



Year 8 Covenant

Learning about this topic is important because you will explore the concept of covenant and why it is central to Jewish belief and identity. Through key stories from the Hebrew Bible, you will investigate how God's relationship with the Jewish people developed through figures such as Adam and Eve, Abraham, Joseph and Moses. You will also learn about Passover and why remembering the Exodus remains important for Jewish communities today

This builds on: Key Stage two world religions, Y7 Religion and World views

This leads to: Further study of Judaism, Christianity, covenant theology, religious identity and the influence of sacred texts on believers' lives.

We will learn:

- What a covenant is and why covenants are important in Judaism.
- The story of Adam and Eve and its significance for Jewish beliefs about humanity and responsibility.
- How Abraham's covenant with God became a foundation of Jewish identity.
- How Joseph demonstrated faith and trust during difficult circumstances.
- How Moses led the Israelites out of Egypt and received God's law.
- Why Passover is celebrated and how it helps Jews remember freedom, identity and God's faithfulness.

We will develop/practise skills including:

- Explaining key Jewish beliefs, teachings and stories (Theology).
- Interpreting religious texts and considering their meaning for believers.
- Investigating how beliefs influence religious identity and practice (Human & Social Sciences).
- Making connections between historical events, religious traditions and contemporary practices.
- Exploring philosophical questions about trust, obedience, freedom and responsibility (Philosophy).
- Reflecting on the importance of promises, commitment and belonging (Personal Knowledge).

Some of the vocabulary that we will use includes:

Covenant, Genesis, creation, Abraham, promise, descendants, faith, Joseph, forgiveness, Moses, Exodus, Pharaoh, Passover, freedom, slavery, Torah,

You could learn more about this topic by:

Reading:

Judaism by Anita Ganeri, The Story of the Jews by Stan Mack, The Lion Children's Bible Watch

BBC Bitesize: Abraham and the Covenant, BBC Teach: Moses and the Exodus

BBC Bitesize: Passover



Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and providing feedback in a variety of ways. Assessment will include knowledge retrieval quizzes and short knowledge tests with multiple-choice, outline and recall questions, as well as longer responses that require explanation and development. You will analyse religious stories and sacred texts, make connections between beliefs and practices, and take part in class discussions about themes such as trust, freedom and responsibility. Evaluation questions will require you to respond to a stimulus quote or piece of research, using evidence to support and justify your judgements.



Year 8- What influences a Christian way of life?



Learning about this topic is important because you will explore how Christian beliefs influence the way Christians live their lives today. You will investigate the teachings of Jesus, examine the lives of Christians who have made a difference in the world, and consider how faith can shape values, relationships and everyday choices. You will also explore how Christian beliefs inspire acts of service, compassion and social action in contemporary society.

This builds on: Key Stage two world religions, Y7 Religion and World views and Year 8 covenant

This leads to: Further study of Christian ethics, social justice, moral decision-making and the role of religion in society.

We will learn:

- What it means to live as a Christian.
- How Christian role models have been inspired by their faith to change the world.
- How Christian values influence everyday choices and behaviour.
- The meaning and importance of the Golden Rule and Jesus' command to love your neighbour.
- What Christians learn from the Parable of the Sheep and the Goats.
- How Christianity continues to make a difference in communities and society today.

We will develop/practise skills including:

- Explaining Christian beliefs, teachings and values (Theology).
- Investigating how beliefs influence the actions of individuals and communities (Human & Social Sciences).
- Interpreting biblical teachings and considering their meaning for Christians today.
- Exploring ethical questions about kindness, justice, responsibility and service (Philosophy).
- Making connections between religious beliefs and real-life actions.
- Reflecting on personal values and the qualities needed to make a positive difference (Personal Knowledge).

Some of the vocabulary that we will use includes:

Christianity, disciple, faith, values, compassion, justice, service, neighbour, Golden Rule, parable, , forgiveness, stewardship, social action, community.

You could learn more about this topic by:

- Reading: *The Story of Christianity* by Tim Dowley
- *Who Was Martin Luther King Jr.?* by Bonnie Bader
- *The Lion Handbook to the Bible* (selected passages)

Watching: BBC Bitesize: Christian Beliefs and Practices

- BBC Teach: Martin Luther King Jr.
- BBC Teach: Christian Aid and Christian Charities
- Bible Project: The Teachings of Jesus



Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and providing feedback in a variety of ways. Assessment will include knowledge retrieval quizzes and short knowledge tests with multiple-choice, outline and recall questions, as well as longer responses that require explanation and development. You will analyse biblical teachings and case studies of Christian role models, make connections between beliefs and actions, and take part in class discussions about values, justice and helping others. Evaluation questions will require you to respond to a stimulus quote or piece of research, using evidence to support and justify your judgements.



Year 8- What do Christians believe about Jesus?



Learning about this topic is important because you will explore Christian beliefs about the identity and significance of Jesus. You will investigate why Christians believe Jesus is central to their faith, examine key beliefs about salvation, the Trinity and the future, and consider why Christians and others sometimes interpret Jesus in different ways. You will also explore how Jesus is understood and represented in different cultures around the world

This builds on: Key Stage two world religions, Y7 Religion and World views and Year 8 Covenant and Christian way of Living

This leads to: Further study of Christianity, theological interpretation, religious diversity and debates about belief and identity.

