Curriculum Map

Year 8

Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Links to GCSE skills and content	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	What teachings can help a Buddhist live a good life?	This unit builds foundations for pupils to go on in year 9 to think about what difference belief makes in someone's life. This provides a basis to engage students in an exploration of theological and philosophical issues through exploration of ideas about religion in the modern world. It will include assessment tasks to enable students by the end of the key stage to consider how a famous individual has been controlled by at least one of the 3 poisons and how this could impact upon their rebirth.	Students will explore the life of Siddhartha Gautama (the Buddha) and investigate how his teachings provide guidance for living a good and meaningful life. They will examine key Buddhist beliefs including the Four Noble Truths, the Eightfold Path, karma, rebirth, compassion (karuna), loving-kindness (metta) and the concept of overcoming suffering. Students will consider how Buddhists apply these teachings to everyday life and moral decision-making, exploring themes such as self-discipline, mindfulness, generosity, non-violence and respect for others. Through the study of Buddhist teachings and stories, students will analyse how beliefs influence behaviour, values and lifestyle. They will compare Buddhist perspectives with other religious and non-religious worldviews, reflect on different ideas about happiness and what it means to live well, and develop skills of interpretation, analysis and evaluation. Throughout the unit, students will use evidence from Buddhist teachings to support explanations and reasoned arguments while applying accurate subject-specific vocabulary in discussion and written work.	Students will revisit the concept of how religious beliefs can influence attitudes, values and behaviour, drawing comparisons with Christianity, Humanism and other worldviews studied at KS3 and KS2. They will further develop their ability to interpret religious teachings, explain the influence of beliefs on daily life, compare different perspectives on moral issues and evaluate how religion can help people make ethical decisions. Students will also revisit the use of evidence and subject-specific vocabulary to support reasoned arguments and informed judgements about what it means to live a good life.	This unit provides a strong foundation for GCSE Religious Studies by introducing students to key themes that are explored in both Christianity and Islam, including morality, compassion, suffering, religious teachings, ethical decision-making and the influence of beliefs on behaviour. Through studying Buddhist teachings such as the Four Noble Truths, the Eightfold Path, karma and compassion, students learn how religious beliefs can guide the actions and choices of believers. The unit develops important GCSE skills by enabling students to: Interpret and apply religious teachings to everyday life. Analyse how beliefs influence behaviour and moral decisions. Compare different religious and non-religious perspectives. Evaluate whether religious teachings help people live good lives. Construct reasoned arguments supported by evidence. Use subject-specific vocabulary accurately.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Autumn 2	Is death the end?	This unit explores one of life's biggest questions: what happens after we die? Students will investigate a range of religious and non-religious beliefs about death, the afterlife and the purpose of human existence. Through studying Christian and Islamic teachings about heaven, hell, judgement, resurrection and eternal life, alongside Humanist and other non-religious perspectives, students will consider how different worldviews respond to questions about mortality and meaning. The unit encourages students to explore how beliefs about life after death influence values, behaviour and moral decision-making. Students will examine religious teachings, philosophical ideas and contemporary attitudes towards death, while reflecting on their own views about life, purpose and what it means to live well. Through discussion and evaluation of different perspectives, students will develop a deeper understanding of how beliefs about death shape individuals, communities and societies.	Students will explore a range of religious and non-religious beliefs about death, the afterlife and the purpose of human life. They will investigate Christian, Islamic and Humanist perspectives on what happens after death, including beliefs about heaven, hell, resurrection, judgement, reincarnation and the soul. Students will examine how beliefs about life after death influence moral decision-making, behaviour and attitudes towards issues such as suffering, bereavement and the value of life. They will analyse religious teachings, sacred texts and sources of authority to understand different viewpoints and explore questions about meaning, purpose and existence. Through comparison of religious and non-religious perspectives, students will develop skills of interpretation, analysis and evaluation, using evidence to support arguments and justify conclusions. The unit also encourages reflection on personal beliefs and values while developing accurate use of subject-specific vocabulary in both written and verbal responses.	