

## KS3 Long Term Curriculum Plan: Year 8 RE

### Curriculum Aim:

**In Year 8** the RE curriculum aims to extend student's understanding of religious and non-religious world views. The Year 8 RE curriculum aims to deepen their understanding of important beliefs, concepts and issues of truth and authority in specific religions (Christianity & Islam). The aim is for students to apply their understanding of religious and philosophical beliefs, teaching and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities (Intro to Philosophy). Another aim of the Year 8 RE curriculum is to give students the opportunity to interpret religious texts and other sources. The aim of the Year 8 RE curriculum is to develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical, spiritual & ethical issues.

### Link to prior learning:

The Year 8 RE curriculum builds on their KS2 learning of world religions which focuses on 'exploring' the faiths and learning about the beliefs, teachings and practices. At KS3, the RE curriculum deepens this knowledge and focuses on the 'application' of their learning on a range of ultimate questions and ethical issues. The Year 8 programme of study in RE builds on the skills developed in Year 7 - skills including; investigation, explanation, analysis, comparative study, discussion and evaluation skills.

### Rationale of sequencing:

Students begin their learning focusing on an 'Introduction to Philosophy' which develops the skills required for their learning in RE. These skills include; investigation, explanation, analysis, comparative study, discussion and evaluation skills. Student's then apply these skills further in their study of Anti-racism & Faith (Christian & Muslim figures) and Islam. Anti-racism and faith is the study of beliefs and values in different religions and worldviews enabling students to be able to think about their own experiences and views about race, ethnicity and racial justice. This further builds their skills in evaluation and discussion.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn	<b>Introduction to Philosophy (12-14 lessons)</b> This unit builds on the Y7 Autumn term topic introduction to Ethics. They will continue to apply the skills of analysis and evaluation and focus on further ultimate questions. The discussion skills developed in year 7 continue to be honed through the use of P4C. Students are introduced to early Greek philosophical	<ul style="list-style-type: none"> <li>• Origins of philosophy</li> <li>• Arguments for and against the existence of God</li> <li>• Exploration of philosophical questions.</li> <li>• Discussion &amp; listening skills</li> <li>• Critical evaluation skills</li> </ul>	Baseline assessment of knowledge of philosophy  Reflective written response on the Teleological and Cosmological argument  'God must exist' - Evaluative essay Assessment week

	thinking and the Socratic method of questioning and discussion.		
Spring	<b>Anti racism and faith(10-12 lessons)</b> This unit develops students' understanding of the way religious beliefs impact practices and ways of life. They will explore questions of Identity, Diversity, Justice, Values and Belonging.	<ul style="list-style-type: none"> <li>• What is equality, prejudice, discrimination, racism and anti-racism?</li> <li>• Statues in Bristol</li> <li>• Exploration of the anti-racist work of religious figures such as Martin Luther King, Stormzy, Dr Hany El Banna, Malcolm X</li> <li>• Understanding the 'stairs of respect'</li> <li>• Anti-racism and the influence of religious and non-religious beliefs</li> <li>• Discussion &amp; listening skills</li> <li>• Critical evaluation skills</li> </ul>	Baseline assessment of knowledge of key language associated with equality, diversity and identity  Reflective written response on the anti-racist work of two religious figures  'Why we must be anti-racist' - Evaluative essay
Summer 1	<b>Islam- Beliefs, Teachings &amp; Practices (12-14 lessons)</b> This unit builds on their KS2 knowledge of Islam (which is varied due to their experiences at primary school). There is an initial baseline assessment of what a student's prior knowledge is. The aim of this unit is to continue to develop their application of knowledge and critical	<ul style="list-style-type: none"> <li>• Introduction to Islam and key concepts</li> <li>• Beliefs about the nature of God</li> <li>• Prophets</li> <li>• Five Pillars of Islam</li> <li>• Discussion &amp; listening skills</li> <li>• Critical evaluation skills</li> </ul>	Baseline assessment of knowledge of Islam  Reflective written response on the Hajj - evaluative essay (assessment week)

	<p>evaluation skills.</p> <p>Students explore the beliefs, teachings &amp; practices of Muslims leading up to a focus on the impact of these on the lives of Muslims in today's society.</p>		
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Further Information

Enfield SACRE agreed syllabus of RE (2017) <https://www.enfieldsacre.co.uk/agreed-syllabus/>