

YEAR 8

AUTUMN 1							AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1						SUMMER 2						
1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7
ENQUIRY QUESTION – Do our beliefs shape our actions? (DHARMIC FAITHS)																																							
Year 8 will be exploring the question of whether our beliefs shape our actions through the different lenses of the Dharmic faiths – specifically, Hindu Dharma and Sikhi – as well as Christianity. This will enable students to gain knowledge and understanding of a range of religions and world views, appreciating diversity, continuity and change within religions and world views studied. The different responses to the enquiry question will encourage students to appreciate the how beliefs can influence practice in a believers’ daily life. The enquiry questions enables each unit to be connected and will facilitate the opportunity for further development of understanding of the Dharmic faiths through making comparisons and creating a schema. By the end of the year, students will be develop highly literate and knowledgeable on how beliefs can shape practices.																																							
Unit description	Christianity – Are humans incapable of being good? (Understanding Christianity)						Christianity – Can we be saved? (Understanding Christianity)								Hindu Dharma – Is there a soul?								Sikhi – Can equality make a difference?								Christianity – How do we know what is right and wrong?								
	<p>Outcomes:</p> <p>To explain the Christian belief that God created a good universe.</p> <p>To compare the portrayal of God in Genesis 1 and Genesis 2, with reference to Elohim and YHWH</p> <p>To explain what the Fall is and what Christians believed happened</p> <p>To evaluate who is responsible for the Fall</p> <p>To examine the consequences of Eve being blamed for the Fall.</p> <p>To explain why the ordination of women priests and bishops is a controversial issue. .</p> <p>To be able to explain how the relationship between God and humans changed because of the fall.</p> <p>To be able to explain two different Christian views on whether humans are all bad, with reference to Arminius and Calvin</p> <p>To explain the difference between moral and natural evil</p> <p>Augustine and Irenaeus</p> <p>To evaluate whether humans are incapable of being good</p> <p>Substantive knowledge – Genesis, Image of God, Elohim, YHWH, The Fall, Original Sin, Patriarchy, Ordination, Free will, Moral and Natural Evil</p>						<p>Outcomes:</p> <p>To describe how Jesus is a rescuer/saviour, what he saved us from and what he had to sacrifice.</p> <p>To explain God’s big plan for salvation and to describe the purposes of salvation.</p> <p>To evaluate the evidence for Jesus’ death and resurrection and explain why these two events are at the core of Christianity.</p> <p>To explain how Jesus’ crucifixion can be understood as a ransom for the whole of humanity and to be able to express the strengths and weaknesses of this argument.</p> <p>To describe the Christian plan of salvation within the context of a battle between good and evil.</p> <p>To evaluate the extent to which Jesus’ life, crucifixion and resurrection provides a model for Christians today.</p> <p>To explain Jesus’ crucifixion as a means of substitution by which salvation can be received.</p> <p>To compare the different understandings of salvation</p> <p>Substantive knowledge – Sin, Salvation, Crucifixion, Resurrection, Ransom, Christus Victor, Substitution, Exclusivism, Inclusivism and Pluralism</p>								<p>Outcomes:</p> <p>To explain what Hindus mean by Brahman as the ultimate reality, the different beliefs about Brahman and how the Trimurti represents Brahman.</p> <p>To explain different Hindu beliefs about the creation of the universe, with reference to the Trimurti</p> <p>To explain the origins of the caste system</p> <p>To evaluate attempts to stop caste - based discrimination</p> <p>To explain different ideas about the connection between atman and Brahman</p> <p>To define dualism and materialism</p> <p>To explain the consequences for believing in materialism</p> <p>To evaluate whether everyone has a soul</p> <p>To describe the different places of worship for Hindus</p> <p>To explain the purpose of Hindu worship</p> <p>To explain Hindu beliefs about the use of violence, with reference to ahimsa</p> <p>To explain Hindu beliefs about gender equality</p> <p>Substantive knowledge – Sanatana Dharma, Brahman, Trimurti, atman, caste system, reincarnation, karma, materialism and dualism, Mandir, puja, Diwali and Holi, Ahimsa</p>								<p>Outcomes:</p> <p>To explain the importance of Guru Nanak and the significance of his life</p> <p>To explain key Sikhi teachings, such as the Mool Mantar, Waheguru and reincarnation</p> <p>To explain the importance of the Guru Granth Sahib</p> <p>To explain the formation of Khalsa and its importance, with reference to the 5 Ks</p> <p>To describe the history of Sikhs wearing the turban</p> <p>To evaluate challenges a Sikh wearing a turban might face and come up with possible solutions.</p> <p>To explain the significance of the Golden Temple for Sikhs today</p> <p>To give examples of how Sikhis put their beliefs into actions in difference ways</p> <p>To explain contemporary Sikh views on ethical issues</p> <p>Substantive knowledge – Waheguru, samsara, karma and reincarnation, Mool Mantar, Guru Granth Sahib, the Khalsa, The 5 Ks, Sewa, Equality, Gurdwara and Langar</p>								<p>Outcomes:</p> <p>To explain the difference between absolute and relative morality</p> <p>To compare the 10 commandments with the 5 moral precepts</p> <p>To reflect on how following a code impacts on everyday life</p> <p>To examine key biblical texts to understand how they affect the way a Christian lives their life</p> <p>To examine key sacred texts to understand how they affect the way a Buddhist lives their life</p> <p>To examine the Humanist belief that values and morality come from human experience</p> <p>To reflect on religious and non-religious responses to inequality, with reference to homelessness and child poverty</p> <p>To explore case studies of individual that have brought about change/fought for what is right and how their beliefs have influenced them</p> <p>Substantive knowledge – Ethics, morality, absolute and relativity morality, the Ten Commandments, the Five Moral Precepts, The Sermon on the Mount, Karma, the Three Poisons, Agnosticism, Atheism, The Golden Rule, Humanism</p>								

