• Reflect on the impact of Gandhi in India and on the world today.</li> </ul> <p><b><u>Lesson 2: Philosophy for children</u></b>          Key words: Gandhi, Varna's, Jatis, Castes, Untouchables, Ashram, Ahimsa, Atman, Brahman, Stereotyping, Prejudice, Discrimination, Racism and scapegoating.</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> <li>• To enquire into beliefs regarding Prejudice and discrimination</li> </ul>

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		regarding Gandhi and explore/explain possible answers.
<b>Week 3</b>	<p><b><u>Lesson 1 - Holocaust (Shoah)</u></b> Key words: Genocide, Faith, sacrifice, God, Torah, Nazi, Hitler.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• To begin to describe what happened during the Holocaust.</li> <li>• To describe some key events during the Holocaust.</li> <li>• To describe in detail and begin to explain key events during the Holocaust. With examples</li> </ul> <p><b><u>Lesson 2 - Signs and Symbols</u></b> Key words: Menorah, Star of David, The Mezuzah and Synagogue.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• –To begin to describe Jewish signs and symbols.</li> <li>• To describe some key Jewish signs and symbols with examples.</li> <li>• To describe in detail Jewish signs and symbols with examples.</li> </ul>	<p><b><u>Lesson 1: Martin Luther King- Did the dream die?</u></b> Key words: Segregation. Learning objectives:</p> <ul style="list-style-type: none"> <li>• Investigate the life and work of Martin Luther King</li> <li>• Explore the impact of Christianity on his life and teaching</li> <li>• Express your own ideas about what would make the world a better place.</li> </ul> <p><b><u>Lesson 2: Who was Malcolm X?</u></b> Key words: Hadith. Learning objectives:</p> <ul style="list-style-type: none"> <li>• Explore the life and work of Malcolm X</li> <li>• Reflect on your own experiences of having to say sorry and how it made you feel</li> <li>• Investigate the contrasting beliefs that Malcolm X followed.</li> </ul>
<b>Week 4</b>	<b>Lesson 1 – Assessment-</b> To reflect on the unit so far. They should write their assessment using the following concepts: God and the Covenant,	Lesson 1: Assessment- To reflect on the unit so far. What is Prejudice? They should write their

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	<p style="text-align: center;">Torah, Abraham, Holocaust and Signs and Symbols</p> <p><b><u>Lesson 2 – Kosher</u></b>          Key words: Kosher, rules, Torah.          Learning objectives:</p> <ul style="list-style-type: none"> <li>• To begin to describe the Jewish Kosher laws.</li> <li>• To describe some key Jewish beliefs about Kosher.</li> <li>• To describe in detail Jewish beliefs about Kosher with examples.</li> </ul>	<p>assessment using the 3 case studies- Gandhi, Martin Luther King and Malcolm X.</p> <p><b><u>Lesson 2: Does Racism still exist?</u></b>          Key words: Racism, Prejudice, discrimination.          Learning objectives:</p> <ul style="list-style-type: none"> <li>• Explore how Christians response to racism</li> <li>• Identify the problem still to be overcome</li> <li>• Explain your own response to the issue of racism.</li> </ul>
<p><b>Week 5</b></p>	<p><b><u>Lesson 1 – Kosher: Lesson 2</u></b>          Key words: Kosher, rules, Torah.          Learning objectives:</p> <ul style="list-style-type: none"> <li>• To begin to describe the Jewish Kosher laws.</li> <li>• To describe some Jewish beliefs about Kosher.</li> <li>• To describe in detail Jewish beliefs about Kosher with examples.</li> </ul> <p><b><u>Lesson 2 – Synagogue</u></b>          Key words: Ark, Yad, Bimah, Torah, Synagogue and Covenant          Learning objectives:</p> <ul style="list-style-type: none"> <li>• – To begin to describe a Synagogue.</li> </ul>	<p><b><u>Lesson 1: Why might religion lead to prejudice?</u></b>          Key words: Racism, Prejudice, discrimination.          Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Explore why religion and religious ideas can cause prejudice</li> <li>• Analyse how religious ideas might help overcome prejudice and discrimination.</li> </ul> <p>Lesson 2: <b><u>Philosophy for children</u></b>          Key words: Gandhi, Varnas, Jatis, Castes, Untouchables, Ashram, Ahimsa, Atman, Brahman, Stereotyping, Prejudice, Discrimination, Racism and scapegoating, Hadith, segregation.          Learning Objective:</p>

