






Year 8 Religious Studies Curriculum Rationale

THEME: Religious Minds




The Religious Studies KS3 curriculum is intended to allow students to know more about the religious beliefs of the world and instil a passion about culture. The curriculum is designed to cover most of the world religions, humanism and introduce some philosophical ideas but follows the Northamptonshire 2018-2023 curriculum with the biggest % of lessons focused on Christianity. The intention is to inspire student's curiosity about the faiths within our community and to act as a solid grounding for the teaching of RS and Philosophy at GCSE and A level.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>MAIN ENQUIRY: What are religious attitudes towards our world?</p>	<p>In this unit students will build on their learning in the Year 7 unit of work. In Year 8 the focus is more on how religion shapes actions and attitudes.</p> <p>Key Questions: How do religions view the world?</p> <ul style="list-style-type: none"> • <i>Students recap their learning from year 7 recapping religious views of creation.</i> <p>How do religions respond to climate change and other environmental issues?</p>	<p>Builds on Year 7 knowledge which has covered elements of all of the BIG six religions and specifically different views on creation.</p> <p>Students are continuing to explore concepts such as Dominion, Stewardship and creation. Also introducing the ideas of evil and suffering.</p> <p>(see end of document for unit</p>	<p>Assessment 1 - Recap Forms quiz to test knowledge recall.</p> <p>Short written answer to assess understanding.</p>	<p>Local Agreed Syllabus links:</p> <ul style="list-style-type: none"> ✓ AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. ✓ This includes thinking about and interpreting religious beliefs, teachings, sources, 	<p>Discussion, videos, reading and the involvement of all the HPL traits. But in particular:</p> <p> Linking.</p> <p>Making links between faith and actions / responses.</p> <p> Analysing –</p> <p>Does faith help us understand the world we live in or does it hinder understanding?</p>	<p>Each unit will have a focussed homework task to develop students' knowledge and understanding within their enquiry:</p> <p>Unit 1: Where is God? Art challenge.</p> <p>Unit 2: Buddhist beliefs about violence.</p> <p>Unit 3: Topical task (will be updated depending on current affairs at the time of teaching).</p> <p>Students will also be encouraged to recap and revisit prior learning throughout.</p>

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	<ul style="list-style-type: none"> <i>Students explore how faiths have responded to environmental issues including climate change and natural disasters.</i> <p>How do religions address the questions of evil and suffering?</p> <ul style="list-style-type: none"> <i>Linking to work in previous key question and linking forward to the theme of conflict students explore the idea of natural evil, man made evil and why there is suffering in the world. They will look at a range of religious views on this.</i> 	<p>plan / year 8 sequence of lessons)</p>		<p><i>practices, ways of life</i> and ways of expressing meaning with reference to the specific beliefs and religions studied.</p> <p>Geography – natural hazards, climate change.</p> <p>History – Historic events such as The Holocaust will come up as examples when exploring the idea of evil.</p>		<p><u>What parents can do to support:</u></p> <p>Discuss topics studied with your child e.g. Conversations about BIG questions, topical issues etc.</p> <p>Homework will be set that builds on the lesson content.</p> <p>Encourage students to read the news and discuss stereotypes that are sometimes used in the media. Other issues in the news that are related indirectly about faith and ethics in the news e.g. g. the Pope’s condemnation of the Ukraine War.</p>

