



Religious Education Department

Scheme of Learning

Year 8 RE (5 hours per fortnight)

Religion Key – Christianity=■ Judaism=■ Islam=■ Hinduism=■ Buddhism=■ Sikhism=■ Secular = ■

KS3 Curriculum – Year 8

National Curriculum – Programme of Study for KS3 RE

There is no national curriculum for Religious Education, however as The Academy of St Nicholas is a joint denomination school it is essential that we follow the Archdiocese and the Diocese requirements.

The programmes of study that both dioceses have designed has significantly influenced the design of The Academy of St. Nicholas programme of study for KS3 RE. You will see references for the Religious Education Directory, which is the Archdiocese curriculum and Illuminating Pathways, which is the diocese curriculum.

The Archdiocese requires that the second religion that we study at KS4 is Judaism, this therefore influences our KS3 curriculum to prepare students for the knowledge they require.

We are required to have 51% of the programme of study be Christianity with the rest being other world religions as well as including other world views such as atheism and humanism.

Year 8:				
Half-Term	Unit of Study	Lesson Topic:	Explicit CEAIG Links	Career industry/sector link:

1	Social Justice	Throughout the topic Careers – Martin Luther King Environment Human Rights	Career links: Lawyer Politics Environment Employability skills: Leadership Teamwork Active listening Respect	All due to skills Lawyer Politics Environment
2	Christianity	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills
3	Islam	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills
4	Jewish Festivals	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills
5	Religious Expression	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills
6	Alternative World Views	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills

Careers Education Advice Information and Guidance Tracking (CEAIG)

Common Assessment Framework

Each half term, there will be **THREE** common assessments for Y7 RE students.

Each assessment is identified in the Scheme of Learning.

Each assessment will be followed by either **PERSONALISED** or **COLLECTIVE** feedback.

Each assessment will fall in to **THREE** categories, designed to assess each aspect of the Programme of Study and skills in equal weighting.

CA (K)	Knowledge retention – key words quiz linked with homework	Marks= 14 <i>(7 marks for correctly identifying word and 7 for SPAG)</i>	Peer/self-assess
CA (Ex)	Skills and knowledge based – retention, explanation and quote application	Marks= 30	Collective feedback
CA (Ev)	Skills based – Evaluation		Personalised feedback

AUTUMN 1 SOCIAL JUSTICE	Key Questions 1. Who is responsible for eradicating poverty? 2. How should we respond to social injustice? (racism) 3. How does the media influence our view on Islam? 4. Who's responsible for the environment?		Key Vocab Tier 2 and 3	Links: 1. Holistic links to previous topics. 2. Religious Education Directory (RED) 3. Illuminating Pathways 4. Cross Curriculum	Homework	Assessment
Lessons 1-4	In order to answer key question 1 students should examine the following areas/questions: Types of suffering (leading to poverty) Causes of Poverty Eradicating Poverty Examples of people working towards ending poverty Christianity		Evil Suffering Moral Natural Poverty Eradicate Social responsibility Justice	1. Year 8 – Religious Expression Year 8 – Alternative world views Christianity – Beliefs and Teachings 2. U7.3.7, U9.6.2 3. Strand – 8,9 4. Links with English (Christmas Carol), Geography, History, PE, Cfl	Knowledge retrieval 1	
Lesson 5	Retrieval Test	TBAT demonstrate progress through knowledge retrieval	Complete the 30-mark retrieval test. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the test.			Retrieval Test
Lesson 6	Collective Feedback	TBAT examine assessment strengths and areas for development.	Full Feedback Lesson: <ul style="list-style-type: none"> Collective feedback – use models to equip students to correct their work. This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking.			Collective Feedback
Lessons 7-9	In order to answer key question 3 students should examine the following areas/questions: What is social injustice? Martin Luther King Malcolm X BLM Christianity		Samaritan Justice Prejudice Discrimination Pacifist Justice Violence Justice Evaluation	1. Year 7 – Life of Jesus Year 8 – Islam Year 8 – Religious Expression Religion, Crime and Punishment 2. U7.6.5/6, U8.3.2, U8.6.4/5, U9.6.2, U9.6.4/5 3. Strand – 1, 2, 7, 8, 9 4.	Knowledge retrieval 2	

