

**Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

## Class 8- Explorer Curriculum – RS/2 Lessons weekly

Year	2025 – 2026 Autumn 1 Unit 1	2025 – 2026 Autumn 2 Unit 2	2025 – 2026 Spring 1 Unit 3	2025 – 2026 Spring 2 Unit 4	2025 – 2026 Summer 1 Unit 5	2025 – 2026 Summer 2 Unit 6
Year 8	<p>Topics: <b>Buddhism</b></p> <p><b>Being merciful and Forgiving</b></p> <p><b>Key Questions:</b> Who was Siddhartha Gautama? What are the four noble truths of Buddhism? What is the eightfold path?</p> <p><b>Key skills and knowledge:</b> 1/2. Who was Siddhartha Gautama? • The story of how Siddhartha Gautama became the first person to achieve enlightenment. • The four sights. • The spread of Buddhism and how it has split into distinct schools or traditions.</p>	<p>Topic: <b>Buddhism</b></p> <p><b>Living by rules. Remembering roots.</b></p> <p><b>Key Questions:</b> Which festivals do Buddhists celebrate? Why do Buddhists meditate? What is life like inside a Buddhist monastery? Who is the Dalai Lama?</p> <p><b>Key skills and knowledge:</b> 7/8. Which festivals do Buddhists celebrate? • The importance of Wesak for Buddhists. • Celebrating the life of the Buddha, alongside Dharma and Sangha (not worshipping a god). • Alms-giving, chanting and 'bathing the Buddha'.</p>	<p>Topic: <b>Humanism</b></p> <p><b>Being loyal and steadfast.</b></p> <p><b>Key Questions:</b> What is a human? Where do Humanists find their truth? How do Humanists work out what is right or wrong?</p> <p><b>Key skills and knowledge:</b> 1/2. What is a human? • In this lesson, we are going to introduce some key beliefs that Humanists hold. • These include where humans come from and the qualities that make humans special. • We will learn the terms theism, atheism and</p>	<p>Topic: <b>Humanism</b></p> <p><b>Being hopeful and visionary</b></p> <p><b>Key Questions:</b> What do Humanists believe about life and death? How do Humanists celebrate different life events? What are Humanists' goals for society? What famous Humanists can we learn from?</p> <p><b>Key skills and knowledge:</b> 7/8. What do Humanists believe about life and death? • In this lesson we will think about why Humanists value life, and what they believe happens after death. • We will look at ways Humanists can remember those who died and use this to live their lives</p>	<p>Topic: <b>Sikhism</b></p> <p><b>Being imaginative and explorative. Appreciating beauty.</b></p> <p><b>Key Questions:</b> How did Sikhism begin? Who were the ten gurus? What are the 5 Ks of Sikhism?</p> <p><b>Key skills and knowledge:</b> 1/2. How did Sikhism begin? • The life of the Guru Nanak, and how the religion of Sikhism was founded, developed and spread. • The oral tradition of Sikhism. 3/4. Who were the ten gurus? • The succession of gurus following</p>	<p>Topic: <b>Sikhism</b></p> <p><b>Expressing joy.</b></p> <p><b>Key Questions:</b> How did Sikhism begin? What do Sikhs believe about God? What are the 5 Ks of Sikhism? How do Sikhs express their faith today?</p> <p><b>Key skills and knowledge:</b> 7/8. What are the holy scriptures of Sikhism? • The Guru Granth Sahib as a source of wisdom and authority. • Extracts from the Guru Granth Sahib, appreciating the variety of literary forms. • How the Guru Granth Sahib helps Sikhs to understand how to live and worship.</p>

