**2023 – 2024 RE Curriculum Overview**

**Year 8**

|  |
| --- |
| **Christian Values** **Christian values are embedded throughout the RE curriculum. Students develop an understanding of faith through the study of world religions, in addition to learning the importance of respect and kindness. Exploring religious teachings allows students to explore the virtues presented in holy texts such as: John 15:13 showing courage, fellowship and sacrifice; Qur’an Surah 30:22 showing equality and respect; or Rig Veda 10 - 191:2 showing fellowship. Exploration of religious practices such as prayer, rituals and sacraments or meditation allow students to understand the values of self-control, respect, reverence and humility. Looking at the work of religions and religious people within society shows koinonia, love, courage, endurance, peace, kindness, gentleness, humility, justice and service. Exploring religious festivals allows students to explore how joy is celebrated. Wisdom is promoted through a love of learning that is fostered throughout RE, in addition to the encouragement of students to ask and explore ultimate questions, engage with philosophical concepts and interpret the intricate complexities of faith and life. These examples are not exhaustive, rather they give a flavour of how the Christian values are embedded throughout the RE schemes of work.** |
| **Autumn 1 and 2**  | **Spring 1**  | **Spring 2**  | **Summer 1**  | **Summer 2**  |
| **ASSESSMENTS** |
| Formative Assessment* Extended writing.
* PEEL Paragraphs
* Forms Quiz

Summative Assessment* Assessment Paper
 | Formative Assessment* Creative Task - Board Game
* PEEL Paragraphs
* Forms Quiz

Summative Assessment* Assessment Paper
 | Formative Assessment* PEEL Paragraphs
* Forms Quiz

Summative Assessment* Assessment Paper
 | Formative Assessment* PEEL Paragraphs
* Forms Quiz

Summative Assessment* Assessmemt Paper
 | Formative Assessment* PEEL Paragraphs
* Forms Quiz
 |
| **Philosophy Unit - Where is there any evidence that God exists?**  | **What does it mean to be a person of faith? - The Dharmic Faiths**  |  **Where in the world is Christianity?**  | **What happens when faith and courage collide?**  | **Alternative World Views** |
| IP - 7.1 + 8.5  | IP - 7.3 + 9.5 | I.P – 7.4  | IP - 7.7 |  |
| Knowledge This topic introduces students to the discipline of philosophy and builds upon prior knowledge of the Abrahamic Faiths. This unit of study requires students to engage in debate and informed consideration of the beliefs people hold and existence of God. They will be introduced to an overview of the major theological and philosophical sources, questions and arguments that have over time shaped views and opinions on both sides of the debate.  By the end of the topic students should know – * What an ultimate question is and be able to give examples.
* What a world view is and what world views are influenced by.
* Theories of reality including Plato’s Cave analogy, the materialistic view and extra-dimensional theory.
* Arguments for and against the existence of God, including the Teleological argument, with reference to William Paley, and Cosmological Argument, with reference to St Thomas Aquinas.
* Key objections to the Teleological and Cosmological argument.
* The logical and evidential problems of evil, including the difference between natural and moral evil.
* The key Christian responses to the problem of evil, including Original Sin, Story of Job and Vale of Soul Making.
* What the practical Christian responses to evil and suffering are, including Christian teachings on charity and the work of Christian Aid.
 | Knowledge This topic introduces students to the Dharmic faiths, in particular Hinduism and Buddhism, and for some students builds upon prior learning of Hinduism at Primary School. Students investigate the key beliefs and practices of both Hinduism and Buddhism, explore the diversity of both faiths and evaluate their impact for individuals, communities, and globally. Students also have the opportunity to compare and contrast the Abrahamic and Dharmic faiths, facilitating a recognition of differences in belief and practice, but also a recognition of the similarities across faith.By the end of the topic students should know - * The key beliefs in Hinduism, including beliefs about God.
* What the cycle of Samsara is including reference to karma, reincarnation and moksha, and how a belief in Samsara impacts Hindus today.
* What the Vedas are and how they may influence Hindus today.
* What the caste system is, its impact on society and how it is being challenged today.
* What the main Hindu festivals are and why and how they are celebrated.
* What Ahmisa is and how Gandhi developed his non-violent approach based on this in his campaign for Indian Independence.
* Key Buddhist beliefs including The Four Noble Truths, The Eightfold Path, The Middle Way, impermanence, and what Buddhists believe about life after death, including rebirth and nirvana.
* About the Tipitaka and how it may influence Buddhists today.
* About the diversity within Buddhism
* How Buddhism influences modern day society
* Who the Dalai Lama is and why he is an important Buddhist figure.
 | KnowledgeThis unit of work builds on fundamental knowledge and understanding of the Christian faith and explores what it means to be Christian from the perspectives of different Christian denominations.This unit provides an opportunity to enable students to gain knowledge and insight into the diversity of Christian beliefs and expressions of faith in Britain and around the world. There will be opportunities for students to critically evaluate the impact that Christianity has had on the world around us.By the end of the topic students should know –* What Christianity looks like today, on a local, national and global level.
* Key Christian beliefs
* Key Christian practices including worship and sacraments.
* What the main Christian denominations are, in particular –
* The main beliefs and practices of Orthodox Christianity and how the Orthodox church began as a separate denomination.
* The main beliefs and practices of Roman Catholicism.
* The main beliefs and practices of Protestant Christianity and how the Protestant church began as a separate denomination.
* The main branches of the Protestant Church are and how they similar and different from each other.
* What it means to be a Jehovah’s witness and how this branch is similar and different to the main Christian denominations.
* Who the Amish community are and how they interpret Christian teachings.