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	<ul style="list-style-type: none"> <li>• To describe some key Jewish beliefs about the Synagogue.</li> <li>• To describe in detail Jewish beliefs about the Synagogue with examples.</li> </ul>	<ul style="list-style-type: none"> <li>• To enquire into beliefs regarding Prejudice and explore/explain possible answers.</li> </ul>
<b>Week 6</b>	<p><b><u>Lesson 1: Bar Mitzvah</u></b> Key words: Ceremony, Coming of age, responsibility Learning objectives:</p> <ul style="list-style-type: none"> <li>• To begin to describe Bar Mitzvah.</li> <li>• To describe Bar Mitzvah with examples and one or more key words.</li> <li>• To describe in detail Bar Mitzvah with examples and several key words.</li> </ul> <p><b><u>Lesson 2: Festivals</u></b> Key words: Atonement, Shofah and Repentance</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• To begin to describe Jewish festivals</li> <li>• To describe what happens during Jewish festivals</li> <li>• To describe in detail what happens during Jewish festivals with examples</li> </ul>	Cover any aspects that have been missed/Not understood from the assessment.

Spring 2 Christianity	Year 7	Year 8
<b>Week 1</b>	<b>Lesson 1 – Introduction and beliefs;</b>	<b><u>Lesson 1 – Introduction</u></b>



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	<p>Key words: Monotheistic, Omnipresent, Omniscient, Omnipotent and Omni-Benevolent.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• To begin to describe some key Christian beliefs</li> <li>• To describe some key Christian beliefs with examples</li> <li>• To describe in detail Christian beliefs with examples and several key words</li> </ul> <p><b><u>Lesson 2 – Trinity</u></b> Key words: Trinity, God, Jesus and Holy Spirit.</p> <p>Learning objectives: To describe what Christians mean by the trinity</p>	<ul style="list-style-type: none"> <li>• To explore different reasons why poverty exists.</li> <li>• Reflect on two religious responses to the issue of poverty.</li> <li>• Express your own ideas about why poverty exists, and incorporate religious beliefs.</li> </ul> <p><b><u>Lesson 2 – Poverty and Judaism</u></b></p> <ul style="list-style-type: none"> <li>• To describe Jewish beliefs about poverty.</li> <li>• Consider the relevance of the story of Naboth’s vineyard in the modern world.</li> <li>• Make links between Jewish teaching and the modern world.</li> </ul>
<p><b>Week 2</b></p>	<p><b><u>Lesson 1 - Bible;</u></b> Key words: Old Testament, Bible and Trinity.</p> <p>Learning objectives: To describe what the Bible is and why it is so important to Christianity</p> <p><b><u>Lesson 2 – Jesus and forgiveness</u></b> Key words: Humanity Learning objectives: To describe the role and importance of Jesus within Christianity</p>	<p><b><u>Lesson 1 Poverty and Christianity</u></b></p> <ul style="list-style-type: none"> <li>• To describe the Christian views of wealth</li> <li>• To explore Christian values about money and what they do with it.</li> <li>• To evaluate the Christian response to poverty.</li> </ul> <p><b><u>Lesson 2 Poverty and Christianity cont’d</u></b></p> <ul style="list-style-type: none"> <li>• To describe the Christian views of wealth.</li> </ul>

