

RPE - Medium Term Plan - Year 8, Unit 1 - What difference does it make to belief in... Dharmic faiths

Year group: 8	What difference does it make to belief in... Dharmic faiths
Prior learning - linked to National curriculum	Previously , at the very start of Year 7 (Y7), students will have completed an introductory unit designed to make them aware of the two major “families” of religions, that all together constitute the six major world religions. Following on from this, and throughout the rest of Y7, the focus is then specifically on units that enhance their understanding of Abrahamic religions: Judaism, Christianity and Islam. It is with this foundational awareness that we now come to approach the “Dharmic” faiths
Rationale	This unit has been chosen to ensure that students are aware of these three hugely significant religions and their increasing popularity both within the UK and in the wider world. Between them, Dharmic religions have approximately 1.8 billion followers, equating to c.20% of the world’s population. Within the UK, according the 2021 census, nearly 2 million people follow one of these religions. This represents an increase from the 1.2 million followers recorded in the 2011 census. As an inclusive and culturally diverse nation, these religions have and continue to play an increasingly significant role in shaping daily life, whether we follow them or not. Coupled with the continued growth in the number of Dharmic followers across the world, it is essential that students are educated in them, their differences and the huge amount they share in common. By contrast, and with specific reference to the cohort at PCS, these religious communities are not very well represented in the local area and so as part of presenting students with a balanced view of the diaspora, complexity and diversity of world religions, we have placed the our investigations into them at the core of Year 8 learning. As with Abrahamic religions, Dharmic faiths are not created in a vacuum but rather were (and continue to be) influenced by each other. As such we again take a chronological approach to this unit, starting with Hinduism (the oldest of the Dharmic faiths) before moving through to Buddhism and then on to Sikhism.
Vocabulary:	Keywords: Hinduism, Vedas, Brahman, Buddhism, Jakarta Tales, Siddhartha Gautama, Buddha, Sikhism, Guru Granth Sahib, Waheguru
Cultural Capital:	The UK is a religiously diverse community and so it is essential that students are able to intelligently engage with the world around them. Whilst Peacehaven does not currently have any religious buildings specifically dedicated to any of these faiths, in the local cities of Brighton and Eastbourne they are more overtly represented.

	Globally, Dharmic faiths continue to play a significant role in current affairs; whether linked to the persecution of Hindus in the Middle East or the significant growth of Buddhism across Europe and North America in recent years. Additionally, many students holiday across Europe and Asia and come into direct contact with countries where one or more of these religions play an even bigger role.
SEND	 Introducing SENDsational 6
Key assessments- name the assessments	1) End of unit assessment (Autumn Term) 2) End of year assessment (Summer Term)
What do children know/ can do now (EDSM)	Emerging 1–2 : Students are able to name the Dharmi religions and to describe different beliefs and practices within them, with some accuracy Developing 3 - 4: Students are able to accurately describe a number of Dharmic beliefs and practices, offering simple explanations as to the origins of them Secured 5 - 6: Students are able to explain a number of Dharmic beliefs and practices with a high level of accuracy. They also able to identify similarities and differences between religions, with reference to scripture Mastered 7-8: Students are able to share in-depth knowledge of the similarities and differences of beliefs and practices between Dharmic religions. They are consistently able to link beliefs and practices to passages from scripture
What adaptation will you make based on assessment data?	- Increased opportunities for recall (inc. quizzes) - Seating plan changes - Targeted questioning - Targeted book looks

Lesson	Lesson objective	Overview	Notes	Resources
1	To setup RPE books and introduce the concept of Brahman			
2	To explore the concept of Trimurti in Hinduism			
3	To investigate the Hindu belief in avatars and the festival of Diwali			
4	To explore the Hindu festival of Holi			
5	To explore the concept of God in Hindu worship			

6	To understand how Hindus connect with God through pilgrimage			
7	Consolidation and assessment			
8	To understand Siddhartha's early life			
9	Feedback			
10	To investigate the Four Sights			
11	To explore the merits of asceticism and enlightenment			
12	To understand the Three Marks of Existence			
13	To investigate the Four Noble Truths			
14	The explore the Eightfold Path			
15	To discover the concept of God in Sikhism			
16	To investigate the Ten Gurus			
17	To understand the role of the eleventh guru			
18	To explore the concept of Sewa			
19	To understand the formation of the Khalsa			
20	To investigate the five K's			
21	Consolidation and assessment			
22	To understand the symbolism of the			

	Khanda			
23	Feedback			
END OF UNIT				