Lesson 10	Planning Assessment	TBAT create a writing structure and plan to be used in assessment	Use the Academy writing structure and framework to develop a plan for the assessment big write.			
Lesson 11	Evaluation Assessment	TBAT demonstrate progress through evaluating	Evaluation Task: Write a speech supporting or arguing against the following statement; 'Martin Luther-King was more successful than Malcom X.'		Keywords	Evaluation Assessment
Lesson 12	Personalised Feedback	TBAT examine assessment strengths and areas for development.	Feedback Lesson must include: <ul style="list-style-type: none"> Review learning of any knowledge as a class students didn't understand. Models to demonstrate to students how to improve. Personalised comments and feedback for each student. Students are to do a complete re-write of their letter (in the event of a perfect letter students can do an additional evaluation task, such as reasons for an against a statement).			Personalised feedback
Lessons 13-15	In order to answer key question 3 students should examine the following areas/questions: Extremism Jihad Negative media evaluation		Extremism Terrorism Greater Jihad Lesser Jihad Media Influence	1. Year 9 – Islam 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand – 7, 8, 9 4. CfL		Keywords (lesson 15) Peer/ Self assessed
	Islam					
Lessons 16-17	In order to answer key question 4 students should examine the following areas/questions: Issues surrounding the environment. How a specific religion puts faith into action		Environment Community Religion	1. Year 8 – Christianity Religion and Life 2. U7.1.7 3. Strand – 6, 7, 8 4.		
	Christianity					

AUTUMN 2 CHRISTIANITY	Key Questions <ol style="list-style-type: none"> 1. What happened at the beginning of creation? 2. What are the Christian beliefs about God? 3. How do Christians practice their faith differently? 		Key Vocab Tier 2 and 3	Links: <ol style="list-style-type: none"> 1. Holistic links to previous topics. 2. Religious Education Directory (RED) 3. Illuminating Pathways 4. Cross Curriculum 	Homework	Assessment
Lessons 1-4	In order to answer key question 1 students should examine the following areas/questions: Creation/The Design Argument Creation/The Cosmological Argument Debate on the origins of the world The Fall Christianity		Designer Teleological Goldilocks effect Cause Cosmology Origins The fall Evil Saviour Messiah	<ol style="list-style-type: none"> 1. Year 7 - Covenants Year 8 – Social justice Year 9 – Philosophy 2. U7.1.7, U8.1.1/2, U9.1.1/2 3. Strand 1, 6, 7 4. Science, Maths 	Knowledge retrieval 1	
Lesson 5	Retrieval Test	TBAT demonstrate progress through knowledge retrieval	Complete the 30-mark retrieval test. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the test.			Retrieval Test
Lesson 6	Collective Feedback	TBAT examine assessment strengths and areas for development.	Full Feedback Lesson: <ul style="list-style-type: none"> • Collective feedback – use models to equip students to correct their work. This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking.			Collective Feedback
Lessons 7-10	In order to answer key question 2 students should examine the following areas/questions: What was the incarnation? What is the Trinity? What is Jesus' role in Salvation? What is a Prophet? Christianity		Human Devine Trinity Father Son Holy Spirit Salvation Crucifixion Prophet	<ol style="list-style-type: none"> 1. Year 7 – Covenants Year 7 – Christianity Christianity – beliefs 2. U7.3.1, U7.3.5, U7.5.2, U7.5.6, U8.5.2/3/4, U9.4.3/4 3. Strand 1, 2 4. 	Knowledge retrieval 2	

Lesson 10	Planning Assessment	TBAT create a writing structure and plan to be used in assessment	Use the Academy writing structure and framework to develop a plan for the assessment big write.			
Lesson 11	Evaluation Assessment	TBAT demonstrate progress through evaluating	Evaluation Task: Create a leaflet with the title 'Jesus' from a Church for people who are interested in knowing more.		Keywords	Evaluation Assessment
Lesson 12	Personalised Feedback	TBAT examine assessment strengths and areas for development.	Feedback Lesson must include: <ul style="list-style-type: none"> Review learning of any knowledge as a class students didn't understand. Models to demonstrate to students how to improve. Personalised comments and feedback for each student. Students are to do a complete re-write of their letter (in the event of a perfect letter students can do an additional evaluation task, such as reasons for an against a statement).			Personalised feedback
Lessons 13-18	In order to answer key question 3 students should examine the following areas/questions: What are denominations (Catholics and Protestants)? History of the Bible What is the Eucharist? What are different beliefs about prayer? What are different beliefs about baptism? Why is confession important to Catholics?		Denominations Catholic Protestant Bible Eucharist Transubstantiation Prayer Liturgical Non-Liturgical Baptism Original sin Reconciliation Sacrament Confession	1. Year Christianity Year 7 – Jesus Year 8 – Religious expression Year 9 - Forgiveness 2. U7.2.4, U7.2.7, U7.3.6, U7.4.1, U7.4.6 3. Strand 1, 2, 3, 5 4.		Keywords (lesson 15) Peer/ Self assessed
	Christianity					

