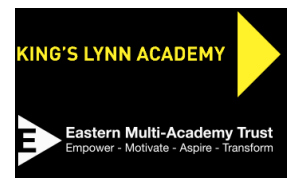


# Implementation: Curriculum Narrative



Subject: Religious Education

Year: 8

Author: A Hills

## Key Knowledge

*Pupils will know*

### Key Threshold Concepts:

#### God

Each religion has a different understanding of God and what God is like, how we can connect to God, what God wants from us, and how this influences the things people do.

#### History

Each religion has its own history that tells the story of how it has evolved. This includes how it originated, persecutions, struggles, and conflicts, splits and divisions, and its development through time.

#### Treatment of others

How different religions and cultures believe we should treat others, the question of whether it really matters how we treat the people around us, and the effects our actions have now and in the future.

#### Sources of authority:

Each religion uses a variety of sources to learn more about their faith and the lives they should lead, including important religious leaders, and sacred scriptures.

#### Rules and guidelines

Each society and religion has its own rules to guide people on how to behave and live a good life. Sometimes these rules may conflict and cause problems for a religious believer and the society they are a part of.

#### Belonging and identity:

Being a part of a community, whether it is religious or secular, can offer many benefits. This can include a feeling of belonging to something important and having an identity that connects you to others.

#### Impact of religion on the world:

Religion has impacted the world over time, both positively and negatively.

#### Religious practice:

Worship, rituals, clothing, and diet are just some ways that people practice their religion. These practices bring people closer to God and give that sense of belonging and identity.

## Key Skills

*Pupils will be able to*

### Subject Skills:

#### Describe and explain

Students should use their knowledge to describe and explain key religious beliefs and concepts, such as what different religions believe God is like, or what happens after death.

#### Application

Students will develop their skills in application through using their knowledge and understanding of key religious beliefs and concepts and applying this to philosophical questions.

#### Analysis

Students will develop their skills in analysis by looking at different religious beliefs, sources of authority, and viewpoints that differ to their own.

#### Evaluation:

Students will continue to develop their skills in evaluation by considering a range of sources, beliefs, and ideas, and using these to make a final judgement.

#### Authenticity and reliability:

Students will examine different sources of authority and explore their authenticity and reliability, considering different factors.

#### Critical Thinking

Students should be able to critically assess religious beliefs and concepts, sources of authority, and viewpoints different to their own, by exploring these ideas using logic and reason.

#### Debate and Discussion:

Students should be confident in giving their own opinions, supporting their own opinions using evidence, and questioning other viewpoints through debate and discussion with others.

#### Making connections:

Students should be confident in making connections between different religions and cultures through time and using these connections as sources of evidence.



### Subject Specific Knowledge and Sequencing:

#### Judaism

- Rules and sin
- The covenant and relationship with God
- Yom Kippur and forgiveness
- The Ten Commandments
- Moses and Passover
- Shoah
- God during the Holocaust

#### Christianity

- Christian history and denominations
- God
- Who was Jesus?
- Historical evidence and use of imagery
- Jesus' teachings
- Holy week
- Last Supper
- Crucifixion, resurrection, and ascension

#### Islam

- Islamic history – Sunni and Shi'a
- Prophet Muhammad
- The Qur'an
- The Five Pillars of Islam
- Women in Islam
- Islamophobia
- Islam in the 21<sup>st</sup> Century

#### Philosophical debate

- What is a debate?
- How do we debate?
- Why do we debate?
- Using evidence to support an argument
- Listening and responding to your opponent

### Prerequisites and Spiral Teaching:

#### Reoccurring Concepts

- God (Year 9, 10, 11)
- History (Year 10, 11)
- Treatment of others (Year 10, Year 11)
- Sources of Authority (Year 9, 10, 11)
- Rules and guidelines (Year 10, 11)
- Belonging and identity (Year 10, 11)
- Impact of religion on the world (Year 9, 10, 11)
- Religious practice (Year 10, 11)

#### Reoccurring Skills

- Describe and explain
- Application
- Analysis
- Evaluation
- Authenticity and reliability
- Critical thinking
- Debate and discussion
- Making connections

### Cross-Curricular Knowledge Links:

Geography – The changing structure and governance of a nation state.

German – History and culture.

English Language – War poetry

Religious Education – Attitudes towards faiths, Crusades, Islam

### Reading Lists / Sources / Reading around the subject recommendations: