

Curriculum Map 2025-26							
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.	This unit will provide an introduction to studying Buddhism at KS3 by considering: <ul style="list-style-type: none"> •The early life of the Buddha •How the Buddha's early life impacted on his lifestyle and choices •The Buddha's experience of enlightenment and subsequent teachings •Key Buddhist teachings as a foundation for living a Buddhist life in the 21st century •Making links between their learning and their own personal experiences •Reflecting upon their own and others' experiences on 'attachment' so that they are enabled to develop deeper thinking about their own experiences in life, as they compare their experiences with those of others 	In year 7 pupils have learnt about the history of religion and worldviews in Hackney, significant stories that are impactful for religions today and thought about the question 'what is religion?'	Interpretation of Religious Teachings Students interpret core Buddhist concepts like the Four Noble Truths, the Eightfold Path, and the Three Marks of Existence. Critical Thinking and Evaluation Pupils evaluate how Buddhist teachings guide moral behaviour and personal development (e.g. overcoming suffering, cultivating compassion). Comparative Analysis Comparing Buddhist views with other religions or secular perspectives on suffering, ethics, and the nature of reality. Application to Ethical Issues Applying Buddhist principles to themes like peace and conflict, crime and punishment, and human rights.	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 will provide an introduction to studying RE at KS3 by considering: <ul style="list-style-type: none"> •the nature and significance of religion and worldviews in Hackney •learning more about themselves and others, drawing upon religion and worldviews represented in the school and beyond •making links between their learning and their own personal experiences •their thinking about their own and others' experiences so that they are enabled to develop deeper thinking about their own experiences in life, as they compare their experiences with those of others 	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 sociological and theological 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 respond creatively to the question 'What might it mean for a person to belong to this/these religious/worldview traditions today?'	In year 7 pupils have learnt about the history of Hackney, the life of Jesus, significant stories that are impactful for religions today, Humanism and Hinduism and thought about the question what is religion? This unit is philosophical in it's approach to the questions it asks.	Interpretation of Beliefs Students interpret teachings from the Bible and Qur'an about the afterlife, judgment, and salvation. Comparison Pupils compare Christian and Islamic views on Heaven, Hell, resurrection, and accountability. Evaluation They assess how belief in life after death influences behaviour, ethics, and decision-making. Application Applying beliefs to moral issues like euthanasia, abortion, and justice.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Spring 1	Do religions have more in common than they have differences?	Prior to this, students will have had a general understanding of the six major faiths. While this knowledge will vary amongst students, this unit will serve as a good base of learning for students. The main aim of this SoW is put religion in context, and to expose students to the similarities and differences between the major faiths. The emphasis on similarities is particularly important for Chobham students because we are located in such a religiously diverse community. Therefore, it is important they not only understand the core principles of the six major faiths but are aware of the commonalities they all share. This feeds into our wider aim of creating empathic and tolerance learners, who appreciate and celebrate diversity. Once students have looked the origins of religion they will focus on the seven dimensions of religion, before looking into more detail at religious symbols, beliefs and practices. Each lesson will compare several of the six major religions so that students are exposed to a range of similar and different ideas. Students will finish this unit being able to reflect on the importance of religion and why it matters to the local, national and international community.	Students then move onto to look at the commonalities between religions. This is done by looking at Ninian Smart's Seven Dimensions of Religion- students need to understand that Smart sees religions as worldviews and therefore there are many similarities between them. Students are then introduced to the Golden Rule through the lens of six major religions. This gives them further context to be able to explain the similarities between religions.	Knowledge of major world faiths will be revisited to assess what students know. This unit will serve as an important foundation for future units when we look at certain religions in depth. We will also be looking at more thematic units which will require students to make connections between religions. This unit therefore provides them with the foundational knowledge and necessary skills to be able to do this in greater depth as the year progresses.	Themes (e.g. Religion and Life, Peace and Conflict, Human Rights) Common religious teachings on issues like justice, compassion, stewardship, and the sanctity of life. Beliefs and Teachings Core beliefs such as the nature of God, life after death, and moral responsibility often show overlap across traditions. Practices Rituals, prayer, festivals, and ethical living may share similar purposes or expressions across faiths.	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?	What do religions and worldviews teach about ecology? How does a religion or ethics impact lifestyles? How do we know what the right moral action is in a situation? Do followers of religions and worldviews have a duty to campaign on environmental issues?	The impact of stories and teaching on followers of religions and worldviews Analysis of sources of authority when making moral decisions Interpretation of sources Evaluation of sources Reflection Decision Making	Pupils will have looked at religious stories such as Creation	Pupils will continue to look at issues around ethical actions in KS3 through a unit on whether everyone should be Vegan. At GCSE and KS4 general RE pupils will have the opportunity to think further about issues around ecology and the important of ethical actions to live a good life.	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 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 sociological and theological 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 respond creatively to the question 'What might it mean for a person to belong to this/these religious/worldview traditions today?'	This investigation enables pupils to learn in depth from different religious and spiritual ways of life about their view of suffering, and how people within a religion or world view understand and live with suffering in the world around them. The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.	In year 7 pupils have learnt about the history of Newham, the life of Jesus, significant stories that are impactful for religions today, Humanism and Hinduism and thought about the question 'what is religion?'	Beliefs and Teachings Concepts like sin, salvation, karma, dharma, mitzvot, and the nature of God as a moral guide. Practices How religious practices (e.g. prayer, fasting, charity) shape moral character and encourage good behaviour. Themes (e.g. Religion and Life, Crime and Punishment, Human Rights) Exploring how religious ethics apply to real-world issues like justice, forgiveness, and equality. Sources of Wisdom and Authority Sacred texts and religious leaders as guides for moral living.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment
Summer 2	Is Islam an equal religion?	Understand key Islamic teachings on equality and justice. Explore how the Qur'an and Hadith promote human dignity. Evaluate how Islamic beliefs influence attitudes toward gender, race, and social justice. Analyse whether Islam is practiced equally across different cultures and contexts. Formulate balanced arguments using religious sources and ethical reasoning.	Interpretation of Religious Texts Understanding and explaining Qur'anic verses and Hadith that relate to equality, justice, and human dignity. Analysis Breaking down how Islamic beliefs are applied in different contexts (e.g. gender roles, racial equality, social justice). Evaluation Assessing whether Islam promotes equality in theory and practice. Considering different viewpoints, including secular and feminist critiques. Comparison Comparing Islamic views on equality with those of other religions or non-religious worldviews. Argument Construction Building reasoned arguments using evidence from religious sources and contemporary examples. Empathy and Ethical Reasoning Understanding how beliefs about equality affect Muslim lives and communities.	Islamic Beliefs KS3: Introduction to the Five Pillars, Ummah, and basic teachings. Prophet Muhammad's Teachings KS3: Stories and key messages. Gender Roles KS3: Overview of roles in religious communities.	Exploring how these beliefs promote equality and justice. Evaluating rights, Exploring Zakat, economic justice, and treatment of minorities. responsibilities, and debates around gender equality in Islam.	Starter tasks with retrieval questions to check students learning	Multiple Choice Quiz and short answer response assessment