



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	Religious Education	Year group	8
<p>Vision statement:</p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.’</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<p>Curriculum intent:</p>	<p>We enable students to share and question their different philosophies, religions, spiritualities and ethical views. We teach students how to academically debate with those who hold contrary opinions, using the skills of empathy and respect. In line with our local authority of Staffordshire, our topics reflect not only Christianity, as the UK’s main religious tradition, but recognises all other major religions as well as Humanist and Atheist standpoints.</p> <p>The curriculum has on 3 key goals:</p> <ol style="list-style-type: none"> 1. Cultivating curiosity of students to acquire insightful knowledge concerning religions and beliefs, both in Britain and in more global terms; they will explore teachings and practices, sacred texts, lifestyles, rituals and symbolism, religious experience and living within a faith community 2. Developing courage as students engage with ultimate questions of meaning and purpose and formulate their own sense of identity and values; expressing and evaluating their personal responses to such questions - linking to their own experience. 3. Growing compassion in terms of social, spiritual and emotional skills for living well in a religiously plural and open society. Students will reflect on the reality of religious diversity and develop skills of analysis and discernment in relation to prejudice, discrimination and bias. 		
<p>Threshold Concepts (TCs):</p>	<ol style="list-style-type: none"> 1. To understand that religious beliefs are interpreted differently even within the same religion. 2. To understand that religious practices have varying levels of adoption. 3. To understand the misconceptions that surround religious belief and practices and how to address them. 4. To understand that religious values can be adopted and accepted by non-religious believers. 5. To understand the varying impact of modern challenges to religious beliefs. 6. To understand the influence key beliefs, teachings and practices have on religious believers. 7. To understand the variety of sources of authority within religion and the different approaches to them. 		

KS2 National Curriculum summary:	<p>Students build on their foundational knowledge from KS1 by having the following opportunities:</p> <ul style="list-style-type: none"> To study beliefs, teaching and sources of religion such as exploring different texts and religious figures. To gain an understanding of how religious beliefs inform how people act in their lives such as celebrating religious festivals. To study expressing meaning in religion potentially through the use of symbols and worship in various religious traditions. To investigate meaning, purpose, and truth for example considering answers to hardship. To contemplate purpose and truth, for example how religion deals with pain and suffering. To consider values and commitments possibly including belonging to a religion, for example through religious ceremonies. Throughout students look at differences in how religions are followed. <p>For more information https://www.stedwardscheddleton.co.uk/wp-content/uploads/2021/08/New-Syllabus-for-Religions-Education-2016-25-11-2016_0948-1.pdf</p>					
Learner skills:	Critical thinking CRITICAL THINKING	Organisation ORGANISATION	Collaboration COLLABORATION	Adaptability ADAPTABILITY	Oracy ORACY	Self-quizzing SELF QUIZZING
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	Is religion relevant in the world today?					
Big picture questions:	Is there ever a justifiable reason for conflict?	Is faith impossible in a world of evil and suffering?	Is the life of Jesus still relevant for us today?	Has humanity learnt anything from the Holocaust?	What is multiculturalism and how does it affect Britain today?	What are New Age movements, and will they replace traditional faiths?
Content (Linked to TCs):	<ul style="list-style-type: none"> - Examine how different faith groups have engaged in or objected to war in history (to include crusade, holy wars, quakerism). (TC1,2,3) 	<ul style="list-style-type: none"> - Identify the difference between moral and natural evil. (TC1) - Describe the characteristics of God (onmi words) and why these are seen as being 	<ul style="list-style-type: none"> - To know what incarnation means and what challenges exist around the incarnation of Jesus. (TC6) - Describe the symbolism and meaning in multiple 	<ul style="list-style-type: none"> - What is the difference between prejudice, stereotyping and discrimination. Linked to propagander used by the Nazi's, Kristalnacht and the 	<ul style="list-style-type: none"> - Recap and explain the main 6 world faiths and their beliefs. (TC1) - Explain the demography of Britain and belief (TC 5,6) 	<ul style="list-style-type: none"> - Understand the key features of New Age Movements with a focus on Self-Spirituality and Detraditionalisation. (TC6) - Understand the range and variations



