

RCS Year 8 Curriculum Overview



Year 8 Overview

In the Autumn term, students will study the beliefs, practices, and Equality in Sikhism. They will then deepen their knowledge of Christianity with an in-depth study of Jesus. Finally, students will look at religious rituals of initiation into adulthood and how body image can affect your personal identity as you grow.

In the Spring term students are introduced to belief and practice in Islam, as well as what it means to be a British Muslim. This includes core Muslim beliefs and practices, as well as looking at issues of social justice, equality, and fairness from an Islamic perspective. They will then investigate the role of Zakat (the obligation of charitable giving) and Muslim attitudes to money, will then move students on to financial products and services, as part of their citizenship education. Within this, students will also look at various religious attitudes to money and ethical banking choices.

In the Summer term students look at the gender roles and stereotypes and there is a sensitive exploration of issues around personal identity, with reference to protected groups under the Equality Act. Students will look at the law, moral and religious perspectives, gaining an understanding of how people can have multiple identities. They will then cover aspects of relationships and personal safety, including developing an understanding of grooming in the context of CSE and CCE. Finally, they will be taking part in the Spirited Art Competition led by the National Association of Teachers of RE. The focus for the Competition is 'where is God.'

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Week Number	Themes/ Topics	Key Knowledge & Skills
(Autumn 1)	<p>Topic 1- Sikhism: Core Concepts and social justice</p> <ol style="list-style-type: none"> 1. Introduction to Sikhism 2. Guru Nanak 3. The Other 9Gurus 4. Guru Granth Sahib 5. The 5 K's 6. The Gurdwara 7. Guru Nanak and the Caste System 8. Mai Bhago 9. Women in Sikhism 10. Sikhism and Equality 	<p>Rationale: Students will explore core Sikh beliefs and the founders of Sikhism. They will understand how Sikhs express the importance of commitment to their faith and community. Students will then look at issues of equality and fairness, by exploring examples within Sikhism.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • The history, geography and development of Sikhism as a world religion and key beliefs using tier 3 words • The founder of Sikhism and the key teachings of Guru Nanak 'there is neither Hindu nor Muslim.' • The other Sikh Gurus and their impact on the Sikh religion • The Guru Granth Sahib as the final Guru and how this is reflected in Sikh worship and practice • That there is a caste system in Dharmic religions and the reasons for these, linked to belief • The story of Mai Bhago and how her story challenged gender stereotypes and promotes equality between the sexes in Sikhism. • The role of men and women in Sikhism in belief and in daily practice. <p>Skills linked to Lancashire locally agreed syllabus</p> <ul style="list-style-type: none"> • Use subject specific language when speaking and writing about religious and non-religious beliefs and values • Explain how beliefs and traditions bring religious communities together • Consider how sources of wisdom and authority might be a source of moral guidance and wisdom • Awareness of the complexity of religious beliefs and practices, and ways of talking about religious and non-religious beliefs • Analyse the differing beliefs, understandings and attitudes that people may hold about God • Analyse, interpret and explain symbolism in expressions of faith • Explain how stories might be used to teach religious and spiritual messages

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		<ul style="list-style-type: none"> • Explain (with a range of examples) how beliefs and teachings might impact the lives of individuals and communities • Explain how believers might find inspiration from sources of wisdom and authority (including inspirational people) about how to live a good life
<p>(Autumn 2)</p>	<p>Topic 2: The Jesus File</p> <ol style="list-style-type: none"> 1. Who was Jesus? 2. What was Jesus like? 3. Did Jesus perform miracles? 4. What did Jesus say about himself? 5. Was Jesus the Messiah? 6. The last week of Jesus' life 7. The case of the missing body <p>Topic 3: Growing up</p> <ol style="list-style-type: none"> 1. Growing Up 2. Growing Up2 – Puberty 3. Christian initiation in the Catholic Church 4. Jewish initiation- bar/bat mitzvah 	<p>Rationale: Introducing core concepts and skills to build into GCSE. This units explore the character and life of Jesus and looks objectively at what is known about Jesus and different beliefs about Jesus.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Descriptions of Jesus, including non-Christian accounts. • What is known about Jesus as a human from accounts in the Bible • Key events in the life of Jesus and the I am statements that Jesus made • The idea of Messiahhood • Events around Holy week and various theories about the resurrection of Jesus <p>Skills linked to Lancashire Agreed Syllabus</p> <ul style="list-style-type: none"> • Explain and analyse Christian beliefs about the significance of the death and resurrection of Jesus. • Consider the different approaches that could be taken when exploring the question 'Who was Jesus?' – e.g. theological, historical <p>Explain the different religious and non-religious responses that might be given in response to the question 'Who was Jesus'?</p> <p>Rationale: This topic covers aspects of physical puberty with the responsibilities into adulthood, and religious responsibilities. Through this topic, students investigate parallels with their own changing responsibilities.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • That growing up and puberty is part of the journey of life. • key facts about puberty, the changing adolescent body and menstrual wellbeing • the main changes which take place in males and females, and the implications for emotional and physical health • The increase in responsibilities as you grow older and laws linked to different ages • How religions mark the transition from childhood into increasing responsibilities within the religion both personally and within the community.