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		<ul style="list-style-type: none"> <li>To explore Christian values about money and what they do with it.</li> <li>To evaluate the Christian response to poverty.</li> </ul>
<b>Week 3</b>	<p><b><u>Lesson 1 – Denominations</u></b> Key words: Christians, Catholics, Protestants and denominations</p> <p>Learning objectives: To be able to describe what the different denominations are within Christianity</p> <p><b><u>Lesson 2 – Assessment</u></b></p> <ol style="list-style-type: none"> <li><b><u>Background to Christianity + basic beliefs</u></b></li> <li><b><u>Trinity</u></b></li> <li><b><u>Bible</u></b></li> <li><b><u>Jesus and Forgiveness</u></b></li> </ol>	<p><b><u>Lesson 1 Poverty and Sikhism</u></b></p> <ul style="list-style-type: none"> <li>To describe Sikh views about poverty.</li> <li>To explore the life of Bhai Puran Singh Ji and relate him to poverty.</li> <li>To evaluate the importance of leaders such as Bhai Puran Singh Ji.</li> </ul> <p><b><u>Lesson 2 Assessment</u></b></p> <ol style="list-style-type: none"> <li>Religious beliefs about poverty</li> <li>Poverty and its meaning</li> </ol>
<b>Week 4</b>	<p><b><u>Lesson 1- Crucifixion;</u></b> Key words: Sacrifice, Pain, Suffering and forgiveness.</p> <p>Learning objectives: To describe the nature of the crucifixion.</p> <p><b><u>Lesson 2 – Resurrection</u></b> Key words: Resurrection.</p>	<p><b><u>Lesson 1 Long Term Aid</u></b></p> <ul style="list-style-type: none"> <li>To describe the different types of aid available.</li> <li>To explore the types of aid and their effects.</li> <li>To evaluate the need for projects designed to help people in the long-term.</li> </ul> <p><b><u>Lesson 2 – Case Studies</u></b></p>

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	<p>Learning objectives: <b>To describe what resurrection means to Christians</b></p>	<ul style="list-style-type: none"> <li>• To explain the importance of the Parable of Sheep and the Goats</li> <li>• Explore how Tearfund works in the developing world.</li> <li>• To make links between Christian beliefs and emergency relief work.</li> </ul>
<b>Week 5</b>	<p><b><u>Lesson 1 - Easter</u></b> Key words: Resurrection and Disciples.</p> <p>Learning objectives: To describe the story of Easter and why it is such an important time for Christians</p> <p><b><u>Lesson 2 – Christianity P4C</u></b> Key words: Forgiveness and reconciliation.</p> <ul style="list-style-type: none"> <li>• Learning objectives: :To describe different points of view on forgiveness related to Christianity</li> <li>• To describe different points of view on forgiveness related to Christianity with some examples and key words</li> <li>• To describe different points of view on forgiveness related to Christianity with several examples and key words.</li> </ul>	<p><b><u>Lesson 1 – Case Studies continued</u></b></p> <ul style="list-style-type: none"> <li>• To explain the importance of the Parable of Sheep and the Goats</li> <li>• Explore how Tearfund works in the developing world.</li> <li>• To make links between Christian beliefs and emergency relief work.</li> </ul> <p><b><u>Lesson 2 – Oscar Romero</u></b></p> <ul style="list-style-type: none"> <li>• To explore the term ‘liberation theology’</li> <li>• Explore the events in the life of Oscar Romero</li> <li>• Evaluate his work and the reasons for his actions.</li> </ul>

<b>Summer 1 Islam</b>	<b>Year 7</b>	<b>Year 8</b>
<b>Week 1</b>	<p><b><u>Lesson 1 - Introduction;</u></b> Key words:</p>	<b><u>Lesson 1+2 Introduction</u></b>

