

**Subject:** Religious Studies      **Year** 8      **Ability** Mixed

Term / Date(s)	Half-term 1 (8 weeks)	Half-term 2+3 (14 weeks)	Half-term 4 (6 weeks)	Half-term 5+6 (12 weeks)
<b>Topic</b>	<b>Did God create the universe?</b>	<b>What are the core practices of the Dharmic faiths and how do they interlink?</b>	<b>Why is marriage and family important in religion?</b>	<b>How do beliefs grapple with evil and suffering?</b>
Topic overview <b>Pupils will learn...</b>	This unit is intended to develop philosophical thinking. It encourages students to reflect upon the ultimate question of whether the universe was created as a deliberate act by a deity, whether an explanation lies in the 'Big Bang' theory, or whether it is possible to understand existence from both perspectives. Students will develop their own reasoned response to whether God created the world and create actual arguments put forward by philosophers in relation to the issue.	This unit is intended to give students an understanding of the dharmic faiths originating in the Indian subcontinent. This includes Hinduism, Sikhism and Buddhism. The Dharmic faiths are interlinked through their shared cultural and historical roots in the Indian subcontinent. Whilst each faith has its own unique beliefs and practices, there are also connections and exchanges between them. Learners will consider the common beliefs of karma, dharma and moksha as well as considering the teachings of important Dharmic role models such as Buddha and Gandhi.	Marriage and family hold significant importance in both religious and non-religious lifestyles. Students will study the laws surrounding marriage and relationships.  Students will consider why the family is considered a foundational institution within religion. Family units are often seen as central to religious teachings. Students will study the importance of the family using religious texts from holy books.	Religious teachings and responses to the existence of suffering.  Knowledge of the types of suffering in the world and their impact.
Golden Knowledge	Substantiative –  What are the different religious/ non-religious viewpoints on the creation of the universe and life? In particular, students will focus on Christianity and Hinduism as religious viewpoints and the Big Bang Theory and evolution as scientific viewpoints. How do religious views and scientific views compare? Can they overlap? How have philosophers helped others understand the concept of creation? Students will study the work of philosophers such as Charles Darwin and William Paley.  <b>Disciplinary skills are:</b>	Substantiative-  How did Hinduism begin? An introduction to polytheism  How does Gandhi promote the dharmic and Hindu beliefs of ahimsa and karma? Why is Gandhi a symbol of peace?  How did Buddhism begin? Why is Siddhartha Gautama (The Buddha) an important role model for Buddhists? What does his life teach Buddhists?  How did Sikhism begin? Why are the Gurus important role models for Sikhs?	Substantive-  What is the purpose of family and what are the different types?  What does the law say about family and relationships (Britain)?  How do the world faiths view marriage and the family?  What are religious attitudes to divorce?  What are different religious/non-religious views to same-sex marriage?	Substantiative –  What are the 2 types of evil and what does it mean to suffer? Students will consider modern day examples of suffering  What are the different religious/ non-religious viewpoints on evil and suffering? In particular, students will focus on Christianity, Buddhist and Humanist teachings.  How do human beings use animals? How do religions respond to the treatment and suffering of animals?  How does evil and suffering impact religious beliefs?

	<p>Comparing religious/non-religious beliefs (atheism/theism)</p> <p>Analysis of holy books and quotations</p> <p>Philosophical debates</p>	<p>What are the similarities and differences in the origins, culture and traditions of the dharmic faiths?</p> <p>How do the concepts of karma, dharma and moksha influence the lifestyles of Hindus, Sikhs and Buddhists?</p> <p><b>Disciplinary skills are:</b></p> <p>Analysis of holy books and quotations</p> <p>Comparing religious beliefs</p> <p>British values</p>	<p><b>Disciplinary skills are:</b></p> <p>Comparing religious beliefs</p> <p>Comparing religious/non-religious beliefs (atheism/theism)</p> <p>Analysis of holy books and quotations</p>	<p><b>Disciplinary skills are:</b></p> <p>Analysis</p> <p>Comparing religious beliefs</p> <p>Quality of life</p>
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