

Year: Y8 Subject: R.E.

IMPLEMENTATION

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INTENT (including key concepts and skills)	Half Term 1 Context: Pilgrimage Key Vocabulary: Pilgrimage, Secular, Bar Mitzvah, Bat Mitzvah, Holy, Reincarnation, Moksha, Sacred, Hajj, Hajji, Hajjan, Ummah, missionary Prior Learning: Muhammed Cultural Capital: Students gain insight into the nature of religious pilgrimage and the impact it has on the life experience of pilgrims. Students are required to differentiate between the needs of pilgrims and those of tourists.	Half Term 2 Context: Religion and sport Key Vocabulary: Ritual, Secular, Conflict, Compromise, Conviction, Identity, Hijab, Absolute, Relative, Modesty, Apartheid, Prejudice, Discrimination, Reconciliation, Unjust, Sabbath, Ramadan, Sawm, Role model Prior Learning: Religious Leaders, ethics Cultural Capital: Students are provided opportunity to reflect on the role sport plays in creating unity amongst people, tolerance and acceptance of diversity. Students consider the experience of clash between the secular world and religious belief and ways to overcome.	Half Term 3 Context: Jesus' life Key Vocabulary: Incarnation, Trinity, Atonement, Messiah, Incarnation, Trinity, Rebel, Kingdom of God, Parable, inspiration, Atonement, Sin Prior Learning: What is RE and Religious leaders Cultural Capital: Understanding of the key Christian ideas linked to the life of Jesus and his significance to the religion	Half Term 4 Context: Life to death Key Vocabulary: Soul, Memorial, Ritual, Theist, Atheist, Agnostic, Reincarnation, Karma, Moksha, Heaven, Hell, Salvation, 5 K's, Guru Granth Sahib, Gurdwara, 5 Pillars of Islam, Shahadah, Qur'an, Humanism Prior Learning: Leaders of religion and ethics Cultural Capital: Students are provided with opportunity to explore beliefs and practices about death and an afterlife and the difference they have to the lives of individuals and communities. Students have opportunity to respond to questions of meaning and purpose in the light of their learning.	Half Term 5 Context: Life as a journey Key Vocabulary: Sanctity of life, Sacred, Samskaras, Bar/Bat Mitzvah, Secular, Shagun ceremony, Tilak Prior Learning: Jesus' life, religious leaders Cultural Capital: Students are provided with opportunity to explore beliefs and practices about the rites of passage celebrated by world faith traditions and appreciate their importance to faith communities.	Half Term 6 Context: Philosophy Key Vocabulary: Ultimate Questions, Philosophy, Philosophical, Theist, Atheist, Agnostic, Omnipotent, Omniscient, Omnibenevolent, Omnipresent, Monotheism, Polytheism, Pantheism Prior Learning: Jesus' life, religious leaders Cultural Capital: Students are provided with opportunity to explore and compare different beliefs about God and the contribution past Philosophers have made to the "God debate"	
	Develops learners' knowledge and understanding of religious beliefs	X	X	x	X	X	X
	Develops learners' knowledge and understanding of religious teachings and practices	X	X	x	X	X	X
	Engage with questions of value, meaning, purpose, truth, and their influence on human life	X	X	x	X	X	X
	Reflect on and develop their own values, beliefs and attitudes	X	X	X	X	X	X
	Contributes to their preparation for adult life in a pluralistic society and global community	X	X	X	x	X	X
	IMPACT	Assessment: Extended written answer Progression to KS4: Christian beliefs and practices, Hindu beliefs and practices	Assessment: PR1 Progression to KS4: Good and Evil and Human Rights	Assessment: Extended written answer Progression to KS4: Christian beliefs and practices	Assessment: PR2 Progression to KS4: Good and Evil and Human Rights	Assessment: PR3 Progression to KS4: Good and Evil and Human Rights, Hindu beliefs and practices	Assessment: Extended written work Progression to KS4: Good and Evil and Human Rights, Christian beliefs and practices

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind.