

## Scheme of Work 2020 - 2021

### Subject: RE and Citizenship

**Year Group: Year 7 and 8**  
Express and mainstream

Week	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	NC For RE: Links to aims, breadth and purpose	H/wk.	SMSC Codes
<b>SUMMER TERM 1</b>						
27 12th April	<p><b>BUDDHISM: INTRO</b></p> <p><b>How did Buddhism begin?</b></p> <ul style="list-style-type: none"> <li>• Explain the beginning of the life of Buddha</li> <li>• Evaluate whether ignorance is bliss</li> <li>• Analyse similarities and differences between Hinduism and Buddhism</li> </ul>	<p>Key terms: Buddha, Buddhism, Siddhartha, absolute/apparent happiness, Messiah, lotus, prophecy, sign, immaculate conception</p> <ul style="list-style-type: none"> <li>• Do now: What is the difference between absolute and apparent happiness? Define each</li> <li>• Watch for learning to identify the four sights of suffering</li> <li>• Discuss meaning of ignorance is bliss and whether this is true</li> <li>• Complete Venn diagram to compare birth of Buddha and Jesus</li> <li>• Reflection: Literacy task - Write to Yasodhara and Rahula outlining why Siddhartha must embark on his journey <b>OR</b> 1 min explanation challenge on the early life of Buddha</li> </ul>	<p>Is it possible to be lastingly happy?</p> <p>How would Buddha respond to the statement that 'ignorance is bliss'? Do you agree?</p> <p>In what ways are the birth of Jesus and Siddhartha similar?</p>	<p>Appreciate and appraise varied dimensions of religion or a worldview</p>	<p>Quiz 7</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>

<p>28 19<sup>th</sup> April</p>	<p><b>BUDDHISM: UNIVERSAL TRUTHS</b></p> <ul style="list-style-type: none"> <li>• Describe what the 3 Universal Truths are;</li> <li>• Explain what each Truth teaches;</li> <li>• Link this to our lives by giving examples of each Truth in practise.</li> </ul>	<p>Key terms: universal truths, Dharma, Annica, Dukkha, Annata, impermanence, soul, karma, rebirth</p> <ul style="list-style-type: none"> <li>• Do now: multiple choice re-cap on Buddha's life</li> <li>• Pupils glue copy of the wheel diagram to annotate</li> <li>• Read aloud/discuss each of the universal truths. Slides can be distributed to assist this</li> <li>• Pupils link the images to each Truth and glue onto sheet in appropriate column</li> <li>• Pupils categorise the statements and glue onto appropriate column or complete independently</li> <li>• Pupils then complete own example(s) for each</li> <li>• Reflection: Pupils complete word search and identify 'which Truth' for words found</li> </ul>	<p>How can we apply Buddha's teaching to our lives?</p> <p>How does Buddha's teaching of the idea of rebirth differ to the idea of reincarnation?</p> <p>Why does Buddha's teaching differ to other religions on the idea of the soul?</p>	<p>Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals</p>		<p>SMSC</p> <p>So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>
<p>29 26<sup>th</sup> April</p> <p><b>POTENTIAL YEAR 8 AP WEEK</b></p>	<p><b>BUDDHISM: THE NOBLE TRUTHS</b></p> <p>How relevant are the 4 Noble Truths in today's world?</p> <ul style="list-style-type: none"> <li>• Describe what the Four Noble Truths are</li> <li>• Explain how following the NTs could improve our lives</li> </ul>	<p>Key terms: 4 noble truths, middle path, Nirvana, material objects</p> <ul style="list-style-type: none"> <li>• Do now: Write down 3 things you crave for in life. (addictions, habits, wants etc.)</li> <li>• Describe and draw image on sheet to represent 4 Noble Truths using resource pack</li> <li>• Apply 4 Noble Truths to own cravings (give pupils model exemplar)</li> </ul>	<p>Do you think the 4NT's apply to everything in the world?</p> <p>Are the 4NT's relevant today?</p> <p>Do you agree that 'everywhere there is suffering?'</p> <p>Do you think that disconnecting ourselves from <u>all</u> material things would be beneficial or harming?</p>	<p>Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and</p>	<p>Doddle task</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>