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	<p>Allah, Qur'an and Ummah</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• To begin to describe some key Islamic beliefs</li> <li>• To describe some key Islamic beliefs with examples.</li> <li>• To describe in detail Islamic belief with examples.</li> </ul> <p><b><u>Lesson 2 - Allah- Tawhid</u></b></p> <p>Key words: Oneness, unity, Allah and Tawhid.</p> <ul style="list-style-type: none"> <li>• Learning objectives: <b>Must</b> be able to describe unity and give examples</li> <li>• <b>Should</b> be able to describe the concept of Tawhid</li> <li>• <b>Could</b> be able to describe the effectiveness of Tawhid for religious believers</li> </ul>	<p>Key words: environment, pollution, Gaia hypothesis, ecology</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> <li>• Examine information about the ecological damage done to the planet.</li> <li>• Reflect on evidence whether environmental issues are important.</li> <li>• Develop understanding about the environmental damage done to the planet.</li> </ul>
<p><b>Week 2</b></p>	<p><b><u>Lesson 1 - Shahadah and Salat</u></b></p> <p>Key words: Responsibility, Prayer, declaration.</p> <ul style="list-style-type: none"> <li>• Learning objectives: <b>Must</b> be able to describe Shahadah and Salat</li> <li>• <b>Should</b> be able to describe how Shahadah and Salat are expressed by Muslims.</li> <li>• <b>Could</b> be able to describe the importance Shahadah and Salat to religious believers.</li> </ul> <p><b><u>Lesson 2 – Sawm</u></b></p> <p>Key words: Fasting, Respect and Allah.</p>	<p><b><u>Lesson 1 – Religion and Environments</u></b></p> <p>Key words: ahimsa, sewa, ecology</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Investigate the ways in which several world religions teach respect for nature.</li> <li>• Make a connection between religious worldviews and attitudes to the environment.</li> <li>• Develop and show understanding of the many dangers in the environment today.</li> </ul> <p><b><u>Lesson 2- Assessment</u></b></p>

