



RE Topics

Curriculum Content

In year 8 we teach the following units over the course of the year. Each unit either draws on prior learning from KS2 or helps to fill any gaps in student knowledge and understanding of the Key World Faith. The units form the foundations for the study of later RE modules based on the impact of faith.

Topic	Rationale	Knowledge acquisition: <i>To know....</i> <i>...that (Declarative)</i> <i>.... how to (Procedural)</i>	Key vocabulary	Skills and enrichment e.g independence, problem solving, evaluation, analysis, creativity, literacy, numeracy and oracy 4 RE disciplines 1. Theology – beliefs and practices 2. Philosophy – evaluation, critical thinking, moral and ethical dilemmas 3. Human / social science – impact of faith 4. Own world view – self-reflection on own influences and views
What does it mean to be a Jew?	This module helps students learn about key beliefs in Judaism and how, to a Jew, Judaism is more than a religion, it is a complete way of life.	Lesson 1: What is it like to be a Jew? <i>To know basic facts about the faith of Judaism</i> <i>To know that there is diversity within Judaism - beliefs, practice and worship</i> <i>To know HOW TO compare beliefs, practice and worship within a religion and how to assess the impact of the diversity.</i>	Orthodox Reform Practice	a) <u>Subject specific skills</u> • Accurate use of key vocabulary • Theology - Understanding key beliefs and practices • Theology - Understanding that religions use sources of authority to find answers • Theology - how to interpret quotes and link to beliefs and practice • Theology - Understanding of historical context of beliefs • Theology - Understanding of the importance of the covenant and the Mitzvah in Jewish life • Theology - Explaining beliefs and practices of Judaism – in the home, the Shema, Mezuzah, Kipah, Tallit, Tephillin, in the Synagogue, Kosher food, Sabbath day • Human / social science - Understanding of the diversity within Judaism • Human / social science - Understanding of practice and how it is influenced by modern context – gender – for some and how some groups remain traditional. • Human / social science - Evaluation of the impact of the covenant, importance of Moses and the Mitzvah on Jewish life today • Philosophy and own world view - Self-reflection on own beliefs and sources of authority • Philosophy and own world view - Class debate and discussion – learning from the views and opinions of others
		Lesson 2 and 3: What is God's Covenant with the Jews and why is Moses Important? <i>To know what God's Covenant is with the Jews – link to Abraham.</i> <i>To know key events in the life of Moses and why Moses is important to the covenant.</i> <i>To begin to know why the covenant is still important to Jews today</i>	Covenant Two-way Agreement Chosen	b) <u>Numeracy</u> • Statistics linked to number of believers • Important dates
		Lesson 4 and 5: Why is Moses important to Jews Today? <i>To know why Moses is considered an important figure in Judaism.</i> <i>To know HOW TO interpret religious sources of authority to determining the meaning.</i> <i>To know HOW TO categorise events in the life of Moses to show his importance</i>	Covenant Chosen Commandment Prophet Mount Sinai	c) <u>Literacy</u> • etymology of key word • accurate use of key words • Written tasks – describe, explain, evaluate

