

OVERVIEW	<p>The purpose of the RE curriculum is for students to know and understand a range of religious and non-religious worldviews and be able to critically engage with those views. Students should gain an appreciation for how those worldviews have impacted the world they live in at a local, national, and global level. The aim of Year 8 RE is for students to gain an insight into the last of the world's Abrahamic religions, Islam. Once students have been given understanding of all the Abrahamic faiths, in Year 7 and 8, they begin to look more deeply at philosophical arguments about the existence of God, using the knowledge they have built up about the different religions to begin to critically evaluate religious beliefs.</p>		
AUTUMN	<p>Unit 1 : Islam</p> <p>A study of the religion of Islam, from its origins to an analysis of what it means to be a Muslim in today's world.</p> <p>Students begin by looking at the historical, geographical, political and religious status of pre-Islamic Arabia and then learn how Prophet Muhammad changed this landscape.</p> <p>Students also engage with key teachings and practices within Islam such as the five pillars. Students will gain a rich understanding of key events, concepts and beliefs within the religion of Islam and understand its development across time.</p>	<p>Assessment</p> <p>Big Write – Explain how Muhammad's final sermon helped to make Arabia a better place.</p> <p>Big Write – Explain why the five pillars of Islam are important to Muslims.</p>	<p>Personal Development</p> <p>Unit 1: Cultural: An understanding of a different religion and their culture.</p> <p>Spiritual: Knowledge of and respect for a different faith.</p>
SPRING	<p>Unit 2: Philosophy of Religion</p> <p>This unit of work introduces students to the Philosophy of Religion by examining key arguments around the existence of the God of Classical Theism. Students examine arguments for the existence of God, followed by critiques of those arguments. Students focus on William Paley's Design Argument and Thomas Aquinas' Cosmological Argument.</p>	<p>Assessment</p> <p>Mid-year assessment – Islam</p> <p>Big Write – Explain why William Paley believes that the design argument is evidence for the existence of God.</p>	<p>Personal Development</p> <p>Unit 2: Spiritual: Knowledge of differing feelings and values, both religious and non-religious.</p> <p>Moral: Interest in and opinions about ethical issues and listening to the views of others.</p>
SUMMER	<p>Unit 2: Philosophy of Religion</p> <p>Students will then study the problem of evil and explore the challenge it poses to the God of classical theism. Students will go on to examine religious experiences as a form of evidence for the existence of God, and the various challenges to religious experiences from the scientific perspective.</p> <p>Unit 3: Hinduism</p> <p>A study of Hindu beliefs and practices. Students are introduced to the origins of Hinduism and will examine the Hindu concept of God.</p> <p>Students examine how Hindus worship and why it is important to worship in the home, in nature and the temple.</p>	<p>Assessment</p> <p>Big Write – Explain how the problem of evil challenges the God of Classical Theism.</p> <p>End of year assessment – Islam. Philosophy of Religion.</p>	<p>Personal Development</p> <p>Unit 3: Spiritual: Knowledge of and respect for different faiths.</p> <p>Cultural: Understanding of and respect for a different culture, in order to become a citizen in modern Britain.</p>

Useful resources for supporting your child at home.

Seneca – There are quizzes on Seneca that match to the Islam and Philosophy units we study in Year 8. This will allow your child to quiz themselves to improve their ability to remember facts.

Knowledge Organiser – The Religious Education knowledge organiser contains key facts students need to know for the Islam and Philosophy and Religion units. You could test your child on their ability to remember these facts, or get your child to self-quiz using the 'Read, Cover, Write, Check' technique.