



This curriculum is for Year 8 students 2025-2026 only. This mirrors the new units of study introduced into the Year 7 curriculum to ensure all students have experienced a broad curriculum by the end of Year 9.

Year 8 Curriculum intent

To equip students to be able to articulate, evaluate, challenge and form their own core beliefs about key concepts that form a person's attitude and worldview toward moral issues that will impact their future choices.

Year 8 Curriculum Overview

Topic 1

What is Judaism?

Topic 2

What is Christianity?

Topic 3

What is Islam?

Key Question

What is Judaism?

What is Christianity?

What is Islam?

Key Vocabulary

- Abraham
- Covenant
- Moses
- Mitzvot
- Synagogue
- Shabbat
- Orthodox
- Reform

- Messiah
- Prophecy
- Social Hierarchy
- Gentile
- The death penalty
- Treason
- Crucifixion
- The Resurrection
- Pentecost
- Disciple

- Allah
- Qur'an
- Prophet Muhammad
- Five Pillars of Silam
- Shahadah
- Salah
- Zakah
- Sawm
- Hajj

	The knowledge you will need to recall:	How you will apply this knowledge:	This links to:
1	1. Monotheism and polytheism 2. The foundations of Judaism through the Abrahamic and Mosaic covenants. 3. How the 613 mitzvot guide Jewish life. 4. How Jews observe Shabbat. 5. Pesach and influences upon Jewish life today.	1. Students will examine varying worldviews, and the concept of monotheism and polytheism, as well as reflecting on their own worldview in relation to this. 2. Recall of subject specific terminology associated with the origins of Judaism and its development into the contemporary world. 3. Be to explain and evaluate Jewish beliefs and their importance within the context of Judaism's development.	This unit will give students foundational knowledge of Judaism to support later study of Christianity. In addition, it will cover key themes of religious belief, which will be revisited when studying other religions such as Christianity, Islam and Hinduism.
2	1. Students will learn why Jesus was believed to be the Messiah and how his teachings related to Jewish law. 2. Students will learn about the crucifixion and resurrection of Jesus and why these events are central to Christian belief. 3. Students will learn what happened at Pentecost and its importance for the early Church. 4. Students will learn what the disciples did after Jesus' resurrection and what happened to them as Christianity spread.	1. Students will be able to explain why Jesus was believed to be the Messiah and use this knowledge as evidence in a debate. 2. Students will be able to apply knowledge of the crucifixion, resurrection, and Pentecost to explain the actions and beliefs of the disciples. 3. Students will be able to use historical and religious knowledge to explain what the disciples did and why they were seen as a threat by authorities. 4. Students will apply their learning in a court case debate to evaluate whether Jesus' disciples should have received the death penalty, using reasoned arguments and evidence.	This unit gives students core knowledge about the origins of Christianity, which will be revisited in later units on Christian beliefs and practices. It also provides foundational knowledge for the Year 7 History curriculum, which explores the development of the early Church and the growth of the papacy.
3	1. Students will explore key beliefs in Islam, including belief in Allah, the Qur'an, and Prophet Muhammad. 2. Students will examine the Five Pillars of Islam and understand why they are central to Muslim faith and daily life. 3. Students will investigate key Islamic practices such as prayer (Salah), fasting (Sawm), charity (Zakah), and pilgrimage (Hajj). 4. Students will consider how Islamic beliefs and practices influence behaviour, choices, and Muslim worldviews.	1. Students will be able to explain key Islamic beliefs about Allah, the Qur'an, and Prophet Muhammad using correct religious vocabulary. 2. Students will be able to describe and apply knowledge of the Five Pillars of Islam to explain Muslim practices in everyday life. 3. Students will be able to explain why practices such as Salah, Sawm, Zakah, and Hajj are important to Muslims. 4. Students will be able to reflect on how Islamic beliefs and practices influence behaviour and shape Muslim worldviews.	This unit allows students to study another religion. Through the study of Islam, they will be able to compare the origins of Christianity and Judaism, and examine the similarities and differences in how these religions are practised in the modern world.