		Lesson 6: What are the Mitzvot and How do they Affect Jewish Life? To know what the Mitzvot are, how they were revealed to the Jews and how following them affects the life of a Jew. To know how to interpret the Mitzvot and to explain their impact on the lives of Jews today. Lesson – Assessment To know what the Mizvot are, how they were revealed to the Jews and how following them affects the life of a Jew. To know HOW TO interpret religious sources of authority to determining the meaning.	Mitzvot Commandment Affect	d) <u>Reading</u> • Bookless and textbooks • People experience of belief / faith / world views d) <u>Cultural Capital</u> • Judaism in the UK – link to Newcastle and Gateshead – 4th largest Jewish community in the UK • UK as a multicultural society • JPA is a multicultural school • Biblical stories – Abraham, Moses • Abrahamic religions Shared beliefs – prophets, monotheism • Synagogues – no pictures – no statues – compare with other places of worship • Food laws – what Jews do and do not eat • Shabbat – as a day of rest – Friday – Saturday evening NOT Sunday – weekly festival • Jewish clothing • Jewish object – Mezuzah • Importance of Jerusalem • Origins of religions and world views e) <u>Curriculum links</u> <i>To Newcastle Agreed Syllabus</i> • SACRE: 'Closing the Gap' from KS2 KS1 Unit 7: Judaism: Torah and Shabbat & Unit 8: Judaism: Beliefs and Practice • SACRE: KS3 (Y7/8) Unit 4: Investigating the Life and Impact of a Religious Teacher • SACRE: KS3 (Y7/8) Unit 3: Applying Religious Teachings to a Concept: Justice • SACRE: KS3 (Y7/8) Unit 1 Visiting a place of worship • SACRE: KS3 (Y9) Unit 5: The Influence of Beliefs on the Lifestyle of Believers <u>Assessment for this unit</u> • Low-stakes knowledge tests – self assessment with red pen – red pen improvements made by students • Lesson tasks and questions - self assessment with red pen and teacher formative assessment with written and oral feedback – red pen improvements made by students • Apply task – written evaluation - teacher formative assessment with written and oral feedback – red pen improvements made by students • Homework – Title page and or interview task – teacher assessment – oral feedback • Homework – The Ten Commandments - self assessment with red pen - teacher assessment – oral feedback
		Lesson 7: What is the Shema and a Mezuzah? Mizvot in practice To know that the Shema is a source of authority in Judaism. To know what the Shema says and how it relates to the Mezuzah and Jewish practice To know how to interpret the Mizvot (Sources of Authority from the Torah) to explain impact on the lives of Jews today.	Shema Mezuzah Declaration	
		Lesson 8: How do Jews express their identity through items of clothing? To know which items of dress are used by Jews to express their identity. To know which items are worn when, by whom and why – diversity within religion - with a focus on gender To know how to interpret the Mitzvot within sources of authority to explain the use of Kippah, Tallit and Tefillin.	Shema Kippah Tallit Tefillin	
		Lesson 9: What is the Role and Function of the Synagogue? To know what the role and function of the Synagogue is within Judaism.	Synagogue Ark Bimah Ner Tamid	

		To know the main features within a Synagogue. To know how to identify diversity between Reform and Orthodox Synagogues. To know how to explore reasons for the diversity between Reform and Orthodox Synagogues and how these impacts on the individual and community.		- Homework – Mid unit Frog quiz – teacher summative assessment - percentage given - Homework – End of unit Frog quiz – teacher summative assessment - percentage given. - Homework – Revision sheet – self assessment - Summative assessment test – covering unit 1 – teacher summative with written feedback and red pen improvements made by student
		Lesson 10: What are the Jewish Food Laws? To know what the Kosher food laws are within Judaism. To know what is allowed and what is not allowed to be eaten and why. To know how to interpret the Mitzvot within sources of authority to explain the food laws. To know how to analyse the impact of beliefs and practices on the life of a Jew.	Kosher Trefah Parve	
		Lesson 11 and 12: To know what Shabbat is for Jews. To know what Shabbat is for Jews. To know how this day is different from the other days of the week. To know how to interpret the Mitzvot within sources of authority to explain the Shabbat laws. To know how to analyse the impact of beliefs and practices on the life of a Jew.	Shabbat Prohibited Diversity	
What does it mean to be a Muslim?	This module helps students learn about key beliefs in Islam and how, to a	Lesson 1: What is it like to be a Muslim? To know basic beliefs and forms of expression across Islam.	Islam Submission Allah	<u>a) Subject specific skills</u> - Accurate use of key vocabulary - Theology - Understanding key beliefs and practices - Theology - Understanding of historical context of beliefs - Theology - Understanding that religions use sources of authority to find answers - Theology - how to interpret quotes and link to beliefs and practice - Theology - Understanding the importance of Allah and Muhammad
		Lesson 2: Who is Muhammad and why is he important to Muslims? To know who Muhammad (PBUH) is and why he is important to Muslims.	Prophet Seal Khadija Hijrah	

