



Y8: Unit 1 Judaism

Judaism is one of the oldest religious traditions with Abraham as the 'founding father'. It is a monotheistic religion (i.e. they believe in one God only). Judaism shares a lot of similarities with the religions of Christianity and Islam as will be explored. In this unit of work you will be examining various parts of Jewish history and how these events effect both Jewish traditions, lifestyle and practices today. Alongside this, you will consider how Jews have been treated throughout history and how their experiences compare to modern ethical issues.

Knowledge Organiser

Lesson 1-2

What does it mean to be Jewish today?

Judaism is an ancient religion but what does it mean to be a practicing Jew in Manchester today?

Liberal and Orthodox Jews. What is the difference?

Judaism is a faith that can be practiced in very different ways – how and why?

Lesson 7-8

The Holocaust: How has Jewish persecution challenged faith in God?

The events of the Holocaust are some of the most haunting in history. What happened to the Jews? Why? How could any sort of faith survive?

Lesson 3-4

Kosher food laws – what are they?

Can you identify what would be considered kosher and not to be kosher and why?

Is it worth keeping Kosher food laws today?

Following Kosher is a mitzvot, which means a rule that must be followed. How easy is that today and what are the benefits?

Lesson 9-10:

Bar/Bat Mitzvah- what happens at a coming-of age ceremony?

Within Jewish communities, responsibility is important. What does becoming morally responsible for yourself look like?

Should Jewish people be considered to be morally superior to others?

Tzedakah and Chesed are important teachings in Judaism – what are these teachings and do they make Jews morally good?

Lesson 5-6

The History of Judaism – what is the Passover story?

The Jewish people were once slaves but what happened to them and what is the story of Passover?

Modern day slavery lesson.

Slavery is something that should be confined to history but unfortunately it isn't. How, where and why is it still happening? We can be done to stop it?

Lesson 11-12

End of unit assessment on Judaism and feedback



Y8: Unit 2 Islam

Islam is the second largest religion in the world with over 1 billion followers worldwide and probably, the most misunderstood. There are around 2 million Muslims in Britain with accounts for around 2.7% of the population. In this unit of work you will explore Islamic beliefs, practices and how the religion of Islam influences the lives of people everyday. This opens a wider debate on issues such as the use of violence, what happens when we die and whether places of worship are actually important and needed in the 21st century.

Curriculum Organiser

Lessons 1-2

Islam: what are the foundations of faith?

Islam is the second largest faith in the world – what are some of the key elements?

Should the 5 Pillars be compulsory for all?

The 5 pillars are fundamental teachings for Muslims – but would the world be a better place if they were teachings that we ALL followed?

Lessons 7-8

Halal and Haram: what is it?

Muslims have guidelines about things they can and cannot do. What is permissible and what is seen as not permissible and why?

How are teachings of Islam portrayed in the media?

Exploring Islamophobia in the media – why does it happen? How can we challenge this in every day life?

Lessons 3-4

Allah and Muhammad – why are they important?

Great focus is placed on Allah and Muhammad by Muslims – what are their beliefs?

Muhammad: how do his teachings influence Muslims today?

Muhammad was a prophet of Allah and an influential figure. What were some of his teachings and how are they influential to Muslims today?

Lessons 9-10

Akhirah – what are Muslim views towards life after death?

Death is a certainty in life – What are some of the key beliefs held by Muslims and how do Muslims view the next life?

P4C Life after Death – is it realistic?

Would you say it is a realistic belief about what may happen after our death? Is there compelling evidence?

Can you think of arguments on each side of the debate?

Lessons 5-6

Mosques – are they more than just a place of worship?

Mosques form a focal point in Muslim communities – what do they contain and why?

Why is a mosque important?

How does the mosque feature in the wider community? Should we still build places of worship or should we knock them down to help us solve other problems?

Lesson 11-12

End of unit assessment on Islam and feedback



Y8: Unit 3 Hinduism

Hinduism is the third biggest religion in the world, existing for around 4000 years. Hinduism is made up of a variety of different religious beliefs and practices which originated near the river Indus in India. In this unit of work, you will learn about the Hindu religion, analyse and understand ethical ideas such as potential consequences of actions and equality among all. Alongside this, you will consider philosophical questions surrounding human existence, considering a variety of different Hindu beliefs and ideas.

Curriculum Organiser

Lesson 1-2

Hinduism: what does it mean to be a Hindu today?

What are some of the basic practices and beliefs of one of the oldest religions in the world?

How do Hindus understand God?

Hindu views towards Brahman are very different to the Jewish and Islamic view of God – how and why?

Lesson 7-8

Samskaras: What are significant events in the life of a Hindu?

Hindus mark a series of events in their lives. What moments are these and why are they seen to be important?

Death rites: how should we remember the dead?

How do Hindu death rites compare to Judaism and Islam? What do you think is an appropriate way to remember loved ones?

Lesson 3-4

Life after death: How does it work?

Hindus believe in the cycle of rebirth - can you explain key Hindu beliefs about karma, the cycle of samsara and the goal of moksha?

Representing this view – can you make it into a game?

Samsara and how it functions can be quite confusing – can you create a game to illustrate it, with rules and the possibility to play?

Lesson 9-10

End of Year exam and feedback

Lesson 5-6

The Caste System: What is the perfect way to organise society?

The Caste System existed to place Indian people into different classes or castes. How did it work and what impact did this have?

“Life is easier if everyone knows their place” – Do you agree?

Are some people more important than others? Is this just a fact of life or are we really all equals?