

St Mary's CE High School Curriculum Map 23-24

Year 8 Religious Studies



Question Understand Accept

- Religious Students allows students to respectfully question the views of others and their own.
- Religious Studies provides students with a good understanding of the thoughts, values and practices of others.
- Religious Studies encourages students to accept people and the diverse communities in which we live in.

	Autumn 1 <i>How do we know right from wrong?</i>	Autumn 2 <i>Can a person make a difference?</i>	Spring 1 & 2 <i>Christianity</i>	Summer 1 & 2 <i>Buddhism</i>
CONTENT	<ul style="list-style-type: none"> ▪ An introduction to Ethics. <p>Natural Law</p> <ul style="list-style-type: none"> ▪ What are the Principles of Natural Law? ▪ Is Natural Law still relevant? <p>Situation Ethics</p> <ul style="list-style-type: none"> ▪ Does right and wrong depend on a situation? ▪ Does this support Christian ideas? <p>Utilitarianism</p> <ul style="list-style-type: none"> ▪ Does right and wrong only exist for a majority? ▪ IS it <i>better to be a human dissatisfied than a pig satisfied?</i> 	<p>Martin Luther King</p> <ul style="list-style-type: none"> ▪ Racism in America. ▪ The Bus Boycotts. ▪ 'I have a dream'. ▪ Christian teachings in MLK's actions. <p>Malcolm X</p> <ul style="list-style-type: none"> ▪ The Nation of Islam. ▪ Responses to violence. ▪ Hajj. <p>Mother Theresa</p> <ul style="list-style-type: none"> ▪ What did she do? ▪ How did she use Christian Values? ▪ Does doubt show faith? <p>Corrie Ten Boom</p> <ul style="list-style-type: none"> ▪ The Actions of Corrie Ten Boom. ▪ How does suffering show faith? <p>Desmond Thomas Doss</p> <ul style="list-style-type: none"> ▪ Is Pacifism brave? 	<p>Nature of God</p> <ul style="list-style-type: none"> • The Attributes of God. <p>Founders</p> <ul style="list-style-type: none"> ▪ Jesus. <p>Practises</p> <ul style="list-style-type: none"> ▪ Baptism. ▪ Christmas. ▪ Easter. <p>Holy Books</p> <ul style="list-style-type: none"> ▪ Bible <p>Development</p> <ul style="list-style-type: none"> ▪ Christian Denominations <ul style="list-style-type: none"> • Particular reference to Catholic, Orthodox and Protestant. 	<p>Enlightenment.</p> <ul style="list-style-type: none"> ▪ The 4 sights. ▪ The 4 noble truths. ▪ The middle way. ▪ The eightfold path. ▪ The Three Signs of Being. <p>Founders.</p> <ul style="list-style-type: none"> ▪ Buddha. <p>Practises</p> <ul style="list-style-type: none"> ▪ Worship. ▪ Meditation. ▪ Buddhism and Ethical Issues. <p>Festivals</p> <ul style="list-style-type: none"> ▪ Wesak <p>Life</p> <ul style="list-style-type: none"> ▪ Dhamma. ▪ Samsara. ▪ Nirvana.

