

KS3 Long Term Curriculum Plan: Year 8 RE 2025-26

Curriculum Aim:

In Year 8, students deepen their understanding of religious and non-religious worldviews through a thematic approach that explores belief, expression, morality, and the complex relationship between religion and society. The curriculum is structured to provoke critical thinking about ultimate questions, the nature of belief, ethical living, and the impact of religion on individuals and communities. Students engage with philosophical arguments for and against the existence of God, examine how spiritual ideas are expressed through the arts, interrogate the role of religion in shaping moral values, and grapple with challenging issues such as evil, suffering, peace, and conflict.

Each unit is designed to develop students' ability to explain, analyse, and evaluate diverse perspectives, encouraging them to offer reasoned and supported arguments in discussion and assessment. The curriculum balances religious and secular viewpoints, ensuring students can articulate and critique a range of responses to contemporary ethical and philosophical questions. By the end of Year 8, students will have built a strong foundation in critical thinking, ethical reasoning, and cultural literacy, preparing them for further study in Years 9, 10, and 11.

Link to Prior Learning:

The Year 8 RE curriculum builds on the foundational knowledge and skills developed in Year 7, where students explored the beliefs, teachings, and practices of major world religions and non-religious worldviews. In Year 7, the focus was on understanding and applying core concepts, while Year 8 moves towards deeper philosophical enquiry and ethical analysis. Students continue to develop skills in investigation, explanation, discussion, and evaluation, now applied to more complex questions about belief, morality, and the role of religion in society. This progression ensures that students are equipped to make insightful links between beliefs, practices, and contemporary issues.

Rationale of Sequencing:

The sequence of the Year 8 curriculum is intentional, beginning with philosophical arguments about belief in God to establish a critical foundation for later ethical and social enquiry. The autumn term's focus on belief and spirituality sets the stage for the spring term's exploration of morality and the problem of evil, allowing students to connect abstract ideas with real-world challenges. The summer term addresses peace, conflict, and discrimination, building on earlier discussions of morality and evil and encouraging students to consider the practical implications of religious and non-religious teachings in modern society. This structure supports the development of analytical and evaluative skills, and ensures that students are prepared to tackle the ethical and philosophical issues they will encounter at GCSE and beyond.

Y8 Long Term Plan

Term	Half Term	Strand	Unit	Lessons	Vocabulary	Key question
Autumn 13 weeks	Autumn 1 8 weeks	Believing	Arguments for and Against the Existence of God (7 lessons)	- Intro: Why do people believe or not believe in God?	Theism Atheism Agnosticism Design Argument Cosmological Argument Moral Argument Faith Revelation Proof Evidence	Can we prove or disprove the existence of God, and why do people hold different views?
				- The Design Argument		
				- The Cosmological Argument		
				- The Moral Argument		
				- Athiest and Humanist Perspectives		
				- Faith and Revelation		
				- Assessment		
	Autumn 2 7 weeks	Expressing	Spirituality in the Arts (6 lessons)	- Feedback and What is Spirituality?	Spirituality Symbolism Icon Sacred Worship Ritual Architecture Music Expression Contemporary	How do people express spiritual ideas and beliefs through art, music, and creativity?
				- Symbolism in Religious Art		
				- Music and Worship		
				- Architechture and Sacred Space		
				- Modern Expressions of Spirtuality		
				- Assessment		
			- Feedback and What is Morality?	Morality		

Spring 11 weeks	Spring 1 6 weeks	Living	Does Religion help people to be good? (6 lessons)	<ul style="list-style-type: none"> - Religious Teachings on Right and Wrong - Humanist and Secular Ethics - The Golden Rule in Different Religions - How do we make moral decisions? - Assessment/Debate 	Morality Ethics Conscience Golden Rule Right Wrong Virtue Religious teachings Secular Decision making	How do religious and non-religious worldviews influence people's ideas about right and wrong?
	Spring 2 6 weeks	Believing	The Problem of Evil and Defending God's Existence (6 lessons)	<ul style="list-style-type: none"> - Feedback/What is Evil? - Types of Evil - Epicurus and The Problem of Evil - Abrahamic Responses - Athiest Responses (inc. Buddhism) - Assessment Lesson 	Problem of Evil Theodicy Omnibenevolent Omnipotent Moral Evil Natural Evil Epicurus Free Will Defence Soul Making Dukkha	If God exists, why is there suffering and evil in the world-and how do different worldviews respond?
Summer 13 weeks	Summer 1 6 weeks	Living	Peace and Conflict (7 lessons)	<ul style="list-style-type: none"> - What have we learned about religion and goodness? - Religion and Peace - Religion and Conflict - Interfaith dialogue - Modern challenges to religious living - What is discrimination and prejudice? - Religious and Non-Religious Responses to Discrimination 	Conflict Peace Justice Forgiveness Reconciliation Discrimination Prejudice Terrorism Pacifism Interfaith	Does religion bring peace or cause conflict in the world today and how do people respond to this challenge?
	Summer 2 7 weeks	All	Research Project	<ul style="list-style-type: none"> - End of Year Revision - End of Year Assessment - Research Project - Research Project - Feedback Lesson - Documentary Lesson 		