SRING 1 ISLAM	Key Questions 1. Where do Muslims go to understand Allah? 2. How does Salah impact daily life? 3. How does Ramadan impact a Muslims life? 4. How could Hajj impact a Muslims life?		Key Vocab Tier 2 and 3	Links: 1. Holistic links to previous topics. 2. Religious Education Directory (RED) 3. Illuminating Pathways 4. Cross Curriculum	Homework	Assessment
Lessons 1-4	In order to answer key question 1 students should examine the following areas/questions: Introduction to Islam Sources of authority Muhammad Qur'an Islam		Islam Peace Muslim Submit Muhammad Source of authority Qur'an Hadith Sunnah Qur'an Morals	1. Year 7 – Exploring religion Year 7 – Covenants Year 7 – Stories of Jesus 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand – 4 4.	Knowledge retrieval 1	
Lesson 5	Retrieval Test	TBAT demonstrate progress through knowledge retrieval	Complete the 30-mark retrieval test. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the test.			Retrieval Test
Lesson 6	Collective Feedback	TBAT examine assessment strengths and areas for development.	Full Feedback Lesson: <ul style="list-style-type: none"> Collective feedback – use models to equip students to correct their work. This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking. 			Collective Feedback
Lessons 7-8	In order to answer key question 2 students should examine the following areas/questions: What are the 5 Pillars of Islam? What is Salah (include Shahadah)?		Islam 5 pillars Shahadah Declaration Faith Salah Prayer Prostrate	1. Year 8 – Religious expression 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand – 4 4.	Knowledge retrieval 2	

	Islam		Rak'a Wudu		
Lesson 9-11	<p>In order to answer key question 3 students should examine the following areas/questions: What is Sawm/ Ramadan? How do Muslims celebrate the end of Ramadan? What is Zakat (paid during Ramadan)?</p> <p>Islam</p>		Sawm Fasting Zakat Charity	<ol style="list-style-type: none"> 1. Year 8 – Religious expression 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand – 4 4. 	Keywords
Lesson 12	Planning Assessment	TBAT create a writing structure and plan to be used in assessment	Use the Academy writing structure and framework to develop a plan for the assessment big write.		
Lesson 13	Evaluation Assessment	TBAT demonstrate progress through evaluating	Evaluation Task: Write a letter to your Muslim friend arguing that Shahadah is the most important Pillar of Islam.		Keywords Evaluation Assessment
Lesson 14	Personalised Feedback	TBAT examine assessment strengths and areas for development.	<p>Feedback Lesson must include:</p> <ul style="list-style-type: none"> • Review learning of any knowledge as a class students didn't understand. • Models to demonstrate to students how to improve. • Personalised comments and feedback for each student. <p>Students are to do a complete re-write of their letter (in the event of a perfect letter students can do an additional evaluation task, such as reasons for an against a statement).</p>		Personalised feedback
Lessons 15-16	<p>In order to answer key question 4 students should examine the following areas/questions: What do Muslims do on Hajj? How might it impact the life of someone who has completed it?</p> <p>Islam</p>		Hajj Pilgrimage	<ol style="list-style-type: none"> 1. 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand – 4 4. 	Keywords (lesson 16) Peer/ Self assessed

