



## **Religious Education Curriculum Year 7 and Year 8**

A common misconception in the world today is that there is no longer a need to study Religions given that Science and Rationality have dominated our thinking since the seventeenth century. However, the study of Religions could not be more important. After all, religion has been one of the most resilient forces of history. Take, for example, the current problems in the Middle East, the debates about Abortion, Euthanasia and the death penalty. These are in some way rooted in religious beliefs. Religions also ask very deep questions about human existence. Why are we here? What will happen to us when we die? What is the meaning of life? It would be inconceivable to study other subjects without an understanding of the influence of religion on the lives of people.

## **Religious Education Curriculum Overview Year 7**

- 7.1. Who am I?
- 7.2. God for all faiths and none?
- 7.3. What is the nature of God in Islam and Sikhism?
- 7.4. Jesus – Man or God?
- 7.5. Christian Justice: for wimps or the brave hearted?
- 7.6. How do we know what's right or wrong?

## **Religious Education Curriculum Overview Year 8**

- 8.1. How do Jews show commitment to their identity?
- 8.2. Where does the Universe come from?
- 8.3. Jesus: Was he a trouble maker?
- 8.4. Moving on up or going round in circles?
- 8.5. Is there power in peace? Gandhi, King and Tutu.
- 8.6. What makes a journey special?

## **How can you help?**

- ✓ Ensure your child puts their very best effort into their Homework.
- ✓ Encourage them to ask for help if they are stuck.
- ✓ Check your child's planner to see if they have any Homework.
- ✓ Make sure your child revises well for their tests and end of year exams.

## **Assessment**

Students in Key Stage 3 will be taught three lessons of History every fortnight. Due to the two-weekly timetable operated at TKAW, this means that students will have two one-hour lessons and one, one-hour lesson in alternating weeks. Students will complete two assessed assignments every half term on the topic being studied. The first will be an extended piece of work and the second will take the form of a test in exam conditions.

## **The National Curriculum**

The Key Stage 3 Religious Education Curriculum is designed by the Local Authority through its local SACRE (Standing Advisory Council on Religious Education). At The British Sikh School, we follow an RE curriculum designed by Herts for Learning Ltd which can be accessed by clicking on the link below:

[http://www.thegrid.org.uk/learning/re/general/documents/secondary/secondary\\_re\\_sow\\_dec14.pdf](http://www.thegrid.org.uk/learning/re/general/documents/secondary/secondary_re_sow_dec14.pdf)

**Year 7 RE Curriculum Objectives**  
**TKAW Autumn 1 (1/2 termly delivery)**  
**Who am I**

Explain how beliefs are reflected in the practices and lifestyles of a Christian, Muslim or Sikh

Explain how this helps religious believers to belong to a community

Express your own views on the rules by which you live your life

Respond to the views of religious believers on what rules they follow

Explain how these affect the way they live

**Year 7 RE Curriculum Objectives**  
**TKAW Autumn 2 (1/2 termly delivery)**  
**God for all faiths or none?**

Explain some of the differing ways people argue for and against the existence of God

Explain how religious beliefs and ideas can be expressed in a variety of forms using correct terminology

Explain your own ideas and beliefs in relation to a range of ultimate questions

Explain why there are differences between your own and other people's ideas about ultimate questions

**Year 7 RE Curriculum Objectives**  
**TKAW Spring 1 (1/2 termly delivery)**  
**What is the nature of God in Islam and Sikhism?**

Understand the ways in which people express their beliefs, experience and understanding of God in a variety of ways

Understand some of the key concepts about God in Islam and Sikhism

Compare different concepts of God

Consider the impact of belief and show how it makes a difference to the lives of individuals

Evaluate whether you think people are all equal

**Year 7 RE Curriculum Objectives**  
**TKAW Spring 2 (1/2 termly delivery)**  
**Jesus – Man or God?**

Understand how Jesus is believed to be God incarnate

Reflect on how looking at Jesus gives Christians their ideas about what God is like

Explore how this idea affects the lives of believers

Discuss the views of others about Jesus

Formulate your own answers to the key question using evidence and argument

**Year 7 RE Curriculum Objectives**  
**TKAW Summer 1 (1/2 termly delivery)**  
**Christian Justice: for wimps or the brave hearted?**

Understand Christian teachings and beliefs about Justice

Identify how Christians could be affected by the example of Jesus

Reflect on the importance of love and forgiveness in your life

**Year 7 RE Curriculum Objectives TKAW**  
**Summer 2 (1/2 termly delivery)**  
**How do we know what is right or wrong?**

Compare and contrast the similarities and differences between Muslim, Christian and their own decision making

Ask questions about matters of right and wrong

Apply understanding of moral and religious teachings to your answers about matters of right and wrong

**Year 8 RE Curriculum Objectives**  
**TKAW Autumn 1 (1/2 termly delivery)**  
**How do Jews show commitment to their identity?**

Explain how religious beliefs and ideas influence practices and lifestyles

Explore how these beliefs and ideas lead to diverse practice, both within and between religions

Using a wider range of religious, moral and philosophical vocabulary, evaluate religious beliefs, ideas and practices

Evaluate the significance of religion in the world today

**Year 8 RE Curriculum Objectives**  
**TKAW Autumn 2 (1/2 termly delivery)**  
**Where does the universe come from?**

Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions

Analyse and interpret the significance of different forms of religious expression , including sacred texts

Demonstrate a historical and cultural understanding of how interpretations of sacred texts and symbolism have developed

**Year 8 RE Curriculum Objectives**  
**TKAW Spring 1 (1/2 termly delivery)**  
**Jesus: Was he a troublemaker?**

Express your own and respond to other people's values and commitments in the light of their learning

Respond to the views of others on a range of contemporary moral issues giving well-argued reasons for supporting one view rather than another

**Year 8 RE Curriculum Objectives**  
**TKAW Spring 2 (1/2 termly delivery)**  
**Moving on up or going round in circles?**

Understand key beliefs about life after death for Christians and Hindus

Understand traditional Hindu stages of life and how these relate to Dharma and the attainment of Moksha

Explore what kind of life in the present might be implied by different views of death

**Year 8 RE Curriculum Objectives**  
**TKAW Summer 1 (1/2 termly delivery)**  
**Is there power in peace? Gandhi, Martin Luther King, Desmond Tutu**

Explain how some beliefs and teachings are shared by different religions and how they affect the lives of individuals and communities

Identify and evaluate the teachings and experience of inspirational people by relating these to their own and others' lives

**Year 8 RE Curriculum Objectives TKAW**  
**Summer 2 (1/2 termly delivery)**  
**What makes a place special?**

Understand the importance of Israel for the three religions and the key conflicting beliefs

Explain how some of these key beliefs affect the lives of individuals and communities

Identify and explain the importance of a range of places of pilgrimage today

Relate these beliefs to their cultural and historical context

Express your own and respond to other people's values and commitments in the light of their learning