

Year 8		Links to...									
<b>8.1: Outcomes or intention; what matters most in the fight for justice?</b> <i>Religious responses to inequality: responsibility and action</i>	<table border="1"> <thead> <tr> <th colspan="3" data-bbox="508 228 913 276">Learning outcomes</th></tr> <tr> <th data-bbox="508 276 913 323">Emerging</th><th data-bbox="913 276 1283 323">Expected</th><th data-bbox="1283 276 1749 323">Exceeding</th></tr> </thead> <tbody> <tr> <td data-bbox="508 323 913 911"> <ul style="list-style-type: none"> <li>• Outline a religious view of justice</li> <li>• Explain how religious teachings inspire people to fight for justice</li> <li>• Explain how practical actions improve peoples' lives</li> <li>• Weigh up whether inspiration or practical support helps people the most</li> </ul> </td><td data-bbox="913 323 1283 911"> <ul style="list-style-type: none"> <li>• Explain religious teachings calling for justice</li> <li>• Explain how religious practices encourage generosity and compassion</li> <li>• Explain how religious charitable work supports religious teachings of justice</li> <li>• Evaluate whether outcomes or intention matters most in the fight for justice</li> </ul> </td><td data-bbox="1283 323 1749 911"> <ul style="list-style-type: none"> <li>• Identify religious inspiration underlying charitable actions</li> <li>• Weigh up the value of religious teachings on money and finance</li> <li>• Offer a supported view as to whether inspiration or visible outcomes is the most powerful driver for compassion and generosity</li> </ul> </td></tr> </tbody> </table>	Learning outcomes			Emerging	Expected	Exceeding	<ul style="list-style-type: none"> <li>• Outline a religious view of justice</li> <li>• Explain how religious teachings inspire people to fight for justice</li> <li>• Explain how practical actions improve peoples' lives</li> <li>• Weigh up whether inspiration or practical support helps people the most</li> </ul>	<ul style="list-style-type: none"> <li>• Explain religious teachings calling for justice</li> <li>• Explain how religious practices encourage generosity and compassion</li> <li>• Explain how religious charitable work supports religious teachings of justice</li> <li>• Evaluate whether outcomes or intention matters most in the fight for justice</li> </ul>	<ul style="list-style-type: none"> <li>• Identify religious inspiration underlying charitable actions</li> <li>• Weigh up the value of religious teachings on money and finance</li> <li>• Offer a supported view as to whether inspiration or visible outcomes is the most powerful driver for compassion and generosity</li> </ul>	<p><i>Links to Year 7 unit on Living as a Hindu (Gandhi and Ahimsa)</i></p> <p><i>Also, year 7 Christianity unit. (charity and MLK)</i></p> <p><i>Links to A level (MLK and Equality)</i></p> <p><i>Links to GCSE unit on Christian beliefs and practices.</i></p>
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<b>8.2: Why Can't religions change the world as quickly as they want to?</b> <i>Religious prejudice, Islamophobia and anti-Semitism in Europe</i>	<table border="1"> <thead> <tr> <th colspan="3" data-bbox="508 911 929 959">Learning outcomes</th></tr> <tr> <th data-bbox="508 959 929 1007">Emerging</th><th data-bbox="929 959 1350 1007">Expected</th><th data-bbox="1350 959 1776 1007">Exceeding</th></tr> </thead> <tbody> <tr> <td data-bbox="508 1007 929 1377"> <ul style="list-style-type: none"> <li>• Define religious prejudice</li> <li>• Give an examples of religious prejudice in today's world</li> <li>• Explain Christian views towards the treatment of others</li> <li>• Offer a view as to why religious teachings of love are not always in evidence in the world</li> </ul> </td><td data-bbox="929 1007 1350 1377"> <ul style="list-style-type: none"> <li>• Define religious prejudice, anti-Semitism and Islamophobia</li> <li>• Analyse the roots of religious prejudice</li> <li>• Offer a view as to the connections between ancient and modern Islamophobia</li> </ul> </td><td data-bbox="1350 1007 1776 1377"> <ul style="list-style-type: none"> <li>• Offer an analysis as to why prejudice and discrimination exist despite religious teachings of love</li> <li>• Offer a supported view as to what needs to change to enable religious teachings of love to be more evident in the world</li> </ul> </td></tr> </tbody> </table>	Learning outcomes			Emerging	Expected	Exceeding	<ul style="list-style-type: none"> <li>• Define religious prejudice</li> <li>• Give an examples of religious prejudice in today's world</li> <li>• Explain Christian views towards the treatment of others</li> <li>• Offer a view as to why religious teachings of love are not always in evidence in the world</li> </ul>	<ul style="list-style-type: none"> <li>• Define religious prejudice, anti-Semitism and Islamophobia</li> <li>• Analyse the roots of religious prejudice</li> <li>• Offer a view as to the connections between ancient and modern Islamophobia</li> </ul>	<ul style="list-style-type: none"> <li>• Offer an analysis as to why prejudice and discrimination exist despite religious teachings of love</li> <li>• Offer a supported view as to what needs to change to enable religious teachings of love to be more evident in the world</li> </ul>	<p><i>Year 7 Christianity unit.</i></p> <p><i>Year 9 Islam practise and War and peace</i></p> <p><i>GCSE Islam beliefs and Christianity beliefs.</i></p>
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<b>8.3: Are Scientific and religious accounts of our origins compatible?</b> <i>Origins of the universe, what do science and religion tell us?</i>	<b>Learning outcomes</b>			<i>Christianity GCSE and A level.</i>  <i>Religion and life GCSE unit (origins of the universe)</i>  <i>Year 7 Living as a Christian.</i>
	<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>	
	<ul style="list-style-type: none"> <li>• Outline a scientific account of the origin of the universe</li> <li>• Outline a religious account of the origin of the universe</li> <li>• Explain why humans need different types of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of what scientific theories about the origins of the universe are based on</li> <li>• Show understanding of the purpose of religious accounts of the origins of the universe</li> <li>• Explain the purpose of each account</li> <li>• Offer a view as to whether scientific and religious accounts of our origins are compatible</li> </ul>	<ul style="list-style-type: none"> <li>• Compare a religious creation account with modern Big Bang theory</li> <li>• Explain in terms of purpose of each</li> <li>• Evaluate the success of scholars in demonstrating the compatibility of scientific and religious thinking</li> </ul>	

Key:

Grammar

Dialectic

Rhetoric