	<ul style="list-style-type: none"> <li>Assess the relevance of the 4 NTs in today's world</li> </ul>	<ul style="list-style-type: none"> <li>Reflection: Would disconnecting ourselves from all material things be beneficial?</li> </ul>		value, including ethical issues		
<p>30 3rd May = BANK HOLIDAY</p> <p>4th – 7th = school days</p>	<p><b>BUDDHISM: EIGHTFOLD PATH</b></p> <p><b>Why did Buddha create a code of conduct?</b></p> <ul style="list-style-type: none"> <li>Describe the Buddhist belief in the Eightfold Path</li> <li>Explain how this would work to improve lives if followed</li> <li>Assess reasons for having a code of conduct to follow in religion and in everyday life</li> </ul>	<p>Key terms: Eightfold Path, enlightened, Middle way, code of conduct</p> <ul style="list-style-type: none"> <li>Do now: Link the image to the ways of the path</li> <li>Complete explanations of the ways using info around the room</li> <li>Discuss the middle way and relative difficulties in sticking to the paths. Link idea of code of conduct to other religions</li> <li>For each of the 8 ways, identify a good way and an extreme way to act, class feed-back on positive ways to act</li> <li>Reflection: Why is a code of conduct a common feature in religion? Why is a code of conduct useful?</li> </ul>	<p>Do you think any of them would be hard to follow? Why?</p> <p>Explain which one would be easiest to follow.</p> <p>How does this compare to other religions? (Judaism)</p> <p>Why do you think religions need a code of conduct?</p>	<p>Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues</p>		<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>
<p>31 10<sup>th</sup> May</p> <p><b>KEY EVENT</b></p> <p><i>Islam – Eid Al Fitr</i></p>	<p><b>BUDDHISM: 5 PRECEPTS</b></p> <p><b>Would the 5 precepts help us to improve the world?</b></p> <ul style="list-style-type: none"> <li>Explain what the 5 precepts would mean in practise.</li> <li>Judge the difficulty in abiding by them</li> </ul>	<p>Key terms: 5 Precepts, improper, abide.</p> <ul style="list-style-type: none"> <li>Give two examples of when you have been greedy or selfish and explain how it made you/someone else feel</li> <li>Using the 5 precepts, complete the table to give examples of how an adult might abide by each precept</li> </ul>	<p><i>*'If everyone followed the 5 precepts there would be no problems in the world.'</i></p> <p>What do you think? Explain your answer.</p> <p>Which precepts would these examples go against?</p>	<p>Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity,</p>	<p>Quiz 8</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>

	<ul style="list-style-type: none"> <li>Assess the value of the precepts in everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>Grade the precepts from 1 to 5 in the order you think an adult would find them difficult to abide by</li> <li>Which precepts would these examples go against?</li> <li>Create a poster to inform other pupils what the 5 precepts are and how they could be applied in school</li> <li>Discuss debate statement*</li> <li>Reflection: write up response using writing frame OR consider cross curricular use of today's learning (see slide)</li> </ul>		meaning and value, including ethical issues		
<p>32 17<sup>th</sup> May</p> <p><b>KEY EVENT:</b> <i>Buddhism – Buddha's birthday 18<sup>th</sup> May</i></p>	<p><b>BUDDHISM: WORSHIP</b></p> <p><b>How do Buddhists worship?</b></p> <ul style="list-style-type: none"> <li>Describe features of Buddhist worship</li> <li>Explain the experience of meditation</li> <li>Assess the value of meditation in the modern world</li> </ul>	<p>Key terms: worship, meditation, mindfulness</p> <ul style="list-style-type: none"> <li>Do now: What do you do to relax? Where and how do you concentrate best?</li> <li>Think of four things people do to alleviate stress</li> <li>Complete a meditation exercise</li> <li>Follow up sheet on findings from meditation</li> <li>Use info sheet to complete Buddhist worship challenge sheet</li> <li>Design EITHER Buddhist shrine based on learning of key features (could have classroom example to show) or Buddhist prayer flag (either can be used for display afterwards) to mark</li> </ul>	<p>How can meditation help relieve stress?</p> <p>Why is mindfulness and meditation becoming more popular for non-Buddhists?</p>	<p>Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues</p>		<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>

