Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class **8- Navigator Curriculum** - *RS/2 Lessons weekly*

Year	2026 – 2027 Autumn 1 Unit 1	2026 – 2027 Autumn 2 Unit 2	2026 – 2027 Spring 1 Unit 3	2026 – 2027 Spring 2 Unit 4	2026 – 2027 Summer 1 Unit 5	2026 – 2027 Summer 2 Unit 6
Year 8	Topic: **Hinduism & Buddhism Introduction.** **Being merciful and Forgiving** **Key Questions:** **Key skills and knowledge:** **Hinduism & Buddhism Introduction.** 1.Identify key beliefs and practices of Hinduism and take part in a presentation on one specialist topic to teach classmates about Hinduism in greater depth. Describe in detail key beliefs and practices of Hinduism, including the origin of these and present one specialist topic in detail to the class,	Topic: **Introduction to Islam.** **Living by rules. Remembering roots.** **Key Questions:** **Key skills and knowledge:** **Introduction to Islam.** 1.Identify facts about Islam and transfer them onto your marketplace wheel. Describe through labelled illustrations new facts about Islam and teach others new information you have learned. Correct misconceptions about Islam, use at least 5 new key words to explain what the day in the life of a religious Islamic teenager would be like. (Muslims in the	Topic: **An Introduction to Judaism.** **Being loyal and steadfast.** **Key Questions:** **Key skills and knowledge:** **An Introduction to Judaism.** 1.Describe visually what some key words about Judaism mean. Explain why these key elements are important in Judaism. Create a diary entry using keywords clearly, appropriately and in context. **THE TORAH** 2.Explain why interpreting the Torah and Tanakh requires much study and learning.	Topic: **Religion, Peace and Conflict.** **Being hopeful and visionary** **Key Questions:** **Key skills and knowledge:** **Religion, Peace and Conflict.** **PEACE AND CONFLICT IN ISLAM** 1.Identify quotations from Islamic and non-Islamic sources which support ideas about peace and conflict. Describe what we can learn from Islamic and non-Islamic sources about peace and conflict and the differing attitudes held by Muslims.	Topic: **Religion and Philosophy.** **Being imaginative and explorative. Appreciating beauty.** **Key Questions:** **Key skills and knowledge:** **Religion and Philosophy.** **GOD AND THE DEVIL** 1.Communicate your ideas and opinions clearly, showing understanding of religious key terms. Demonstrate sound knowledge of the arguments for being able to explain their meaning in some detail using religious keywords. As above, being critical in your analysis of all the	Topic: Religion and the Afterlife. **Expressing joy.** **Key Questions:** **Key skills and knowledge:** Religion and the Afterlife. **LIFE AFTER DEATH** 1.Put reasons for and against belief in afterlife into different categories and explain why they fit into them. Create your own categories for new reasons. Explain how logic dictates extra dimensions may exist. **WHAT IS THE SOUL?** 2.Describe the idea of a soul in simple terms. Describe what Christians and Muslims