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	<ul style="list-style-type: none"> <li>• Learning objectives: <b>Must</b> be able to describe Sawm</li> <li>• <b>Should</b> be able to describe how Sawm impacts on a Muslims life</li> <li>• <b>Could</b> be able to describe the importance Sawm has on religious believers</li> </ul>	<ol style="list-style-type: none"> <li>1. Environment</li> <li>2. Pollution</li> <li>3. Climate change</li> <li>4. Judaism and environment</li> <li>5. Sikhs and the environment</li> </ol>
<p><b>Week 3</b></p>	<p><b><u>Lesson 1 – Zakat</u></b> Key words: Sacrifice and rules 5 Pillars.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• Must be able to describe the concept of Zakat</li> <li>• Should be able to describe reasons for giving Zakat (</li> <li>• Could be able to describe the impact Zakat to religious believers</li> </ul> <p><b><u>Lesson 2 – Hajj- Pilgrimage</u></b> Key words: Pilgrimages, journey and 5 pillars.</p> <ul style="list-style-type: none"> <li>• Learning objectives: <b>Must</b> be able to describe Hajj</li> <li>• <b>Should</b> be able to describe how Hajj impacts on a Muslims life</li> <li>• <b>Could</b> be able to describe the importance Hajj has on religious believers</li> </ul>	<p>Lesson 1 – Creation and Dominion Key words: dominion, stewardship</p> <ul style="list-style-type: none"> <li>• To be able to reflect upon the balance of human importance and the natural world.</li> <li>• To explain how some religious ideas about creation support others about human’s importance.</li> <li>• To discuss humanity’s claim over the world.</li> </ul> <p><b><u>Lesson 2 – Stewardship</u></b> key words: stewardship, dominion</p> <ul style="list-style-type: none"> <li>• To investigate the responsibilities of ‘stewardship’.</li> <li>• To reflect upon the consequences of ignoring those responsibilities.</li> </ul>
<p><b>Week 4</b></p>	<p><b><u>Lesson 1 – Ummah</u></b> Key words: Community.</p> <p>Learning objectives:</p>	<p><b><u>Lesson 1- Is the Earth Sacred?</u></b></p> <ul style="list-style-type: none"> <li>• To examine beliefs that life is sacred.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Must be able to describe the concept Ummah</li> <li>• Should be able to describe the importance of Ummah</li> <li>• Could be able to describe how a belief in Ummah affects a believers actions and society</li> </ul> <p><b><u>Lesson 2 - Assessment</u></b></p> <ol style="list-style-type: none"> <li>1. Background to Islam + basic beliefs</li> <li>2. The Five Pillars (generally)</li> <li>3. Shahadah (in detail)</li> <li>4. Salat (in detail)</li> <li>5. Sawn (in detail)</li> <li>6. Zakat (in detail)</li> <li>7. Hajj (in detail)</li> <li>8. Ummah (in detail)</li> <li>9. Similarities and Differences between Christianity Judaism and Islam</li> </ol>	<ul style="list-style-type: none"> <li>• To evaluate the effects of these beliefs on people’s attitudes to the environment.</li> <li>• To communication your ideas about religious attitudes to the environment.</li> </ul> <p><b><u>Lesson 2 – Future Forests/Chipko movement</u></b> Key words: global warming, carbon neutral, deforestation</p> <ul style="list-style-type: none"> <li>• Discover facts about the future forests and the Chipko movements.</li> <li>• Investigate why some people believe trees are important.</li> <li>• Consider reasons why people act to save the environment.</li> </ul>
<p><b>Week 5</b></p>	<p><b><u>Lesson 1 - Jihad</u></b> Key words: Lesser and greater Jihad.</p> <ul style="list-style-type: none"> <li>• Learning objectives: Jihad</li> <li>• <b>Should</b> be able to describe how greater jihad affects a Muslims life</li> <li>• <b>Could</b> be able to describe the differences between lesser and greater Jihad</li> </ul> <p><b><u>Lesson 2 – Prohpets</u></b> Key words: Muhammad, Jesus and Abraham.</p>	<p><b><u>Lesson 1 – P4C</u></b> Learning Objectives:</p> <ul style="list-style-type: none"> <li>• To outline the biggest issues related to the environment today.</li> <li>• To evaluate the strength of different solutions to the problem.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Learning objectives: <b>Must</b> be able to describe Muhammad (pbuh)</li> <li>• <b>Should</b> be able to describe how Muhammad (pbuh) affects a Muslims life (</li> <li>• <b>Could</b> be able to describe the importance of Muhammad (pbuh) to religious believers.</li> </ul>	
<p><b>Week 6</b></p>	<p><b><u>Lesson 1 – Qur’an</u></b>            Key words: Sacred, Text, Allah, Revealed and Muhammad.</p> <p>Learning objectives:            Must be able to describe what the Qur’an is            Should be able to describe the importance of the Qur’an to religious believers.            Could be able to describe what the Qur’an is and how it affects a Muslims life</p> <p><b><u>Lesson 2- Mosque</u></b>            Key words: Sacred, respect, Holy, 5 pillars and worship</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• Must be able to describe the Mosque</li> <li>• Should be able to describe the Mosque with some examples</li> <li>• Could be able to describe the importance of the Mosque for religious believers</li> </ul>	