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		<ul style="list-style-type: none"> Confirmation within the Catholic Church and the differences between reform and orthodox Jewish beliefs around increasing responsibilities for boys and girls <p>Skills linked to Lancashire Agreed Syllabus for RE</p> <ul style="list-style-type: none"> Describe, explain and analyse the impact of beliefs on a person's sense of identity and purpose as a human being <p>Express thoughtful views based on wide knowledge about the human need for guidance in life, suggesting how ethics are shaped by our history and communities</p>
(Spring 1)	<p>Topic 4: Islam core concepts</p> <ol style="list-style-type: none"> The life of the Prophet Muhammad The Quran The Hadith The 5 pillars of Islam Inside a mosque Sunni and Shia Islam Islamic Art 	<p>Rationale: Introducing core concepts and skills to build towards GCSE.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> Events in life of Muhammad, childhood, revelation and leader The importance of the Quran Muslims as part of Muslim daily practice and as a source of authority for Muslims The role of the Prophet Muhammad as a role model and source of authority for Muslim daily life. The 5 duties of Islam as part of daily life and religious practice. Features and purpose of the mosque for worship, and as a central focus for community life. The Sunni, Shia split and the similarities and differences between belief and practice between them. The purpose of Islamic Art as a way of expressing core Muslims beliefs. <p>Skills linked to Lancashire Agreed Syllabus for RE</p> <ul style="list-style-type: none"> Analyse examples of Muslim use of sources of wisdom and authority (Quran and Hadith) to establish what a good Muslim must do Explain how and give reasons why the teaching of the Qur'an and Hadith is followed today by hundreds of millions of Muslims worldwide Explain reasons why the Quran is so precious to Muslims. Use the key Muslim concept of Risalah (prophethood) to explain two or more ways in which the example of the Prophet Muhammad has an impact on British Muslims today.
(Summer 1)	<p>Topic 5: Islam and Social Justice</p> <ol style="list-style-type: none"> Ramadan and Eid Ul Fitr The Ummah Hajj and equality greater/lesser jihad zakat, money and charity 	<p>Rationale: Continuing introduction of core concepts and skills to build into GCSE. This unit focus on Muslims practices, using the 5 pillars of Islam to tie elements together, and looks at how Islamic practices link to concepts of equality and unity.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> The beliefs and purpose connected to Ramadan The way the Muslim community experiences Ramadan and Eid ul Fitr in the UK The role of the world community of Islam as a body of people The rituals of the Hajj and the promotion of equality between the ummah

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	<p>Topic 7: Understanding Banks and Money 1.How do banks work 2.Credit and Debt 3.Ethical Banking</p>	<ul style="list-style-type: none"> • How giving to charity supports the ummah and challenges inequalities <p>Skills linked to Lancashire Locally Agreed Syllabus</p> <ul style="list-style-type: none"> • Describe and explain the significance of British Muslim practice in applying Islamic teachings to today’s issues and questions (examples might include practice of worship, Islamic foodbanks, Islamic dress, representation of Islam in the media) • Explain how British Muslims contribute to national life through a wide range of modern examples. • Express thoughtful views based on wide knowledge about the human need for guidance in life, suggesting how ethics are shaped by our history and communities. <p>Rationale: Support Citizenship non-statutory guidance on understanding the functions and uses of money, the importance and practice of budgeting, and managing risk. As well as this, students will understand the religious and moral views around charging people interest and where banks invest your money.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Concepts of credit, debit, debt, interest, overdrafts • The uses and differences between debit cards and credit cards • Muslim attitudes to charging interest • How Banks use your money and where they invest it • Alternative to Highstreet banks, including ‘ethical’ banks, Muslim based shariah banks, credit unions • why many Christian churches have started credit unions <p>Skills linked to Lancashire Locally Agreed Syllabus</p> <ul style="list-style-type: none"> • Use a wide religious vocabulary to describe accurately examples of Muslim guidance for life • Consider how sources of wisdom and authority might be a source of moral guidance and wisdom • Analyse how Islamic texts are interpreted to give clear guidance about ethical and social issues
<p>(Spring 2)</p>	<p>Topic 8: Families, Relationships and Personal Identify</p> <ol style="list-style-type: none"> 1. Family Types 2. Rights and responsibilities within families 	<p>Rationale: This topic links into Modern British values, as well as the RSE statutory framework around understanding family types and the role of parents, respectful relationships; that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. This unit also cover aspects of citizenship, including the precious liberties enjoyed by the citizens of the United Kingdom.</p>

