YEAR 8 Autumn 1&2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Faith in Action

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. Christianity is the main religious tradition of Great Britain and this is reflected in our in depth study of Christianity. This unit is a study of Jesus, his life, his teachings and how they apply to the world today. It addresses ley questions from our Syllabi such as what was radical about Jesus? And should we sell religious buildings and give them to the poor? **Why do we teach this now?** Students spent the Summer of Year 7 looking at world religions, to start Year 8 we return to the main religious tradition of Great Britain – Christianity. Students are studying thematic units within Year 8 upon which they need a grounding in religion. Starting with Christianity, looking at the life of Jesus highlights key beliefs which will be drawn upon later in the year. **Links to the Oldham Local Agreed Syllabus:** **Links to the Manchester Diocesan Agreed Syllabus:** 3.3 – What is so radical about Jesus 3.2 – Does living Biblically mean following the whole Bible? 3.6 – Should religious buildings be sold to feed the starving? 3.11 – What difference does it make to believe in Christianity **Specification aims:** The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. (Manchester Diocesan Agreed Syllabus) **Assessment Objectives:** As the most up to date document out assessment objectives are taken from our Locally Agreed Syllabus. These reflect the 3 main assessment objectives of our diocesan agreed Syllabus. **Make sense of a range of religious and non-religious beliefs, so that they can:** - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary; - explain how and why these beliefs are understood in different ways, by individuals and within communities; - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation. **Understand the impact and significance of religious and non-religious beliefs, so that they can:** - examine and explain how and why people express their beliefs in diverse ways; - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world; - appreciate and appraise the significance of different ways of life and ways of expressing meaning. **Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:** - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses; - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response; - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.
Spiritual, moral, social, and cultural development	**SMSC: Spiritual:** The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and fascination in learning about themselves, others and the world around them. **Moral:** acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. **Cultural:** understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. **PSHE:** Tackling religious discrimination **British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. **Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork
Numeracy	Students will explore figures of cost for religious buildings (lesson 10) and holy week (lesson 13)
Literacy	**Vocabulary Tier 2:** explain, commands, rebel, hypocrite, wealth, influence, authority, civil rights **Vocabulary Tier 3:** denomination, agape, moral, salvation army, sacraments, moral exempla, crucifixion, resurrection, Salvation Army, **Reading:** Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand. **Writing:** Religious Studies is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are also working on explaining their own views and beliefs as well as those of others. **Oracy:** Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.
Becoming future ready	RS students develop: - the ability to build and interrogate arguments and how to question and evaluate narratives - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument - empathy and the ability to understand people and their motivations - the ability to appreciate different perspectives and take on board others' views - the ability to work methodically and accurately

- independence of mind and the ability to think for yourself.

Adaptation

QFT/SEND Provision

Throughout this topic, quality first teaching will provide differentiation:

By product: differential outcomes using must, could, should.

By resource: PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge.

By Intervention: by providing different levels of supervision and support, revision drop ins, catch up sessions.

By Progressive Questioning: exploring pupils' understanding through interactive dialogue.

By Grouping: according to prior attainment, gender and behaviour

By Task: Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability.

By Offering Optional Activities: In class or as homework, to extend learning.

Implementation Curriculum Delivery

Learning Outcomes (Core Knowledge)

#	Lesson Title, Lesson Objectives, Scripture:	Lesson builds upon:	This will be developed in:
1	Who was Jesus? To explain how Jesus described himself and what this tells us about Jesus To explain why people see Jesus differently. • To know ways in which Jesus is described in Johns Gospel. • To explain why people see Jesus differently.	Y7 – incarnation – Jesus as the Son of God. Big Bible stories – Jesus as the Messiah.	Jesus as a rebel,L6-8, looking at Jesus as a reformer and in understanding that he had to be 'a rebel' for his message to be heard.
2	Christian denominations To understand that Christianity is an 'umbrella' term. To explain the different approaches to making moral decisions that different Christian denominations have. To evaluate if moral commands are more important. • To know that a denomination is a group within Christianity. • To know that the denominations exist because of splits within the church. • To know differences between the denominations in beliefs or practices.	Y7 the island – looking at how religion impacts our actions.	L4 – when Jesus ignores moral commands. L5 – does the greatest commandment override others? L11 – when commands are ignored for the greater good. Human Rights SOW & Religion as a power of peace – should commands that lead to injustice be followed.
3	Displaying religion To explain what Jesus taught about displaying religion. To explain how this influences Christians lives today. Matthew 6 • To know that a hypocrite is someone who acts differently to what they say. • To know how Jesus teaches us to display religion through prayer, fasting and charity. EXT: • To evaluate practicing in public vs private	Y7- the island, how religion impacts peoples choices e.g. who to save.	L9, L10 – is religion being displayed as Jesus wanted it. L15-18, how do exemplars display their religion, is this following Jesus?
4	What is Agape? To explain Jesus' approach to biblical commands and moral decision making. To evaluate if Jesus 'lived biblically' Romans 13 8:13 Mark 2:23-28 and Mark 3:1-6 • To know that agape is an unconditional self - sacrificial love – Christian love. • To know how Jesus showed agape through breaking the rules of the sabbath. • To explain how the teaching of agape influences Christians today. EXT: • To explain how Situation Ethics is an example of agape. • To know why some Christians may not see this as 'living biblically'	L2 – are moral commands more important than the outcome.	L5 – should commands be ignored to achieve agape?
5	Jesus' greatest commandment + KAT To explain how moral commands in the Old and New testament help people to love God and love thy neighbour. Leviticus 19:34, Psalms 112:1, Matthew 5: 3–12 and Romans 12: 1–2 **KAT:** Explain the Christian belief in the Greatest Commandments • To know that the greatest commandments are to love God and to love others as yourself. • To know how the Good Samaritan shows love of others. • To know ways to follow the greatest commandments. • To know biblical examples of following the greatest commandments.	L4 – Jesus's examples of love in action, love overruling the law	L6 – 8, how Jesus' actions showed love rather than blindly obeying rules. L11, 15-18 – when to do what you believe is right. The skill of supporting arguments, counter supporting arguments and conclusion will be used in summative and formative assessment at KS3. Key focus in Yr 8 is to ensure pupils are competent in supporting arguments and counter supporting arguments before moving onto the skill of conclusions in Yr 9.

