## Subject: Year 8 Religious Studies

### Autumn 1: Christianity

**Key Question:**
How does the Christian belief in the incarnation influence the way that they live?

**Key Content:**
1. The Christian belief that Jesus is truly man and truly God.
2. The logic of the incarnation in salvation.
3. Christian teachings about humility, which are linked to the incarnation.
4. Christian beliefs about sharing the gospel.

**Skills:**
1. Analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy (AT1d)
2. Apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs (AT1f)
3. Reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments (AT2a)

### Autumn 2: Buddhism

**Key Question:**
1. Why does it matter to a Buddhist how they live their lives and does it matter to me how I live my life?

**Key Content:**
1. The 4 Noble Truths
2. Enlightenment
3. The Noble Eightfold Path
4. Samsara
5. Nirvana
6. The Law of Karma
7. The life of Buddha.

**Key Skills:**
1. Enlightenment
2. The Dhammapada
3. Buddha
4. Noble Eightfold Path
5. 5 Moral Concepts
6. The Four Noble Truths
7. Birth, death, rebirth

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### Points covered from the Locally Agreed Syllabus.

This refers to the content covered in the bullet points on the Greenwich Agreed Syllabus for Religious Education upon which this syllabus is based. It is not an exhaustive list of the content covered. Christianity is referred back to in each unit.

1. The Holy Trinity
2. Jesus the Messiah
3. The Gospels
4. Miracles
5. Jesus’ death and resurrection restores the broken relationship between people and God.
6. Joining and belonging to the Christian faith
7. The importance of humility
1. Discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues (AT1e).

2. Apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs (AT1f).

3. Express their own beliefs and ideas, using a variety of forms of expression (AT2e).

### Spring 1: Islam

**Key Question:**
How and why do Muslims take guidance from the life of Prophet Muhammad and where do I take my guidance from?

**Key Content:**
1. The life and example of Muhammad.
2. Islamic scriptures.
3. The five pillars of Islam.

**Skills:**
1. Investigate and explain why people belong to faith communities and explain the reasons for diversity in religion (AT1c)
2. Investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies (AT1a)
3. Evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas (AT2b)

### Spring 2: Sikhism

**Key Question:**
Why do Sikhs remember the times celebrated in the Gurpurbs and why do I think remembering the past matters today?

**Key Content:**
Sikh festivals and their meanings. Key teachings. Christians festivals such as the Lord's Supper and their meanings. Remembrance day and its meaning.

**Key Skills:**
1. Analyse and explain how religious beliefs

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1. The significance of the life of the prophet Muhammad (pbuh)
2. The significance of the Quran.
3. The significance of the Hadiths.
4. The Mosque
5. Living in a multi-faith pluralist society.
6. Diversity within the Muslim faith.
7. Justice and compassion – Muslim Aid.

1. The teachings of the Ten Gurus and their message.
2. The Guru Granth Sahib
3. Sikh beliefs about God.
4. Melas
5. The Amrit
7. Belonging to the Community – beliefs and values in practice
and ideas are transmitted by people, texts and traditions (AT1b)

2. Interpret a variety of forms of religious and spiritual expression (AT1h)

3. Express insights into the significance and value of religion and other world views on human relationships personally, locally and globally (AT2c)

**Summer 1: Judaism**

**Key Question:**
1. What does the Covenant mean to Jews and how does it shape the Jewish sense of identity?

**Key Content:**
1. The Covenants made between God and the Jewish people.

2. The ways in which these covenants affect Israelites and the world today – e.g. the state of Israel.

3. How these covenants relate to Christian beliefs, e.g. Christians believe themselves to be spiritual descendants of Abraham.

**Key Skills:**
1. Interpret and evaluate a range of sources, texts and authorities, from a variety of contexts (AT1g)

2. Investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies (AT1a)

3. Evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas (AT2b)

**Summer 2: Religion and Global Issues**

**Key Question:**
How should we treat the environment, animals and each other?

**Key Content:**
1. Christian, Islamic, Jewish, Buddhist, Hindu

1. The Covenant
2. Brit Milah
3. Bar Mitzvah and Bat Mitzvah
4. Rosh Hashanah
5. Jewish Identity – cultural diversity.

1. Global issues – what religions and beliefs say about health, wealth, war, animal rights and the environment
2. Christian stewardship: Care of the planet and of other people.
3. Ahimsa (non-violence) and its implication in life
4. Justice and compassion - Muslim Aid
5. Justice and Compassion (In Judaism)
and Sikh views on the environment and human responsibility for it.
2. Christian, Islamic, Jewish, Buddhist, Hindu and Sikh views on animals and our responsibilities and duties towards them.

Key Skills:
1. Discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues (AT1e)
2. Express insights into the significance and value of religion and other world views on human relationships personally, locally and globally (AT2c)
3. Reflect and evaluate their own and others’ beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas (AT2d)

| 6. Free food for all, justice and compassion - Khalsa Aid (Sikhism) |
| 7. The Langar and equality (Sikhism) |
| 8. Social and Political justice (Sikhism) |

**Key assessment points**
In addition to an end of year exam, there is a regular assessment each half term. This is a normally a 50 minute written assessment which tests the skills prescribed for each unit.

**Christian ethos**
This Scheme of Work overview was developed with reference to the Church of England ‘Statement of Entitlement for RE’. Accordingly 2/3 of the learning is based on Christianity. This has been achieved through making comparisons to Christianity in those units which are not focused specifically upon Christianity.

In the Christianity unit the key doctrine of the Incarnation and its logic in the role of salvation will be explained. Students will also consider whether Christians have a responsibility to share the gospel and whether that extends to them personally.

Proverbs 18:17 states ‘In a lawsuit the first to speak seems right, until someone comes forward and cross-examines.’ Students will be taught to cross examine ideas in the pursuit of wisdom and truth.

Students will be taught to understand other points of view and what guides people from others religions in a way that is respectful.

Students will consider how communities are held together through shared memories and rituals and especially how this works in the church.

**British values**
Mutual respect and tolerance of those with different faiths and beliefs - and for those without faith - shall be encouraged whilst we study religions.