



Subject: RE Year 8

Overview

Studying RE at Alameda will provide students with a rich curriculum which will broaden their understanding of different faiths, cultures, mindset and philosophies which relate to the real world. This understanding will help students to reflect on and respond to issues beyond the classroom, that they may experience personally or may observe in wider society.

Autumn

1. Happiness

To answer the question, “Should happiness be the purpose of life?” pupils will compare and explain different ways to happiness (Christian, Buddhist and non-religious) and explain how people use different sources of authority in deciding what the purpose of life is. They will be able to show how beliefs and teachings can affect people’s views on whether or not it is important to achieve happiness, and explain the value of happiness as the purpose in life, weighing up religious and non-religious views, including their own.

They will evaluate how far these ideas and beliefs about happiness help them make sense of the world, offering reasons and justifications for their responses.

2. Hinduism

Rebirth might sound like a good thing but actually, Hindus believe that going around and around in the cycle of *samsara* is keeping humans souls (atman) trapped in the material world away from the sublime spiritual one .

In this unit, pupils will explore Hindu ideas about *samsara* and *moksha* in order to understand Hindu teachings about *karma* and *reincarnation*. They will consider the problem that causes the individual eternal self (*atman*) to be trapped within the cycle of life, death and rebirth, examine how the law of karma governs reincarnation and consider how endless reincarnations are not an appealing prospect.

Assessment:

All tasks are assessed through a combination of verbal, live marking, and teacher assessment.

Spring	Spring 1: Understanding Humanism Make sense of belief • identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • make links with sources of wisdom that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’; Humanists saying people can be ‘good without God’, and exist without a designer, and can live the one life we have for the wellbeing of all) Understand the impact • make clear connections between Christian and Humanist ideas about being good and how people live • suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Make connections • raise important questions and suggest answers about how and why people should be good, connecting the values studied and their own values thoughtfully Spring 2: How and why do some people inspire others? Make sense of belief • explain beliefs about how inspirational people can bring believers closer to God • describe examples of texts or quotes which explain what an ideal way of life might be • compare inspiring leaders from different religions Understand the impact • make clear connections between belief about living a good life and the leaders they study • explain differences between leaders from different religions Make connections • raise questions about the concept of ‘inspirational people’, suggesting good answers • express their own response to the role models or inspiring lives they have studied.	Assessment: All tasks are assessed: combination of verbal, live marking, SA/PA, RAG, teacher assessment. Assessment level sheet used for each unit for teachers and pupils to identify WTS, EXS, EXS+, GDS
Summer	The Buddha, how and why do his teachings and experiences impact people today? • Reflect upon religious groups around the world • Understand the teaching of the Buddha through the 5 Moral Precepts# • Understand Buddha’s Four Noble truths and explore how they are followed, they could improve people’s lives. • Understand teachings through the eight-fold path • Explain the concept of Karma 21st Century faiths. A study of 5 different faiths as lived in contemporary society • Using media, interviews and real life experiences to understand modern day adherence to faith • Experience through the ‘Being...’ series of videos accounts from people who live their faith and show how this is demonstrated through daily life, rites of passage and coping with the big issues they encounter • Observe and reflect on religion in the 21st century	Assessment: All tasks are assessed: combination of verbal, live marking, SA/PA, RAG, teacher assessment. Assessment level sheet used for each unit for teachers and pupils to identify WTS, EXS, EXS+, GDS
Homework: • At least once a half term. Activities will vary some examples are research, producing a poster.		