6	Why was Jesus seen as a rebel? Teachers of the law as hypocrites. To explain why Jesus thought there was hypocrisy in Matthew 23:1-12. To explain what this teaches Christians about what Jesus believed was important. Matthew 23: 1–12 Matthew 7:3-5 (poor widows offering?) • To know that a rebel is someone challenges the status quo. • To know that a pharisee is a main religious group – often leaders in the Synagogue. • To know how Jesus challenged the pharisees. • To know why challenging the pharisees can be seen as Jesus being a rebel by some Christians.	L4 and 5 – Jesus' message – love fulfils the law. This as an example of his words in action. L3 – hypocrisy from displaying religion	L7-8, exploring all ways in which Jesus was seen as a rebel.
7	Why was Jesus seen as a rebel? Eating with sinners To explain why Jesus took this action and how this influences the lives of Christians today. To explore what this shows about Jesus and his mission. Mark 2: 15–17 • To know Jesus' call to Levi (Jesus eats with sinners) • To know the message of this passage. • To know how this influences Christians today. • To know actions that Christians would do to follow this message.	L4 and 5 – Jesus' message – love fulfils the law. This as an example of his words in action	L8 exploring all ways in which Jesus was seen as a rebel.
8	Why was Jesus seen as a rebel? Overturning the tables To explain the message Christians are given from Jesus overturning the tables. Mark 11: 15–19, John 2:13–16. • To know the passages in Mark and John where Jesus turns the tables in the temple • To know biblical statements said by Jesus and about Jesus. • To evaluate if Jesus was a rebel.	L4 and 5 – Jesus' message – love fulfils the law. This as an example of his words in action	L11, L15-18 – other examples of when to speak out to make change.
9	Jesus' attitude to wealth To explain Jesus' teachings on wealth and how this influences the lives of Christians today. To explain different view points on 'if you can be a 'rich Christian' Mark 12 41:44, Matthew 6 19-21, Matthew 19:16-30 • To know the biblical quote 'it is wasier to fit through the eye of a needle..' and to know what this means • To know the extracts from sermon on the mount which address wealth. • To know the poor widows offering • To know ways to follow these teachings. (EXT) • To explain if you can be a rich Christians.	L3, displaying religion, giving in private.	GCSE, religious attitudes to wealth. L10 with evaluating if we should sell religious buildings. L22, evaluating if the messages Jesus gave are more important the effects of his death.
	Salvation army		
10	• To know who the Salvation Army are and what they do. • To know how the passage of the sheep and goats supports the work of the Salvation army. • To know how agape and Jesus' call to Levi support the work of the Salvation Army.	L4-L5: building on concepts of agape and the two Greatest Commandments	L11 – 12, to be used as an example for lessons on religious buildings and Big Write
11	Should religious buildings be sold to feed the starving? To apply Jesus teachings on wealth. To evaluate if religious buildings should be sold to feed poor • To know arguments for selling religious buildings and teachings that support this. • To know arguments against selling religious buildings and teachings to support this (teachings from previous lessons used) • To evaluate if we should sell religious buildings for the poor.	L9 and L3 – how Christians should display their religion, applying teachings on wealth.	L12 – to apply teachings from L11 to an extended writing piece
12	Big write lesson		
13	How far does 'living biblically' mean being prepared to challenge those in authority?		L15 – 18 looking at when people have stood up for change,

