

Curriculum Map: Year 8 Religious Studies

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Inspirational people	Religion and Technology	Why does poverty exist?	Pilgrimage	We are Bradford	RSE – Being Assertive and Staying Safe
Intent	Help students learn about and experience cultural and spiritual diversity around the world and in Britain, promoting a sense of belonging. Understand and display British values of respect, tolerance, law and democracy which underpin our school value of kindness.	Understand and ask challenging questions about the meaning and purpose of life, beliefs about God, issues about right and wrong and what it means to be human.	Help students learn about and experience cultural and spiritual diversity around the world and in Britain, promoting a sense of belonging.	Help students learn about and experience cultural and spiritual diversity around the world and in Britain, promoting a sense of belonging. Appreciate and experience the religious heritage and ethnic diversity of their school, local area and on a national and global level.	Appreciate and experience the religious heritage and ethnic diversity of their school, local area and on a national and global level. Ensure that all students can discuss their own experiences of life, explore their identity, and develop an understanding and respect of others celebrating diversity.	Ensure students have a clear understanding of what healthy relationships look like to that they can keep themselves and others safe. Develop digital and personal resilience enabling students to make informed and safe choices.
Key Knowledge	Meaning of prejudice and discrimination. Explain and evaluate the life and work of Martin Luther King, Nick Vujicic and Caitlyn Jenner. Understand key religious teachings on equality and the treatment of others.	Meaning of 'sanctity of life' and 'quality of life'. Identify examples of genetic engineering. Evaluate the Positives and negatives of genetic engineering. Explain religious views on genetic engineering.	Meaning of poverty and extreme poverty. Meaning of stewardship. Identify the causes of poverty. Understand key religious teachings on helping those in need. Evaluate how poverty can be eradicated.	Meaning of pilgrimage. Assess reasons why believers go on pilgrimage. Look at some examples of different pilgrimages in different religions.	Meaning of multiculturalism. Explain why Bradford is so culturally diverse. Identify what the issues are in Bradford today.	Meaning of Gender stereotypes. Identify some gender expectations and the problems these present. Meaning of sexuality and gender identity. Meaning of peer pressure and everyday consent. Identify ways to stay safe in person and online. Describe the physical and emotional changes that occur

						during puberty. Explain where to seek advice and support.
Key Skills	Investigation, interpretation, empathy, reflection, evaluation, analysis, application, self-expression.					
Key Vocabulary	Prejudice, Discrimination, Persecution, Equality, Tolerance, Equal – Opportunities, Adversity, Gender identity, Gender reassignment.	Genes, Genetic engineering, Genetic screening, Stewardship, Sanctity of life, Sacred, Saviour siblings, IVF, Stem cells, Sanctity of life, Sacred, Cloning.	Stewardship, Compassion, Zakah, Suffering, Poverty, Extreme Poverty LEDC's, MEDC's, Long term aid, Short term aid.	Pilgrimage, Journey, Spiritual, Hajj, Tawaf Ibrahim, Kaa'ba, Eid ul Adha, Amritsar.	Industrial, Heritage, Migration, Multicultural, Diversity, Tolerance, Integration, Segregation.	Gender, stereotype, sexuality, gender identity, inclusive, peer pressure, consent, puberty.
Key Reading	This is RE (KS3) Cath Large, Julia Ingham, Andrea Parker. Article on Nick Vujicic taken from 'Lifewithoutlimbs.org'.	This is RE (KS3), Cath Large and Alan Brown. Article on saviour siblings adapted from BBC news.	The Parable of the Sheep and the Goats. Article on Zakah adapted from the AQA GCSE Religious Studies A.	Background story on Lourdes adapted from the AQA textbook. Background story on Iona from the AQA textbook. Jewish Temple – adapted from BBC bitesize Amritsar – information adapted from Britannica website	'The Windrush Scandal' adapted from BBC news. Article in 'Segregation and Integration', adapted from, This is RE, Cath Large and Julia Ingham.	
End Point	Identify examples of discrimination. Students can evaluate key beliefs on the treatment of others and assess how much discrimination still	Understand how gene technology could change our future. Evaluate some dangers and benefits of technology.	Identify causes of and solutions to end poverty. Justify why we should help others in need.	Understand why people go on pilgrimages. Reflect on and evaluate the experiences people have whilst on pilgrimage.	Summarise key facts about the history of Bradford. Identify the main industries in Bradford's past. Understand what ethnicity is and what	Understand how gender stereotypes can be harmful. Explain the difference between sex, sexual orientation and gender identity. Practised techniques

	exists today and how it can be ended.	Identify issues that technology could raise for religion.	Evaluate Christian and Muslim beliefs on helping others.		ties people together. Explain the advantages and disadvantages of multiculturalism. Explain the difference between integration and segregation and assess if and how integration can be achieved.	for resisting peer pressure and understand the meaning of everyday consent.
Form of Assessment	End of unit assessment, multiple choice, 1 and 2 mark questions, 5 and 8 mark extended questions.					
Bradford Agreed Syllabus	<p>A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts; 2. Ultimate Questions of belonging, meaning, purpose and truth.</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>					
Enrichment opportunities	Trip to Bradford Grand Mosque.					
Leadership opportunities	Involvement in group work.					

