

Curriculum Overview

Subject: RE

Year: 8

CHASE HIGH
Aspirations, Character & Excellence



It is our aim to develop the necessary skills within our students to respond to life's questions based on their knowledge and understanding of the great world religions, the contributions they make to society's codes and the values they hold. SMSC is addressed throughout the syllabus through the different themes that students will learn about. Students will develop understanding of a multi faith and secular society through types of worship, festivals and celebrations in term 1. They will begin to look more deeply into the Christian religion. In term 2 they will continue a study of Christianity focusing on the life of Jesus. They will address the use of religion in film with a focus on reincarnation and karma. Students will look at the idea of stereotypes and marginalisation as well as religious upbringing, activities and organisations. Term 3 will focus on religion and secular society's views surrounding issues of justice, rights and punishment. They will begin to develop a greater knowledge and understanding of humanism as well as developing A01 and A02 writing techniques. We continue to encourage students to share their opinions and thoughts, whilst ensuring that other views and beliefs are respected both within the whole school community as well as the wider multicultural community.

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS Debate/questioning - To know how to hold a discussion effectively and challenge others' views. Key terms - Qu'ran, Bible, Torah scroll, Guru Granth Sahib, secular, adoration, veneration, Holi, Wesak, Eid, Christmas, celebration, initiation, baptism, Aqiqah, rites of passage, Adhaan, font, pluralism, trinity, nativity, incarnation, prophecy, Messiah. Sacred texts - To know the importance of holy books for religious people. To compare different interpretations of holy text. Worship - To know different ways in which people worship. To compare religious and secular worship. Festivals/celebrations - To know what happens at religious festivals and to understand the significance of them. Birth ceremonies - To know the features of two different birth ceremonies and understand the impact that they have. Introduction to Christianity - To know some of the features of Christianity and the impact it has on society. To know about the Christian concept of the Trinity.</p>	<p>KNOWLEDGE/SKILLS Debate/questioning - To be able to effectively consider others' opinions and express constructively their own points of view. Key terms - Parables, miracles, commandments, blasphemy, Omni benevolence, morality, faith, agape, peace, conflict, crucifixion, resurrection, ascension, atonement, marginalisation, generation gap, reflection, reconciliation, pilgrimage. Life of Jesus - To know about Jesus as a teacher and a miracle worker. To identify the most important events in his life and death. Religion in film - To know and identify religious themes within film. Religion and young people - To know about different religious upbringings and some of the practices and beliefs. To know about some of the activities and organisations for young people and the personal skills they can help to develop. Special events for young people - To know the significance of visiting places of pilgrimage.</p>	<p>KNOWLEDGE/SKILLS Debate/questioning - To continue to develop discussion skills through their own expression and constructive criticism. Key terms - Justice, corruption, Universal declaration of human rights, compassion, equality, poverty, tolerance, discrimination, powerlessness, racism, apartheid, punishment, humanism Justice - To analyse and evaluate situations of justice and injustice. Human rights - To know the importance of the UNDHR and what it aims to achieve. Religious rights - To know and understand religious rights. Punishment - To know different forms of punishment. To analyse the purpose of punishment from a religious and secular view. Humanism - To know what humanism is. To analyse different ethical and philosophical humanist beliefs. To evaluate the claim that people need God to live a full, moral life.</p>
<p>KEY ASSESSMENTS Half term 1: Worship and festivals. Half term 2: Use of key vocabulary and extended writing tasks during lessons.</p>	<p>KEY ASSESSMENTS Half term 1: Jesus. Half term 2: Extended writing tasks.</p>	<p>KEY ASSESSMENTS Half term 1: Extended writing tasks during lessons. Half term 2: Humanism.</p>

Extended reading suggestions and external resources:
 What is humanism? Michael Rosen
 Jesus today Sarah Young
 The case for Christ Lee Strobel
 Hinduism for beginners Cassie Coleman
Cultural capital is addressed with a trip to a place of worship, film and guest speakers.

RE/Citizenship Year 8 Assessment Criteria

	Bronze 	Silver 	Gold 	Platinum 
Evaluating	<p>I can explain reasons for my own and other people's opinions on different beliefs, actions and practices.</p>	<p>I can explain reasons for my own and other people's opinions on different beliefs, actions and practices. I can use some evidence to support the different views.</p>	<p>I can evaluate different beliefs, actions and practices, giving a balanced argument that supports both points of view. I can use some religious/secular evidence in my answer.</p>	<p>I can evaluate different beliefs, actions and practices, presenting a balanced argument that supports both points of view. I can use evidence to justify the views. I can summarise the argument with a brief conclusion. My use of SPAG is good.</p>
Comparing	<p>I can identify some of the similarities and differences of a topic that I have been studying.</p>	<p>I can identify and accurately explain similarities and differences of a topic that I have been studying.</p>	<p>I can compare religious/secular themes in detail, using evidence to support my comparisons.</p>	<p>I can compare two or more religious/secular themes in detail and explain, using evidence, which has the better approach.</p>
Explaining	<p>I can recall facts about a topic I have been studying and explain them using some key words.</p>	<p>I can apply facts about a topic I have been studying and explain them in detail using some specialist vocabulary.</p>	<p>I can apply detailed facts about a topic I have been studying. I can explain them using a range of specialist vocabulary.</p>	<p>I can apply detailed facts and explain them articulately using accurate SPAG and specialist vocabulary.</p>
Describing	<p>I can demonstrate basic knowledge, through my written work, of the topic I have been studying. I can use some key words.</p>	<p>I can demonstrate knowledge and understanding of the topic I have been studying. I can use some specialist key vocabulary within my descriptions.</p>	<p>I can demonstrate a good knowledge and understanding of the topic I have been studying. I can use a range of specialist key vocabulary within my descriptions.</p>	<p>I can apply a good level of knowledge and understanding of topics/themes I have been studying. I can accurately describe the topic using specialist key vocabulary.</p>