

| Curriculum Map | Subject | Religious Studies | Year | Year 8 |
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| Unit                                                   | Summary                                                                                                                                                                                                         | Skills                                                           | Assessment               | British Values and SMSC                | Career links                                             | Cross-curricular links      |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------|----------------------------------------|----------------------------------------------------------|-----------------------------|
| What is good/challenging about being a teenage Muslim? | Students explore the experiences of young Muslims in modern Britain, including both opportunities and challenges. They will learn about beliefs, practices, and identity in the context of modern society.      | Research, Empathy, Evaluation, Debate/Discussion                 | GCSE-style assessment    | Tolerance, respect, individual liberty | Youth work, Outreach, Community support                  | PSCHE, Sociology, Geography |
| Game Changers                                          | Students examine key religious figures who have shaped the world through activism, faith, and social justice. They will evaluate the impact of these individuals and link their actions to religious teachings. | Research, Critical reflection, Debate, Extended writing          | GCSE-style assessment    | Tolerance, respect, rule of law        | Military, Law, Charity/NGO, Equality/diversity/inclusion | History, English, Geography |
| Who is God?                                            | Focused mainly on Christian beliefs, students explore various understandings of God, including God as creator, judge, father, and friend. Students will reflect on how belief in God influences lives.          | Interpretation, Debate, Analysis, Creative reflection            | GCSE-style assessment    | Tolerance, respect, individual liberty | Clergy, Philosopher, Teacher/Lecturer                    | English, History, Art       |
| Religious responses to war                             | Using WW2 as a case study, students examine how different faiths (particularly Christianity and Islam) respond to conflict. They will explore themes like pacifism, just war, and forgiveness.                  | Evaluation, Analysis, Critical reflection, Debate                | GCSE-style assessment    | Rule of law, tolerance, mutual respect | Armed forces chaplaincy, Law, Peace studies              | History, Politics, English  |
| Creation                                               | Students explore creation stories from the six major world religions and compare them to scientific explanations such as the Big Bang theory and evolution.                                                     | Research, Comparative analysis, Debate/Discussion                | GCSE-style assessment    | Tolerance, respect, individual liberty | Science, Theology, Ecology                               | Science, Geography, English |
| Hinduism                                               | Students study key Hindu beliefs and practices including the Trimurti, reincarnation, karma, and puja.                                                                                                          | Analysis, Interpretation, Creative reflection, Critical thinking | Creative reflection task | Tolerance, respect                     | Teacher/Lecturer, Cultural advisor                       | History, Geography, Art     |