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	<p>3/4.What are the four noble truths of Buddhism?</p> <ul style="list-style-type: none"> <li>• The buddha's understanding of the four noble truths.</li> <li>• The truth of suffering.</li> <li>• The truth of the cause of suffering</li> <li>• The truth of the ending of suffering.</li> <li>• The truth of the path to ending suffering.</li> </ul> <p>5/6.What is the eightfold path?</p> <ul style="list-style-type: none"> <li>• The oral tradition within Buddhism.</li> <li>• The collected texts, including the Tipitaka.</li> </ul>	<p>9/10.Why do Buddhists meditate?</p> <ul style="list-style-type: none"> <li>• Different forms of meditation.</li> <li>• The role of objects such as candles and flowers and their significance in reminding Buddhists of impermanence.</li> <li>• The relationship between the mind, the body, and the world.</li> </ul> <p>11/12What is life like inside a Buddhist monastery?</p> <ul style="list-style-type: none"> <li>• The monastic order within some Buddhist traditions.</li> <li>• The concept of asceticism.</li> <li>• Examples of daily routine within a buddhist monastery.</li> </ul> <p>13/14.Who is the Dalai Lama?</p> <ul style="list-style-type: none"> <li>• The tradition of Tibetan Buddhism.</li> <li>• The role and status of the Dalai Lama.</li> <li>• The teachings of the current Dalai Lama.</li> <li>• The concept of reincarnation, and process for selecting a new Dalai Lama.</li> </ul>	<p>agnosticism and relate these to Humanist beliefs.</p> <p>3/4.Where do Humanists find their truth?</p> <ul style="list-style-type: none"> <li>• In this lesson, we are going to look at different ways that Humanists find the truth and decide what to believe.</li> <li>• We can then learn more about how Humanists view the world around them.</li> </ul> <p>5/6.How do Humanists work out what is right or wrong?</p> <ul style="list-style-type: none"> <li>• In this lesson, we will think about why we have rules in our everyday lives and where those rules come from.</li> <li>• We will then look at the ways that Humanists decide what is right or wrong and decide on the best course of action in different situations.</li> </ul>	<p>fully and find happiness.</p> <p>9/10.How do Humanists celebrate different life events?</p> <ul style="list-style-type: none"> <li>• In this lesson we will learn about the different ways that Humanists celebrate different life events such as marriage, a new child entering a family and funeral ceremonies for those who have died.</li> </ul> <p>11/12.What are Humanists' goals for society?</p> <ul style="list-style-type: none"> <li>• In this lesson we will recap some of the core beliefs that Humanists hold.</li> <li>• We will then apply these to wider society and explore what Humanists want our society to be like.</li> </ul> <p>13/14.What famous Humanists can we learn from?</p> <ul style="list-style-type: none"> <li>• In this lesson we will recap some of the core beliefs of Humanism.</li> </ul> <p>We will then look at some famous Humanists from the worlds of science and philosophy, and think about how their</p>	<p>Nanak, and how they developed the faith through poems, songs, teaching and deeds.</p> <ul style="list-style-type: none"> <li>• How the volumes of collected writings are now understood as the Guru Granth Sahib.</li> </ul> <p>5/6.What are the 5 Ks of Sikhism?</p> <ul style="list-style-type: none"> <li>• The five Ks of Sikhism and what they represent: Kesh: (uncut hair) Kara: (a steel bracelet) Kanga: (a wooden comb) Kaccha: also spelt, Kachh, Kachera (cotton underwear) Kirpan: (steel sword).</li> </ul>	<p>9/10.What do Sikhs believe about God?</p> <ul style="list-style-type: none"> <li>• The Dharmic traditions within the region at the time of Guru Nanak.</li> <li>• The Mughal Empire and tensions with the spread of Islam.</li> <li>• Sikhism as a monotheistic religion, with the supreme deity of Waheguru.</li> <li>• The nature of God as revealed through the Mool Mantra.</li> </ul> <p>11/12.Where and how do Sikhs worship?</p> <ul style="list-style-type: none"> <li>• Common features of Gurdwaras.</li> <li>• The concept of langar, and its historic importance and wider meaning.</li> </ul> <p>13/14.How do Sikhs express their faith today?</p> <ul style="list-style-type: none"> <li>• Examples of the diverse lived experiences of Sikhs.</li> <li>• The Sikh communities within the United Kingdom.</li> </ul>
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	<p><u><b>Assessment outcome:</b></u></p> <p>Retell religious stories through basic responses and visuals. (P8)</p> <p>Understand that religious and other stories carry moral and religious meaning. (P9)</p> <p>Pre and post topic assessments.</p>	<p><u><b>Assessment outcome:</b></u></p> <p>Shows respect and appreciation of religious rituals and stories. (P8)</p> <p>Identify similarities between religious beliefs and ideas. (P9)</p> <p>Pre and post topic assessments.</p>	<p><u><b>Assessment outcome:</b></u></p> <p>Recognises important people in religion, who is the priest etc. (P8)</p> <p>Uses phrases to identify the importance of religious features. (P9)</p> <p>Pre and post topic assessments.</p>	<p>Humanist outlook influenced their work.</p> <p><u><b>Assessment outcome:</b></u></p> <p>Retell religious stories through basic responses and visuals.(P8)</p> <p>Understand religious and other stories carry moral and religious meaning. (P9)</p> <p>Pre and post topic assessments.</p>	<p><u><b>Assessment outcome:</b></u></p> <p>They are increasingly able to communicate ideas, feelings or responses to experiences. (P8)</p> <p>Identify similarities between religious beliefs and ideas. (P9)</p> <p>Pre and post topic assessments.</p>	<p><u><b>Assessment outcome:</b></u></p> <p>Make links to important religious people and their God/Gods. (P8)</p> <p>Suggest relevant possible meanings of stories relating some to themselves. (P9)</p> <p>Pre and post topic assessments.</p>
Links to Gatsby Benchmark.	<p><b>Gatsby Benchmark</b></p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research</p>	<p><b>Gatsby Benchmark</b></p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p><b>Gatsby Benchmark</b></p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p><b>Gatsby Benchmark</b></p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p><b>Gatsby Benchmark</b></p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p><b>Gatsby Benchmark</b></p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research</p>