

# Religious Education

## Year 8 Curriculum

### ASPIRE – ENDEAVOUR - SUCCEED

#### Purpose of Study statement

High-quality RE will support pupils' religious literacy. In the context of this syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

Norfolk Agreed Syllabus 2019, p4

#### Threshold concepts (We call them RE's 'Golden Threads')

Nature of God  
Belief into action  
Sacred text  
Inspirational figures  
Faith

#### Sequence of learning

To develop schema in KS3 RE we have 5 'Golden Threads' ( Nature of God, Belief into action, Sacred texts, Inspirational figures and Faith). These 'threads' weave through the topics, thus accumulating knowledge on these key concepts throughout the KS3 curriculum.

The NAS (2019) recommends that RE is taught through multi-disciplinary lenses – **Human Social Sciences**, **Philosophy** and **Theology**. Each KS3 topic has an enquiry question to consider from one of the disciplinary lenses.

#### Y8

KS3 RE will continue with the study of the third of the Abrahamic faiths. Through the study of Islam students will learn about the dramatic events that led to the beginnings of Islam and discover how it spread through Arabia at an astonishing speed. Students will learn about how a disagreement about who should lead the religion after the death of its founder caused it to split into two groups, which still exist today. The topic will continue with the exploration of some of the central beliefs for Islam, such as the nature of God and what Muslims believe happens when humans die.

To allow students to broaden their knowledge of religious belief and expression, the next religion we study takes us away from the Abrahamic faiths, to the oldest of the major world religions, Hinduism. Students will discover how Hinduism developed from the polytheistic Vedic religion of sacrifice, to a diverse, global set of belief systems held by over one billion people. Students will learn about Hinduism's pantheon of gods and goddesses, the rich symbolism of worship and have the opportunity to ponder Hindu philosophy about life, death and the afterlife.

Finally, to build upon the knowledge gained during Y7, students will explore Christianity in the modern world. The world is very different from the way it was when Christianity began and Christians on every continent now face challenges that people in the past did not have to consider. Christianity has influenced world leaders, shaped the laws of many nations, yet has been banned in some countries and has played its part in wars and slavery. In the final topic of Y8 students will consider how Christianity has responded to the challenges that social and historical change has brought about.

## Subject knowledge

### **Islam** Why is Islam the way it is? (history focus)

#### What is Islam?

K4.1 Origins of Islam (K1.1) (K1.2)

K4.2 Meaning of 'Islam'

K4.3 Abrahamic links between Christianity, Judaism and Islam (K2.3)

#### How did Islam begin?

K4.4 Polytheistic Arabia before Islam (K1.1) (K1.2)

K4.5 Early Life of Prophet Muhammad: Night of Power

K4.6 Muhammad as a prophet, politician and warrior

#### Why did Islam split?

K4.7 Sects of Sunni and Shia Islam

#### What is the Qur'an?

K4.8 How the Qur'an was revealed (K3.6)

K4.9 The importance of the Qur'an to Muslims (K2.17) (K2.6) (K3.2)

K4.10 How the Qur'an is structured (K3.1)

K4.11 How respect is shown to the Qur'an

#### What do Muslims believe about God?

K4.12 99 names of Allah

K4.13 Tawhid and Shirk (K1.1) (K1.2) (K3.9)

#### What do Muslims believe happens when we die?

K4.14 Day of Judgement, Jannah and Jahannam (K3.21)

### **Hinduism** How do Hindus make sense of an invisible God? Is believing in life after death reasonable?

#### What is Hinduism?

K5.1 Origins of Hinduism (K1.1) (K1.2)

#### Hindu gods and goddesses

K5.2 Monotheism and polytheism in Hinduism (K1.1) (K1.2) (K3.9) (K4.13)

K5.3 Gods and goddesses as representations of the Supreme Power (Brahman)

K5.4 Trimurti: Brahma, Vishnu and Shiva

#### How do Hindus use symbols?

K5.5 Interpreting symbolism of murtis of Vishnu and Shiva (K5.4)

#### Sacred text

K5.6 Overview of the contents of the Vedas, Mahabharata, Ramayana and Puranas (K2.17) (K2.6) (K3.2)

#### Karma, samsara and moksha

K5.7 Concepts of reincarnation, karma, samsara and moksha (K4.14) (K3.21)

#### Forms and places of worship

K5.8 Puja at the family shrine (K2.11) (K2.13) (K2.14)

K5.9 Darshan

K5.10 Typical features of a mandir (K2.11)

#### Diwali

K5.11 How Diwali is celebrated (comparison with Christian celebration of Christmas as a festival of light)

K5.12 Why Diwali is celebrated - focus on story from Ramayana (K2.17) (K5.4)

### **Christianity in the modern world** How has Christianity adapted to a changing British society?

#### Is the Bible infallible?

K6.1 Bible authors (K4.8)

K6.2 Need for authoritative text in the early Christian Church

K6.3 Literal and Liberal interpretations of the Bible

#### Is Britain a Christian country?

K6.4 How Christianity reached Britain

K6.5 Christianity's continued influence in British society

K6.7 Christian belief in Britain today – with reference to census data (K1.1) (K1.2)

K6.8 Christian responses to secularisation/ decline in Church attendance

#### Prayer and publicity (Careers in the curriculum link)

K6.9 Analysis of the banned 2015 'Prayer is for everyone' advert from the Church England

#### Should women lead the Church?

K6.10 Different Christian attitudes to women having leadership roles in the Church (K3.3)

#### Slavery and the Crusades

K6.11 Analysis of whether Christians always value human life via case studies of slavery and the Crusades

### **The 'problem of evil'**

K6.12 Christian responses to the problem of evil: The 'free will' defence, the Devil, a test of faith, and punishment (K1.1) (K1.2) (K2.21)

### **The persecution of Christians**

K6.13 Case studies of persecution: North Korea, Orissa (India), Myanmar and Baghdad (Iraq) (K2.20)

### **Curriculum links to careers**

In the spring term of each academic year, Year 8s compete in the Humanities-wide 'Denby Pottery Employer Challenge'. Students are tasked with designing, marketing and pitching a small pottery set inspired by the local history of Hardwick Hall. Students work in teams, with an appointed project manager, to consider all aspects of the design process, the costing, pricing and marketing strategy, in addition to writing a persuasive 'Dragon's-Den' style pitch which they deliver to judges from Denby Pottery Ltd. The project includes a visit to Denby Pottery, where students are given a tour of the factory and enjoy a series of interactive workshops from experts at the company on a variety of topics. Parents also visit the academy to visit a marketplace where students showcase their projects.

Through working in teams students are required to exhibit one of the key attitudes that is fostered in RE: to develop respect for and sensitivity to others, in particular those whose ideas are different from their own.

Full details of the Denby Pottery Challenge and its manifestation of the Gatsby Principles is available in a separate document on Staff Shared.

During the summer term's Christianity topic students consider the controversial banning of a Church of England advert in cinemas (during the lesson Prayer and Publicity). During the lesson explicit reference is made to decisions-making about moral dilemmas that have to be made in workplaces. Students will encounter the case studies of a journalist and a DJ who both highlight the skills and knowledge taught in RE as being relevant to their career. Students will complete a written task where they imagine they have been asked to make the decision as to whether the Church of England advert should be shown by their cinema chain.

### **Procedural knowledge**

S1 How to apply keywords (from the knowledge organiser) accurately in verbal and written work

S2 How to recall religious belief/practice

S3 How to recount religious stories

S4 How to interpret religious text.

S5 How to compare different interpretations of religious text (eg literal and liberal interpretations)

S6 How to interpret religious symbolism

S7 How to apply religious text as evidence to support an argument

S8 How to apply religious text as evidence to critique an argument

S9 How to identify similarities and differences of belief and practice within a religion (eg sects)

S10 How to identify similarities and differences of belief and practice between religions

S11 How to evaluate controversial religious statements