	Muslim, Islam is more than a religion, it is a complete way of life.	Lesson 3: What is the Qur'an and why is it important to Muslims? To know the origin of the Qur'an, how it was revealed, and its relationship to Allah. To know why the Qur'an is so important to Muslims and how it is treated to show its importance to the Muslim faith.	Revelations Surah Submission	- Theology - Explaining beliefs and practices of Islam – the Qur'an and the 5 Pillars of Islam, the Mosque - Human / social science - Evaluation of the impact of the beliefs and practices on Muslim life – focus on the 5 Pillars - Philosophy and own world view - Self-reflection on own beliefs and source of authority - Philosophy and own world view - Class debate and discussion – learning from the views and opinions of others b) Numeracy - Statistics linked to number of believers - Important dates c) Literacy - etymology of key words - accurate use of key words - Written tasks – describe, explain, evaluate d) Reading - Bookless and textbooks - peoples experience of belief / faith / world views d) Cultural Capital - Islam in the Uk - JPA is a multicultural school - Uk as a multicultural society - Importance of Muhammad – no pictures, statues, - Allah – no pictures, statues - Mosques – no pictures – no statues - Important dates and festivals – Ramadan, Eid al-Adha, Eid al Fitr - Pilgrimage – Hajj – importance of Mecca - Prayers 5 times per day - Abrahamic religions Shared beliefs – prophets, monotheism - Origins of religions and world views e) Curriculum links To Newcastle Agreed Syllabus - SACRE: 'Closing the Gap' from KS2 Islam: Belief and Practice - SACRE: KS3 (Y7/8) Unit 4: Investigating the Life and Impact of a Religious Teacher - SACRE: KS3 (Y9) Unit 5: The Influence of Beliefs on the Lifestyle of Believers - SACRE: KS3 (Y7/8) Unit 3: Applying Religious Teachings to a Concept: Justice - SACRE: KS3 (Y7/8) Unit 1 Visiting a place of worship
		Lesson 4: Why are the Five Pillars of Islam important to Muslims? To know what the 5 pillars of Islam are. To know why they are important to Muslims.	Pillar Duty Obligation	
		Lesson 5: What is Salat and why is it important? To know what Salat is and how it is performed so that Muslims keep their obligation to Allah. To know the importance for Muslims and the impact on their lives. To know HOW TO interpret religious sources of authority to determining the meaning.	Compulsory Wudu Rak'at	
		Lesson 6: What is the significance and impact of Sawm? To know what Sawm - the 4th Pillar of Islam – is. To know how and why Muslims keep this obligation. To know its importance for Muslims and the impact on their lives. To know HOW TO interpret religious sources of authority to determining the meaning	Ramadan Fasting Exempt Empathy Prescribed Self-restraint	
		Lesson 7 & 8: What is the significance and impacts of the Zakat? Assessment Preparation lesson Assessment lesson To know what Zakat - the 3rd Pillar of Islam – is.	Zakat Alms Obligatory Purifies	

		To know how and why Muslims keep this obligation. To know the importance for Muslims and the impact on their lives. To know HOW TO interpret religious sources of authority to determining the meaning		Assessment for this unit • Low-stakes knowledge tests – self assessment with red pen – red pen improvements made by students • Lesson tasks and questions - self assessment with red pen and teacher formative assessment with written and oral feedback – red pen improvements made by students • Apply task – written evaluation - teacher formative assessment with written and oral feedback – red pen improvements made by students • Homework – Title page and facts about Islam – teacher assessment – oral feedback • Homework – Mid unit Frog quiz – teacher summative assessment – percentage given • Homework – End of unit Frog quiz – teacher summative assessment – percentage given • Homework - Revision sheet – self assessment • Summative assessment test – – teacher summative with written feedback and red pen improvements made by student
		Lesson 9: What is the significance and impacts of the Hajj? To know what Hajj - the 5th Pillar of Islam – is. To know how and why Muslims keep this obligation. To know the importance for Muslims and the impact on their lives.	Hajj Pilgrimage Cleanse Eid al Adha	
		Lesson 10: What did the Prophet Muhammad preach? To know what the Prophet Muhammad taught and the impact his teaching had on Muslims at the time, and today. To know HOW TO interpret religious sources of authority to determining the meaning	Allah Islam Hadith Sunnah	
		Lesson 11: The Mosque To know what the Muslim place of Worship is like. To Know the meaning of the symbolic objects within it, how they are used and why they are important.	Mosque Imam The Adhan	
What is justice and how do key Christian teachings impact on the life and actions of a Christian today?	This module develops students' understanding of justice. The unit raises	Lesson 1: What do Christians believe? To know some of the core concepts of Christian beliefs. To know that Christian beliefs are summarised in 'Creeds'.	Creed Belief Doctrine Communion	a) <u>Subject specific skills</u> • Accurate use of key vocabulary • Understanding of beliefs in Christianity – creeds, life of Jesus, justice, love • Understanding of Biblical events and parables • Understanding that religions use sources of authority to find answers • Understanding of historical context of beliefs • Understanding the impact of Christian beliefs on the lives of Christians