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Skills	<ul style="list-style-type: none"> To develop a Philosophical methodology in asking questions about how we understand what is right and wrong. To begin developing critical analysis of subject content. To begin developing the ability to undertake further reading and use information from this in their written work. <p>• Identity and belonging</p> <ol style="list-style-type: none"> <i>Clearly and coherently</i> explain the foundation and leadership of religions and worldviews. <i>Observe and interpret</i> a wide range of ways in which commitment and identity are expressed; <i>develop insightful analysis and evaluation</i> of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities. <p>• Justice and fairness</p> <ol style="list-style-type: none"> <i>Explore and express</i> insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite reflection and 	<p>• Beliefs and practices</p> <ol style="list-style-type: none"> <i>Explain and interpret</i> the connections between different religions and worldviews that impact on the beliefs and practices of individuals and communities. <p>• Sources of wisdom</p> <ol style="list-style-type: none"> <i>Explain and interpret</i> a range of sources of wisdom and sacred texts from religions and worldviews as coherent systems or ways of seeing the world. <p>• Symbols and actions</p> <ol style="list-style-type: none"> <i>Explain how and why</i> individuals and communities express the meaning of their beliefs and values in many different forms and ways of living; <i>Recognise and enquire</i> into the variety, differences and relationships that exist within and between religions and worldviews. <p>• Identity and belonging</p> <ol style="list-style-type: none"> Clearly and coherently <i>explain</i> the foundation and leadership of religions and worldviews. 	<p>• Beliefs and practices</p> <ol style="list-style-type: none"> <i>Explain and interpret</i> the connections between different religions and worldviews that impact on the beliefs and practices of individuals and communities. <p>• Symbols and actions</p> <ol style="list-style-type: none"> <i>Explain how and why</i> individuals and communities express the meaning of their beliefs and values in many different forms and ways of living; <i>Recognise and enquire</i> into the variety, differences and relationships that exist within and between religions and worldviews. <p>• Identity and belonging</p> <ol style="list-style-type: none"> <i>Clearly and coherently</i> explain the foundation and leadership of religions and worldviews. <i>Evaluate the impact</i> of their leadership, drawing on a range of personal and critical responses. <i>Observe and interpret</i> a wide range of ways in which commitment and identity are expressed; <i>develop insightful analysis and evaluation</i> of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities. <p>• Identity and belonging</p> <ol style="list-style-type: none"> Clearly and coherently <i>explain</i> the foundation and leadership of religions and worldviews. <i>Evaluate</i> the impact of their leadership, drawing on a range of personal and critical responses. <i>Observe and interpret</i> a wide range of ways in which commitment and identity are expressed; <i>develop insightful analysis and evaluation</i> of controversies about commitment to religions and 	<p>• Beliefs and practices</p> <ol style="list-style-type: none"> <i>Explain and interpret</i> the connections between different religions and worldviews that impact on the beliefs and practices of individuals and communities. <p>• Identity and belonging</p> <ol style="list-style-type: none"> <i>Clearly and coherently</i> explain the foundation and leadership of religions and worldviews. <i>Evaluate the impact</i> of their leadership, drawing on a range of personal and critical responses. <i>Observe and interpret</i> a wide range of ways in which commitment and identity are expressed; <i>develop insightful analysis and evaluation</i> of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities. <p>• Human responsibility and values</p> <ol style="list-style-type: none"> <i>Examine and evaluate</i> ideas about respect and human responsibility which exist within and between religions and worldviews in the light of different perspectives and diversity.

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	<p>reasoning, drawing on a range of examples from real life, fiction or other forms of media.</p>	<p>on a range of personal and critical responses.</p> <p>3. <i>Observe</i> and interpret a wide range of ways in which commitment and identity are expressed;</p> <p>4. develop insightful <i>analysis</i> and <i>evaluation</i> of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.</p> <p>• Human responsibility and values</p> <p>1. <i>Examine</i> and <i>evaluate</i> ideas about respect and human responsibility which exist within and between religions and worldviews in the light of different perspectives and diversity.</p> <p>• Justice and fairness</p> <p>1. <i>Explore</i> and <i>express</i> insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite reflection and reasoning, drawing on a range of examples from real life, fiction or other forms of media.</p>	<p>worldviews, accounting for the impact of diversity within and between communities.</p> <p>• Human responsibility and values</p> <p>1. <i>Examine</i> and <i>evaluate</i> ideas about respect and human responsibility which exist within and between religions and worldviews in the light of different perspectives and diversity.</p>	
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Key Questions	<ol style="list-style-type: none"> How do people decide what is right and wrong? How do different ethical theories conclude what is right or wrong? What are the strengths and weaknesses of these theories. How do we draw conclusions as to which theory we should use. 	<ol style="list-style-type: none"> What is segregation? What were Martin Luther King's aims? How did Martin Luther King gain his ideas? How successful was he in using Christian ideas to meet his aims? What was the methods and aims of Malcolm X? How were the teachings of Islam used in furtherance of Malcolm X's aims? How successful were the three religions at preaching and achieving their goals? 	<ol style="list-style-type: none"> How do Christians understand God? Who was Jesus? What was radical about Jesus? Why do Christians perform Baptism? Which is the most important Christian festival? Why are there so many Christian groups? How do the denominations show their beliefs? What is the Bible and how is it used? Are Christian beliefs relevant today? 	<ol style="list-style-type: none"> What do all Buddhists believe? What did Siddhartha Gautama teach that was so revolutionary? How do monks live out their beliefs today? How can the eightfold path and the middle way be applied to life today? What is the importance of temple worship and home worship? Does Buddhism offer practical ways for self-improvement?
Assessment	<p>Students will write one essay to explain if an action is right or wrong (based on a contemporary and relevant example).</p>	<ul style="list-style-type: none"> Students are given a selection of individuals they have to research independently. Students write an answer to the question: <i>Who was the most successful at fighting injustice?</i> This is a long essay – students develop their argument and persuasive writing techniques. 	<ul style="list-style-type: none"> Students will answer two essay style questions during the unit. Students will have one test out of 30, with a mixture of multiple choice, image response and essay questions. 	<ul style="list-style-type: none"> Students complete an <i>Explain question</i> for two aspects of Buddhist belief. At the end of the unit, students will then be given 5 questions on Buddhism.