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3. Healthy and unhealthy relationships
4. Personal Identity
5. How British laws have changed to protect personal identities
6. How believing in God can be part of a persons personal identity
7. Religious attitudes to personal identity

Connect and Respect Workshops to take place this HT

Key Knowledge

- That our identity is made up of a range of features such as our age, nationality, religion, name, ethnicity, culture, gender and sexual orientation
- These aspects of our identity are classed as Protected characteristics under the Equality Act
- legal rights/responsibilities regarding equality (Equality Act 2010)
- Development of Laws creating equality for all including those related to families, employment and protection from discrimination
- Religious attitudes to protected characteristics religious teachings and other sources of guidance.
- Support for people within Christianity, Islam and Sikhism
- that individuals can expect to be treated with respect and should show respect to others, including tolerance of other people's beliefs

Key Knowledge (linked to RSE Statutory framework)

- legal rights/responsibilities regarding equality (Equality Act 2010)
- The different family types, knowing that there are different types of committed, stable relationships.
- the characteristics and legal status of other types of long-term relationships.
- what marriage is, including legal status
- that there are different types of committed, stable relationships
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- the characteristics of positive and healthy relationships (including non-sexual relationships) and the practical steps they can take to improve or support respectful relationships.
- UNCRC and how Childrens rights link to healthy relationships
- how stereotypes (based on sex, gender, race, religion, sexuality, disability) can cause damage
- that individuals can expect to be treated with respect and should show respect to others, including tolerance of other people's beliefs

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		<ul style="list-style-type: none"> • Skills developed linked to Lancashire locally Agreed Syllabus for RE • Consider how sources of wisdom and authority might be a source of moral guidance and wisdom • Discuss the importance of being respectful towards those with different beliefs, values and lifestyles to their own • Demonstrate increasing self awareness and awareness of their autonomy in making choices about personal beliefs, values and lifestyles • Describe, explain and analyse the impact of beliefs on a person's sense of identity and purpose as a human being • Explain (with a range of examples) how beliefs and teachings might impact the lives
<p>(Summer 2)</p>	<p>Topic 9: Personal Safety and Consent</p> <ol style="list-style-type: none"> 1. Consent 2. Control and Power 3. Inappropriate touch 	<p>Rationale: This short topic addresses aspects of the RSE statutory framework, including Being Safe, Intimate Relationships and Respectful relationships</p> <p>Key Knowledge (linked to RSE Statutory framework):</p> <ul style="list-style-type: none"> • UNCRC and how Children's rights link to healthy relationships • that some types of behaviour within relationships are criminal (violence/coercion). • the concept of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, and how these affect current/future relationships • characteristics of positive and healthy relationships (including non-sexual relationships) • that individuals can expect to be treated with respect and should show respect to others, including tolerance of other people's beliefs • the characteristics of healthy relationships (mutual respect, consent, loyalty, trust, shared interests, sex and friendship) • some types of behaviour within relationships are criminal (violence/coercion) • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn <p>Rationale: The Spirited Art Competition led by the National Association of Teachers of RE. The focus for the Competition is 'where is God'?</p>

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Key Knowledge:

- How religious and non-religious artists use art to express ideas of belief
- How they can explore their own ideas of belief through art.

Skills developed through the Spirited Arts Competition

- Interpretation (Artwork)
- Analysis (Of other's artwork)
- Expression (creating own artwork)
- Self-Understanding (essay and write up)
- Learning ABOUT/FROM religion

Topic 10: Spirited Art – where is God?

1. Ultimate Questions
2. Believing in God
3. Where is God
4. Spirited Arts planning
5. Spirited Arts
6. Writing frame