		<p>Wesak. (Watch for learning clip for reminder)</p> <ul style="list-style-type: none"> <li>Reflection: Compare designs, then Tweet today's learning in 140 characters or less</li> </ul>				
<p>33 24th May</p> <p><b>KEY EVENT: Buddhism - Vesak Day on 26<sup>th</sup> May)</b></p>	<p><b>END OF RE CONSOLIDATION ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Identify features of a religious building</li> <li>Describe specific features of a religious building from one of the main religions</li> <li>Evaluate the importance of the building to the religion it is associated with</li> </ul>	<p>Key terms: St Peters Basilica, Wailing wall, Hagia, Amritsar</p> <ul style="list-style-type: none"> <li>Do now: What do religious buildings have in common?</li> <li>For each of the 4 famous places of worship, find two important facts from the resource pack to partially complete table</li> <li>Watch for learning to source two more for each</li> <li>Sketch the building of choice</li> <li>Create the building using the resources provided to a time limit</li> <li>Label the buildings key features</li> <li>Reflection: Why is the chosen building of such importance to x?</li> </ul>	<p>How similar/different are they? Why do you think this is?</p> <p>Why is this building so significant as a place of worship?</p>	<p>Appreciate and appraise varied dimensions of religion or a worldview</p>	<p>Complete building or Doodle task</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9, M1</p>

**Half term 31st May – 4th June**

**YEAR 7 AP2 POTENTIAL WEEK HIGHLIGHTED  
SUMMER TERM 2**

<p>34 7<sup>th</sup> June</p>	<p><b>CITIZENSHIP: INTRO</b></p> <p><b>What makes a good citizen?</b></p> <ul style="list-style-type: none"> <li>Describe why it is important to become a good citizen</li> </ul>	<p>Key terms: citizenship, community – local/national/global</p> <ul style="list-style-type: none"> <li>Do now: Study the images and explain whether/how these show examples of being a good citizen or not</li> </ul>	<p>What makes a person a good citizen?</p> <p>Can you think of people who have made a bigger contribution to those in the images?</p>	<p>NC CONTENT:</p> <p>Development of the political system of democratic</p>		<p>SMSC: So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9/ 10, M1</p>
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	<ul style="list-style-type: none"> <li>• Explain how people can have a positive and negative effect on their community</li> <li>• Analyse which media figure has had the most positive effect on their community</li> </ul>	<ul style="list-style-type: none"> <li>• Watch for learning and thought map reasons citizenship matters</li> <li>• Citizenship or PSHE? Colour code topics to identify the differences between these subjects and discuss.</li> <li>• Study the images of famous individuals. Number to prioritise them for most to least impact</li> <li>• Literacy focus: Pick two to explain their individual positive or negative impact</li> <li>• Evaluate most positive</li> <li>• Reflection: Self assess using literacy progress sheet</li> </ul>	Who has had the most positive impact on our national community?	government in the United Kingdom – role of citizen		
<p>35 14<sup>th</sup> June</p> <p><b>POTENTIAL YEAR 7 AP2 WEEK</b></p>	<p><b>CITIZENSHIP: BRITISH VALUES – IDENTITY</b></p> <p>What does having different identities mean?</p> <ul style="list-style-type: none"> <li>• Identify our own different identities</li> <li>• Describe how our family history helps shape our identity</li> <li>• Assess how we can have many identities and still be British</li> </ul>	<p>Key terms: British Values, identity</p> <ul style="list-style-type: none"> <li>• Do now: Study image and caption to decide if the person is British</li> <li>• Discuss idea of dual identity using the example</li> <li>• Read aloud on historic identity/timeline of settlers to Britain to establish historic identities</li> <li>• Students complete differentiated challenge question</li> <li>• Discuss idea of multiple identities based on heritage.</li> <li>• Family bingo – students have 5 minutes to find and tick off the diverse ethnic backgrounds present in the school</li> </ul>	<p>Can a person have more than one national identity?</p> <p>What else makes up X' identity? How?</p> <p>Can you be Muslim and British? How?</p> <p>Why do the children say 'everyone is unique'?</p> <p>How can X have a Somalian identity if he's never been there?</p> <p>What makes a person British?</p>	<p>NC CONTENT:</p> <p>Development of the political system of democratic government in the United Kingdom – role of citizen</p>	<p>Doddle task</p> <p>Citizenship</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9/10, M1</p>

		<ul style="list-style-type: none"> <li>• Watch for learning and complete differentiated challenge questions</li> <li>• Reflection: Differentiated task re personal or historic identity or what makes a person British</li> </ul>				
36 21st June	<b>CITIZENSHIP: DEMOCRACY</b>  <b>What is British democracy?</b> <ul style="list-style-type: none"> <li>• Describe some key points of the history of British democracy.</li> <li>• Assess which points in time involved the biggest moves towards modern democracy</li> <li>• Evaluate whether democracy in Britain could be improved further</li> </ul>	Key terms: Democracy, Chartists, Magna Carta, Suffragettes, dictatorship <ul style="list-style-type: none"> <li>• Do now: Complete sheet to identify examples of democracies and dictatorships. Images on board to convey meaning</li> <li>• Complete the democracy through time graph using the statements</li> <li>• Watch for learning to complete differentiated challenge questions</li> <li>• Reflection: Which picture best describes your learning? Why? <b>OR</b> Why is democracy important? Can give options to choose from/explain choice</li> </ul>	Is democracy gaining strength at this point in British History or not?  When did this event happen chronologically?  Explain which event you believe was most important in the history of British democracy and why.  Do you think this perception was justified?	<b>NC CONTENT:</b>  Precious liberties enjoyed by the citizens of the United Kingdom		<b>SMSC:</b>  So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9/10, M1
37 28 <sup>th</sup> June <b>SPORTS DAY WEEK?</b>	<b>CITIZENSHIP: MONARCHY</b>  <b>Should Britain still have a constitutional monarchy?</b> <ul style="list-style-type: none"> <li>• Identify times the monarchy decreased or increased its grip on power in Britain. Describe what a</li> </ul>	Key terms: monarchy, constitution, constitutional, Cromwell, parliament, republic, Divine Rights, reserve powers, anachronistic <ul style="list-style-type: none"> <li>• Do now: Identify the what/who in the images and spot the link</li> <li>• Watch for learning to complete differentiated</li> </ul>	What is the primary role of the Monarch in a constitutional monarchy?  What are reserve powers?  Do you think the Monarch ACTUALLY has the power to do whatever they want?	<b>NC CONTENT:</b>  Development of the political system of democratic government in the United Kingdom – role of monarchy	Quiz	<b>SMSC:</b>  So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9/10, M1

