Year 8 Religious Education Curriculum Map

8 Term	Autumn Term1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	**Creation and Covenant**	**Prophecy and Promise**	**Galilee to Jerusalem**	**Dester to Garden**	**To the Ends of the Earth**	**Dialogue and Encounter**
Focus	Students return to the beginning of salvation history, focusing on the human condition and the figurative meaning of the Fall in Genesis 3 as a reflection on flawed human nature. This is connected to the importance of the moral law as a call to covenant fidelity with God and others. The unit emphasizes the role of the Decalogue in God's covenant with Israel.	Building on the study of sin and its effects, this unit explores the role of prophets in calling people back to covenant fidelity, especially during Advent. Students examine prophetic texts, messianic prophecies, and Advent liturgies and cultural practices worldwide. They also conduct a detailed study of one prophetic text, such as Amos, to identify the prophetic pattern.	Students study the ministry of Jesus as the fulfilment of messianic prophecies, focusing on his proclamation of God's kingdom through actions, parables, and miracles. This unit revisits Marcan themes, building on previous learning about St Mark's titles for Jesus. It emphasizes Jesus as prophet, priest, and king.	In the last unit, students looked at Christ's encounters with sinners, the sick, and those who suffer on the margins of society. In this unit, we ask the deeper question about the meaning of human suffering and confront the mystery of suffering: if God loves us, why does he allow us to suffer? This question can only be answered by a Christian in light of Jesus' own suffering and death.	The final unit addresses God's ultimate answer to suffering: the promise that love will overcome all pain, death will be defeated, and humanity will see God face to face. It focuses on hope and eternal life as central to Christian belief.	Students learn that principles of dialogue and proclamation in the Catholic Church were established during Vatican II and realized in its documents. They then explore the religion of Hinduism.
Overview	• The Fall • Sin • God's commands • The reason for rules • Conscience • The Sacrament of Baptism • Two of the following three: an ethical, artistic, or lived	• Prophetic texts • Jeremiah • The call to repentance • Care for the poor • External religion • Warnings and promises • Parables and images • The faithful few	• Reading scripture • The Kingdom of God • Who Jesus encountered • Jesus' treatment of the marginalised • Jesus, gentiles, and women • Parables • Eschatology	• Why do we suffer? • The meaning of suffering • Jesus the suffering servant • Why did God allow Jesus to suffer? • Lent • The Easter Triduum	• The Resurrection • The empty tomb • The disciples' reaction • The central truth of the Christian faith • The soul • The end of human life • Baptism	• The Second Vatican Council • Ecclesiam Suam • The oneness of the Catholic Church • The Ukrainian Greek Catholic Church • Hinduism: Key Beliefs • Hinduism: Deities

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	religion example linked to the above topics.	• God as judge of all nations • John the Baptist • The role of lay people • Advent and prophecy • Two of the following three: an ethical, artistic, or lived religion example linked to the above topics.	• Miracles • Entering the Kingdom • Anointing of the Sick • Two of the following three: an ethical, artistic, or lived religion example linked to the above topics.	• The Sacrament of Reconciliation • Two of the following three: an ethical, artistic, or lived religion example linked to the above topics.	• Catholic funeral rites • Two of the following three: an ethical, artistic, or lived religion example linked to the above topics.	• Hinduism: The Vedas and the Bhagavad Gita • Hinduism: Reincarnation and Samsara • Hinduism: Rituals and practices
Skills	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making

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Link to GCSE	Catholic Christianity: Creation, Incarnation, Redemption	Catholic Christianity: Redemption, Church and Kingdom of God, Eschatology	Catholic Christianity: Incarnation, Triune God, Redemption, Church and Kingdom of God	Catholic Christianity: Creation, Incarnation, Triune God, Redemption, Church and Kingdom of God, Eschatology	Catholic Christianity: Creation, Incarnation, Triune God, Redemption, Church and Kingdom of God, Eschatology	Catholic Christianity: Church and Kingdom of God
Link to A Level	Philosophy of Religion Religion and Ethics	New Testament Studies Religion and Ethics	New Testament Studies Religion and Ethics	New Testament Studies Philosophy of Religion Religion and Ethics	New Testament Studies Philosophy of Religion	New Testament Studies
Assessment	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.
PSHE curriculum British Values RC Ethos / **Catholic Social Teaching / Loreto Values**	Tolerance Respect Individual liberty . CST: Human Dignity and Rights & Responsibilities - understanding conscience, moral law and the responsibility to live faithfully in covenant with God and others. Loreto Value: Sincerity and Freedom.	Tolerance Respect Individual liberty CST: Preferential Option for the Poor - examining the prophets' call to justice, care for the vulnerable and faithfulness to God. Loreto Value: Justice and Truth.	Tolerance Respect Individual liberty CST: Human Dignity and Solidarity - Jesus' inclusion of the marginalised, women, Gentiles and the sick as models of compassionate service. Loreto Value: Freedom, Justice and Sincerity.	Tolerance Respect Individual liberty CST: Human Dignity and Solidarity - reflecting on suffering, reconciliation, forgiveness and accompanying those who experience hardship. Loreto Value: Sincerity and Truth.	Tolerance Respect Individual liberty CST: Hope, Human Dignity and the Common Good - recognising the value of every person and Christian hope in eternal life. Loreto Value: Freedom.	Tolerance Respect Individual liberty CST: Solidarity and Promotion of Peace - developing understanding and respect through dialogue with people of different faith traditions, particularly Hinduism. Loreto Value: Justice and Freedom.
Employability skills	• Problem-solving • Decision making	• Problem-solving • Decision making	• Problem-solving • Decision making	• Problem-solving • Decision making	• Problem-solving • Decision making	• Problem-solving • Decision making

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	• Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use • Following instructions	• Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use • Following instructions	• Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use • Following instructions	• Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use • Following instructions	• Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use • Following instructions	• Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use • Following instructions