



Year 8 RE Curriculum Overview

Rationale: Religious Education is studied by all students in Year 8 twice per fortnight. The Year 8 Religious Education curriculum follows 3 broad disciplines of Theology, Philosophy and Social science. It is designed to build on the knowledge and skills students developed in Year 7 and to further develop student's understanding and appreciation of the relevance of religion and culture in the world today. During the course of the year students will explore the beliefs and practices of 3 of the 6 main world religions: Hinduism, Judaism and Islam, having previously looked at Buddhism, Christianity and Sikhism in Year 7. As the year progresses students will examine Humanist attitudes to ethical issues and will explore a range of theories and responses to the problem of evil. Discussion and debate is an integral part of the curriculum and enables students to think critically and articulate their views about key issues impacting their lives and the lives of others.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1 and 2 Hinduism	In this unit of work students will explore Hindu beliefs and practices. They examine beliefs about God, features of the Mandir, the nature and importance of Hindu festival and different forms of worship in the Hindu religion. Students will build on their analytical and evaluative skills by determining whether one form of worship is more meaningful than another.	<p>Assessment Students will complete 2 assessments during this unit.</p> <p>Assessment 1 Mid-topic assessment designed to assess student's knowledge and understanding of a particular concept, person or issue as well as developing literacy skills. Students be awarded a mark or of 5 or 8 depending on the question and will be given brief written teacher feedback stating what they did well and how they can improve.</p> <p>Assessment 2 End of topic assessment. This will be completed in the classroom in timed conditions, without notes. It will include a number of multiple choice questions testing knowledge of the key aspects of the topic and an</p>	<p>Homework A range of homework tasks will be set throughout the autumn term for this topic. This will include:-</p> <ul style="list-style-type: none"> A research task on a key religious figure Revising spellings (key words and concepts) The creation of revision resources to support in preparing students for end of unit assessment. Revision for end of unit assessment <p>Optional homework tasks and Literacy resources</p> <p>Books available in the RE library to develop philosophical thought include:</p>

		<p>evaluative question worth 15 marks where students will be given a statement related to the topic and will be expected to present arguments for and against as well as their own view point. The evaluative question will be awarded a band A-D. Students will receive written teacher feedback on the knowledge and skills they have demonstrated and action points on areas needing further development. Students will have allocated lesson time to discuss their feedback with teachers and to respond to the action points.</p> <p>Peer/Self assessments will also be completed during the unit to develop student's judgement skills and their ability to provide constructive feedback.</p>	<p>Wonder (R.J. Palacio) The Lord of the Flies (William Golding) The Giving tree (Shel Silverstein)</p> <p>Truetube video clip: introduction to the key beliefs and practices of Hinduism</p> <p>https://www.truetube.co.uk/resource/alien-abduction-hinduism/</p> <p>As an optional homework students will be asked to create a model of a Mandir; labelling and explaining the key features. Reward points will be awarded for creativity and effort.</p>
<p>Autumn 2 and Spring 1 Suffering and evil: Holocaust focus</p>	<p>This unit of work enables students to examine the causes of evil and suffering in the world. Students will examine key events of the Holocaust and will try to determine whether forgiveness is possible and the extent to which religious believers could blame God for the evil and suffering caused as a result of this.</p> <p>Students will also have the opportunity to explore the role of a Police officer.</p>	<p>Assessment Students will complete 2 assessments during this unit.</p> <p>Assessment 1 Mid-topic assessment designed to assess student's knowledge and understanding of a particular concept, person or issue as well as developing literacy skills. Students be awarded a mark of 5 or 8 depending on the question and will be given brief written teacher feedback stating what they did well and how they can improve.</p>	<p>Homework A range of homework tasks will be set throughout the autumn term for this topic. This will include:-</p> <p>A research task on a key religious figure or concept</p> <p>Revising spellings (key words and concepts)</p> <p>The creation of revision resources to support in preparing students for end of unit assessment.</p> <p>Revision for end of unit assessment</p>

		<p>Assessment 2 End of topic assessment. This will be completed in the classroom in timed conditions, without notes. It will include a number of multiple choice questions testing knowledge of the key aspects of the topic and an evaluative question worth 15 marks where students will be given a statement related to the topic and will be expected to present arguments for and against as well as their own view point. The evaluative question will be awarded a band A-D. Students will receive written teacher feedback on the knowledge and skills they have demonstrated and action points on areas needing further development. Students will have allocated lesson time to discuss their feedback with teachers and to respond to the action points.</p> <p>Peer/Self assessments will also be completed during the unit to develop student's judgement skills and their ability to provide constructive feedback.</p>	<p>Optional homework tasks and Literacy resources</p> <p>Books available in the RE library to develop philosophical thought include:</p> <p>Wonder (R.J. Palacio) The Lord of the Flies (William Golding) The Giving tree (Shel Silverstein) Anne Frank: The diary of a young girl</p> <p>Truetube: Holocaust survivor story (Kindertransport) https://www.truetube.co.uk/resource/kindertransport/</p> <p>As an optional homework students will be asked to create a Holocaust memorial to those who lost their lives in the ghettos and the camps.</p>
<p>Spring 1 Humanism</p>	<p>During this unit students will examine what it means to be a humanist. They will examine the core aims and principles associated with humanism and will examine how humanists might respond to different ethical situations, comparing this with their own responses.</p>	<p>Assessment Students will complete 2 assessments during this unit.</p> <p>Assessment 1 Mid-topic assessment designed to assess student's knowledge and understanding of a particular concept, person or issue as well as developing literacy skills. Students be awarded a mark of 5 or 8 depending on the question and will be given brief written teacher feedback</p>	<p>Homework A range of homework tasks will be set throughout the autumn term for this topic. This will include:-</p> <p>A research task on a key religious figure</p> <p>Revising spellings (key words and concepts)</p> <p>The creation of revision resources to support in preparing students for end of unit assessment.</p>

