



Religious Education Department

Curriculum and Assessment Map

Year 8

	Autumn Term	Spring Term	Summer Term
Year 8	What is the Meaning of Life?	What is Good and Evil?	What Happens When We Die?
Fundamental Knowledge	• Explain relevance of RE to students. ◦ Explore what is meant by the origins of life as well as one religious perspective • Identify the Muslim view on the origins of life. ◦ Explain how these differ from the Christian account. ◦ Explore the Hindu view on origins of life • Discuss the Scientific view on the origins of life namely the Big Bang and evolutionary theories ◦ Explain how these differ from religious accounts • Explain different accounts of why individuals, consider human life to be valuable ◦ Evaluate the extent to which human lives should	During this topic, all students are going to read 'Teacher's Dead'. • Every other lesson (usually) will be a reading lesson. Each lesson has questions for students to answer, which should be discussed before students begin reading. Student answers will be discussed at the end of the lesson. • To be able to explain what is meant by evil and suffering. ◦ To be able to describe the difference between natural and moral suffering. • To consider what makes people do evil deeds. ◦ To examine the nature vs. nurture debate.	• Understanding of what is meant by soul and religious conceptions of soul ◦ Understanding of basic metaphysical account of reality, I.E., dualism/materialism, issue of personal identity ◦ How these concepts relate to afterlife • Understand how Abrahamic religions look at the life after death ◦ Link back and compare to philosophical understandings and determine compatibility • Understand how Dharmic religions look at the life after death ◦ Link back and compare to philosophical

	be valued linking to issues such as the death penalty and war. • Explain why religions have considered life to be inherently valuable with reference to sources of wisdom and authority which have informed this view. ○ Explain divergent religious views on the value of life • Explain different accounts of why individuals, consider animal life to be valuable or lack value ○ Form individual views on whether animals do have value, and if so, how much. • Explain the various religious views on the value of animal life ○ Explore how, or if, animals should be included in discussions regarding concepts such as halal/haram meat, ritual sacrifice, dominion, stewardship. • Apply understanding of different views on the value of animal life by looking at the contemporary SeaWorld case involving Tilikum	○ Look at psychological, sociological and biological explanations as to the causes of evil and suffering. • To be able to explain the problem of evil. (Inconsistent triad) ○ To evaluate possible solutions to the problem of evil. • Identify explanations Christians given for the existence of evil and suffering, namely Job, original sin and the sheep and Goats parable ○ Evaluate explanations ○ Explain at least two solutions to suffering offered by Christianity. • Explain Jewish teachings/ ideas about why humans suffer. ○ Explain Passover festival • Explain Buddhist ideas about why humans suffer. With a focus on Dukkha. ○ Explain Islamic views on evil and suffering referencing Al-Qadr ○ Give reasons and examples to explain why some people follow the Buddha. • Identify and explain how religions respond in practical ways to suffering in society • Explain secular views on evil and suffering	understandings and determine compatibility • Understand how secular/non-religious groups view the concept of life after death. ○ Explore the potential scientific basis for life after death
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Learning Checkpoint Tasks	Mid Unit Assessment: A combination of multiple choice, short answer questions and PEEL paragraphs.	Mid Unit Assessment: A combination of multiple choice, short answer questions and PEEL paragraphs.	Mid Unit Assessment: A combination of multiple choice, short answer questions and PEEL paragraphs.
Common Assessment Task	Trust Assessment 1	Trust Assessment 2	Trust Assessment 3
Interleaved Knowledge	Year 7: the key beliefs of different faiths, including views on whether God exists, and if so, characteristics of God.	- Primary and Autumn SoW: key Christian teachings - students should be able to offer some suggestions as to how the example of Jesus could be applied or concept of agape/parables studies at KS2. - Primary and Year 7: key Jewish, Islamic, Buddhist and Humanist teachings.	- Year 7: Abrahamic concept of soul and God - Spring SoW: Parable of the sheep and goats