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	using new key terminology correctly. Explain, using new terminology in the correct context, the origins, beliefs and practices of the Hindu religion. Help lead a detailed and in depth presentation to classmates on one key area and make comparisons and links with other religions. **HINDU HOLY TEXTS** 2.Identify the role of the Rig Veda in Hinduism, what it consists of and how it is used by Hindus. Describe how the Rig Veda is used by believers and compare it to one other holy text we have studied. Explain in detail the ways the Rig Veda is different and is similar to at least one other holy text we have studied. Explain its usefulness and sacredness to believers. **POLYTHEISM**	group will check these and correct misconceptions). **THE FIVE PILLARS OF ISLAM** 2.Identify the meaning of the Five Pillars correctly. Describe how the Pillars encourage Muslims to be charitable. Describe three reasons in reference to the Qur'an in your answers and order the Pillars in importance – justifying your ideas. Explain using quotes from the Qur'an to back up your reasoning about why Muslims should care for those less fortunate. **THE QUR'AN** 3.Explain why interpreting the Qur'an is difficult Interpret Qur'an quotes correctly, explaining their meaning and why it could cause problems. Create a PEE (point, evidence, explanation)	Interpret quotes from the Torah correctly, explaining their meanings. Create a PEE paragraph detailing why modern Jews can face challenges interpreting the Torah in a modern western context. **ABRAHAM AND ISAAC** 3.Describe Abraham's life story. Explain what Abraham and Sarah may have been thinking. Analyse God's motives Evaluate the importance of Abraham's story. **JERUSALEM** 4.Identify reasons for why Jerusalem is important to Jews and colour code them according to three different categories. Explain why you have decided to put the reasons why Jerusalem is important to Jews into these particular categories.	Explain in detail whether using quotations from holy texts is the best way to argue that a religion is peaceful or not. **PEACE AND CONFLICT IN CHRISTIANITY** **2.**Identify quotations from Christian and non-Christian sources which support ideas about peace and conflict. Describe what we can learn from Christian and non-Christian sources about peace and conflict and the differing attitudes held by Christians. Explain in detail whether you think Christianity has changed to be a more peaceful religion over time or not. **CRUSADES** **3.**Explain the meaning of Jihad, Crusade, holy and IS. Explain through a newspaper article why people are worried about IS but	arguments for why bad things happen if God exists and using religious keywords. **SUFFERING** 2.Describe religious and philosophical ideas for why we suffer. Analyse the strengths and limitations arguments about why we suffer. Evaluate which sections of society particular arguments would be strongest or weakest with. **PLATO'S CAVE** 3.Explain what Plato meant about the men in the cave and how they saw the world. Correctly identify Platonic or materialist ideas. Explain why it's hard to prove God exists and correctly match up some Platonic or materialist ideas. Analyse whether you agree with Plato's ideas and explain why or why not. Explain if an idea is Platonic or Materialist.	believe about the soul using key words. : Explain who is most likely to believe in a soul and why and explain three differences and three similarities between Islamic and Christian beliefs. **HEAVEN AND HELL** 3.Create a holiday brochure detailing what you are likely to find in Heaven or Hell. Explain how our different ideas of Heaven can make it hard to imagine as a real place and make your brochure contain at least 3 key words. Analyse whether Heaven could logically exist and make your brochure contain at least 3 key words used in detailed context. **ISLAM, CHRISTIANITY AND DEATH** 4.Describe 5 Islamic and 5 Christian beliefs about the afterlife. Explain the different ways religious beliefs about the afterlife could give comfort, using quotes.

