





RELIGIOUS EDUCATION Year 8 curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	What happens to us after we die?	What happens to us after we die?	How do the arts help us to express beliefs?	How do the arts help us to express beliefs?	Why is there so much evil and suffering in the world?	Why is there so much evil and suffering in the world?
Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	<p>The Autumn term introduces students to worldviews on various beliefs about the afterlife, including heaven, hell, rebirth and reincarnation. This unit introduces students to what the world religions teach about their beliefs and how these beliefs influence individuals and communities.</p> <p>In the Spring term students will be introduced to the various mediums people use to express their beliefs and spirituality. Specifically, they will study art and music. They will analyse and interpret works of art across a wide spectrum from Da Vinci's Last Supper to modern day artists such as Banksy and the graffiti artist Muhammad Ali They will listen to and analyse lyrics from popular Christian hymns, famous classical pieces such as Handel's Messiah all the way up to modern day Christian artists such as Stephen Curtis Chapman.</p> <p>In the Summer term, students will learn about the various religious origins of evil and suffering, including Original Sin, reincarnation, the devil, and free will. They will evaluate if suffering has any purpose, can it ever be a positive thing? Students will evaluate if the Omni Christian God and a world of suffering can co-exist and learn about how religions use theodicy to explain this dichotomy.</p> <p>Skills: Analysis, Reflection, Expression, Personal Reflection, Investigation</p>					



Skills	R <i>Develop</i> RESILIENCE	<i>Students need to tackle sensitive topics and be prepared to learn from their experiences no matter how tough they have been.</i>	
	A <i>Possess</i> AMBITION	<i>Students should endeavour to participate in discussions, complete all tasks asked of them and respond positively to constructive criticism.</i>	
	I <i>Demonstrate</i> INTEGRITY	<i>Students need to allow others to feel safe to express their opinions, feelings and beliefs, whilst having the courage to share their own personal feelings.</i>	
	S <i>Embed</i> Self-Discovery	<i>Students need to reflect upon how taboo topics such as death, and human suffering make them feel. They should be open to developing their opinions and feelings about art and music and to be mature enough to share these with others.</i>	
	E <i>Display</i> EMPATHY	<i>Students need to listen to others' views, experiences and opinions and be prepared to take them on board in order to strengthen and develop their own.</i>	
Curriculum Links	<p>This unit allows students to investigate diversity within and between religions by learning about the differing views surrounding death and the afterlife. As discussing death and the afterlife can be a sensitive topic, this unit appears in year 8 as opposed to year 7. Students can utilise the knowledge gained in year 7 on the three core religion's beliefs to offer explanations</p>	<p>This unit is followed by the "lighter" unit called "How can art help express beliefs?" which is very popular with students as it introduces them to a very different way of learning about religion. This unit is taught at this point in the curriculum as we feel students have gained sufficient knowledge of the core religions. They are now ready to apply this knowledge. Unit 1 in year 7 "What is RE" students learned</p>	<p>We end year 8 with a unit called "Why do people suffer?" Again, a sensitive subject which is taught at this point as students are more mature. This unit builds upon concepts taught in year 7 on evil, sin the devil, creation, and Adam and Eve. This unit also builds up the year 7 unit called "What do Buddhists believe?" Students will be able to use their knowledge of the 4 Noble truths to explain the Buddhist idea of where evil and suffering comes from. This year 8 unit</p>



	<p>and show understanding of the practices surrounding death. For example, in year 7 the unit called “What do Buddhists believe?” students learn about the concept of karma. This knowledge can be applied to the issue of rebirth and reincarnation in this first unit in year 8.</p>	<p>about symbolism and should now understand what is meant by symbolism, a large part of this unit in year 8. Students understand that there are many things which can be symbolic, not just religious symbols themselves.</p>	<p>also introduces students to one of the key Christian beliefs taught in Key stage 4 about the existence of evil and suffering when discussing the nature of God and the concept of dukkha and its influence on Buddhist teachings and practices in Component 1 of the AQA Spec A syllabus. Students will be able to question the nature of religion itself which allows them to consolidate their learning from unit 1 in year 7 “What is RE?” This unit concludes with lessons on theodicy, a concept which would not be possible without prior knowledge of rebirth and reincarnation taught in unit 1 in year 8 “What happens after we die?” and the nature of God taught in unit 2 of year 7, “Why do people believe in God?” This final unit in year 8, begins to introduce the more thematic approach to RE which will be taught in year 9.</p>
<p>Assessment</p>	<p>Curriculum Checkpoint 1 – Unit 1</p> <p>Exam – End of year exam</p> <p>Due to fortnightly lessons assessment is less in year 8.</p>		
<p>Aspirations & Careers</p>	<p>Students are encouraged to listen to other viewpoints and opinions whilst developing and building upon their own. They are encouraged to work independently and collaboratively, two important skills for employability.</p>		