	<p><b>monarch does in Britain today.</b></p> <ul style="list-style-type: none"> <li>• Describe the role of the monarch in Britain today and how the monarchy became constitutional.</li> <li>• Evaluate whether Britain still needs a monarchy and whether the constitutional monarchy should continue</li> </ul>	<p>challenge questions on the origins and role of the monarchy</p> <ul style="list-style-type: none"> <li>• Timeline activity: Order the events and place events higher or lower according to strength/weakness of the monarchy at that time</li> <li>• Read aloud the role of the monarchy sheet</li> <li>• Reflection: Should the monarchy still exist today?</li> <li>• (optional task – guide for a new monarch)</li> </ul>	<p>Why do you think there are so many absolute monarchies left in the world today?</p> <p>In your opinion, is constitutional monarchy anachronistic?</p>			
<b>TRANSITION WEEKS: BE AWARE OF CHANGES TO TIMETABLES</b>						
<p>38 5<sup>th</sup> July</p> <p><b>TRANSITION WEEK 1</b></p>	<p><b>CITIZENSHIP: RACISM</b></p> <p><b>Why are xenophobia, racism and extreme nationalism so dangerous to Britain?</b></p> <ul style="list-style-type: none"> <li>• Describe the meaning of xenophobia, extreme nationalism and racism.</li> <li>• Explain why these three things are so dangerous to a peaceful society.</li> <li>• Analyse why they occur and are causing problems in Britain.</li> </ul>	<p>Key terms: xenophobia, extreme nationalism, racism, prejudice, society</p> <ul style="list-style-type: none"> <li>• Do now: Pupils write the definitions of the words in the title and leave a space between them to include an image or written example to illustrate the meaning</li> <li>• Prioritise them according to level of danger to society</li> <li>• Watch the clip of the National Party and discuss, watch again and complete associated questions</li> <li>• Discuss and complete the table to show how different factors can contribute to extreme/dangerous views e.g. lack of housing</li> <li>• Prioritise the factors and explain thinking</li> </ul>	<p>What is the most important factor in creating these problems in society?</p> <p>Why are such beliefs dangerous/unacceptable?</p>	<p><b>NC CONTENT:</b></p> <p>Precious liberties enjoyed by the citizens of the United Kingdom</p>		<p><b>SMSC:</b></p> <p>So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9/10, M1</p>

		<ul style="list-style-type: none"> <li>Reflection: Use the writing frame to draft a short email to the PM to explain the main problem(s) causing extreme views and offering solution(s)</li> </ul>				
<p>39 12<sup>th</sup> July</p> <p>TRANSITION WEEK 2</p> <p>Term ends Friday 16<sup>th</sup> July</p>	<p><b>CITIZENSHIP: RELIGION AND TOLERANCE</b></p> <ul style="list-style-type: none"> <li>Identify views on tolerance within religions.</li> <li>Describe views about tolerance and compare the similarities and differences between them.</li> <li>Analyse whether all the religions are preaching an identical message and how well the message fits in with British values</li> </ul>	<p>Key terms: tolerance, fundamental values, cultural identity</p> <ul style="list-style-type: none"> <li>Do now: List the top 5 most popular religions in Britain today (link to prior RE lessons)</li> <li>Discuss pie chart and increasing nos. of atheists/possible reasons</li> <li>Watch for learning to complete differentiated challenge questions on the historic context of this country's religious make-up</li> <li>Scavenger hunt to find quotes to support tolerance within the major religions in Britain</li> <li>Record findings on chart and complete end column to show similarities between the major religions</li> <li>Debate view that <i>'All religions convey more or less the same message about tolerance'</i></li> <li>Reflection: Fill in the Union Jack to show similarities and differences/judge whether differences matter</li> </ul>	<p>Explain why some people think that religion can sometimes help spread intolerance. What is your opinion on this? (link to last lesson)</p> <p>Why is a good understanding of religion as a whole beneficial to society?</p> <p>Why do you think having no religion is becoming more popular?</p> <p>Could this be anything to do with people thinking religions can have views that are intolerant of those who don't share their beliefs?</p> <p>What examples can you give of people supporting those of different faiths within their community? (link to learning in RE)</p> <p>Would acceptance be a better word than tolerance?</p>	<p>NC CONTENT:</p> <p>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp1/2/3/5/9/10, M1</p>	

