



# Curriculum Overview

## Curriculum Area: Religious Education

Year: 8

### Year 8 Curriculum:

#### **Autumn Term A: How do Jewish holy days remind adherents of their faith?**

In this unit, pupils focus on Judaism in the context of 'Where do we belong?' Here we introduce a covenant and the promises within it. Pupils to look what Kosher food is and how Jews apply food laws. The Pass Over Story is examined in which we apply our knowledge of the covenant.

#### **Autumn Term B: Faith and Justice – How should we treat our neighbours?**

This is the second unit to focus on Christianity. In this unit, pupils focus on Christianity in the context of 'Where do I belong?' Pupils are introduced to the three parts of the Trinity, its features and why this is important. We examine a range of parables and how they influence Christian behaviour, as well as the Christian teachings of charity. We finish the unit relating our viewpoints to the sanctity of life and investigate the arguments surrounding the sensitive issue of euthanasia.

#### **Spring Term A: Who was Jesus?**

This is the third unit on Christianity. In this unit, pupils investigate what is the Messiah? Pupils explore Christian beliefs about Jesus, including his life and how Christians interpret this to guide and inspire them. Pupils examine why was Jesus inspirational and how his teachings inspire us. Pupils examine the significance of death and resurrection, before moving onto how Christians celebrate incarnation and crucifixion.

#### **Spring Term B: How do the Qur'an and Hadith guide Muslim life?**

In this unit on Islam, pupils begin to investigate key beliefs and duties when following Haidth. We look at the reasons why The Qur'an and Haidth are followed and why both are precious to Muslims. Pupils will understand how Muslims apply the teachings of the Qur'an to daily life and how British Muslims contribute to national life. We round up the unit by examining traditions and sense of place to understand why it matters and what is handed down to us.

#### **Summer Term A: What is the purpose of life?**

We begin this unit on Hinduism by investigating the core purpose of life for a Hindu. Pupils examine the concept of Samsara alongside Hindu scriptures and how they are used as a source of guidance and wisdom. Pupils will look at the stories of Krishna and how they guide Hindus. Pupils will understand what is meant by pluralism and how Dharma is understood and has different meaning for different Hindus.

#### **Summer Term B: Why might the existence of evil and suffering be a problem for theists?**

In this final Year 8 unit on Christianity, pupils will examine types of evil and suffering, both natural and moral. Pupils will explore the problem of evil and look at the Christian responses to it. Pupils will use the example of Job and understand why evil happens.

### Links to the National Curriculum (Agreed Syllabus):

**The curriculum for Religious Education and Worldviews aims to ensure that all pupils know about and understand a range of religions and worldviews, so that they can:**

- Describe, explain, and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate, and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
- Appreciate and appraise the nature, significance, and impact of different ways of life and ways of expressing meaning.

**Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
- Appreciate and appraise varied dimensions of religion or a worldview.

**Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and
- Articulate beliefs, values, and commitments clearly to explain why they may be important in their own and other people's lives.

### Knowledge and understanding of this curriculum will be assessed by:

Lesson Knowledge Quizzes.

End of unit assessments:

Faith and Justice – How should we treat our neighbours?

### Powerful Knowledge/Cultural Capital Opportunities

Pupils will be well prepared for life in our increasingly diverse society. They will acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can respect religious and cultural differences and contribute to a cohesive and compassionate society.

RE supports our pupils to not only identify those values which will become the touchstones in their own lives, but also to foster mutual respect and tolerance of those with different faiths and beliefs. They will articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well-informed conversations about religions and worldviews whilst respecting the views of others.