AUTUMN 2 JEWISH FESTIVALS	Key Questions 1. Which key events do Jews remember and celebrate? 2. How do Jews celebrate these events? 3. How do these festival impact Jewish beliefs today?		Key Vocab Tier 2 and 3	Links: 1. Holistic links to previous topics. 2. Religious Education Directory (RED) 3. Illuminating Pathways 4. Cross Curriculum	Homework	Assessment
Lessons 1-6	In order to answer the main key questions above, students should examine the following festivals: Passover Second Passover Rosh Hashanah Yom Kippur Chanukah Judaism		Pesach Passover Seder Rosh Hashanah Yom Kippur Atonement Sins Chanukah Dedication	1. Judaism - Practices 2. U7.4.4, U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand – 1, 2, 4 4.	Knowledge retrieval 1	
Lesson 7	Retrieval Test	TBAT demonstrate progress through knowledge retrieval	Complete the 30-mark retrieval test. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the test.		Keywords	Retrieval Test
Lesson 8	Collective Feedback	TBAT examine assessment strengths and areas for development.	Full Feedback Lesson: • Collective feedback – use models to equip students to correct their work. This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking.			Collective Feedback
Lesson 9-12	In order to answer the main key questions above, students should examine the following festivals: Shabbat Purim The Three Weeks		Shabbat Synagogue Purim Sukkot Tabernacle Mourning	1. Judaism - Practices 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand – 1, 2, 4 4.	Knowledge retrieval 2 Keywords	Keywords (during lesson 12)

	Sukkot		Temple		
	Judaism				
Lesson 13	Planning Assessment	TBAT create a writing structure and plan to be used in assessment	Use the Academy writing structure and framework to develop a plan for the assessment big write.		
Lesson 14	Evaluation Assessment	TBAT demonstrate progress through evaluating	Evaluation Task: Create a leaflet explaining the festival of Hannukah.		Evaluation Assessment
Lesson 15	Personalised Feedback	TBAT examine assessment strengths and areas for development.	Feedback Lesson must include: <ul style="list-style-type: none"> • Review learning of any knowledge as a class students didn't understand. • Models to demonstrate to students how to improve. • Personalised comments and feedback for each student. Students are to do a complete re-write of their letter (in the event of a perfect letter students can do an additional evaluation task, such as reasons for an against a statement).		Personalised feedback

SUMMER 1 RELIGIOUS EXPRESSION	Key Questions 1. How does religious clothing reflect belief? 2. What expressions of faith do religions have in common? 3. How do Christians express faith?			Key Vocab Tier 2 and 3	Links: 1. Holistic links to previous topics. 2. Religious Education Directory (RED) 3. Illuminating Pathways 4. Cross Curriculum	Homework	Assessment
Lesson 1	How do people express their beliefs?	TBAT Examine how people express their beliefs.	How do people express their beliefs? Why do people want to express their beliefs? How does expression of beliefs link to our human rights?	Express Human rights	1. 2. U7.6.5/6, U8.6.4/5, U9.6.2, U9.6.4/5 3. Strand 1, 3 4. British and Academy values of tolerance. Human rights		
Lessons 2-4	In order to answer key question 1 students should examine the following areas/questions: What do Christians wear to express belief? What do Muslims wear to express belief? What do Jews wear to express belief?			Clothing Expression Modestly Hijab Niqab	1. Year 8 – Social Justice 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand – 3, 4 4. British and Academy values of tolerance. Human rights	Knowledge retrieval 1	
Christianity	Judaism	Islam					
Lesson 5	Retrieval Test	TBAT demonstrate progress through knowledge retrieval	Complete the 30-mark retrieval test. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the test.				Retrieval Test
Lesson 6	Collective Feedback	TBAT examine assessment strengths and areas for development.	Full Feedback Lesson: • Collective feedback – use models to equip students to correct their work. This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking.				Collective Feedback
Lessons 7-10	In order to answer key question 2 students should examine the following areas/questions: Festivals Evangelism Conversion Pilgrimage			Festivals Christmas Easter Secular Evangelism Televangelism Conversion Convert	1. Year 7 – Eastern religions Year 8 – Social Justice Year 8 – Islam Year 8 – Jewish festivals 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand – 1, 2, 3 4.	Knowledge retrieval 2	