We will learn:

- Who Christians believe Jesus is and why he is important.
- Christian beliefs about salvation and the role of Jesus in bringing people closer to God.
- Christian beliefs about the future, including eternal life and hope.
- How Christians understand Jesus as both fully human and fully divine.
- The meaning of the Trinity and why it is important in Christianity.
- Why there are different interpretations of Jesus within Christianity and beyond.
- How Jesus is understood and represented in different cultures around the world.

Some of the vocabulary that we will use includes:

Jesus, Messiah, Christ, Son of God, incarnation, salvation, resurrection, Trinity, Father, Son, Holy Spirit, divine, human, eternal life, interpretation, theology, discipleship, redemption.

We will develop/practise skills including:

- Explaining key Christian beliefs about Jesus (Theology).
- Interpreting biblical texts and Christian teachings.
- Exploring different theological interpretations and viewpoints.
- Comparing similarities and differences within Christian beliefs and practices.
- Investigating how beliefs influence individuals and communities (Human & Social Sciences).
- Exploring philosophical questions about identity, truth and the nature of God (Philosophy).
- Reflecting on how beliefs shape people's understanding of the world (Personal Knowledge).

You could learn more about this topic by:

- Reading: *The Story of Christianity* by Tim Dowley
- *Christianity: A Very Short Introduction* by Linda Woodhead
- *The Lion Handbook to the Bible* (selected sections on Jesus)
- **Watch** - BBC Bitesize: Christian Beliefs About Jesus
- BBC Teach: The Trinity
- Bible Project: Messiah and Gospel Overview Videos
- BBC Teach: Christianity Around the World



Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and providing feedback in a variety of ways. Assessment will include knowledge retrieval quizzes and short knowledge tests with multiple-choice, outline and recall questions, as well as longer responses that require explanation and development. You will analyse biblical texts and Christian teachings, compare different interpretations of Jesus, and take part in class discussions about belief, identity and the nature of God. Evaluation questions will require you to respond to a stimulus quote or piece of research, using evidence to support and justify your judgements.



Year 8- Are scientific and Christian worldviews compatible?



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Learning about this topic is important because you will explore the relationship between science and religion and investigate whether scientific and Christian worldviews can work together. You will examine different Christian interpretations of creation, consider questions about miracles and healing, and explore how some people combine religious faith with scientific understanding. This unit will help you develop critical thinking skills and engage with important questions about evidence, belief and truth.

This builds on: Key Stage two world religions, Y7 Religion and World views and Year 8 Covenant and Christian way of Living, Jesus

This leads to: Further study of religion and science, ethics, philosophy of religion, and debates about belief and evidence.

We will learn:

- How Christians interpret the creation accounts in Genesis in different ways.
- The relationship between scientific explanations and Christian beliefs about creation.
- What Christians believe about miracles and healing.
- How modern medicine and religious beliefs can work alongside one another.
- Whether it is possible to be both a scientist and a Christian.
- Different viewpoints on the compatibility of science and religion.

We will develop/practise skills including:

- Explaining Christian beliefs and different interpretations of religious texts (Theology).
- Investigating how beliefs influence people's understanding of the world (Human & Social Sciences).
- Comparing scientific and religious explanations for important questions.
- Analysing evidence and evaluating different viewpoints.
- Exploring philosophical questions about truth, knowledge, belief and evidence (Philosophy).
- Constructing balanced arguments and supported judgements.
- Reflecting on how worldviews shape people's understanding of life and the universe (Personal Knowledge).

Some of the vocabulary that we will use includes:

Genesis, interpretation, literal, symbolic, evolution, Big Bang, miracle, healing, faith, evidence, science, religion, compatibility, conflict, stewardship, scientist, belief.

You could learn more about this topic by:

Reading

Can You Believe It? by John and Keri Wyatt, *The Religions Book* (DK Publishing), *Science and Christianity: The Big Questions* by John Polkinghorne, *A Little History of Science* by William Bynum, *Christianity: A Very Short Introduction* by Linda Woodhead

Watch

- BBC Bitesize: Creation and Science
- BBC Teach: Christian Beliefs About Creation
- BBC Ideas: Science and Religion
- Faraday Institute videos on Science and Faith



Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and providing feedback in a variety of ways. Assessment will include knowledge retrieval quizzes and short knowledge tests with multiple-choice, outline and recall questions, as well as longer responses that require explanation and development. You will analyse religious and scientific viewpoints, compare different interpretations of creation and miracles, and take part in class discussions about belief, evidence and truth. Evaluation questions will require you to respond to a stimulus quote or piece of research, using evidence to support and justify your judgements.



Year 8- nonreligious world views with focus on Humanism



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Learning about this topic is important because you will explore Humanism as a non-religious worldview and investigate how Humanists find meaning, purpose and guidance without belief in God. You will examine Humanist ideas about responsibility, equality and social action, and consider how non-religious people mark important life events. This unit will help you understand the diversity of beliefs and values found in modern society and encourage respectful dialogue between different worldviews.

