

Year 8 Curriculum Sequencing Grid			
Subject: Religious Studies	Term One	Term Two	Term Three
Unit <i>(Tablet in 39 week plan)</i>	What do Muslims believe about a good life? (C3.5 Pathway 3)	What does it mean to live in multi faith Britain? (C3.4 Pathway 3)	How do Christians worship in diverse ways? (C3.3 Pathway 2) Should human beings use animals? (F3.15 Pathway 3)
Key Retainable Skills <i>What... How... Why...</i>	Identify, make links, analyse, describe, explain, evaluate, illustrate, present, express, outline, consider, interpret, depict.	Identify, make links, analyse, describe, explain, evaluate, illustrate, present, express, outline, consider, interpret, depict	Identify, make links, analyse, describe, explain, evaluate, illustrate, present, express, outline, consider, interpret, depict
Key Retainable Knowledge <i>What... How.... Why....</i>	Students begin this unit by exploring what it means to lead a good life. They will then learn about the importance of the Qur'an to Muslims in their everyday lives. Students will explore different themes found from important stories in the Qur'an. Throughout the unit students should be encouraged to think about how Muslims may use each story as a reminder to lead a good life. Students should also be encouraged to think about how they themselves may be able to relate to each story presented. The unit will end with an assessment task to see how well students can demonstrate their understanding of how Muslims use the Qur'an to lead a good life.	This unit enables students to consider local applications of the ideas of respect and cohesion. In South Yorkshire, as well as in the UK, religious diversity is evident. RE prepares students to live in such a world, and this unit focuses on ideas and strategies explicitly: what makes a respectful community, or region, or nation? The success of a region or nation in accommodating and celebrating religious diversity is not to be taken for granted but explored, understood, and celebrated. The focus is on learning about what the religions have to say about living together for the well-being of all and applying these ideas to students' own perspectives and attitudes. By clarifying and applying their understandings, students are encouraged to see the benefits of plurality, mutual respect, and tolerance.	Christianity - This unit aims to introduce students to the wide variety of worship enjoyed by Christians. It allows students to explore the concept of worship itself and come to an understanding of why it is important to Christians, whatever form it may take. The main elements under study are liturgical and non-liturgical worship, prayer, the festival of Christmas and/or Easter, and the potential influence of worship on believers. An optional element on the phenomenon of pilgrimage is also offered. Students will be able to evaluate the possible advantages of different types of worship for themselves, once they have an understanding of the form and nature of Christian worship. Animals - This unit explores issues connected with the treatment of animals by human beings. It seeks to enable students to discuss and explore beliefs and attitudes about the ways humans treat animals. Students will develop their understanding of key Christian, Buddhist and Hindu beliefs concerning the use of animals through studying teachings and beliefs. Students will apply religious and non-religious beliefs to issues concerning

			animal rights and evaluate their own beliefs and actions and those of others. Students will be encouraged to reflect on their own beliefs, attitudes, and values which they will express in a tolerant and balanced way.
Key Technical Vocabulary <i>To be modelled and deliberately practiced in context.</i>	Qur'an, Prophet Muhammad, Good life, Guidance, Surah Luqman, Hadith, Isnad, Zakat, Islamic Relief, Civil Marriage, Allah, Moral, Kindness, Patient, Marriage.	Collaboration, Co-operation, Cohesion, Diversity, Discrimination, Harmony, Hate Crime, Injustice, Multi-faith, Pluralism, Prejudice, Respect, Secular, Social change, Tolerance, Values, Extremism, Terrorism.	Christianity – Worship, Private worship, Corporate worship, Set Prayers, The Creed, The Eucharist, Non-liturgical worship, Prayer, Nativity, Rosary Beads, Icon, Crucifix, Annunciation, Incarnation, Influence, Faith into action Animals – Humane, Resource, Farming, Karma, Ahimsa, Stewardship, Vegetarianism, Veganism, Kosher and Halal, Animal experimentation, Ethical, Sentient, Exploitation, Conservation, Wildlife Entertainment, Humanism, Speciesism, Activism.
Opportunities for reading	Muslim texts. To be updated once resources are created.	Religious texts. I am Thunder by Muhammad Khan. To be updated once resources are created.	Christian texts. To be updated once resources are created.
Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i>	British Values - Tolerance and mutual respect. SMSC. Protected Characteristics - Religion Understanding of Islam. Understanding belief and spirituality.	British Values - Tolerance and mutual respect. SMSC. Protected Characteristics - Religion Understanding of other religions with a focus on Islam using the book I am Thunder. Understanding belief and spirituality.	British Values - Tolerance and mutual respect. SMSC. Protected Characteristics - Religion Understanding of Christianity and teachings on animal rights. Understanding belief and spirituality
Authentic Connections – Cross Curricular Links	Life Skills – British Values and Protected Characteristics. History – History of the religions, origin stories. Geography – Where in the world these religions began. Maths – Figures relating to census data etc. Music – Worship. Art – Religious art, symbols etc. English – Religious texts.	Life Skills – British Values and Protected Characteristics. History – History of the religions, origin stories. Geography – Where in the world these religions began. Maths – Figures relating to census data etc. Music – Worship. Art – Religious art, symbols etc. English – Religious texts.	Life Skills – British Values and Protected Characteristics. History – History of the religions, origin stories. Geography – Where in the world these religions began. Maths – Figures relating to census data etc. Music – Worship. Art – Religious art, symbols etc. English – Religious texts.
Key Assessment	Baseline and end point mind maps. Sharp Start Teacher navigation Whiteboard episodes	Baseline and end point mind maps. Sharp Start Teacher navigation Whiteboard episodes	Baseline and end point mind maps. Sharp Start Teacher navigation Whiteboard episodes

	Questioning Homework – Quiz/spelling test Exam style questions Peer/self-assessment	Questioning Homework – Quiz/spelling test Exam style questions Peer/self-assessment	Questioning Homework – Quiz/spelling test Exam style questions Peer/self-assessment
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