The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	RE
Year Group	Year 8
Intent	*Key questions: What is your vision? Why do they do what they do over the course of study 5-7 years? Fit them in to the frame below:* **Successful and resilient learners**: who understand that they are made in the image and likeness of God called to live their 'lives to the full' and who understand the power of Christ and his values in overcoming adversity **Confident individuals**: who are secure in their understanding of their vocation and God given talents to take their place in the wider world.

	Responsible citizens: who make clear links to our school mission statement, Catholic and British values such as tolerance and mutual respect in particular in respect to peoples of other faiths and none who are aware of moral and life decisions that they make and how to be responsible 'stewards' of God's creation. To put into action and continue the 'Fisher Way' by putting their faith in action.
Narrative	*Learners have developed knowledge of and confidence with knowing that they are made in the image of God and also confidently understood their uniqueness expressed through their God given talents. A focus on Judaism has also built upon prior knowledge making links with Christianity and explicit the Abrahamic religions.* *They will also explore the Christian/Catholic belief in sacramental reality: the ways that Christ is present in our lives. To consider philosophical questions and examine mysteries of the Catholic faith and compare practices with Islamic religious practices concentrating on the meaning and significance of sacrifice through the story of Abraham. Our* **Life to the Full**, will teach Relationship, Sex and Health Education (RSHE) within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church. RSHE is a statutory subject for all schools from September 2020, we are embracing "the challenges of creating a happy and successful adult life" by giving pupils knowledge "that will enable them to make informed decisions about their wellbeing, health and relationships" (DFE Statutory Guidance). This follows on from KS1 and KS2 guidance and prepares learners for KS4. *This will prepare learners to further build on knowledge of a monotheistic religion in securing a deeper knowledge of two world faiths as a requirement for GCSE RS.*

Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	The Mass Parables Abraham and Isaac Sacrifice Lamb of God	Who is God? Advent and Christmas Scientific and Theological Truth Mysteries of faith Revelation Trinity	Pilgrimage Reasons for Pilgrimage Christian places of Pilgrimage Lourdes Hajj Travel and tourism	Relationships and Sex Education Life to the Full Programme Created and Chosen Deepest Identity What do I do with these feelings? Before I Was Born When Relationships	Prophecy What is a Prophet? Old Testament Prophets Modern day Prophets	Islam Origins of Islam Prophet Mohammed The importance of the Quran for Muslims Worship Festivals

				Get Tough Think Before You Share Living in and Unjust World Sacraments of Healing Reconciliation Prodigal Son Anointing of the Sick Lent and Easter		
Key skills	Interpretation of texts, comparison of responses, evaluation of significance of key religious figures and their assessing their impact , decoding symbols.	Interpretation of scripture Decoding Symbolism Bible referencing	Identifying places of pilgrimage in world faiths Analysing activities and their importance Evaluating the significance and importance of pilgrimage	Respectful of themselves and others as persons, appreciation of their bodies characters and gifts, analysis of the views of others, opportunities to offer gratitude to others and to God.	Compare and contrast the message of the Prophets Bible referencing Evaluation of Prophets message and impact Literacy and creative writing	Dramatic interpretations, empathy, compare and contrast key ideas within religion, evaluation of key aspects of ritual and belief.
Cultural capital and careers	The significance of the mass as belonging to a faith community and the importance of religious observance and ritual within a faith and how this impacts behaviour and the origins of these acts within history.	How belief in God impacts behaviour and inspires people to question the nature of and consider the compatibility of Science and Religion with reference to theories such as the Big Bang and historical literature in the book of Genesis and what	How faith and culture impacts on travel and tourism and how world religions have links globally. Historical links with practices and tradition that has been established over centuries. Travel and tourism		Historical literature and the impact this has on faith communities and foundations of moral codes and values of religious teaching across world religions. Scully – radio DJ http://casestudies.reeonline.org.uk/case	History of world faiths, understanding the importance and significance of rites of passage and importance of celebration as an expression of faith through festivals. The value and importance of adhering to faith based observances

	Why do we do RE discussion	we can know by truth.			study/scully-radio-dj/ Social Media	pertaining food and drink consumption.
Assessment	Key word test Extended writing End of unit assessment	Key word test Extended writing End of unit assessment	Key word test End of unit assessment Year 8 exam	Ongoing Q/A	Key word test End of unit assessment	Key word test End of unit assessment