

# Religious Education Year 8 Rationale

## **Composite 1: Are the ideas of science and religion compatible?**

In 'Are the ideas of science and religion compatible?' students will explore a range of cultural creation stories and myths, comparing the Genesis accounts with scientific explanations for the origins of the universe. They will consider whether science and religion can be compatible, examining different interpretations and recognising that many people hold both scientific and religious beliefs. Students also study the philosophical argument for causation and reflect on how beliefs about creation influence the way people treat the world and their environment. Students are encouraged to express their ideas confidently, so they feel they belong in a classroom that values diverse viewpoints, encourages respectful dialogue and celebrates curiosity.

This composite is supported with visuals, storytelling and structured discussion ensuring complex ideas are accessible enabling all students to achieve and thrive. Students are educated and equipped with critical thinking skills to question perspectives, empowered to form their own informed viewpoints and act responsibly in caring for the world around them.

## **Composite 2: Do the teachings of Jesus stand the test of time?**

In 'Do the teachings of Jesus stand the test of time?' students consider what skills and qualities make someone a good leader, examine key events in the life of Jesus, and what we can learn from the person he was. Students explore Jesus' miracles, the incarnation and use Biblical evidence to evaluate whether Jesus did or did not rise from the dead. Students will reflect on why Jesus' life and teachings are important to Christians today.

Students diverse viewpoints are respected ensuring everyone feels they belong and lessons are broken into accessible steps and supported with visuals ensuring that complex ideas are understandable and engaging enabling all students to achieve and thrive.

Students are educated with accurate, balanced information equipped and empowered to apply lessons around leadership, compassion and resilience in the own lives.

## **Composite 3: Death: is death the end? What happens when we die?**

In 'Death: is death the end?' students examine a range of religious and non-religious worldviews, drawing on sacred texts, philosophical and contemporary beliefs about what happens when we die. Students consider whether reincarnation offers convincing evidence for life after death and why many Humanists reject the idea of an afterlife and focus instead on living meaningfully in the present.

Students investigate how funerals and rituals reflect beliefs about life after death and how ideas about what happens after we die can shape the way people choose to live.

Students will reflect on the complex ethical question of euthanasia, what the law currently states and how Christians and Muslims respond to choosing when life should end.

All students will be able to relate to this sensitive topic and so feel they belong with their thoughts, experiences and questions valued and respected. This composite

educates students with balanced viewpoints, equips them with critical thinking skills to consider different perspectives and empowers them to form thoughtful, compassionate and informed responses to one of life's most profound ultimate questions enabling them to achieve and thrive.