This builds on: Key Stage two world religions, Y7 Religion and World views and Year 8 Covenant and Christian way of Living, Jesus

This leads to: Further study of ethics, philosophy, citizenship, human rights, and debates about morality, identity and meaning.

We will learn:

- What Humanism is and the key beliefs held by Humanists.
- What Humanists believe about life, responsibility and making ethical choices.
- How Humanist values influence views on equality, fairness and social justice.
- How Humanists contribute to society through social action and public life.
- How important life events can be celebrated without religion.
- Similarities and differences between religious and non-religious worldviews.

We will develop/practise skills including:

- Explaining Humanist beliefs, values and practices (Human & Social Sciences).
- Comparing religious and non-religious worldviews.
- Investigating how beliefs influence individual behaviour and society.
- Exploring philosophical questions about meaning, morality and responsibility (Philosophy).
- Analysing different viewpoints and evaluating arguments.
- Reflecting on personal values, identity and sources of meaning (Personal Knowledge).
- Engaging respectfully with diverse beliefs and perspectives.

Some of the vocabulary that we will use includes:

Humanism, worldview, atheist, agnostic, ethics, morality, responsibility, reason, evidence, equality, human rights, social justice, Humanists UK, naming ceremony, marriage, funeral, celebration, secular.

You could learn more about this topic by:

Reading: *The Little Book of Humanism* by Alice Roberts and Andrew Copson

- *What Is Humanism? How Do You Live Without a God?* by Michael Rosen and Annemarie Young
- *Humanism: A Very Short Introduction* by Stephen Law
- *The Religions Book* (DK Publishing)
- *Being Good: A Short Introduction to Ethics* by Simon Blackburn

Watch

- BBC Bitesize: Humanism, BBC Teach: Humanist Beliefs and Values, Humanists UK Education Videos, BBC Ideas: What Makes a Good Life?
- BBC Teach: Religious and Non-Religious Worldviews



Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and providing feedback in a variety of ways. Assessment will include knowledge retrieval quizzes and short knowledge tests with multiple-choice, outline and recall questions, as well as longer responses that require explanation and development. You will analyse Humanist beliefs and values, compare religious and non-religious worldviews, and take part in class discussions about morality, responsibility and the meaning of life. Evaluation questions will require you to respond to a stimulus quote or piece of research, using evidence to support and justify your judgements.



Year 8- Non-religious world views with focus on Humanism



West Kirby
Grammar School

Learning about this topic is important because you will explore how Islamic beliefs and teachings influence the daily lives of Muslims around the world. You will investigate the importance of worship, character and purpose, examine Islamic teachings about morality and compassion, and consider how Muslims respond to questions about suffering, responsibility and the afterlife. This unit will help you understand how faith shapes identity, behaviour and community life.

This builds on: Key Stage two world religions, Y7 Religion and World views and Year 8 Covenant and Christian way of Living, Jesus

This leads to: Further study of Islam, religious ethics, social responsibility, and the role of religion in contemporary society.

We will learn:

- How Muslims aim to live according to Islamic teachings and values.
- The importance of character, worship and purpose in Islam.
- How Islamic teachings influence moral choices and responsibilities.
- Why compassion, generosity and caring for others are important in Islam.
- The importance of knowledge, wellbeing and serving the community.
- Muslim beliefs about the afterlife, judgement and responding to suffering.

We will develop/practise skills including:

- Explaining key Islamic beliefs, teachings and practices (Theology).
- Investigating how beliefs influence individual behaviour and community life (Human & Social Sciences).
- Interpreting religious teachings and considering their impact on daily life.
- Exploring philosophical questions about purpose, morality, suffering and justice (Philosophy).
- Making connections between beliefs, values and actions.
- Comparing different responses to ethical and religious issues.
- Reflecting on personal values, responsibilities and sources of meaning (Personal Knowledge).

Some of the vocabulary that we will use includes:

Islam, Muslim, Allah, Qur'an, worship, ibadah, character, morality, compassion, responsibility, charity (Zakah), community (Ummah), knowledge, wellbeing, suffering, afterlife, judgement, Akhirah, accountability, purpose.

You could learn more about this topic by:

Reading:

Becoming Kareem: Growing Up On and Off the Court - Kareem Abdul-Jabbar
Laughing All the Way to the Mosque: The Misadventures of a Muslim Woman - Zarqa Nawaz
Boy Vs Girl - Nai'ma B Robert



Your teacher will assess your knowledge and understanding throughout the topic by looking at your work, questioning, discussion and providing feedback in a variety of ways. Assessment will include knowledge retrieval quizzes and short knowledge tests with multiple-choice, outline and recall questions, as well as longer responses that require explanation and development. You will analyse Islamic teachings and sources of authority, make connections between beliefs and ways of living, and take part in class discussions about morality, responsibility, suffering and the purpose of life. Evaluation questions will require you to respond to a stimulus quote or piece of research, using evidence to support and justify your judgements.