

Fairfield High School Curriculum Overview – Year 8

Subject	Religious Education	Why do we study these units in Year 8?
Lessons per fortnight	3	In Year 8 RE we look at a range of topics to help build skills and understanding of religion within contemporary society. Themes covered include: Rastafari, Religion and the Environment, Justice, Is Religion Dangerous?, Buddhism and the study of ethical dilemmas. Following a grounding in Year 7 in the major world religions, this year of study includes a diverse range of topics. During Year 8 students are introduced to ethical ideas in religion and learning ‘from’ religion rather than ‘about’ it. This means that the units cover much more evaluation, argument and personal opinion. There is creativity and a number of links with literacy.
Setting	Tutor groups	

Students are encouraged to be Responsible Global Citizens through activities/content on... Analysis of crime when looking at Is Religion Dangerous?, including comparison and opinion on how it is managed globally. A whole unit on religion and the environment teaches students how to be environmentally aware as well as what many religions do and believe about the environment. Students are further taught to be global citizens through a historical understanding of how Rastafari was a response to issues through the slave trade and how it impacted black people around the world. Students also consider the Universal Declaration of Human rights through the justice module and discuss many global ethical issues.

We ensure all students experience high challenge in the subject by including... including ‘challenge’ tasks in each of our lessons to allow our students to stretch themselves. In addition, we signpost websites, reading material or TV programmes that would support students’ learning. This allows students to voluntarily deepen their learning outside of

the classroom and broaden their knowledge. The year 8 units start building up skills in evaluation relevant for the GCSE. It asks students to write a number of essays showing and considering the strength of arguments and teachings.

Literacy work this year includes... use of key vocabulary tests at the start of each unit of work to allow students to feel confident with key words when they come up throughout the unit. We encourage the use of formal sentences in speaking and writing; this is especially as there are many discussions and sharing opinions within Religious Education. Speaking is encouraged through a whole class formal debate. This also focusses on rules for writing persuasively and following the correct rules to do this. Students also write using other formats such as letters and newspaper articles.

Innovation and Creativity opportunities this year include... a study of religious artwork, speeches, and poetry and across religions which give students and deeper understanding of the religion. Previously we have organised an external agency, Redland Education, to come in and deliver workshops on the idea of justice where they complete group discussion, personal statements, small art pieces and reflection activities. We hope to arrange this again this year.

Employability opportunities/skills covered this year include... Through completing a workshop with Redland Education students practice skills such as team work and presentation. Students also complete collaborative working, for example working in groups to debate justice. As well as this, the ability to work independently and self-identify areas to improve on. Students also have the chance to develop leadership skills by researching ethical theories, such as environmental impact, and then share this with others.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Is religion dangerous?	Knowledge and understanding of the role of extremist groups and terrorists in religion. This unit asks students to consider both sides and evaluate many arguments such as, does the	Evaluation, source analysis, reflection and explanation of opinion. Interpreting original text.	GCSE exam style assessment with focus on knowledge and technique.

		Media portray religion fairly, is there a God? Should religions be judged by terrorism? This unit looks at the negative elements of religion, such as war and terrorism and how this reflects on religion.		
2	What can religions do to play their role in a more just society?	To explain the role of justice in religion - a close analysis of religious figures who have worked for justice. The unit moves on to the role of justice within crime, considering religious views as well as personal opinion. This unit is part of our work on our Anti-Racist work within RE.	Writing to persuade, speaking in a whole class debate. Develop understanding and empathy.	GCSE exam style assessment with focus on knowledge and technique.
3	Rastafari	This unit focusses on the History of Rastafari and how it linked to the slave trade and black oppression. It includes knowledge on key beliefs as well as an in-depth comparison to Christianity.	Team work through active quizzes, writing in GCSE format, debating and evaluating the role of significant figures in Rastafari.	GCSE exam style assessment with focus on knowledge and technique.
4	Religion and the Environment	This unit considers whether humans should be responsible for the environment and how a number of different religions	Analysis of media articles, quote analysis in groups and individually, letter writing, presentation to the group.	GCSE exam style assessment with focus on knowledge and technique.

		respond to environmental problems.		
5	How do Buddhists respond to violence?	This unit considers the key beliefs of Buddhism whilst considering how Buddhists respond to violence. Specifically looking at the Dalai Lama as the leader of Buddhism and how he inspires Buddhists to respond.	Team work, in depth knowledge of Buddhism in preparation for year, knowledge recall, exam question practise.	GCSE exam style assessment with focus on knowledge and technique.
6	How do people respond to ethical dilemmas?	This unit involves students looking at ethical dilemmas such as euthanasia and genetic engineering. This unit will include looking at ethical theories such as situation ethics and utilitarianism, as well as religious attitudes towards them.	Infer religious belief from scripture. To develop personal belief and opinions To understand different religious attitudes towards ethical dilemmas	GCSE exam style assessment with focus on knowledge and technique.