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	<ul style="list-style-type: none"> - Understand and interpret sources of authority relevant to conflict such as the Qur'an and Bible and UDHR.(TC6,7) - Use prior religious concepts correctly to support or object to conflict including sanctity of life.(TC5) - Describe and apply just war theory to critically evaluate the case for conflict, whilst addressing the religious perspectives learned. (TC5,7) 	<ul style="list-style-type: none"> - incompatible when discussing evil. (TC6) - Explain the problem of evil. - Explore the role that the 'devil' might play in the origin of evil and compare this to the idea of Shiva in Hinduism.(TC1) - Identify what is meant by free will - Explore the Augustinian Theodicy (Evil does not exist it is a lack of goodness). (TC 6,7) - Explore what Buddhism can teach us about the origins of suffering. (TC1) 	<ul style="list-style-type: none"> - of Jesus' parables.(TC1) - To consider whether parables are relevant to us today and create your own parable. (TC2) - To understand how Jesus stood up against injustice and what that might mean for Christians today. (TC5) - To explain the importance of the crucifixion and to question whether the resurrection is plausible. (TC4) 	<ul style="list-style-type: none"> - Nuremberg laws. (TC1,5) - Explain what life was like in the concentration camps and how this impacted Jewish peoples faith. (TC 5) - Christian views and actions, Bonhoffer and Kobe - British Holocaust hero's, how did people come to the aid of the Jewish people (TC6,7) - Links to antisemitism, they views around asylum seekers and BLM. (TC3) 	<ul style="list-style-type: none"> - Understand origins of cosmopolitanism in Britain, and key instances which caused diversity within Britain today (TC5) - Evaluate the impact of multiculturalism in Britain and if it is sustainable in the long-term. (TC2) 	<ul style="list-style-type: none"> - of New Age movements and how they often originate from Eastern traditions. (TC6) - Understand the demography of followers and potential reasons behind this. (TC5) - Differences in beliefs/practices to traditional religions.(TC2) - What makes an institution a cult and why may these pose dangers to followers and wider society – Specific examples e.g. People's Temple.(TC5)
<p>Vocabulary Instruction:</p>	<p>Quakers, Just War Theory, Pacifism, Sanctity of Life, Holy War, Lesser and Greater Jihad, Conscientious objector, justice, nuclear weapons, retaliation, protest, weapons of mass destruction</p>	<p>Evil, Suffering, Moral, Faith, monotheistic, Omnibenevolent, Omnipotent, Omniscient, Omnipresent, Devil, Brama, Vishnu, Shiva, Free will, Augustin, Theodicy, 4 noble truths, craving.</p>	<p>Incarnation, Flesh, Jesus, Parables, Symbols, Good Samaritan, The Sower The lost Son, Rebel, Crucifixion, Miracles Atonement Sighting Resurrection Evidence</p>	<p>Stereotyping / Prejudice / Discrimination / Nuremberg laws / Aryan race / Anti-Semitism / Auschwitz/ Final solution / Ghetto / Kolbe / Bonhoeffler</p>	<p>Multiculturalism, diversity, cosmopolitan, assimilation, segregation, tolerance, respect, racism, discrimination, xenophobia, Islamaphobia, Anti-Semitism, Ethnicity, Liberty, Freedom of Speech.</p>	<p>Clairvoyance, Scientology, Feng Shui, Reflexology, The Findhorn Community, Homeopathy, Horoscopes, Mindfulness, Self-Spirituality, Detraditionalisation, Cult, Individualism.</p>



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Assessment:	Midpoint Assessment (10 marks) Endpoint Assessment (20 marks)	Midpoint Assessment (10 marks) Endpoint Assessment (20 marks)	Summative Assessment 1 Midpoint	Midpoint Assessment (10 marks) Endpoint Assessment (20 marks)	Midpoint Assessment (10 marks) Endpoint Assessment (20 marks)	Summative Assessment 2 – End of Year
Key/Historical misconceptions in this unit:	<ul style="list-style-type: none"> - That everyone thinks war is always a bad thing. - That only Muslims are involved in bad conflicts. 	<ul style="list-style-type: none"> - That evil and suffering only happens to bad people. 	<ul style="list-style-type: none"> - That Jesus is not historically valid person. - That if Jesus is historically real he must be God. 	<ul style="list-style-type: none"> - That the Jews did not fight back against oppression. - That the Nazis couldn't have been Christian 	<ul style="list-style-type: none"> - That only Christianity is relevant in Britain today. 	<ul style="list-style-type: none"> - New age movements have a clear religious identity.
Sequencing:	<p>We have chosen to sequence the year 8 curriculum like this because... Students begin to look at how religion can impact society in both positive and negative ways. Students are able to apply the knowledge learnt in year 7 to understand how people of different faiths may address key issues such as conflict, evil and suffering. We focus on the positives of multicultural Britain and how the beliefs of the UK have changed over recent years. This is also an opportunity to introduce students to new age movements and compare them to the more traditional religions learnt in KS2 and year 7.</p>					
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Compassion: Students will show compassion in all Religious Education lessons by showing care and consideration of others beliefs and values. Students will be encouraged to question the impact of religion in society today, whilst maintaining a sense of understanding and acceptance of beliefs that differ to their own.</p> <p>Curiosity: Students will explore the belief system of the six major world religions and those people who do not have a religion. They will be encouraged to ask questions and gain a deeper understanding of the impact religious belief can have on everyday life.</p> <p>Courage: Students will show courage in lessons by being self-motivated to exceed lesson expectations. Students will be encouraged to discuss their thoughts and opinions with others in the class and be prepared to justify their ideas to the class.</p>					
National Curriculum plus:	<p>In addition to teaching in line with the SACRE we emphasise humanist and atheist viewpoints at the relevant points within the curriculum, given this is the religious view of the majority of students. We encourage students to discuss and ask questions to develop a deeper understanding of religion.</p>					