

Religious Education Year 8 Curriculum Map

Term	I am learning	By the end of this topic I will be able to
AT1	<p>Creation and Covenant</p> <ul style="list-style-type: none"> • Genesis 3 – The Fall • The 10 commandments • Greatest commandment • Creation was damaged by human sin – Original sin • Baptism • artistic expressions of Moses • conscience • an example of a person whose life was an example of conscientious objection 	<ul style="list-style-type: none"> • describe the account of the Fall in Genesis 3 • describe the difference between original sin and personal sin • explain what it means to be created in the image of God. • explain the origins, meanings and effects of the sacrament of baptism. • understand the meaning of the decalogue • make links between the greatest commandment and the decalogue • interpret artistic representations of Moses • explain how someone can inform their conscience • assess the extent to which the life of Desmond Doss witnessed to Catholic teachings.
AT2	<p>Prophecy and Promise</p> <ul style="list-style-type: none"> • The season of Advent • Prophetic texts in the Bible • Biblical prophets and common prophetic themes • Messiah • Priest, prophet and King • Advent devotions – Jesse tree, Advent wreath • artistic expression of Advent themes • The life of a person with a prophetic voice for today e.g. Oscar Romero 	<ul style="list-style-type: none"> • explain what is meant by describing a prophetic text as messianic • describe the prophetic pattern of call, message and fulfilment • explain the meaning of Isaiah’s prophecy • describe the prophetic themes from the Book of Amos • evaluate the relevance of prophets for today • describe how St. Oscar Romero is a prophetic voice for today • describe Catholic beliefs about Advent
Spr1	<p>Galilee to Jerusalem</p> <ul style="list-style-type: none"> • The Kingdom of God • Proclamations of the Kingdom • Jesus’ encounters with those on the margins • spiritual senses of the scripture • Anointing of the Sick • Corporal and spiritual works of mercy • Lived example: Mother Petrozzi 	<ul style="list-style-type: none"> • describe the characteristics of the Kingdom of God • describe what is meant by the moral sense of scripture • describe Jesus’ encounter with the poor widow and explain what this passage shows who the Kingdom belongs to • describe the parable of the Sheep and the Goats and explain what this teaches about the Kingdom of God • describe the corporal and spiritual works of mercy

Religious Education Year 8 Curriculum Map

	<ul style="list-style-type: none"> • Pilgrimage to Lourdes • Miracle investigation into Jack Traynor 	<ul style="list-style-type: none"> • evaluate how well Mother Elvira Petrozzi's life and work mirrors Jesus' treatment of the marginalised • evaluate if the healing of Jack Traynor was a miracle.
Spr 2	<p>Desert to Garden</p> <ul style="list-style-type: none"> • Deeper questions about the meaning of suffering • Isaiah's fourth servant song • The suffering and death of Jesus • Jesus as a suffering servant • Lent • Easter Triduum • Sacrament of Reconciliation • Respond to ethical questions: Why do the innocent suffer • Artistic expressions on the crucifixion • Lived examples e.g. the Mizen foundation 	<ul style="list-style-type: none"> • describe what scripture and the Church teaches about suffering • explain how Jesus' suffering and death is linked to the suffering servant prophecy of Isaiah • describe how suffering, especially Jesus' suffering has inspired artists • explain why Lent is an important season for Catholics • describe what Catholics do during Lent • explain how Lenten practices help Catholics become more like Jesus • describe how Catholics remember Jesus' suffering, death and resurrection during the Triduum • explain the importance of the Sacrament of Reconciliation • evaluate how Catholics should respond to suffering.
Su 1	<p>To the ends of the Earth</p> <ul style="list-style-type: none"> • The resurrection of Jesus • the importance of belief in the resurrection • the four last things: death, judgement, heaven and hell • Catholic funerals and how they reflect Catholic beliefs • Baptism and link to salvation • Ethical questions e.g objections to the existence of a soul • Artistic representations of Christ's resurrection 	<ul style="list-style-type: none"> • describe what happened after Jesus died • explain why the resurrection is important for Christians today • describe Catholic beliefs about life after death and what happens when we die • explain how Catholic funerals reflect Catholic beliefs about life after death • interpret artistic representations of the resurrection of Jesus Christ • describe divergent views on life and death and explain why some people do not believe in life after death
Su 2	<p>Dialogue and Encounter</p> <ul style="list-style-type: none"> • Judaism as a living religion • The Synagogue • Shabbat • Festivals 	<ul style="list-style-type: none"> • understand that Judaism is a living faith • describe the different branches of Judaism • understand the importance of the day of rest (Shabbat) • explain the importance of festivals in Judaism

Religious Education Year 8 Curriculum Map

--	--	--

Religious Education Year 8 Curriculum Map
Year 9 (Sept 2025)

Term	I am learning	By the end of this topic I will be able to
AT1	<p>Creation and Covenant</p> <ul style="list-style-type: none"> • Revisit the Creation accounts in Genesis (Year 7) • The dignity of the human person • Imago Dei • The covenant of Marriage • The Sacrament and the rite of Matrimony • Ethical and philosophical issues connected with the sanctity of life e.g. abortion, euthanasia, IVF, capital punishment, genetic engineering, eugenics • Artistic expressions eg films that deal with the question: what does it mean to be human: AI, Gattaca, My sister's keeper • Lived examples – a person who has defended basic humanity and the rights of all people. Pro-life organisations / the hospice movement 	
AT2	<p>Prophecy and Promise</p> <ul style="list-style-type: none"> • The role of women throughout salvation history. • The role of Mary • The Magnificat • Beliefs about Mary • The four Marian dogmas: Mother of God, Ever Virgin, Immaculate Conception Assumption. • Ethical options: the Magnificat and 'raising the lowly' • Artistic expressions of Mary e.g. Marian Iconography • Lived examples: pilgrimages to Marian shrines e.g. Lourdes 	
Sp1	<p>Galilee to Jerusalem (Building on Marcan themes in Year 7 and 8)</p> <ul style="list-style-type: none"> • Discipleship • Historical context of Mark's Gospel • Example of Peter • The nature of religious life 	

Religious Education Year 8 Curriculum Map

	<ul style="list-style-type: none"> • The sacrament of Holy Orders • Ethical issues e.g. debate about the ordination of women • Artistic expressions of discipleship and vocation • Lived experience – experience of persecuted Christians ‘Aid to the Church in Need’, Religious Orders and their distinctive charisms. 	
Sp2	<p>Desert to garden</p> <ul style="list-style-type: none"> • The Temple in Jerusalem • The role of the High Priest • The mystery of redemption • The New Covenant • The significance of the Agnus Dei and Ecce Agnus Dei in the Mass • Ethical issues such as cancel culture and refusal of mercy, punishment / capital punishment • Artistic expressions of reconciliation e.g. Les Miserables • Lived religion examples e.g. the work of Pax Christ or other organisations involved in Justice and Peace. 	
Su 1	<p>To the ends of the Earth</p> <ul style="list-style-type: none"> • The early Church in First Century Corinth • The Church is a communion of saints • The role of the Church • The Church on Earth • The Church in heaven – angels • Ethical issues arising from imperfect communion, Christian denominations and ecumenism • Artistic representations of Christ’s resurrection 	
Su 2	<p>Dialogue</p> <ul style="list-style-type: none"> • teachings of the Catholic Bishops of England and Wales about intercultural dialogue <p>Encounter</p> <p>Choice of religion</p> <ul style="list-style-type: none"> • Judaism • Islam • A Dharmic pathway 	

Religious Education Year 8 Curriculum Map

	Other World views	
--	-------------------	--