

DAGENHAM PARK SUBJECT CURRICULUM

Subject	RE
Year Group	8
Overview	<p>Year 8 is characterised by understanding nuances in beliefs, different denominational views and non-religious worldviews. Throughout the year, pupils will build on skills such as analysis and evaluation that they have begun to demonstrate in Year 7. The year culminates in an enquiry concerning evil and suffering, when pupils can question why there is evil and suffering in the world and how this is explained through various religious beliefs.</p>
Autumn Half term 1	<p>Does human life have intrinsic value? Throughout this unit pupils will learn about whether they believe that human life has intrinsic value. This means they will have to come to a conclusion about the Sanctity of human life, with reference to Christian and Hindu beliefs about whether life is sacred and a gift from God. Pupils learn the Biblical belief in human life being made in the image of God (Genesis 1:27) and they participate in a study of Vedic texts from the Hindu religion via a process of reciprocal reading. They also learn about Gandhi and his belief in the principle of Ahimsa. Throughout this unit, pupils will decide for themselves whether human life is intrinsically valuable, and use evidence from the Bible to demonstrate their beliefs.</p>
Autumn Half term 2	<p>Is religion compatible with science? Throughout this scheme of learning, pupils will be exploring whether religion and science really are at odds with each other. They will explore the Trial of Galileo and whether we can really believe the world is intelligently designed. Throughout this unit other issues surrounding science and religion are studied including whether miracles and religious experiences happen, and the philosophies of Freud and Jung with reference to belief in God. Pupils will expand their knowledge and thinking, and be left questioning how the world begun and whether this is different from the traditional views of classical theism.</p>
Spring Half term 1	<p>An introduction to human ethics. At the heart of questions of religion is the role of humans in creation and their value as beings on the earth. In this topic pupils will explore sensitive topics such as euthanasia, abortion and genetic engineering. It will give pupils the opportunity to explore their own beliefs about whether human life should be valued, and to what extent personhood starts at conception or birth and the implications this has for human ethics. Pupils will be studying Christian and Islamic ethics, looking at situational and rule-based approaches to these.</p>

<p>Spring Half term 2</p>	<p>Should Christians be greener than everyone else? (Non-human ethics) Not only are human ethical issues important, but even more so in today's society, so are animal and environmental ethics. This topic, therefore, explores whether Christians should see it as their duty to care for the environment which God has given them stewardship over, or whether we have ultimate power, dominion, over everything on the earth. Pupils are encouraged to come up with their own ideas for an Eco-Church, or religious building, and discuss ways in which life can be made more eco-friendly.</p>
<p>Summer Half term 1 + 2</p>	<p>Why is there evil and suffering? This topic focuses on the teachings of Christianity, Buddhism and philosophical concepts. It leads into the first year 9 topic, Persecution, and enables pupils to explore the ultimate question, why is there evil and suffering, in an organised and manageable way. The unit begins by looking at the philosophical concepts of suffering, and why there is suffering in the world. It then goes on to explore the doctrine of Original Sin in Christianity, and the story of Job as a response to the problem of evil and suffering. After this, pupils move on to Buddhist views about why suffering exists, the Four Noble Truths and the Eightfold Path as a way to achieve Enlightenment and avoid suffering. It finishes with John Hick's soul-making theodicy as an alternative response to the problem of evil, and pupils evaluate their own beliefs about the content at the end of the unit.</p>
<p>Homework</p>	<p>Homework will be set regularly, at least once every four weeks. It will be set on Show My Homework and pupils are expected to do this within a reasonable period of time, specified by the classroom teacher.</p>
<p>Useful Resources</p>	<p>BBC Bitesize NATRE RE Online</p>