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	3.Identify what makes a religion polytheistic, monotheistic or henotheistic, giving examples. Describe the system of Gods in Hinduism, their qualities and how they are worshipped. Describe what makes them henotheistic. Explain in detail the complexities of the Hindu Gods, how they are worshipped and why there is sometimes confusion about whether Hinduism is polytheistic or not. **BUDDHISM: BELIEFS** 4.Identify the main beliefs of Buddhists and how Buddhists try to follow these beliefs. Describe how Buddhists follow the Eightfold Path OR the Four Noble Truths in detail and how this can make positive improvements to a believer's life. Explain in detail the challenges that believers may face when following these rules and what could	paragraph detailing why we it is difficult to interpret the Qur'an referring to modern political context. **THE HAJJ** 4.Identify what Muslims do whilst on the Hajj Explain why Mecca is such an important place for Muslims Analyse why the Hajj is so significant for Muslims **ISLAM AND DRESS** 5.Identify the different types of Islamic dress, how these are worn, their origins and whether everyone should always be able to dress how they like. Describe in detail the different types of Islamic dress, how these are worn, their origins and why certain garments cause controversy, explaining both sides of an argument about freedom of expression. Explain how religious conservatism and liberalism can affect clothing choice and	Create your own category and then place the reasons in order of importance, explaining in detail your top and bottom choice using keywords. Give a well justified opinion examining Abraham's relevance and links to Islam and Christianity in detail through a GCSE question. **ISRAEL AND PALESTINE** 5.Describe what Jerusalem is like today and origin of the conflict in Israel/Palestine. Explain clearly your own thoughts about whether the UN was right to divide the territory and why the conflict continues today. Analyse whether Jews should have a right to settle on Palestinian land, explaining your ideas clearly. Evaluate whether the conflict could ever be resolved backing up your answer with clear reasoning and arguments on both sides.	how it does not represent true Islam. Consider our modern context and evaluate whether we should still study the Crusades today, linking this to IS. **ANTI SEMITISM** **4.**Correctly identify instances of antisemitism throughout history and in the world today. Identify whether antisemitism also points to wider problems in society. Describe in detail instances of antisemitism in the modern world and throughout history. Explain any political links the instances share and to what extent antisemitism also indicates wider problems in society. Explain what we can learn about levels of antisemitism from different global media sources. Compare and critique contemporary news sources and evaluate what these tell us about wider problems in society and politics.	**BEYOND OUR DIMENSIONS** 4.Describe how we exist in four dimensions. Explain using an example, why it's so hard to imagine any more dimensions. Evaluate the possibility for validity of extra-dimensional theory. **INTRODUCTION TO ETHICS** **5/6.**Identify what we mean when we talk about ethics and identify different ways of classifying ethical actions. Describe different ways of classifying ethics and explain who you agree with most from the philosophers studied today. Explain who you agree with most from the philosophers studied today and why. Accurate classify ethical fallacies, explaining your choices.	Analyse whether both Islam and Christianity overall support the idea of sanctity of life over quality of life. **REINCARNATION** 5.Identify the reasons why different religions believe in reincarnation. Refer to ideas from Sikhism, Buddhism and Hinduism. Compare ideas about reincarnation to ideas about the afterlife from Abrahamic religions. Use religious terminology and quotes from holy texts. Explain in detail the different ways both religious systems account for judgement and punishment using quotations and all today's new key terminology.

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	be gained spiritually and practically from these. **BUDDHIST HOLY TEXTS** 5.Identify the role of the Tripitaka in Buddhism, what it consists of and how it is used by Buddhists. Describe how the Tripitaka can inform Buddhists on how to live well and what makes it such an important text. Explain in detail whether the Tripitaka can be classed as sacred and what Buddhists hope to achieve from studying the texts. **Assessment outcome:** **Pre and post topic assessments.**	analyse why freedom of expression causes controversy. **SIMILARITIES OF THE ABRAHAMIC RELIGIONS** 6.Identify correctly and order chronologically the Bible story of Abraham's life. Describe the more unusual elements of Abraham's life story. Describe Abraham's links with the Torah, the Bible and the Qur'an. Hypothesise ways the religions could work together to promote peace and mutual understanding using the story of Abraham as a reference point. **Assessment outcome:** **Pre and post topic assessments.**	**Assessment outcome:** **Pre and post topic assessments.**	**RELIGIOUS LEADERS AND CONFLICT** 5.Identify different ways that religious leaders can be held responsible and not responsible for religious conflicts. Describe how religious leaders have encouraged conflicts and how those conflicts have played out. Explain why some religious people will follow the ideas of their leaders, even if this means taking part in conflict. **Assessment outcome:** **Pre and post topic assessments.**	**Assessment outcome:** **Pre and post topic assessments.**	**Assessment outcome:** **Pre and post topic assessments.**
Links to Gatsby Benchmark.	**Gatsby Benchmark** 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	**Gatsby Benchmark** 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.	**Gatsby Benchmark** 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are	**Gatsby Benchmark** 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.	**Gatsby Benchmark** 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	**Gatsby Benchmark** 5. Encounters with employers and employees. Students to consider what skills are needed to access the

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