Students will revisit prior learning about Christianity, Islam and Humanism, including beliefs about God, the purpose of life, morality and the role of religious teachings in shaping beliefs and behaviour. They will build upon previous knowledge of sacred texts, sources of authority and religious stories that explore themes of life, death, hope and meaning. Students will revisit concepts such as belief, worldview, faith, spirituality, identity and morality, and draw connections to earlier learning about how different religions answer life's big questions. They will further develop skills of interpreting religious teachings, comparing religious and non-religious perspectives, analysing the influence of beliefs on individuals and communities, and evaluating different responses to philosophical and ethical questions. Students will also revisit the use of evidence, examples and subject-specific vocabulary to support explanations, discussions and reasoned judgements about life after death and the purpose of human existence.	This unit provides a foundation for GCSE Religious Studies by introducing students to key beliefs about life after death, judgement, heaven, hell, resurrection and the purpose of human life, which are central topics within both Christianity and Islam. Students explore how beliefs about the afterlife influence behaviour and moral decision-making, directly supporting GCSE study of Christian Beliefs (salvation, resurrection, judgement and eternal life) and Islam Beliefs (Akhirah, Day of Judgement, Jannah and Jahannam). The unit develops essential GCSE skills by encouraging students to: Interpret religious teachings and sources of wisdom and authority. Compare Christian, Muslim and non-religious perspectives. Analyse how beliefs influence the lives of believers. Evaluate different responses to philosophical questions about death and the afterlife. Construct reasoned arguments supported by evidence and religious teachings. Use subject-specific religious vocabulary accurately.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Spring 1	What are worldviews?	This unit introduces students to the concept of worldviews and explores how beliefs, values and experiences influence the way people understand the world. Students will investigate a range of religious and non-religious worldviews, including Christianity, Islam, Humanism and atheism, considering how they shape identity, decision-making and ways of life. Through examining different perspectives on meaning, purpose, morality and existence, students will develop an understanding of how people answer life's big questions. The unit encourages students to reflect on their own views while exploring themes of diversity, respect and tolerance. Students will analyse how worldviews influence individuals, communities and society, and will develop skills of comparison, interpretation and evaluation by engaging with a variety of beliefs and perspectives.	Students will explore the concept of worldviews and how beliefs, values, experiences and culture influence the way people understand the world. They will investigate a range of religious and non-religious worldviews, including Christianity, Islam, Humanism, atheism and agnosticism, and consider how these shape identity, morality and decision-making. Students will examine different responses to questions about meaning, purpose, truth, life and death, and evaluate how worldviews influence individuals and communities. They will develop skills of comparison, interpretation and analysis by exploring similarities and differences between diverse perspectives. Students will use evidence, examples and sources of wisdom and authority to support explanations and arguments, while reflecting on their own views and the importance of respect, diversity and tolerance in a multicultural society. Throughout the unit, students will develop their ability to discuss, evaluate and communicate ideas using accurate subject-specific vocabulary.	Students will revisit prior learning about religion, belief and identity from Year 7 and Year 8, including Christianity, Judaism, Buddhism, Humanism and Islam. They will build upon their understanding of how beliefs and values influence the lives of individuals and communities, drawing on previous learning about religious teachings, sacred texts, worship, morality and ethical decision-making. Students will revisit key concepts such as belief, faith, religion, worldview, identity, diversity, morality, community and belonging, while further developing their ability to compare religious and non-religious perspectives. They will also strengthen skills in interpreting sources of wisdom and authority, analysing similarities and differences between worldviews, evaluating different viewpoints and supporting arguments with evidence and examples. The unit provides opportunities for students to reflect on their own perspectives and continue developing respectful dialogue about diverse beliefs and values in contemporary society.	This unit provides an important foundation for GCSE Religious Studies by developing students' understanding of how beliefs, values and worldviews influence identity, behaviour and decision-making. Students explore religious and non-religious perspectives, preparing them for the study of Christianity and Islam at GCSE, where they will examine how beliefs such as the Trinity, salvation, Tawhid, prophethood and life after death shape the lives of believers. The unit develops key GCSE skills including interpreting sources of wisdom and authority, comparing different viewpoints, analysing the influence of beliefs and evaluating religious responses to contemporary issues. It also introduces students to the concept of religious diversity and differing interpretations within and between religions, which supports GCSE study of Christian and Muslim beliefs, practices and thematic issues. Through discussion, analysis and evaluation, students begin to develop the critical thinking and argument-building skills required for GCSE extended responses, particularly 4-, 6- and 12-mark questions.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Spring 2	Should religious believers take special care of the environment?	This unit explores how religious and non-religious worldviews respond to environmental issues and whether humans have a responsibility to care for the planet. Students will investigate teachings from Christianity, Islam and other worldviews about creation, stewardship, responsibility and respect for nature. They will examine contemporary environmental challenges such as climate change, pollution, deforestation and the use of natural resources, considering how religious beliefs influence attitudes and actions towards these issues. Through the study of sacred texts, ethical teachings and examples of environmental activism, students will evaluate different perspectives on humanity's relationship with the natural world. The unit encourages students to reflect on questions of moral responsibility, sustainability and justice while developing their understanding of how beliefs can shape responses to global challenges.	Students will explore religious and non-religious responses to environmental issues and investigate whether humans have a moral responsibility to care for the planet. They will examine key teachings from Christianity and Islam, including stewardship, dominion, khalifah (guardianship), responsibility and respect for creation, and consider how these beliefs influence attitudes towards environmental sustainability. Students will explore contemporary issues such as climate change, pollution, deforestation, conservation, animal welfare and the use of natural resources, evaluating different responses to these challenges. Through the study of religious teachings, sacred texts and ethical arguments, students will develop skills of interpretation, analysis and evaluation. They will compare religious and non-religious perspectives on environmental responsibility, use evidence to support reasoned arguments, and reflect on the relationship between belief, values and action. Throughout the unit, students will develop their ability to discuss ethical issues, justify viewpoints and apply accurate subject-specific vocabulary in both written and verbal responses.	Students will revisit prior learning about creation, stewardship, responsibility and morality from Christianity, Islam and other worldviews studied in Years 7 and 8. They will build on previous understanding of religious teachings about caring for others, community responsibility and ethical decision-making, particularly from units on religious stories, Humanism, Buddhism, morality and how religion influences behaviour. Students will revisit key concepts such as sources of wisdom and authority, compassion, justice, responsibility and respect for life, applying them to contemporary environmental issues. They will further develop their skills of interpreting religious teachings, comparing religious and non-religious perspectives, analysing the influence of beliefs on actions and evaluating different responses to moral and global challenges. Students will also continue to strengthen their use of evidence, examples and subject-specific vocabulary when constructing reasoned arguments about environmental responsibility and sustainability.	Theme B: Religion and Life. The unit develops students' ability to interpret sources of wisdom and authority, analyse the influence of beliefs on individuals and communities, compare religious and non-religious viewpoints, and evaluate responses to contemporary ethical issues. Students also practise constructing reasoned arguments and justified judgements, which are essential skills for GCSE 4-, 6- and 12-mark questions. Through studying environmental responsibility, students gain a deeper understanding of how Christian and Muslim beliefs are applied to real-world moral issues and global challenges.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Summer 1	Does religion help people to be good?	This unit explores whether religion helps people to live good and moral lives by examining the teachings and examples of the Buddha, Jesus and Guru Nanak. Students will investigate how each religious leader encouraged values such as compassion, forgiveness, generosity, equality, service and respect for others. Through studying Buddhist teachings on suffering and compassion, Jesus' teachings on love and forgiveness, and Guru Nanak's teachings on equality and selfless service, students will consider how religious beliefs influence moral decision-making and behaviour. The unit encourages students to explore different perspectives on what it means to be a "good person" and whether religion is necessary for living an ethical life. Students will compare religious and non-religious viewpoints, analyse the impact of religious teachings on individuals and communities, and develop their own informed views on morality, values and responsibility in contemporary society.	Students will revisit prior learning from Years 7 Buddhism, Christianity and Islam, including the lives and teachings of the Buddha, Jesus and the Prophet Muhammad. They will build on their understanding of key concepts such as compassion, forgiveness, equality, service, respect, justice and morality, and revisit how religious beliefs influence the actions and lifestyles of believers. Students will draw upon previous learning about religious stories, sacred teachings, sources of authority and the role of religion in shaping identity and community. They will further develop their skills of comparing religious and non-religious worldviews, interpreting religious teachings, analysing the impact of belief on behaviour and evaluating different responses to ethical questions. Students will continue to use evidence to support their ideas, construct reasoned arguments and apply subject-specific vocabulary accurately in both written and verbal responses.	