

	<b>Term 1: Sept –Dec Content</b>	<b>Term 2: Jan-April Content</b>	<b>Term 3: April - July Content</b>	<b>Desired end of year outcomes</b>
<b>Year 8</b>	<p><b>THEMES: Proof or Faith in God?</b> Pupils look at ideas, beliefs, views, opinions and practices from around the world. They look at non-religious views. They will look at what these views and beliefs mean to different people, the different ideas and beliefs of both religious and non-religious people. They will gain an understanding of how people view the idea of God and Faith. This is delivered through activities such as:</p> <p><b>Comprehension tasks</b> – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks.</p> <p><b>Sorting and matching tasks</b> – card games that also work on memory and social skills</p> <p><b>Clips</b> – from the internet or documentaries to provide visual aids</p>	<p><b>THEMES: What does it mean to be religious?</b> To gain a general overview of what it is to be religious and non-religious. Pupils will look at the origins of religions. They will develop an awareness of words and phrases associated with the religions and their practices. They will work on recalling stories, symbols and other forms of expression related to the religion. They will start to develop the ability to talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others. This is delivered through activities including:</p> <p><b>Comprehension tasks</b> – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks.</p> <p><b>Sorting and matching tasks</b> – card games that also work on memory and social skills</p> <p><b>Clips</b> – from the internet or documentaries to provide visual aids</p> <p><b>Class discussions/partner talk</b></p>	<p><b>THEMES: How are believers lives different?</b> To look at the lives of religious people of different Faiths as well as those of Humanists and non-religious views. How do those lives differ around the world? They will work on recalling stories, symbols and other forms of expression related to the religion/view. They will start to develop the ability to talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others. This is delivered through activities such as:</p> <p><b>Comprehension tasks</b> – written and verbal, closed passage exercises fill the gap exercises and multiple-choice tasks.</p> <p><b>Sorting and matching tasks</b> – card games that also work on memory and social skills</p> <p><b>Clips</b> – from the internet or documentaries to provide visual aids</p>	<p><b>Students will be able to ...</b> Use religious words and phrases to identify some features of religion and its importance for some people. They will begin to show awareness of similarities in religions and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways. They respond sensitively to questions about their own and others experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. They recognise their own values and those of others.</p>
<b>Assessment</b>	<p>Marking of comprehension tasks. Tests. Questioning and answering and class discussion sessions. Plickers.</p>	<p>Marking of comprehension tasks. Tests. Questioning and answering and class discussion sessions. Plickers.</p>	<p>Marking of comprehension tasks. Tests. Questioning and answering and class discussion sessions. Plickers.</p>	<p><b>Key Contact Name &amp; Email</b> Mark McKillop mmckillop@glebe.bromley.sch.uk</p>