R.E. Year 8	**Curriculum intent:** Year 8 moves beyond understanding beliefs to examining how those beliefs are lived and expressed in contemporary society. Students investigate how religious and non-religious worldviews shape identity, values, behaviour and responses to modern challenges within Britain today. Year 8 is the "Application" year, focusing on living religions and how beliefs influence daily life. By the end of Year 8, students will understand how religious beliefs influence identity, behaviour and decision-making in contemporary society. They will be able to explain how Muslims, Sikhs and Christians put beliefs into practice, compare religious and non-religious perspectives, and evaluate responses to moral and philosophical questions. This year is focusing on the application of belief in real-life contexts and modern Britain.				
Units	**Unit 1: What is good and what is challenging about being a Muslim teenager in Britain today?**	**Unit 2: How are Sikh teachings on equality and service put into practice today?**	**Unit 3: Why do Christians believe Jesus was God on Earth?**	**Unit 4: Why are people good and bad?**	**Unit 5: What do people do when life gets hard?**
Interleaving	Revisits identity and worldview from Year 7. Builds on understanding of religious belief and practice. Links to equality and prejudice explored later in Year 8. Supports Year 9 studies of ethics and life after death.	Revisits community and responsibility from Year 7. Builds on previous discussions of identity. Links to Christian stewardship and prophetic action from Year 7. Supports Year 9 studies of morality and social responsibility.	Revisits Trinity from Year 7. Reinforces understanding of Christian beliefs about God. Prepares students for Year 9 discussions of suffering and salvation.	Revisits morality from Year 7 units. Links to Islamic and Sikh ethical teachings. Prepares students for Year 9 ethics and suffering units.	Draws together learning from all previous Year 8 units. Revisits worldview, identity and morality. Directly prepares students for Year 9 study of suffering, happiness and life after death.
Knowledge	The meaning of Iman, Ibadah and Akhlaq Muslim beliefs and identity The Five Pillars in daily life Challenges facing Muslims in Britain Islamophobia and misconceptions Diversity within Islam	Sikh beliefs about God The teachings of the Gurus Equality in Sikhism Seva (selfless service) The Gurdwara and Langar Sikh identity in modern Britain	Meaning of Incarnation Jesus as fully God and fully human Biblical evidence Christian beliefs about salvation Influence on Christian worship and practice	The Fall narrative Christian beliefs about sin Human nature Moral decision-making Religious and non-religious explanations of behaviour	Sources of wisdom Prayer and meditation Sacred texts Community support Resilience and coping strategies Religious and non-religious responses to suffering
Understanding	Students understand that Islamic beliefs influence many aspects of a Muslim's identity, choices and daily life. They explore both the opportunities and challenges faced by Muslim teenagers living in modern Britain.	Students understand that Sikh teachings promote equality, community service and justice, and that these beliefs continue to shape Sikh lives and communities today.	Students understand that Christians believe Jesus was God incarnate and that this belief is central to Christian teachings about salvation, God's nature and humanity.	Students understand that different religious and non-religious worldviews offer varying explanations for human behaviour, morality and the existence of good and evil.	Students understand that religious and non-religious people draw upon different sources of wisdom, guidance and support when facing challenges and adversity.
Skills	Knowledge and Understanding Explanation Use of Sources of Authority Analysis and Interpretation Evaluation Written Communication	Knowledge and Understanding Explanation Use of Sources of Authority Analysis and Interpretation Evaluation Written Communication			
Assessment	Assessment will be carried out during every lesson through a range of formative and summative assessments.				