

## Personal Development: RELIGIOUS EDUCATION Year 8

### Curriculum core purpose. Intent

#### How does this curriculum fit into the OBHS Curriculum Specification?

Year 8 explores core beliefs and practices including: Halal in different forms, the five pillars of Islam, reliability and authenticity of the Qur'an, differences between Islam and Shariah Law, Tawhid and Jihad. A thematic SOL centred around Pilgrimages draws on different worldviews and allows comparison and evaluation bringing beliefs together on a spiritual theme. A second thematic unit thinking about faiths and the symbolism and what this means for followers today is studied during ILT.

**How is this linked to prior learning? How do units/ topics/ chunks fit together to form the curriculum narrative and prepare students for the next phase of their learning.** Pupils deepen their understanding of the religion of Islam building on ideas developed in year 7 when looking at Festivals and Founders and Leaders. Pupils will be familiar and confident with the origins of Islam through the Prophet Muhammad (*pbuh*) and Islamic practices such as Eid-ul-Adha and Eid-ul-Fitr.

#### How does this curriculum respond to local and national agendas (e.g. SMSC, and BV)

SMSC is embedded when discussing and evaluating worldviews around religious pilgrimages: what is the difference between a pilgrim and a tourist? What makes a pilgrimage? How can spirituality be discovered through pilgrimage? Signs and Symbols: looking at the differences and similarities within and between faiths, where are the overlaps and why, what does this mean for worldviews today? Islam: differences within Islam around Halal, the Qur'an, Jihad, Tawhid.

Content-Knowledge and Skills.	Subject specific pedagogy	Resources and support
<p>The skills focussed on are; describing, explaining, recognising, predicting, demonstrating, assessing, analysing, identifying, comparing.</p> <p>Timetabled lessons core focus: Islam – opportunity to dig deep into the core beliefs and teachings and explore differences within this worldview.</p> <p>ILT – Thematic approach from a cross section of worldviews including: Judaism, Christianity, Islam, Humanism, Sikhism, Buddhism.</p>	<p>The RE curriculum is delivered using three disciplines. 1. Theology: Begin to contextualise and evaluate sources of authority and how these have shaped and formed beliefs. 2. Philosophy: Demonstrate comprehensive evidence of the process of reasoning when forming an argument and when creating counter arguments, showing awareness of their own cultural assumptions. 3. Human / Social Sciences: Begin to contextualise and evaluate the impact of beliefs on individual, communities and society, and</p>	<p>The curriculum reflects the Norfolk Agreed Syllabus 2019: <a href="#">Norfolk religious education agreed syllabus 2019.pdf</a></p> <p>Truetube: <a href="#">Home - TrueTube</a></p> <p>KS3 BBC Teach Religious Studies: <a href="#">KS3 Religious Studies - BBC Teach</a></p> <p>RE:Online <a href="#">Home - RE:ONLINE (reonline.org.uk)</a></p> <p>NATRE: <a href="#">National Association of Teachers of Religious Education (natre.org.uk)</a></p>

	<p>how historical, cultural, social and philosophical factors impact on and shape beliefs.</p>	
<p><b>Feedback, assessment and progress.</b></p>		<p><b>Habits</b></p>
<p>How are students assessed? How does this demonstrate progress?  <i>The main focus for assessment is how well pupils are able to hold balanced and well-informed conversations about religion and worldviews? Are students becoming more religiously literate? Can they contextualise, analyse and evaluate where Islamic beliefs come from? Can students comprehensively assess differences within Islam? Can students analyse and evaluate how beliefs impact on, shape and change individual lives?</i>          How do children receive feedback on their learning? <i>Verbal feedback, whole class feedback sheets through the no-pen formative marking policy, self-assessment at the end of the SOL.</i>          How is feedback used to inform planning/ SoL?  <i>Lessons have been adapted to incorporate the 3 levels of challenge so that students are more driven and are able to self-regulate their learning. In class AfL is used to develop future learning phases. Responsive teaching and planning.</i></p>		<p>Resilience – <i>to become confident in Islamic religious literacy and use key terms such as Salah, Zakah, Greater and Lesser Jiah in their oracy.</i>          Independence – <i>students think of their own targets, independent work particularly on extended writing tasks. Evaluating for themselves, drawing their own conclusions based on evidence presented to them.</i>          Ambition – <i>students encouraged to complete high levels of challenge.</i>          Collaboration – <i>many group activity tasks planned throughout. Lots of class discussion / debate.</i>          Creativity – <i>explore different ways to look at problems – particularly looking at solutions. Thinking through alternative and opposing arguments.</i></p>