

# Curriculum Summary Document

## Year 8 – Religious Education

### *Belief, Identity and Human Experience*

Module/Unit of Learning	Taught During	What will students learn?	How does this help to build a broad and strong foundation?	Links to other Subjects
<b>Hinduism:</b> Why is reincarnation important for Hindus?	Autumn Term 1	Students explore Hindu beliefs in atman, samsara, karma and moksha. They examine how these concepts shape understandings of life, death, duty and liberation. Students consider how belief in reincarnation influences ethical decision-making and attitudes toward others.	Introduces conceptual thinking about the self, actions and consequences. Builds disciplinary habits of explaining beliefs through key concepts and vocabulary, preparing students for comparative theological reasoning later in KS3.	Oracy: developing precise spoken explanation  PSHE: exploring purpose, responsibility and relationships
<b>Sikhism:</b> What are the central Sikh beliefs?	Autumn Term 2	Students study Sikh beliefs including Ik Onkar, the Guru Granth Sahib, equality, seva and the importance of the Khalsa. They examine how belief shapes identity and community belonging.	Develops understanding of belief as a framework for values and identity. Strengthens progression into study of practice and lived religion, supporting interpretive analysis of how belief informs action.	Oracy: developing precise spoken explanation  History: the development of Sikhism in Punjab
<b>Sikhism:</b> How do Sikh practices help in the 21st Century?	Spring Term 1	Students examine how key Sikh practices—such as langar, kirtan, seva and the Five Ks—support community and wellbeing. They evaluate how these practices respond to contemporary social challenges.	Strengthens understanding of belief-as-practice and community responsibility. Introduces evaluative reasoning around the relevance of religious tradition in modern contexts.	Oracy: developing precise spoken explanation  Food Technology: langar and shared meals
<b>Buddhism:</b> What do Buddhists believe?	Spring Term 2	Students study foundational Buddhist beliefs including the Four Noble Truths, the Eightfold Path and the concept of dukkha. They explore how Buddhist teachings guide reflection and ethical living.	Develops conceptual understanding of philosophical responses to suffering. Builds reasoning skills and discipline-specific vocabulary needed for comparative ethics and worldview analysis.	Oracy: developing precise spoken explanation  PSHE: wellbeing, mindfulness and personal reflection
<b>Buddhism:</b> How can Buddhist beliefs support people in the 21st Century?	Summer Term	Students consider how meditation, mindfulness and compassion-based ethics are applied in contemporary contexts. They evaluate how Buddhist teachings are adapted and interpreted today.	Strengthens evaluative reasoning about the relationship between tradition and adaptation. Prepares students for KS4 by practicing structured explanations and use of evidence.	Oracy: developing precise spoken explanation  Health and Wellbeing: stress, balance and resilience