

Year 8 Curriculum Map Religious Studies

Religious Studies Vision	The vision for RS is that all our students build the confidence and the skills to consider some of life's biggest questions, explore a variety of different world views and are then able to form their own perspective and world view. Our students are the next generation of global citizens, and we have a duty to prepare them for this. We aim to teach our students the skills and knowledge to be able to coexist peacefully and respectfully in a multicultural world, and understand their own place in the world, and what they must bring to it. We want our students to know that how they treat others and how they treat the world at large, is a huge part of their character and who they are as a person. We aim to inspire our students to be courageous advocates, ambassadors for social change, and a positive voice in our future world so they can become responsible, kind and well-educated young people.			
End Points	Identify - To be able to identify specific subject knowledge and use it appropriately. - To be able to give specific answers to knowledge questions. Explain - To be able to give some detailed knowledge about a particular topic, belief or religious teachings. - To be able to give multiple reasons, examples, teachings to extend your first point. Influence - To be able to explain how a belief/teaching/scripture influences a religious believer in their lives today (provide specific examples of how it impacts their behaviour, actions and way of life). Evaluate - To be given a statement such as 'there is no life after death' and give: - explained reasons why some people would agree with this - explained reasons why some people would disagree with this - religious teachings to support the points made - a justified conclusion			
Key concepts and domains of knowledge in Religious Studies	Domains of Knowledge - Beliefs - Teachings - Practices - Application to Ethical Themes		Key Concepts (content) - Justice - Diversity - Judgement - Community - Prejudice/ Discrimination - Peace - Relationships - Environment - Morality	
Spirituality	Self Unit 2: beliefs about the afterlife Unit 3: beliefs about God Unit 4: Types of personal suffering	Others Unit 1: Muslim community, young British Muslim teenagers Unit 2: Diverse views on the afterlife	World Unit 1: Migration of Muslims to Britain Unit 2: Funerals around the world	Transcendence Unit 2: Life after death, Judgement Unit 1: Muslim beliefs about God Unit 3: Why not God? Unit 4: Where is God in the face of suffering?

Term	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topics	Unit 1: Being a Young British Muslim today		Unit 2: Life after death		Unit 3: What does it mean to be non-religious in Britain today?	Unit 4: Suffering
Key concepts in each topic	- Diversity - Judgement - Prejudice/Discrimination - Community		- Community - Diversity - Peace - Morality		- Morality - World view - Judgement	- Community - Morality - Diversity - Relationships - Peace
Domains of Knowledge in each topic	Beliefs about Islam practices in modern day Britain. Including Islamophobic viewpoints of non-Muslim people in the UK today. Teachings on the contribution Muslims made/make to the UK. Looking at the challenges faced by Muslims today including Islamophobia and what we can do to tackle this. Practices Muslim practices including Ramadan and the challenges these pose in today's society.		Beliefs about the existence of life after death from both a religious and non-religious viewpoint. Teachings on Christian and Muslim views on heaven and hell. Hindu beliefs on reincarnation. The consequences people's actions have on their afterlife. Practices Christian, Muslim and Hindu death ceremonies. Humanist celebrations of life.		Beliefs about the meaning and purpose of life according to a Humanist. Teachings from Humanism UK on the meaning and purpose of life. Practices how does a Humanist live their life and what motivates and drives their way of living?	Beliefs about suffering from a Buddhist and Christian perspective and the ways to achieve happiness. Teachings from the Bible focusing on the story of Job and The Fall. Practices from Buddhism including Metta and meditation.
End points covered	Identify Muslim practices such as Ramadan and identify the contribution the Islamic community make in Britain today. Explain the challenges Muslims may face including Islamophobic treatment and explain how we can tackle this. Influence – how Islamic practices and beliefs influence the lives of young British Muslims in the UK today.		Identity four different contrasting death ceremonies. Explain different beliefs about death and the afterlife. Influence – how do the beliefs and practices of different religions influence how a believer lives their life.		Identity Explain Influence	Identity ways that people suffer in life. Explain the problem of suffering from a Christian and Buddhist perspective. Influence – how do teachings on suffering influence how Christians, Buddhists and non-religious people live their lives today.

Broken down Knowledge and understanding	Make sense of belief Students will describe how the life of the Buddha led to his teachings. Students will explain the Buddhist universal truths noble truth and noble path. Students will compare some Buddhist traditions and describe how they relate to Dhamma. Understand the impact Students will give reasons and examples to explain how and why Buddhists put their beliefs into action in different ways. Students will show Buddhist teachings guide them in making moral decisions. Make connections Students will understand how enlightenments is achievable by anyone without supernatural help.	Make sense of belief Students will explain the key beliefs about life after death in Christianity and Humanism. Students will explain how and why Christians interpret biblical sources about life after death differently (Protestant/Catholic). Understand the impact Students will show how religious and non-religious beliefs about life after death affect the way people live, including how death is marked. Make Connections Students will offer a coherent account of the impact of beliefs about life after death, comparing two views (one religious and one non-religious).	Make sense of belief Students will give reasons why Muslims practice their beliefs. Understand the impact Students will provide examples of how Muslims put their beliefs into their actions in everyday life. They will also be able to explain how Muslim beliefs guide them to respond to challenges they may face living in Britain. Make Connections Students will give a coherent account of the opportunities and challenges a teenage Muslim may face living in Britain.	Make sense of belief Students will compare and explain two religious views of why humans suffer and explain two religious responses to the point of suffering. Understand the impact Students will show how beliefs and teachings affect how people respond to suffering. Students will give reasons and examples to explain why people respond to suffering in different ways. Make connections Students will offer a coherent account of the causes of suffering and the solutions offered by at least one religious tradition. Students will evaluate how far it is the case that religions exist to help humans cope with suffering, death and despair.
Assessment for each topic	Formative • Do Now recall quizzes • Targeted questioning • Exit tickets Summative End of unit assessment consisting of knowledge, explain and influence questions. 45 minutes. 40 marks.	Formative • Do Now recall quizzes • Targeted questioning • Exit tickets Summative End of unit assessment consisting of knowledge, explain and influence questions. 45 minutes. 40 marks.	Formative • Do Now recall quizzes • Targeted questioning • Exit tickets Summative End of unit assessment consisting of knowledge, explain and influence questions. 45 minutes. 40 marks.	Formative • Do Now recall quizzes • Targeted questioning • Exit tickets Summative End of unit assessment consisting of knowledge, explain and influence questions. 30 minutes. 27 marks (24 content, 3 SPaG).