



Year 8 Curriculum Map

Subject: RE

<u>Unit 1</u> Topic: Inspirational people	<u>Unit 2</u> Topic: Philosophy	<u>Unit 3</u> Topic: Humanism	<u>Unit 4</u> Topic: Understanding Eastern religions	<u>Unit 5</u> Topic: Understanding Judaism	<u>Additional</u> Topic: Spirited arts / poem
Overall focus for the unit: To consider what is meant by the term inspirational and explore individuals who are considered inspirational. To include; ✓ What does it mean to be inspirational? ✓ Who can be inspirational? ✓ Rosa Parks ✓ Martin Luther King ✓ Gandhi ✓ Jesus	Overall focus for the unit: To consider why some questions have no definitive answer and how this can impact people. To include; ✓ What is philosophy? ✓ Questioning God and religion ✓ Introduction to the cosmological argument ✓ Introduction to the design argument ✓ The problem of evil	Overall focus for the unit: To understand what it means to be humanist and how it influences peoples decision making. To include; ✓ Human values ✓ What makes us human? ✓ What makes us define as humanist? ✓ Dualism ✓ Religious views	Overall focus for the unit: To understand the main aspects of the Buddhist and Hindu faiths. To include; ✓ Introduction to Eastern religions ✓ The Buddha ✓ Guidance ✓ Worship ✓ Deities ✓ Worship and the temple ✓ Holy books	Overall focus for the unit: To understand the main aspects of the Jewish faith. To include; ✓ Moses ✓ 10 Commandments ✓ The Torah ✓ Synagogue ✓ Festivals	Overall focus for the unit: This unit is designed to allow the pupils the change to become creative and express their belief on a theme released by NATRE. To include; ✓ Our own knowledge on the topic ✓ Religious art ✓ Pupil expression
Intent behind the unit It is important that pupils understand the history of why and how we have got to the position we have, ie,	Intent behind the unit Many of our pupils are not religious and this unit is designed to allow them to question why religions believe	Intent behind the unit People in todays world are moving away from being classed as 'religious'. Humanism always for pupils to express their	Intent behind the unit Living in a multicultural city, pupils are likely to encounter others from different faiths, therefore we aim to introduce them to	Intent behind the unit Living in a multicultural city, pupils are likely to encounter others from different faiths, therefore we aim to introduce them to	Intent behind the unit This allows for cross-curricular links and for pupils to see that RE is not just a stand alone subject.



black and white people being allowed to both receive and education and the influence, MLK as an example had on this.	what they do and consider counter arguments against this.	own beliefs, without feeling like it needs to fit into a 'religious' bracket.	another of the main religions. Studying religions is promoting tolerance, understanding and empathy.	another of the main religions. Studying religions is promoting tolerance, understanding and empathy.	
Assessment Focus: This will be an extended piece of writing where pupils are given a statement and have to agree and disagree with the statement. For examples, <i>'To truly be classed as inspirational, you have to influence the decision making of others.'</i>	Assessment Focus: This will be a knowledge recall test, drawing on things from throughout the year. Not all questions will be on this unit of work, some questions will be 'open ended' for pupils to bring in knowledge of all other religions studied.	Assessment Focus: This will be an extended piece of writing where pupils will assess to what extent they agree with a given statement. For example, <i>'To what extent is...'</i>	Assessment Focus: This will be a knowledge recall test, drawing on things from throughout the year. Not all questions will be on this unit of work, some questions will be 'open ended' for pupils to bring in knowledge of all other religions studied. For example, <i>'Describe a religious place of worship.'</i>	Assessment Focus: This will be an extended piece of writing drawing on everything from the year. Pupils will again be given a statement and explore their opinion on the given statement. For example, <i>'If we all shared the same set of beliefs, the world would be easier to live in.'</i>	Assessment Focus: Pupils will create either a piece of art or a poem around the theme of the year as released by NATRE.