		<p>stating what they did well and how they can improve.</p> <p>Assessment 2 End of topic assessment. This will be completed in the classroom in timed conditions, without notes. It will include a number of multiple choice questions testing knowledge of the key aspects of the topic and an evaluative question worth 15 marks where students will be given a statement related to the topic and will be expected to present arguments for and against as well as their own view point. The evaluative question will be awarded a band A-D. Students will receive written teacher feedback on the knowledge and skills they have demonstrated and action points on areas needing further development. Students will have allocated lesson time to discuss their feedback with teachers and to respond to the action points.</p> <p>Peer/Self assessments will also be completed during the unit to develop student's judgement skills and their ability to provide constructive feedback.</p>	<p>Revision for end of unit assessment</p> <p>Optional homework tasks and Literacy resources</p> <p>Books available in the RE library to develop philosophical thought include:</p> <p>Wonder (R.J. Palacio) The Lord of the Flies (William Golding) The Giving tree (Shel Silverstein)</p> <p>Truetube: Understanding Humanism https://www.truetube.co.uk/resource/what-is-humanism/</p> <p>As an optional homework students will be asked to carry out some additional research on Humanism and produce an informative poster/leaflet on their findings. Reward points will be awarded for effort and creativity.</p>
<p>Spring 2 and Summer 1</p> <p>Judaism</p>	<p>In this unit of work students will explore key Jewish beliefs and practices including the nature and importance of Jewish festivals and rites of passage. Students will develop their understanding of the Passover</p>	<p>Assessment</p> <p>Students will complete 2 assessments during this unit.</p> <p>Assessment 1 Mid-topic assessment designed to assess student's knowledge and understanding of</p>	<p>Homework</p> <p>A range of homework tasks will be set throughout the autumn term for this topic. This will include:-</p> <p>A research task on a key religious figure</p>

	<p>and its significance today. Students will also examine the Torah and how it is used and treated by followers of Judaism and how this impacts their approach to situations in life today.</p> <p>Students will also have the opportunity to examine the role of a Sports presenter.</p>	<p>a particular concept, person or issue as well as developing literacy skills. Students be awarded a mark or of 5 or 8 depending on the question and will be given brief written teacher feedback stating what they did well and how they can improve.</p> <p>Assessment 2 End of topic assessment. This will be completed in the classroom in timed conditions, without notes. It will include a number of multiple choice questions testing knowledge of the key aspects of the topic and an evaluative question worth 15 marks where students will be given a statement related to the topic and will be expected to present arguments for and against as well as their own view point. The evaluative question will be awarded a band A-D. Students will receive written teacher feedback on the knowledge and skills they have demonstrated and action points on areas needing further development. Students will have allocated lesson time to discuss their feedback with teachers and to respond to the action points.</p> <p>Peer/Self assessments will also be completed during the unit to develop student's judgement skills and their ability to provide constructive feedback.</p>	<p>Revising spellings (key words and concepts)</p> <p>The creation of revision resources to support in preparing students for end of unit assessment.</p> <p>Revision for end of unit assessment</p> <p>Optional homework tasks and Literacy resources</p> <p>Books available in the RE library to develop philosophical thought include:</p> <p>Wonder (R.J. Palacio) The Lord of the Flies (William Golding) The Giving tree (Shel Silverstein)</p> <p>Truetube: Alien abduction intro to all aspects of Judaism https://www.truetube.co.uk/resource/its-a-miracle/</p> <p>As an optional homework students will be asked to design and label their own Passover plate. Reward points will be awarded for creativity and effort.</p>
<p>Summer 2 Islam: Five Pillars</p>	<p>In this unit students will build on students' knowledge of Islam.</p>	<p>Assessment</p>	<p>Homework</p>

	<p>Students will examine the meaning and importance of the Five Pillars and will explore how each Pillar is practiced by Muslims. Students will then about and discuss the challenges of following the Five Pillars the Britain today.</p>	<p>Students will complete 2 assessments during this unit.</p> <p>Assessment 1 Mid-topic assessment designed to assess student’s knowledge and understanding of a particular concept, person or issue as well as developing literacy skills. Students be awarded a mark or of 5 or 8 depending on the question and will be given brief written teacher feedback stating what they did well and how they can improve.</p> <p>Assessment 2 End of topic assessment. This will be completed in the classroom in timed conditions, without notes. It will include a number of multiple choice questions testing knowledge of the key aspects of the topic and an evaluative question worth 15 marks where students will be given a statement related to the topic and will be expected to present arguments for and against as well as their own view point. The evaluative question will be awarded a band A-D. Students will receive written teacher feedback on the knowledge and skills they have demonstrated and action points on areas needing further development. Students will have allocated lesson time to discuss their feedback with teachers and to respond to the action points.</p> <p>Peer/Self assessments will also be completed during the unit to develop student’s judgement</p>	<p>A range of homework tasks will be set throughout the autumn term for this topic. This will include:-</p> <p>A research task on a key religious figure</p> <p>Revising spellings (key words and concepts)</p> <p>The creation of revision resources to support in preparing students for end of unit assessment.</p> <p>Revision for end of unit assessment</p> <p>Optional homework tasks and Literacy resources</p> <p>Books available in the RE library to develop philosophical thought include:</p> <p>Wonder (R.J. Palacio) The Lord of the Flies (William Golding) The Giving tree (Shel Silverstein)</p> <p>Truetube the Five Pillars of Islam https://www.truetube.co.uk/resource/the-five-pillars-of-islam/</p> <p>As an optional homework students will be asked to carry out some extra research on one of the Five Pillars and present this as a project piece.</p>
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