Students will revisit prior learning about Buddhism from Year 8, including the life of the Buddha, the Four Noble Truths, the Eightfold Path, karma, compassion and the causes of suffering. They will build upon earlier understanding of how religious beliefs can influence behaviour, moral decision-making and ways of living. Students will also revisit wider KS3 concepts such as identity, morality, community, sources of authority and the role of religion in helping people make ethical choices. Through comparison with Christianity, Islam, Humanism and other worldviews previously studied, students will further develop their skills of interpretation, analysis and evaluation. They will continue to use evidence from religious teachings to support arguments, compare different viewpoints and reflect on how beliefs and values shape individuals and communities.	This unit provides a foundation for GCSE Religious Studies by introducing students to key Buddhist beliefs and practices, including the Four Noble Truths, the Eightfold Path, karma and compassion. Students develop the core RE skills of explaining religious beliefs, interpreting sources of wisdom and authority, comparing religious viewpoints and evaluating the influence of belief on behaviour. These skills directly support GCSE study of Christianity and Islam, where students are required to analyse how beliefs such as salvation, Tawhid, stewardship and justice influence the lives of believers. The unit also develops evaluative thinking and ethical reasoning, preparing students for GCSE thematic studies on Religion and Life, Relationships and Families, Peace and Conflict, and Crime and Punishment, where students must consider how religious teachings shape moral decision-making and responses to contemporary issues.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Summer 2	What can we learn from Islam?	Students will explore the key beliefs, teachings and practices of Islam and consider how these influence the lives of Muslims today. The unit introduces the concept of Tawhid (the Oneness of Allah), the importance of the Qur'an and Prophet Muhammad, and the role of the Five Pillars of Islam in guiding faith and daily life. Students will investigate how Islamic teachings shape moral decision-making, community life, charity, worship and identity. Through the study of sources of wisdom and authority, students will develop an understanding of the diversity within Islam and reflect on the relevance of Islamic beliefs in contemporary society. The unit encourages students to compare different religious and non-religious perspectives, develop empathy, and critically evaluate how faith influences individuals and communities.	This unit explores the origins and development of Islam, focusing on the life and teachings of Prophet Muhammad and the significance of Tawhid, the belief in the Oneness of Allah. Students will examine the importance of the Qur'an, Hadith and other sources of authority, as well as the role of the Five Pillars in shaping Muslim beliefs and practices. Through studying worship, prayer, charity and community, students will investigate how Islamic teachings influence behaviour, values and moral decision-making. The unit also considers the importance of the Ummah and explores the diversity of Muslim experiences around the world. Students will compare Islamic beliefs and practices with other religious and non-religious worldviews, use religious teachings and evidence to support their ideas, and develop skills of interpretation, analysis and evaluation. Throughout the unit, students will reflect on the role of faith in shaping identity and construct reasoned arguments about religious and ethical issues using accurate subject-specific vocabulary.	Students will revisit prior learning about religion and worldviews from Years 7 and 8, including the concept of monotheism, the role of religious beliefs in shaping identity and community, and the importance of sacred texts and places of worship. They will build on previous knowledge of Abrahamic faiths, particularly Judaism and Christianity, by exploring shared beliefs about God, prophets and revelation. Students will revisit key concepts such as worship, prayer, charity, morality and belonging, while further developing their ability to compare religious and non-religious worldviews. They will also draw upon earlier learning about religious diversity, sources of authority, ethical decision-making and the influence of faith on individuals and communities. Skills revisited include interpreting religious teachings, analysing beliefs and practices, evaluating different perspectives, using evidence to support arguments and applying subject-specific vocabulary accurately in discussion and written responses.	This unit provides an important foundation for GCSE Religious Studies by introducing students to key concepts that are studied in Islam Beliefs and Practices, including Tawhid (the Oneness of Allah), the Prophet Muhammad, the Qur'an, the Five Pillars, worship, charity, community (Ummah) and sources of wisdom and authority. It also helps students compare Islamic beliefs with those found in Christianity, developing a deeper understanding of Abrahamic religions and their shared beliefs about God, morality and faith. [Curriculum...p 25-26 RE | Excel] The unit develops key GCSE skills by enabling students to: Interpret religious teachings and sacred texts. Explain how beliefs influence the lives of believers. Compare Christian and Muslim beliefs and practices. Analyse the importance of religious teachings and sources of authority. Evaluate the influence of religion on individuals and communities. Construct reasoned arguments using evidence and examples. Apply accurate religious vocabulary in written and verbal responses.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment