

RPE Year 8 Curriculum Overview

How should we respond to inequality and discrimination?

Building on the foundations of year 7 that consider what religion is, why it may be needed and how it can lead to both positive and negative things, we can now explore this important theme that is not explicitly explored at GCSE as a whole unit of work. It is vital in their personal knowledge and in their wider educational content.

	Autumn	Spring	Summer
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3
Topic	What inequality do people face in the world? How should we respond to those who discriminate?	What does religion teach about inequality and discrimination? Should we all be considered equal?	How have religions tackled the inequality and discrimination we have in the world?
Critical Prior Knowledge	<ul style="list-style-type: none"> Judaism explored in year 7 term 1. Christianity explored in year 7 term 1 and term 3. Discrimination explored in year 7 term 3. 	<ul style="list-style-type: none"> All the themes covered in year 8 term 1 are essential to this unit of work. 	<ul style="list-style-type: none"> All the themes covered in year 8 term 1 are essential to this unit of work. Understanding of Hindu and Sikh beliefs about equality.
Overall Intent (Big ideas and key concepts)	<ul style="list-style-type: none"> Start exploring themes of forgiveness retribution/retaliation and justice, and the place they have in their lives Know about the Holocaust and understand why it is so important that they should learn from this event. Consider why prejudice and discrimination happen and how we should respond to those that discriminate. Promote respect and tolerance for others. Develop evaluation skills. Contribute to SMSC development (moral – impact of our behaviour and attitudes, also spiritual, social and cultural), Prevent – Respect and courtesy for others, tackle discrimination, link to far right wing attitudes, develop empathy and British Values – democracy, rule of law, individual liberty and mutual respect/tolerance <p>RELIGIOUS FOCUS – Judaism and Christianity</p>	<ul style="list-style-type: none"> Build on the work done in term 1 of year 8 on prejudice and discrimination. Develop knowledge and understanding of the religion of Hinduism and Sikhism (including historical, political and cultural contexts). Reflect on the concept of equality and consider the complexity of such a notion. Develop knowledge of cultural diversity – both within and between cultures – in India. Experience experiential RPE – trying to immerse yourself in a religion. Contributes to SMSC development (spiritual – reflect on personal values, moral – reflect on issue of inequality, social/cultural – understand different communities), Prevent (develop empathy) and British Values (all)/ <p>RELIGIOUS FOCUS – Hinduism, Sikhism</p>	<ul style="list-style-type: none"> Develop knowledge and understanding of Buddhism and Sikhism. Reflect on the concept of human rights again, considering their importance and ethical issues regarding who should have them and who should protect them. Think back to any work done in year 7 about women in Islam and work done in year 8 on the caste system – does religion always protect human rights? Learn about modern advocates of the protection of human rights. Promote the principle of being a citizen of the world and contributions we can make to support others. Contributes to SMSC development (spiritual – reflect on personal values, moral – reflect on issue of the denial of human rights, social/cultural – consider our rights and responsibilities to others), Prevent (develop empathy for others, consider the value of life) and British Values (all) <p>RELIGIOUS FOCUS – Hinduism, Sikhism, Buddhism</p>

Essential Knowledge milestones (What students must master)	<ul style="list-style-type: none"> Define prejudice, discrimination and in/equality. Give examples of discrimination and be able to describe the Holocaust. Explain what the UN Declaration of Human Rights is and why it was necessary. Explain Christian and Jewish beliefs about forgiveness. Explain the responses of Corrie ten Boom and Simon Wiesenthal to the Holocaust. 	<ul style="list-style-type: none"> Explain key Hindu beliefs in atman, karma, reincarnation, samsara, moksha and ahimsa. Explain the many potential origins of the caste system, including scriptural and social, in India. Show wide understanding of the impact of the caste system in India today. Explain the context within which Sikhism was founded by Nanak. Explain the place of equality in the Sikh religion and the gurdwara (Sikh place of worship). 	<ul style="list-style-type: none"> Explain the work of Khalsa Aid with reference to sewa (selfless service). Explain the Buddhist concept of Refuge and be able to describe the triple refuge. Describe key events in the Buddha's life story and its importance to modern Buddhists. Explain the Buddhist principle of Dharma with reference to the 4 Noble Truths and the Noble Eightfold Path. Explain the Sangha and the role of monks/nuns and the laity. Link this idea clearly to Karma and Punya. Using scripture, explain the role of women in Buddhism. Describe the work of Sakhyadita.
Cultural Capital	The RPE department has created a wide, varied and rich curriculum so that every student is exposed to lots of new experiences, different activities, lots of different world views and attitudes, develop lots of skills and qualities that are vital to success in later life. This should be evident in the entirety of our curriculum.		
Assessment Points	<ol style="list-style-type: none"> In class knowledge and understanding assessment based on work covered so far in this unit and retrieval from year 7 units of work. In class knowledge, understanding and evaluation assessment based on whole unit of work and retrieval from year 7 units of work. 	<ol style="list-style-type: none"> In class knowledge and understanding assessment based on work covered so far and retrieval from year 7 units of work and year 8 term 1. In class knowledge, understanding and evaluation assessment based on whole unit of work and retrieval from year 7 units of work and year 8 term 1 	<ol style="list-style-type: none"> In class knowledge and understanding assessment based on work covered so far and retrieval from year 7 units of work and year 8 terms 1 and 2. In class knowledge, understanding and evaluation assessment based on whole unit of work and retrieval from year 7 units of work and year 8 terms 1 and 2
ECC Student Characteristics	<p>Being healthy and staying safe</p> <ul style="list-style-type: none"> Establishing inclusive and encouraging classrooms that students feel safe in. <p>Being resilient</p> <ul style="list-style-type: none"> Reward culture allows students to feel safe to make mistakes and learn from them. Effective use of feedback – set specific and achievable targets and action points. Use of teaching methods to instil determination and encourage constant involvement in lessons. Assessment processes are planned so that students build in confidence and aren't daunted by exam questions/tests as they go up the school. Emotional resilience – we tackle difficult topics in lessons and will not avoid them. <p>Respectful</p> <ul style="list-style-type: none"> Our curriculum is set and delivered to ensure our students have respect for other people's beliefs and opinions and to tackle prejudice and discrimination. Our classrooms are run on the basis of mutual respect between the teachers and the students. 		

	<p>Effective communicators</p> <ul style="list-style-type: none"> • Most lessons involve open and evaluative discussion. • Active learning – a variety of teaching methods to encourage collaborative learning. <p>Knowledgeable</p> <ul style="list-style-type: none"> • Units of work are planned to build layers of knowledge and always retrieve previous knowledge. • Homework is always based on revision to help build strong layers of knowledge. <p>Skilled and able to transfer these skills</p> <ul style="list-style-type: none"> • KS3 assessments created to develop important RPE literacy skills. • Most lessons involve open and evaluative discussion – this is then used in evaluative written pieces. 		
Connection to future learning (When is this developed / revisited)?	<p>The conceptual pegs will be revisited in every RPE lesson.</p> <p>Forgiveness and retribution – key theme in a number of GCSE topics.</p> <p>Christianity will be revisited throughout years 9, 10 and 11.</p> <p>The themes of discrimination and inequality run through the whole of year 8.</p>	<p>The conceptual pegs will be revisited in every RPE lesson.</p> <p>The themes of discrimination and inequality run through the whole of year 8.</p> <p>Continue to explore Hinduism and Sikhism into year 8 term 3.</p>	<p>The conceptual pegs will be revisited in every RPE lesson.</p> <p>Gender discrimination explored in year 11 GCSE topic 'Relationships and Families'.</p>