

KS3 Year 8 Curriculum Overview: Religious and Ethics

Term / Length of Unit	Outline	Assessment	Home Learning	Communication skills	Numeracy	End Points- two sides of an argument
<p align="center">Autumn 1</p> <p>Can people learn from religious stories? – Christianity</p>	<p>Pupils study the key stories within Christianity including, Creation, Adam and Eve, Miracles/ parables of Jesus, His Crucifixion and resurrection. We explore their symbolic and literal interpretation and then compare the teachings with Christian’s involvement within Slavery and acts of charity. To see assess whether these stories are useful anymore and have been followed throughout time.</p> <p>(see knowledge organiser for the key facts and keywords. These will be available as we teach the topic)</p>	<p>‘Religious stories are no longer useful’</p> <p>Discuss</p>	<p>Quizzes set to recap and help with keywords and content.</p>	<p>Literacy Interpretation Bible verses Debate Articulating their own opinion</p> <p>Written structure needed for RE Point, explanation, point, explanation</p>	<p>Bible references Seven day creation story</p>	<p>Practised extended written piece.</p> <p>Written assessed piece.</p> <p>Being able to write in a PEPE structure using religious facts.</p> <p>Forming and explaining their own persuasive argument and explaining why someone might disagree with them using religious evidence and contrasts/ similarities.</p>
<p align="center">Autumn 2</p> <p>Is Islam a religion of peace?</p>	<p>Pupils study aspects of Islam, such as the life and battles of Prophet Muhammad, accountability, judgement and the afterlife, the treatment of women in Iran and the disputes between Sunni and Shia Muslims. Pupils’ asses at the end of each lesson whether Islam is a religion of peace or not.</p> <p>(see knowledge organiser for the key facts and keywords. These will be available as we teach the topic)</p>	<p>‘Islam is a religion of peace’ discuss</p>	<p>Quizzes set to recap and help with keywords and content.</p>	<p>Written structure needed for RE Point, explanation, point, explanation</p>	<p>Dates of battles and key events within the Prophets life.</p>	<p>Practised extended written piece.</p> <p>Written assessed piece.</p> <p>Being able to write in a PEPE structure using religious facts.</p> <p>Forming and explaining their own persuasive argument and explaining why someone might disagree with them using religious evidence and contrasts/ similarities.</p>

<p>Spring 1 Buddhism – why do humans suffer, can we overcome it?</p>	<p>Pupils study the main parts of Buddhism including, the life of the Buddha, Dukka, meditation and mindfulness. Then towards the end of the topic, the point of view and examples from Islam and Judaism. Pupils’ asses at the end whether Buddhism provides the best solution to human suffering. (see knowledge organiser for the key facts and keywords. These will be available as we teach the topic)</p>	<p>“Buddhism provides the best explanation of human suffering”</p>	<p>Quizzes set to recap and help with keywords and content.</p>	<p>Written structure needed for RE Point, explanation, point, explanation</p>	<p>Four noble truths Eight-fold path</p>	<p>Practised extended written piece. Written assessed piece. Being able to write in a PEPE structure using religious facts. Forming and explaining their own persuasive argument and explaining why someone might disagree with them using religious evidence and contrasts/ similarities.</p>
<p>Spring 2 Sikhism – is truthful living the highest virtue?</p>	<p>Pupils study key concepts of Sikhism, including, the life of Guru Nanak and links to Hinduism, teachings of divine spark, God- centred vs man-centred life, Sewa and equality and the other virtues within Sikhism. Pupils assess whether truthful living in the highest virtue to follow. (see knowledge organiser for the key facts and keywords. These will be available as we teach the topic)</p>	<p>‘Truthful living is the most important virtue for humans to follow’</p>	<p>Quizzes set to recap and help with keywords and content.</p>	<p>Written structure needed for RE Point, explanation, point, explanation</p>		<p>Practised extended written piece. Written assessed piece. Being able to write in a PEPE structure using religious facts. Forming and explaining their own persuasive argument and explaining why someone might disagree with them using religious evidence and contrasts/ similarities.</p>

<p>Summer 1</p> <p>Where can people find God?</p>	<p>Pupils study natural and revealed theology. They explore how people can find God through experience. The slight introduction to philosophy through the teleological argument. This will flow into the set spiritual arts competition run by NATRE. Topics will be released nearer the time.</p> <p>(see knowledge organiser for the key facts and keywords. These will be available as we teach the topic)</p>	<p>Spirited Arts competition entry.</p> <p>Art piece, song, dance, spoken word, poem, drama, collage of photographs</p>	<p>Research and material gathering for Spirited arts entry.</p>	<p>Explanation of piece of art</p>	<p>Piece of art to match the criteria given.</p> <p>Forming and explaining their own persuasive argument and explaining why someone might disagree with them using religious evidence and contrasts/ similarities.</p>
<p>Summer 2</p> <p>Do people always practice what they preach?</p>	<p>Exploring the darker sides of religion but also how as humans it isn't always possible to practice everything within your religion. One example is a leader of the church who cannot forgive the killers of her daughter in the attacks on London. She steps down as she cannot practice what she preaches. Others include the Buddhist monks who set themselves on fire, Sikhs who still use their caste names, terror attacks committed in the name of God and the influence on Western culture on religious people.</p> <p>(see knowledge organiser for the key facts and keywords. These will be available as we teach the topic)</p>	<p>'Religion creates too many hypocrites'</p>	<p>Quizzes set to recap and help with keywords and content.</p>	<p>Written structure needed for RE</p> <p>Point, explanation, point, explanation</p>	<p>Practised extended written piece.</p> <p>Written assessed piece.</p> <p>Being able to write in a PEPE structure using religious facts.</p> <p>Forming and explaining their own persuasive argument and explaining why someone might disagree with them using religious evidence and contrasts/ similarities.</p>