

### **WHAT ARE THE BIG AIMS OF YEAR 8?**

Students investigate the role of faith and belief for religious and non-religious believers in a contemporary British society, taking into account the main religion of Great Britain (Christianity) and the other 5 main world religions practised nationally and locally (Islam, Judaism, Hinduism, Sikhism, Buddhism). Students consider the similarities and differences both between beliefs, teachings and practices within and between these religions as well as nonreligious world views.

Students explore in more detail the reasons behind the different beliefs that religions hold and the impact that these beliefs and teachings have on the lives of religious believers.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards moral, ethical and controversial issues, considering the views of others. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study and living in a multi-cultural and diverse, contemporary British society.

### **WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 8?**

- Explain key beliefs and teachings in world religions and how these impact on the lives of believers
- Consider the challenges of belonging to a religion in contemporary British society
- Consider, with respect, other views that people have and critically respond to these - Differences within and between religious beliefs, teachings and practices
- Form own opinions in response to ultimate questions and using own point of view and the views of others start to make balanced, justified conclusions
- Interpretation and accurate use of SRT to explain religious beliefs and practices and the importance of these for religious believers - Ask questions about different religious beliefs, teachings and practices in world religions - Vocabulary rich

### **WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?**

- 1.a - Know the differing impacts of religious beliefs and teachings on themselves and the communities/societies they live in
- 1.b - Know how religious beliefs and ideas are conveyed by people (who are non-religious and those following the 6 major world faiths) and their texts and traditions
- 1.f - Know a wide range of religious vocabulary
- 1.g interpret and evaluate a range of sources, texts and authorities, from a variety of contexts
- 1.h – know the different ways and forms of religious and spiritual expression and practice
- 2.a understand a range of different religious and non-religious beliefs in order to develop their own

### **WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?**

- 1.a - Investigate and explain the differing impacts of religious beliefs and teachings on themselves and the communities/societies they live in
- 1.b - Analyse and explain how religious beliefs and ideas are conveyed by people (who are non-religious and those following the 6 major world faiths) and their texts and traditions
- d analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy e discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues such as ‘what happens when we die?’
- 1.f – use a variety of tier 2 and 3 vocabulary to accurately articulate knowledge and understanding

**Knowledge and understanding of;**

3.a-d –Christianity, at least two other principal religions, a religious community with a significant local presence, a secular world view 3.f - authority: different sources of authority and how they inform believers' lives  
3.h - expressions of spirituality: how and why human self-understanding and experiences are expressed in a variety of forms  
3.i - ethics and relationships: questions and influences that inform responses to ethical issues like 'what happen when we die?'

1.g - Interpret and evaluate a range of sources, texts and authorities, from a variety of contexts  
1.h - Interpret a variety of forms of religious and spiritual expression and investigate how beliefs and teachings lead to this  
2.a - Communicating their own ideas and using reasoned arguments  
2.b - Evaluate the challenges and tensions of belonging to a religion and the impact  
2.c - express insights into the significance and value of religion and other world views on human relationships personally, locally and globally 2.e express their own beliefs and ideas, using a variety of forms of expression.

**WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?**

All believers within one religion have a common faith and belief  
Confusing religious and cultural teaching and practices  
In Hinduism – lots of gods  
Lack of opportunities to know, understand and question  
Lack of understanding of religious significance of festivals  
Lack of understanding that there are no right or wrong answers  
Lack of understanding of similarities and differences between and within religions Race=religion  
Religious/cultural demographic misunderstandings  
The aim of RE is to indoctrinate

**WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?**

During their introduction to RE in Yr8, the starting points of all students are assessed to allow teachers to plan their lessons in response and reflecting what knowledge, understanding and skills students have already acquired through their learning in lessons, home learning and other learning opportunities.  
Throughout programmes of study, students are regularly assessed at various hinge points using a range of methods including (but not exclusively) GCSE style exam questions, essays/extended writing tasks, oral contributions, home learning and multiple choice questions. Again, these allow teachers to plan and adapt their lessons to student need to ensure that no student is left behind.