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<p>MAIN ENQUIRY: How can there be differing religious attitudes towards conflict?</p>	<p>In this unit students focus on the attitudes of faiths towards conflict, building on what they learnt in unit one and exploring new concepts.</p> <p>Key questions: What are Christian Attitudes to violence?</p> <ul style="list-style-type: none"> • <i>Students recap evil and suffering from unit 1 and consider biblical teachings on violence (Old and New Testament). They will also explore whether Christianity is compatible with serving in the armed forces.</i> <p>How do religions work towards peace?</p>	<p>Follows on from the first unit examining Evil and Suffering.</p> <p>New concepts introduced will include Pacifism and Conscientious Objection.</p> <p>Main focus in this section is on Christianity but there are some comparison with other faith beliefs including Buddhism (explored in homework)</p> <p>(see end of document for unit plan / year 8 sequence of lessons)</p>	<p>Assessment 2 - Recap Forms quiz to test knowledge recall.</p> <p>Short written answer to assess understanding.</p>	<p>Local Agreed Syllabus Links:</p> <ul style="list-style-type: none"> ✓ AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. ✓ This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific 	<p> Linking between key beliefs and then the practices that believers follow.</p> <p>Making links between past events and topical issues.</p> <p> Meta Thinking – how religions shape ideas on what is appropriate behaviour in society and at times of conflict.</p> <p> Analysing e.g. using examples to explore how individuals have used their faith to take action and to inspire others.</p>	<p>Seneca – student account with questions and quizzes to help with the consolidation of lesson topics.</p> <p>Wider reading around the topic and some of the matters of faith – cross over.</p> <p>Use of online and printed KS3 RS revision (BBC Bitesize) to consolidate and extend in class learning.</p>

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	<ul style="list-style-type: none"> <i>Students explore the ideas of Pacifism and Conscientious Objection. They will look at those who tried to stand up to oppression e.g. Bonhoeffer and ML.</i> <p>Can violence ever be justified?</p> <ul style="list-style-type: none"> <i>Students explore Just War Theory and Christians responses to modern warfare. This will be explored through case study examples.</i> 			<p>beliefs and religions studied.</p> <p>History & RS – Holocaust (studied in Year 9 in RS and touched upon in History) and persecution of Jewish peoples. The impact of the Crusades on Christian and Muslim faiths.</p> <p>PSHE – ideas of discrimination and prejudice covered.</p>		
<p>MAIN ENQUIRY: How do religions respond to challenging issues?</p>	<p>In this unit students focus on how faiths respond to challenges in the modern world.</p> <p>Key Questions:</p>	<p>Students have some prior knowledge or ideas that transfer from study of other cultures / civilisations in</p>	<p>Assessment 3 - Recap Forms quiz to test knowledge recall.</p>	<p>Local Agreed Syllabus Links:</p> <ul style="list-style-type: none"> Learning from religion and belief. Questioning, 	<p>Discussion, videos, reading and the involvement of all the HPL traits. But in particular:</p>	

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	<p>How do religions respond to poverty?</p> <ul style="list-style-type: none"> • <i>Students compare a range of actions including the importance of charitable acts, vows of poverty etc.</i> <p>What influence have religious attitudes had on equality?</p> <ul style="list-style-type: none"> • <i>Students explore traditional views on gender / marriage / religious attitudes towards race.</i> <p>Can religions still provide guidance in a modern world?</p> <ul style="list-style-type: none"> • <i>Students explore ethical topics e.g. cloning, medical advances, AI, Euthanasia. These may be adjusted</i> 	<p>primary as well as the work on the big six religions in year 7.</p> <p>The expectation is that there will be some knowledge of this topic from Primary school.</p> <p>Christianity as the major religion of the UK is usually the one that students have the most awareness of. This unit will help students develop an understanding of challenges and responses.</p> <p>(see end of document for unit plan / year 8 sequence of lessons)</p>	<p>Longer written answer to assess understanding and show their skills in critical and logical thinking.</p>	<p>exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied.</p> <ul style="list-style-type: none"> • This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly 	<p> Linking between core beliefs and how people put those beliefs into action.</p> <p> Meta Thinking - debating the ethics of topical and even controversial issues.</p> <p> Analysing – the whether faiths can give valuable and appropriate guidance in the modern world.</p>	

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	<p><i>depending on what is topical at the time.</i></p>			<p>insightful links to the specific religions studied.</p> <p>History – links to study of Suffrage and poverty.</p> <p>Geography – Links to absolute and relative Poverty, Development topics.</p> <p>PSHE – Issues in society.</p>		