



Year 8 Religious Studies

Aims:

- To enhance knowledge and understanding of Christianity and Islam and celebrate the similarities and differences of these different faiths. This will also help to develop an acute understanding of the power of beliefs, values and traditions on individuals, communities, societies and cultures at home and abroad.
- To encourage students to have the confidence to make reasoned judgements and conclusions about religious, moral and philosophical issues.
- To improve the spiritual, moral, social and cultural development of the students by developing awareness of the ultimate questions of life raised by human experiences, responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience.
- To develop positive attitudes and respect towards others whose beliefs and opinions are different from our own.

Content:

Students will study a fascinating array of topics throughout the year with explicit reference to the STRIPE learning habits in every lesson to ensure consistency across the entire curriculum at the John Taylor Free School. Students begin the autumn term thinking about the driving question: does money make you rich? Students learn about the links between religion, wealth, happiness and different ethical theories. This is followed by a unit of learning on Jesus and Christianity. In the second term, students answer a driving question centred around diversity and look at how religion and society reflect similarities and differences between families and communities. This is followed by an in-depth study of the religion of Islam, where misconceptions about the religion can be addressed. The final term aims to answer the driving question 'who and what has changed our world?' focussing on the inspirational roles played by Martin Luther King and Malcolm X in the civil rights movement.

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Students study what makes us happy (humanism), Buddha, wealth and impact on his life. Students then go on to study the purpose of sacrifice and its relationship on wealth and happiness, utilitarianism and moral decisions along with the story of the rich young man. Ethical theories, wealth and money choices are also explored. The second half takes an in-depth look at Jesus focussing on: the Nativity, Jesus as a role model, Jesus as saviour and Jesus in Islam. There is also a research project that works alongside this unit.	Extended essay piece on whether money can buy you happiness Keyword quiz 5-question assessment on Christian beliefs unit Keyword quiz
	Term 2	Students look at the unit of relationships in the first Term. These focus on: different types of families, different types of marriage ceremonies and the value of marriage in 21st Century. Children and religious upbringing and attitudes to homosexuality are also studied in this term. The second half of the term looks to explore Islam and address the misconceptions	5-question assessment on Relationships unit Keyword Quiz 5-question assessment on Islam unit Keyword quiz

		around it. Here the Prophet Muhammad is explored, along with the 5 Pillars of Islam and the concept of Jihad.	
	Term 3	In this term, students look at the concept of inspirational people. The term begins looking at the civil rights movement in America and the inspirational roles played by Martin Luther King and Malcolm X in bringing about change for African Americans. The year concludes with an exploration of other influential religious people, such as: Gandhi, Muhammad Ali, Malala Yousafzai and Greta Thunberg.	End of year redraft of an essay Keyword quiz Research project on an inspirational person.

Assessment:

Students will be assessed towards the end of topic to assess quality of learning. Assessment formats are consistent and include extended writing practice, GCSE styled questions, creative pieces, oral presentations and keyword quizzes. There will be opportunities on a week-by-week basis for students to self and peer assess their own and each other's understanding of key topic areas. The teacher will also strive to utilise opportunities for formative assessment in every lesson to address any misconceptions students may have before we arrive at the summative assessment.

Extended Learning:

Students will be given a mixture of chunked revision, creative projects and tasks and research work to be completed at home to help consolidate and extend on learning that is completed in the classroom.

Connection to the JTFS Approach

Whole School Theme	How does Religious Studies support this?
STRIPE	Students are encouraged to improve communication with peers as well honing enquiry skills by analysing information and asking probing questions. Students also practice being effective communicators by being active listeners and being tolerant of views that are different from their own.
STEAM	Some examination of food in Islam when studying food laws (halal vs haram). The impact of art is considered when looking at doom paintings. Science is used as a challenge to Christian beliefs about heaven and hell. The Islam unit also considers how religion can put restrictions on art and whether these should stay in place.
Literacy	Students are quizzed on keywords across the year to secure understanding and intervene where necessary. Students are encouraged to improve oracy and develop their ability to write well-argued essays on complex matters. Reading is a consistent part of the curriculum.
Numeracy	Statistical analysis is used when students think about moral and ethical decision making in relation to charity. Wealth distribution is also explored with the aim of making judgements about what is fair. Statistical analysis of marriage in the 21st century to help make judgements on the importance and relevance of marriage.
SMSC, British Values and Citizenship	Students are taught to respect religious diversity, be tolerant of beliefs that different individuals have and appreciate the great things we can learn from each other and various cultures and religious faiths. Children and religious upbringing as well as attitudes to homosexuality are also studied to reinforce ideas around diversity, inclusion and tolerance.

Religious Education (RE)/Worldviews Withdrawal Guidance

"All pupils are entitled to receive Religious Education (RE) as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development."

Religious Education in English Schools: Non-statutory Guidance (2011)

The law also gives parents the right to withdraw their child(ren) from collective acts of worship and/or Religious Education lessons in accordance with the Education Reform Act (1988).

At **John Taylor Free School**, we respect this right.

In the UK, the law does not prescribe how Religious Education should be taught or organised in schools. Schools are required to ensure that:

- RE is taught in line with the ethos and values of the school
- Students make good progress by learning about, and from, the world around them
- Teaching Standards are adhered to at all times
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At **John Taylor Free School**, we believe that our Religious Education curriculum fulfils these requirements.

Parental Right to Withdraw Children from Religious Education

Parents have the legal right to choose whether to withdraw their child from Religious Education without influence from the school. John Taylor Free School ensures that parents and carers are informed of this right and are made aware of the educational aims and content of the RE curriculum.

If a student is withdrawn from Religious Education:

- The school has a duty to supervise the student
- The school is not required to provide alternative teaching or additional work
- Any suitable work relating to religious education must be provided by the parent
- A student may not be withdrawn from RE in order to complete work in another subject

Students will normally remain on the school premises unless they are lawfully receiving religious education elsewhere.

Parents may choose to withdraw their child from:

- All Religious Education lessons (total withdrawal), or
- A specific part of the RE curriculum (partial withdrawal)

Parents are not required to provide a reason for withdrawal. However, parents should be aware that withdrawal from Religious Education during a GCSE RE course will have a significant impact on a student's progress and examination outcomes.

If a parent wishes their child to receive alternative Religious Education provision, this must be arranged and funded by the parent.

Withdrawal Procedure

If a parent chooses to withdraw their child from Religious Education and/or religious assemblies at John Taylor Free School, they must:

- Inform the school in writing of their request, clearly stating whether the withdrawal is total or partial
- Address the written request to the Headteacher of John Taylor Free School
- Note that verbal communication (for example, by telephone, via the student, or through notes in exercise books) is not an acceptable method of request

Upon receipt of a written request:

- Parents will be invited to meet with the Curriculum Leader of Humanities and the student's Progress Leader
- Where appropriate, a member of the Senior Leadership Team may also attend
- This meeting will provide an opportunity to discuss any concerns about Religious Education and to clarify the practical arrangements and implications of withdrawal