

Introduce:

Year 8 Religious Studies and Worldviews

Intent: To embed an understanding of the beliefs, practices and philosophies that have transformed and shaped our world. Building on prior knowledge and strengthening the appreciation of different worldviews and having a meaningful impact on cultural capital.

Key Stage 2 Curriculum

HT1

What does it mean to be Christian?

HT2

Philosophy – Thoughts that have changed the world.

HT3

The value of human life – What is a human, Imago Dei & Medical ethics

HT4

What does it mean to be Muslim?

HT5

What does it mean to be a Sikh

HT6

Comparative Concepts



<p>Why These modules? Christianity is the largest religion in the world. It has shaped and moulded our society and is the foundation of our legal and moral system. Christianity feeds into our arts and social structures. Having a rich level of knowledge and understanding about Christianity allows easier access to much of the culture and systems in our society. Students can take from Christianity a lot about forgiveness, love and hope.</p>	<p>Why These modules? There are several key thinkers, thoughts and Philosophers who over time have shaped an altered the way in which people view the world. Studying these ideas and concepts enriches our knowledge and cultural capital it allows us to see things from</p>	<p>Why These modules? "What It means to be human" is a significant and entrenched Moral, Philosophical and Religious question. It shapes a huge amount of the ongoing discussion the students will hear throughout their life surrounding Abortion/Euthanasia and war. Understanding different viewpoints on these issues can help create meaningful debate and allow them to cut through rhetoric and consider things from different worldviews/</p>	<p>Why These modules? Islam is the second largest world religion with 1.8billion followers globally. It is often misrepresented by the media and students need to have a better understanding of key Islamic beliefs and practices. This is increasingly relevant in the modern world and will allow them to have meaningful and accurate conversation about what it means to be a Muslim. There is a lot that students can take from Islam with regards to discipline, charity and struggle.</p>	<p>Why These modules? Sikhism is one of the world's major religions. There are approximately 27 million Sikhs worldwide it is a fascinating religion which students often have zero knowledge on. Learning about Sikhi increases cultural capital and there is lot that students can learn from Sikhi with regards to charity, fortitude and equality.</p>	<p>Why These modules? This provides the opportunity for students to pull together all of their previous learning and ensure it is embedded and they can see the contrasts and similarities between the major faiths. It will allow them to create a meaningful piece of work that acknowledges the golden thread of all they have studied so far in terms of identity, practices and approaches to ethical issues.</p>
<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>	<p>This links with the Locally agreed Syllabus</p>
<p>Teaching this supports The recognition of Christianity as a way of life not just a set of beliefs in a textbook or a theoretical belief system. <i>GCSE – Christian beliefs & Practices</i> <i>The value of human life</i> <i>Comparative Concepts</i></p>	<p>Teaching this supports the ability to think critically and analytically. It opens them up to a real understanding of names that they will hear throughout their lives Freud/Plato/Descartes <i>GCSE – Theme C</i> <i>Comparative concepts</i> <i>Medical Ethics</i> <i>AQA A level Philosophy</i></p>	<p>Teaching this supports the ability to think critically and analytically. It opens them up to ethical thinking and so Teaching this supports <i>GCSE Theme A-D</i> <i>Comparative concepts</i></p>	<p>Teaching this supports <i>GCSE – Muslim Beliefs and Practices</i> <i>GCSE Theme A-D</i> <i>Comparative concepts</i></p>	<p>Teaching this supports <i>Comparative Concepts</i></p>	<p>Teaching this supports <i>GCSE RE.</i></p>
<p>This feeds from <i>What does it mean to be Jewish</i> <i>Prophecy and founding stories.</i></p>	<p>This feeds from <i>Philosophy of Religion</i> <i>How to live a good life.</i></p>	<p>This feeds from <i>Philosophy of Religion</i> <i>The value of Human Life.</i> <i>How to live a good life.</i></p>	<p>This feeds from <i>What does it mean to be Jewish</i> <i>What does it mean to be Christian</i> <i>Prophecy and founding stories.</i></p>	<p>This feeds from <i>What does it mean to be Buddhist</i> <i>What does it mean to be Muslim</i></p>	<p>This feeds from <i>What does it mean to be Jewish</i> <i>What does it mean to be Christian</i> <i>What does it mean to be Muslim</i> <i>What does it mean to be Buddhist?</i> <i>What does it mean to be Sikh?</i> <i>Philosophy of Religion.</i> <i>Thoughts that changed the world</i> <i>The value of Human Life.</i></p>