	Christianity	Judaism	Pilgrimage			
Lesson 11	Planning Assessment	TBAT create a writing structure and plan to be used in assessment	Use the Academy writing structure and framework to develop a plan for the assessment big write.			
Lesson 12	Evaluation Assessment	TBAT demonstrate progress through evaluating	Evaluation Task: Write a letter to the French government arguing that religious believers should be able to wear religious clothing.	Keywords	Evaluation Assessment	
Lesson 13	Personalised Feedback	TBAT examine assessment strengths and areas for development.	Feedback Lesson must include: <ul style="list-style-type: none"> Review learning of any knowledge as a class students didn't understand. Models to demonstrate to students how to improve. Personalised comments and feedback for each student. Students are to do a complete re-write of their letter (in the event of a perfect letter students can do an additional evaluation task, such as reasons for an against a statement).			Personalised feedback
Lessons 14-15	In order to answer key question 3 students should examine the following areas/questions: Why do Christians give to charity? How does prayer express belief? Christianity		Charity Compassion Prayer Worship	1. Year 7 – Stories of Jesus Year 8 – Social justice Christianity – practices 2. U7.2.7, U9.6.2 3. Strand 1, 3, 7, 8, 9 4.	Keywords (lesson 15) Peer/ Self assessed	

SUMMER 2 ALTERNATIVE WORLD VIEW	Key Questions 1. What are alternative views to the existence of one God? 2. What are alternative Christian views? 3. What are other religious views about the purpose of life and life after death? 4. What are secular views about the purpose of life and life after death?		Key Vocab Tier 2 and 3	Links: 1. Holistic links to previous topics. 2. Religious Education Directory (RED) 3. Illuminating Pathways 4. Cross Curriculum	Homework	Assessment	
Lesson 1-2	In order to answer key question 1 students should examine the following areas/questions: Death of Polytheism God the illusion		Polytheism Secularism	1. Year 7 – Exploring religion Year 7 – Life of Jesus Year 8 – Christianity Year 9 – Philosophy 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand 1, 2, 3, 5 4.	Knowledge retrieval 1		
Secular/ Other views							
Lessons 3-5	In order to answer key question 2 students should examine the following areas/questions: According to Jehovah’s Witnesses: Who is God? What is the purpose of life? What happens when we die?		Jehovah Purpose Afterlife Soul	1. Year 7 – Exploring religion Year 7 – Life of Jesus Year 8 – Christianity 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand 1, 2, 3, 5 4.			
Christianity							
Lesson 6	Retrieval Test	TBAT demonstrate progress through knowledge retrieval	Complete the 30-mark retrieval test. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the test.				Retrieval Test
Lesson 7	Collective Feedback	TBAT examine assessment strengths and areas for development.	Full Feedback Lesson: • Collective feedback – use models to equip students to correct their work. This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking.				Collective Feedback

Lessons 8-10	<p>In order to answer key question 4 students should examine the following areas/questions: What is the purpose of life in Buddhism? What happens when you die in eastern religions? What do African traditions believe about life after death (Yoruba)?</p>	<p>Secular/ Other views</p>	<p>Buddhism</p>	<p>Hinduism</p>	<p>Enlightenment Nirvana meditation Reincarnation Samsara Karma Yoruba Soul</p>	<p>1. Year 7 – Eastern religions Year 8 – Social justice 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand – 4 4.</p>	<p>Knowledge retrieval 2</p>	
Lesson 11	<p>Planning Assessment</p>	<p>TBAT create a writing structure and plan to be used in assessment</p>	<p>Use the Academy writing structure and framework to develop a plan for the assessment big write.</p>					
Lesson 12	<p>Evaluation Assessment</p>	<p>TBAT demonstrate progress through evaluating</p>	<p>Evaluation Task: Create a Newspaper article entitled ‘there is no such thing as the afterlife’.</p>				<p>Keywords</p>	<p>Evaluation Assessment</p>
Lesson 13	<p>Personalised Feedback</p>	<p>TBAT examine assessment strengths and areas for development.</p>	<p>Feedback Lesson must include:</p> <ul style="list-style-type: none"> Review learning of any knowledge as a class students didn’t understand. Models to demonstrate to students how to improve. Personalised comments and feedback for each student. <p>Students are to do a complete re-write of their letter (in the event of a perfect letter students can do an additional evaluation task, such as reasons for an against a statement).</p>					<p>Personalised feedback</p>
Lessons 14-15	<p>In order to answer key question 4 students should examine the following areas/questions: What is the purpose of life for Humanists? What do atheists/ humanists believe happens when you die?</p>	<p>Secular</p>		<p>Purpose Afterlife Atheist</p>	<p>1. Year 7 – Exploring religion Religion and Life 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. 4.</p>	<p>Keywords (lesson 15) Peer/ Self assessed</p>		