	questions about the concept of justice, what matters to people and how and why people try to achieve justice for others	Additional lesson: Why is Jesus a controversial figure? To know why Jesus was considered a rebel or revolutionary. To know HOW TO analyse Biblical accounts where Jesus could have been considered a rebel.	Controversial Rebel Pharisee	• Evaluation of the impact of beliefs on the individual and society • Evaluation of a fundamental question in religious studies and world views • Self-reflection on own beliefs and source of authority • Class debate and discussion – learning from the views and opinions of others b) Numeracy • Statistics linked to number of believers c) Literacy • etymology of key words • accurate use of key words • Written tasks – describe, explain, evaluate d) Reading • Bookless and textbooks • peoples experience of belief / faith / world views d) Cultural Capital • Christian beliefs – UK as Christian • The UK as a Christian country based on the fundamental British values • The UK as a multicultural society • Biblical events and parables • The work of charities e) Curriculum links <i>To Newcastle Agreed Syllabus</i> • SACRE: KS3 (Y7/8) Unit 3: Applying Religious Teachings to a Concept: Justice • SACRE: KS3 (Y7/8) Unit 4: Investigating the Life and Impact of a Religious Teacher • SACRE: KS3 (Y9) Unit 3: Applying Religious Teachings to an Issue: Suffering • SACRE: KS3 (Y9) Unit 5: The Influence of Beliefs on the Lifestyle of Believers Assessment for this unit • Low-stakes knowledge tests – self assessment with red pen – red pen improvements made by students • Lesson tasks and questions - self assessment with red pen and teacher formative assessment with written and oral feedback – red pen improvements made by students
		Lesson 2: What is Jesus' role in salvation? To know how the Jewish sacrificial system provided an atonement for sin. To know how Jesus offers atonement for sin for Christians.	Sin Sacrifice Atonement Salvation	
		Lesson 3: What Does Christianity Teach About Helping Others? To know how their faith influences the moral decisions and choices that Christians make. To know HOW TO interpret religious sources of authority to determining the meaning	Moral Decisions Parable	
		Lesson 4: What Does Christianity Teach About Helping Others? To know what Christianity teaches about helping others. To know the teaching of the Parable of the Sheep and the Goats. To know HOW TO interpret religious sources of authority to determining the meaning	Parable Judgement Service	
		Lesson 5: What Does Christianity Teach about Wealth and Poverty? To know what Christianity teaches about wealth and poverty. To know the teaching of the Parable of the Rich Fool. To know how Christians today might put the teachings into practice today.	Parable Greed Attitude	

		To know HOW TO interpret religious sources of authority to determining the meaning		• Apply task – written evaluation - teacher formative assessment with written and oral feedback – red pen improvements made by students • Homework – Title page or teacher’s choice of homework – teacher assessment – oral feedback • Homework – Frog quiz – teacher summative assessment – percentage given
		Lesson 6: How are religious teachings about justice and equality put into practice? To know some of the causes of poverty and injustice. To know what the Bible teaches about love and justice. To know how and why these influence Christian action toward the poor and needy. To know HOW TO interpret some Biblical accounts about love and justice, and to know why these influence Christian action toward the poor and needy.	Poverty Justice Love Equality	
		Lesson 8: How did Oscar Romero demonstrate faith in practice? To know how the life and actions of Oscar Romero are put into practice.	Justice Repression Martyr Prophet	