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<u>Summer 2 Hinduism</u>	<u>Year 7</u>	<u>Year 8 Level 5</u>
<b>Week 1</b>	<p><b><u>Lesson 1 - Introduction to Hinduism;</u></b> Key words: God, Trimurti , Brahman. Learning objectives:</p> <ul style="list-style-type: none"> <li>• <b><u>Must</u></b> be able to <b><u>describe</u></b> the concept of Brahman.</li> <li>• <b><u>Should</u></b> be able to <b><u>explain</u></b> different aspects of Brahman.</li> <li>• <b><u>Could</u></b> be able to <b><u>evaluate</u></b> how a belief in Brahman may affect a believer’s actions.</li> </ul> <p><b><u>Lesson 2- Hindu beliefs about God</u></b> Key words: Learning objective:</p> <ul style="list-style-type: none"> <li>• <b><u>Must</u></b> be able to <b><u>describe</u></b> the Trimurti</li> <li>• <b><u>Should</u></b> be able to <b><u>explain</u></b> the roles of the Trimurti</li> <li>• <b><u>Could</u></b> be able to <b><u>evaluate</u></b> whether Shiva should be worshipped</li> </ul>	<p><b><u>Lesson 1: Why war?</u></b> Key words: War, conscientious objectors and pacifists. Learning objective:</p> <ul style="list-style-type: none"> <li>• To empathize with soldiers in the D-Day landings</li> <li>• To begin to explore whether the Christian Church should support soldiers at war.</li> </ul> <p><b><u>Lesson 2: Is it ever right to fight?</u></b> Key words: Just war, Tyranny, Holy war, Crusades and Ahimsa Learning objective:</p> <ul style="list-style-type: none"> <li>• Analyse and apply ideas of the just war and the holy war</li> <li>• Evaluate the ideas of the just war and holy war.</li> </ul>
<b>Week 2</b>	<p><b><u>Lesson 1 - Atman</u></b> Key words: Soul Learning objective:</p> <ul style="list-style-type: none"> <li>• <b><u>Must</u></b> be able to <b><u>describe</u></b> the concept of atman-</li> <li>• <b><u>Should</u></b> be able to <b><u>describe</u></b> what Hindus believe about the atman-</li> <li>• <b><u>Could</u></b> be able to <b><u>describe</u></b> the existence of the atman-</li> </ul> <p><b><u>Lesson 2 - Karma</u></b></p>	<p><b><u>Lesson : Philosophy for children</u></b> Key words: War, conscientious objectors and pacifists, Just war, Tyranny, Holy war, Crusades and Ahimsa and Persecute. Learning Objective: To enquire into beliefs regarding Just war</p>



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	<p>Key words: Positive and negative, Atman, Brahman</p> <p>Learning objective:</p> <ul style="list-style-type: none"> <li>• <b>Must</b> be able to <b>describe</b> the concept of Karma</li> <li>• <b>Should</b> be able to <b>explain</b> Hindu beliefs about Karma</li> <li>• <b>Could</b> be able to <b>evaluate</b> whether Karma is fair.</li> </ul>	<p><b><u>Lesson 2: Simon Wiesenthal- God's avenger or evil?</u></b></p> <p>Key words: Persecute</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• Investigate events in the life of Simon Wiesenthal</li> <li>• Evaluate the life and work of Simon Wiesenthal.</li> </ul>
<p><b>Week 3</b></p>	<p><b><u>Lesson 1 - Caste;</u></b></p> <p>Key words: Equality, Karma and Atman.</p> <p>Learning objective:</p> <ul style="list-style-type: none"> <li>• <b>Must</b> be able to <b>describe</b> the concept of caste-</li> <li>• <b>Should</b> be able to <b>describe</b> Hindu beliefs about the caste system</li> <li>• <b>Could</b> be able to <b>describe</b> how the caste system affects society</li> <li>• Some may be able to explain the concept of caste and link to Hindu beliefs-</li> </ul> <p><b><u>Lesson 2 - Dharma</u></b></p> <p>Key words: Duty, Karma, Caste and Atman.</p> <p>Learning objective:</p> <ul style="list-style-type: none"> <li>• <b>Must</b> be able to <b>describe</b> the concept of Dharma</li> <li>• <b>Should</b> be able to <b>explain</b> Hindu beliefs about Dharma</li> </ul>	<p><b><u>Lesson 1: What does the Bible say about war?</u></b></p> <p>Key words: Prophets</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• Explore the Bible and its teachings linked to war and peace</li> <li>• Compare stories and teachings about war.</li> </ul> <p><b><u>Lesson 2: Revision</u></b></p> <p>Revise the whole year</p>