  | KnowledgeThis topic explores how faith can influence people to work for change in the world. This unit of study invites students to revisit the impact of Jesus’ life and death on his followers through the life and witness of his disciples, the early church and contemporary Christians. The unit also offers opportunities for students to evaluate and analyse critically the similarities and differences in the lives of agents of change from other faith traditions and explore further the concept of what it means to be a hero.By the end of the topic students should know - * Key facts about several Christians who showed courage influenced by their faith, for example - St Lawrence, St Sebastian, St Catherine of Alexandria, Margaret of Clitherow.
* How faith can influence people to act for change in the world.
* How Christianity and the Bible can influence people to act for change in the world.
* Who Maximillian Kolbe was, what he did and how he was influenced by his faith.
* Who Malala Yousafzai is, what she did and how she was influenced by her faith.
* Who Malcom X was, what he did and how he was influenced by his faith.
* Who Desmond T Doss was, what he did and how he was influenced by his faith.
* Why many Christians believe Jesus is the ultimate superhero.
 | KnowledgeThis unit builds on prior learning of faith communities and the exploration of arguments against the existence of God studied at the start of Y8. It reveals the diversity of belief in the twenty first century and allows students to consider the nature and role of faith in the modern world.By the end of this topic students should know - * Examples of Christian sects and the similarities and differences between these and the largest Christian denominations.
* The key features of and key reasons for atheism
* The impact of atheism as a world view.
* What Humanism is and the impact of humanism as a world view.
* What conspiracy theories are, how they develop and what role they play in society.
 |
| Theological Concepts Monotheism, Qualities of God, Creation, Original Sin, The Fall, Old Testament, New Testament, Christian Values  | Theological Concepts Theism, Afterlife | Theological Concepts Theism, Monotheism, Trinity, Creeds, Revelation, Worship, Sacraments, Incarnation, Salvation and Eschatology. | Theological Concepts Revelation, Incarnation, Salvation, Christian Values | Theological Concepts Revelation, Incarnation, Salvation |
| Key Words | Key Words | Key WordsChristian, Jesus, Faith, Belief, God, Trinity, Denomination, Church, Communion of Saints, Body of Christ, Brotherhood, Fellowship, Ecumenism, Global Christianity, Resurrection, Incarnation, Salvation, God, Atonement, Prophecy, Hope, Jesus, Sin, Saviour, Messiah, Crucifixion, Heaven, Eternal life, Easter, Sacred, Secular, Redemption, Alleluia, Love, Wisdom, Trust, Sacrifice, Koinonia (Fellowship), Eucharist, Mass, Communion, Last Supper, Gospel. | Key WordsHero, Agent of Change, Martyr, Legend, Messiah, Courage, Faith, Activist, Political, Justice, Freedom, Suffering, Redemption, Liberation, Theology, Persecution, Propaganda, Racism, Asylum. | Key Words |
| **Key Skills:*** + Enquiry
	+ Investigation
	+ Recall, describe and understand key beliefs and practices.
	+ Interpretation
	+ Explanation
	+ Application
	+ Analysis
	+ Making links and drawing comparisons
	+ Critical Evaluation
	+ Reflection
	+ Formulating ideas
	+ Literacy
	+ Communication
	+ Religious Literacy
	+ Theological, sociological and philosophical thinking.
 |