	To explain why living Biblically doesn't mean following all commands. • To know what Situation Ethics is. • To know that Situation Ethics uses Agapeic love to put people before the rules.	Lesson 4-8, looking at when Jesus did what people didn't expect.	evaluating if they followed commands
14	Jesus on forgiveness To explain Jesus teachings on forgiveness To explain how this influences the lives of Christians today To evaluate if Jesus teachings are easy to follow. Luke 23:34, Matthew 18:21-22 Matthew 5:39 • To know Jesus' teaching of forgiveness on the cross. • To know overturned an eye for an eye. • To know Jesus teaching to love your enemies. • To know the example of the unmerciful servant (EXT) • To know the example of Gee Walker as an example of putting forgiveness in action.	Y7 – Big Bible stories, forgiveness from the NT.	L22, evaluating if the messages Jesus gave are more important the effects of his death.
15	Oscar Romero. • To know who Oscar Romero is • To know how he 'live biblically'	L3,4,5 and 16 – how to follow the teachings of Jesus.	L16-18 how the moral exemplars exemplify these teachings. GCSE Christian practices, faith in action, role of the church.
16	Faith in action: MLK To explain who Martin Luther King was how his Christian Beliefs influenced the civil rights movement. • To know what segregation is • To know what the civil rights movement is. • To know who Martin Luther King is. • To link Jesus teachings to the actions of Martin Luther King.	L3,4,5 and 16 – how to follow the teachings of Jesus.	L17-18 how the moral exemplars exemplify these teachings. GCSE Christian practices, faith in action, role of the church.
17	Faith in Action: MLK To evaluate the methods of protest used by MLK and the Civil Rights movement, To evaluate if MLK's dream has been achieved today. • To know the 'I have a dream speech' and how this influences Christians today To know how the message of Martin Luther King links to the Black Lives Matter movement.	L16, further developing MLK's faith in action approach to making change.	L18 how the moral exemplars exemplify these teachings. GCSE Christian practices, faith in action, role of the church.
18	Faith in Action: Nicky Cruz To explain who Nicky Cruz was and how his faith influenced his life. To compare and contrast the impact Christianity had on people's lives • To know who Nicky Cruz is. • To know what evangelism is • To know why people will want to evangelise others.	L3,4,5 and 16 – how to follow the teachings of Jesus.	These examples of figures who put their faith into action is revisited in the Human Rights topic where we look at the role of religion and standing up for Human Rights.
19	The last week of Jesus' life To describe the events of the end of Jesus' life and know why he died. • To know the events of Holy week • To know how Jesus' death upholds the Old testament teachings • To know why Jesus died.	Y7 – Big Bible stories - the end. L1 – who was Jesus, what we learn about Jesus from these events	Lesson 21 and 22 looking at the impact of this and evaluating which is more important. GCSE Christian beliefs on Jesus' death and resurrection.
20	Summative Assessment Drawing upon all lessons prior to this test		
21	What did Jesus death do for us? To understand why Jesus' death was important for Christians. To explain how this influences the lives of Christians today. John 3:17 • To know how Jesus death influences Christians – to know how it repaired our relationship with God, how it paid the debt of sins and how it allows us to enter heaven. • To know what happened after Jesus death. To know that he lived on earth and that he was seen by the disciples and that 40 days later he ascended to heaven. • To know that Jesus gave the commission	L19 -the impact of the crucifixion. L1 – who is Jesus, Jesus as our salvation.	GCSE Christian beliefs on Jesus' death and resurrection, sin and salvation. L22, evaluating which is more important.
22	To evaluate what was more important – Jesus' life of Jesus death.	L19 and 21 – the impact of Jesus Death and all	GCSE – evaluating the festivals of Easter and Christmas.

		To justify my reasons on the importance of Jesus' life and death. the starving. • To know how events in Jesus life are important to Christians (drawing on previous lessons) • To know the events after Jesus' death are important to Christians • To evaluate which is more important, Jesus life or death.	lesson previous discussing what Jesus taught us and the impact that has on Christians today.	
	23	Faith in Action: Am I my brother keeper? To explain the message in Genesis 4 and how this influences Christians today. To compare and contrast this message to the parable of the sheep and goats. Genesis 4:1-12. Matthew 25:31-46 • To know the Golden rule • To know the story of Cain and Able • To know the message of this story to answer the question 'am I my brothers keeper?' • To know how Bonhoeffer is an example of being my brothers keeper.	L3,4,5 – how to follow the teachings of Jesus.	GCSE Christian practices, faith in action, role of the church.
Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed. This unit is a foundation for the up coming thematic units which draw upon Christians teachings.			
Assessment	Students will be formatively assessed through knowledge checks, key word checks, and being asked to explain their ideas. As we move through Year 8 we are focusing on developing, in detail how students can explain the views of others as well as their own. This content will be summatively assessed in the 2 Summative assessments this year.			
Impact	Attainment and Progress – Refer to assessment results / data review documentation.			