Religious Studies

Curriculum

	Curriculum Links – Year 7 Saviour and Creator & Year 9 CB	Curriculum Links – Year 7 Saviour and Creator & Year 9 CB	Curriculum Links – Year 7 Creation & Year 10 Buddhist traditions	Curriculum Links – Year 7 Creation & Year 8 Hindu Dharma & Year 10 Buddhist traditions	Curriculum Links – Year 7 Saviour and Year 8 Hindu Dharma and Sikhi & Year 10 Buddhist traditions
	<i>Disciplinary knowledge – all units will implicitly and discreetly address the multi-disciplinary approach to RE with reference to theology, philosophy and human/social sciences. This can be found in the unit overviews which differentiates between the units as – believing, thinking and living – which will be followed by specific questions that link to the different disciplines.</i>				
	<i>Personal knowledge – Students will reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of world views which highlight the complexity of the world in which they live today. This will facilitate their own exploration of their own religious, spiritual and philosophical ways living, believing and thinking.</i>				
Assessment	AO1 and AO2: “Humans are incapable of being good” Evaluate this statement LEVELLED ASSESSMENT	AO1 and AO2: Can we be saved? Creative Infographic on “Salvation” with a short paragraph response	AO1 and AO2: “Everyone has a soul” Evaluate this statement. LEVELLED ASSESSMENT	AO1 and AO2: “Equality is the most important teaching in Sikhi” Evaluate this statement LEVELLED ASSESSMENT	AO1 Knowledge Test – Key words

AO1: Demonstrate knowledge and understanding of religion and beliefs including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs.

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

>Something More?
<p>Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:</p> <ul style="list-style-type: none">• Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?• Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.• Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.• Encouraging creative expression to connect with the inner self and the transcendent.• Fostering a sense of belonging and interconnectedness with others, nature, and the universe.• Encouraging self-awareness, emotional intelligence, and moral reasoning.• Promoting open-ended investigations rather than just seeking right answers.• Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.
<p>How does our curriculum do >Something More?</p> <p>Our religious education curriculum is built upon the concept of >Something More? Through every lesson, question and conversation we have with our students we encourage them to develop their sense of >Something More? Listed below are a few examples of how we achieve this through our curriculum, however, it is impossible to list every instance as it is the very essence of our curriculum to develop our students’ sense of spirituality.</p> <ul style="list-style-type: none">• Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?<ul style="list-style-type: none">- The foundations of our curriculum are “big” questions that students explore through each unit and every lesson. The focus of Year 8 is to explore “Do our beliefs shape our actions?” through the different worldviews, mainly Christianity and Dharmic faiths. This provides our students with the opportunity to reflect, make comparison on how different beliefs can influence faith, purpose and everyday life. For example, students explore the problem of evil and question who is responsible for the evil and suffering in the world today.-• Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Religious Studies

Curriculum

- After learning about different beliefs about salvation, whether it is best understood as a victory, a ransom or as substitution, students are task with creating an infographic to represent their understanding of salvation. This provides our students with the opportunity to reflect on the deeper meaning of what it means to be saved and how best this can be represented visually.
- **Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.**
 - The Souster Youth, a Christian charity, deliver lessons to our students in years 7-10 and provide an opportunity for students to explore “big questions” from the Christian perspective. They offer RE lessons that are carefully crafted to engage students with creative learning activities that aid and enhance their learning.
- **Encouraging self-awareness, emotional intelligence, and moral reasoning.**
 - The very nature of our curriculum encourages students to develop their self-awareness (to reflect on their own beliefs, values, and identity), emotional intelligence (by teaching empathy, compassion, and understanding of others’ perspectives) and moral reasoning (by thinking through ethical dilemmas and making responsible choices). For example, in our Year 8 curriculum, students will explore how a worldview can shape their everyday lives. Students will complete a research activity on different beliefs about the existence of a soul and how the belief in a soul, or a lack of belief might affect a person’s view of the meaning to life. We encourage our students to think about the “bigger picture” and so they will have an opportunity to explore topical issues such as gender discrimination, violence and poverty and how different worldviews response to each issue.