

## Curriculum Overview

### Year 8 – Religious Education 2020-2021



#### Rationale for Year 8 Religious Education

In Year 8, students explore the belief that God is a living presence that affect the beliefs, principles and rites of passage of people in the modern world. The unit on covenant emphasise that people are called to a relationship with God through salvation history. This calling is embedded in ethical decision making such as Love and Marriage and also in showing faith in action through pilgrimage. Students will also explore the Passion, Death and Resurrection of Jesus which will prove to be central in all areas of study throughout the spirally curriculum. The Early Church unit follows on logically from the resurrection story to explain The Church today. An additional religion within the Year 8 Scheme of Work is Judaism, with particular focus on Jewish worship, relevance, identity and practice in Britain today.

#### What will students learn and why?

All topics are guided by the People of God framework. In Religious Education pupils acquire knowledge and understanding through study, discussion and reflection. This leads them into critical reflection on their own experience, appreciation of the Christian story and a dialogue between these two. At St Joseph's the Year 8 curriculum is a knowledge based curriculum whereby skills are developed through knowledge. The Religious Education Curriculum Directory presents the Areas of Study and content of Religious Education. The Framework is structured according to the requirements of the Catechism of the Catholic Church, which seeks: to address the human search for meaning; God's initiative in Revelation who comes to meet us; and our response of faith. Consequently, the process is threefold: Research, Revelation, and Response. This process provides a methodology and structure for learning and teaching. It engages pupils in the continuing journey of learning about and learning from the Catholic vision and understanding of life, irrespective of their own beliefs. Sequence of topics build on students' prior knowledge to support long-term memory with interleaving and retrieval activities to embed knowledge and understanding.

##### **TERM 1 –Covenant**

Taught at the beginning of Year 8 Covenant introduces the concept of salvation history and that God intervenes in human lives. The concept of covenant is explored through the study of major Jewish prophets and their interpretation of historical events and God's calling. A thorough understanding of prophecy and the nature of God will support students in both their study of Judaism and GCSE Catholic Religious Education

##### **TERM 2 – Pilgrimage**

The pilgrimage unit explores the living faith of Christianity in as much as people venture to religious places to find meaning in their lives. Pilgrimage also seeks to unveil the nature of God through revelation in the form of Marian Apparitions and to complement how people respond to faith in undertaking pilgrimages. The pilgrimage unit support the learning of students in the GCSE study of Catholic practices and has cross links to both Hinduism and the Hajj studied as part of Islam

##### **TERM 2 & TERM 3 – Love and Marriage**

The fundamental learning element within this unit is the importance of applying teachings from both Jesus and the catechism and magisterium Catholic ethics to address the topics of Love and Marriage. Dovetailing with the whole school sex and relationships policy students are allowed the opportunity to respond to ultimate questions set about the nature of love, marriage and how these effect people's lives. Major sources of wisdom such as the creation story and Jesus' teachings about marriage provided to enrich the curriculum. At such a formative time in the students' development, this is unit is crucial and needs to be delivered with appropriate training. It will also provide great support for the Christian Ethics unit, which is part of Catholic Christianity GCSE course.

##### **TERM 4- Passion Death and Resurrection (PDR) - 8 LESSONS** – Central in any Christian faith school is the study of the passion death and resurrection of Jesus.

Students will get a chance to investigate through various means the events of Jesus' last week. Using - but not limited to - Mark's gospel, students will cover the

triumphant entry of Jesus on Palm Sunday through to his resurrection on Easter Sunday. Students will be able to reflect on the greatest revelation of God through the resurrection. Students will also evaluate events central to key themes such as the beginning of the Church and how disciples became aware of life in Christ.

#### **TERM 5 The Early Church and Confirmation**

This unit revisits the learning students undertook in Year 7 about the Sacraments of the Catholic Church with an emphasis on the development of the Early Church. Students will cover the early church fathers leading from the ascension of Jesus to St Paul's arrival in Rome. Students reflect on pivotal moments that shaped the development of The Church. The unit links to key themes in GCSE Catholic Christianity such as Apostolic succession and the Magisterium. It also revisits ideas of symbols representing beliefs that supports the study of all major world religions. The GCSE unit on forms of expression will also draw on both the representation of sacraments and the Church fathers.

#### **TERM 6 – Judaism**

To develop an awareness of the basic beliefs of Judaism: to explore origins and truth, beliefs about the nature of God, about life, religious practices. It is essential that students can make comparisons to their own traditions and understand the brotherhood of faith in God, have an awareness of other important religious traditions in Britain today and explore a variety of beautiful cultural and religious difference. The study of Judaism will underpin much of the beliefs unit in Catholic Christianity – both religions sharing a common Abrahamic background. Judaism is also studied in more depth as a discrete subject at GCSE level.

How will students learn?

The Framework is structured according to the requirements of the Catechism of the Catholic Church, which seeks: to address the human search for meaning; God's initiative in Revelation who comes to meet us; and our response of faith. Consequently, the process is threefold: Research, Revelation, and Response. This process provides a methodology and structure for learning and teaching. It engages pupils in the continuing journey of learning about and learning from the Catholic vision and understanding of life, irrespective of their own beliefs.

How will students be assessed?

#### **Baseline Assessment**

#### **Summative Assessment for each unit-**

*(Questions are designed to introduce students GCSE-style wording and command words)*

Knowledge and Understanding (AT1)

Significance and Influence (AT2)

Analyse and Evaluate (AT3)

**Formative:** Peer/Self-Assessment, 1:1 feedback, low stakes questioning/tests, retrieval quiz every lesson – 3 questions from previous lesson, 1 from previous topic and 1 from earlier topic. Retrieval booklet for each teacher of Year 8 RE. 25 questions per topic revisited throughout the topic and assessed at the end of topic with additional outline, describe and explain questions.

What is the aim for learners by the end of the year in comparison to the previous year?

Students will be expected to have good knowledge and understanding of all topics covered (AT1), whilst also identifying the significance and influence of teachings (AT2). They will be introduced to analysis and evaluation throughout the year (AT3), with the aim of developing skills through a knowledge based curriculum that will be support their KS4 curriculum.