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	<ul style="list-style-type: none"> <li>• <b>Could</b> be able to <b>evaluate</b> how Dharma and caste system affects society</li> </ul>	
<p><b>Week 4</b></p>	<p><b><u>Lesson 1 – Samsara</u></b> Key words: Cycle, Atman, Caste, Karma and Dharma.</p> <p>Learning objective:</p> <ul style="list-style-type: none"> <li>• <b>Must</b> be able to <b>describe</b> the concepts of Samsara and Moksha</li> <li>• <b>Should</b> be able to <b>explain</b> Hindu beliefs about Samsara and Moksah</li> <li>• <b>Could</b> be able to <b>evaluate</b> how belief in Samsara and Moksha affects society</li> </ul> <p><b><u>Lesson 2 – Puja</u></b> Key words: Ritual, Ceremony and worship. Learning objective:</p> <ul style="list-style-type: none"> <li>• <b>Must</b> be able to <b>describe</b> how Hindus worship.</li> <li>• <b>Should</b> be able to <b>explain</b> the significance of the different items used in a puja ceremony.</li> <li>• <b>Could</b> be able to <b>evaluate</b> why worship is important for a religious believer.</li> </ul>	<p><b><u>Lesson 1: and 2 Assessment-</u></b> To reflect on the unit so far. Peace and conflict they should write their assessment using all the information this half term.</p>
<p><b>Week 5</b></p>	<p><b><u>Lesson 1&amp;2 - Preparation lessons for holistic end of year assessment</u></b></p>	<p><b><u>Lesson 1 :Are pacifists cowards?</u></b> Learning objectives:</p> <ul style="list-style-type: none"> <li>• Express your own views about pacifism</li> </ul>

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		<ul style="list-style-type: none"> <li>• Explore religious views on peace</li> <li>• Evaluate whether war or peace is more effective in bringing about change.</li> <li>•</li> </ul> <p><b><u>Lesson 2 :Philosophy for Children</u></b>          Key words: Terrorism          Learning objectives:          To enquire into beliefs regarding pacifism</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Week 6</b></p>	<p><b><u>Lesson 1 - Assessment – Holistic end of year assessment</u></b>  <b><u>Lesson 2 – Assessment feedback and reflections</u></b></p>	<p><b><u>Lesson 1: Can peace defeat war?</u></b>          Key words: Terrorism          Learning objectives:</p> <ul style="list-style-type: none"> <li>• Investigate ways in which peace can be achieved using a real life example</li> <li>• Reflect on how you think peace might be achieved.</li> </ul> <p><b><u>Lesson 2: Forgiveness</u></b>  <b><u>Learning objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Explain my own opinion on forgiveness.</li> <li>• Compare my opinion to Christian teachings on forgiveness.</li> <li>• Evaluate the strength of religious teachings in today's society.</li> </ul> <p><b><u>Lesson 2: Philosophy for children- forgiveness</u></b></p>

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		<b>Week seven:</b> To enquire into beliefs regarding forgiveness.
<b>Week 7</b>	<p><b><u>Lesson 1 - Ghandi</u></b>            Key words: Non- Violence            Learning objective:</p> <ul style="list-style-type: none"> <li>• <b>Must</b> be able to <b>describe</b> the concept of ahimsa</li> <li>• <b>Should</b> be able to <b>explain</b> how Gandhi used ahimsa in his life</li> <li>• <b>Could</b> be able to <b>evaluate</b> whether one person can affect society</li> </ul> <p><b><u>Lesson 2 –P4C</u></b>            Key words:            Learning objective: A reflection of the Hinduism unit. Teachers or students can decide on a topic they would like to discuss.</p>	<p><b><u>Lesson 1: Philosophy for children- forgiveness</u></b>  <b>Week seven:</b> To enquire into beliefs regarding forgiveness.</p>
<b>Week 8</b>	<p><b><u>Lesson 1 - RE review lesson;</u></b>  <b><u>Lesson 2 - Introduction to year 8</u></b></p>	<p>RE review            Introduction to GCSE RE.</p>