















RELIGIOUS STUDIES CURRICULUM MAP





YEAR 8

<p>Autumn Term Part 1: Lesson Content. Life is nasty, brutish and short</p> <p>Hobbes – The state of Nature Hobbes felt that human life was “Nasty, brutish and short”. Hobbes didn’t think that his life in the 1600s was negative like the state of nature. So how do we get from this negative state of nature to a civilised society that he lived in? Hobbes - social contract: for a society to function each person signs a social contract with the state (government), even unconsciously. The terms of the contract have the individual giving up certain freedoms of the state of nature for protections. These protections mirror the freedoms. Life skill: Creative thinking skills. Career link: Equality, diversity and inclusion officer.</p>		<p>Reading: Students will learn subject specific key words to describe the state of nature, the different types of societies and will read key pieces of philosophical work to enhance their subject knowledge. Examples include: Ethical dilemma: The Trolley Problem Ethical dilemma: Murderer at the door.</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
<p>Hobbes – Utopia/Dystopia Utopia - A fictional impossible perfect place. Dystopia - a fictional impossibly terrible place. Hobbes had a dystopian view of the past, where we lived in a state of nature and created a structure that took away all the negative elements to move away from this dystopia. Life skill: Understanding the difference and evolution of societies and beliefs. Career link: Policy officer.</p>		<p>Writing: Students will complete extended pieces of writing in ‘Part 3’ of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
<p>Plato – Form of Good Plato was born and lived in ancient Greece around 400 B.C.E. Plato is well known for several philosophy books/ ideas, and for being the first student of Socrates. Ancient times were filled with discovery and leaps forward in how humanity understood the world. Plato was a large part of this exploration. Key Question: What is ‘good?’ In philosophy, when referring to a “good person” or a “good life” it is difficult to come to a definition of ‘good’, Plato took this ambiguous definition of good to say that we are trying to describe the overall form of good. Life skill: Problem solving, analytical and critical thinking skills. Career link: Diplomatic service officer.</p> <p>Deontology Deontology is based on the rightness and wrongness of actions before they happen to determine whether one should carry out the action. Immanuel Kant: proposed universal laws in his book the ‘Categorical Imperative’ - “act as if you would wish it to be a universal law”. “Key example: Murderer at the door” Pros = Easy to follow certain rules, consistency to your behaviour - this creates an identity or reputation. Cons = Hard to decide what rules to follow, what if there is a conflict, what rules are more important? Life skill: Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Career link: Human Resources.</p>		<p>Oracy: Discussion Debate Choral response of expert vocabulary and quotations Peer collaboration Presentation of work</p> <p>Speak like an expert: Nasty Brutish Short Utopia Dystopia Thought Experiment Form Ambiguous Allegory Morality Duty Deontology Teleology Consequences Utility Perfectionism Hedonism</p>
<p>Teleology To do with consequences of one’s actions. Utilitarianism: Jeremy Bentham “The greatest good for</p>		<p>Subjects: English/Literacy History Science Classics Maths/Numeracy Sociology Geography</p> <p>Components of Personal Development</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> British Values</div> <div style="text-align: center;"> Careers Education</div> <div style="text-align: center;"> Citizenship Education</div> <div style="text-align: center;"> PSHE Education</div> <div style="text-align: center;"> Inclusive Environment</div> <div style="text-align: center;"> Enrichment</div> <div style="text-align: center;"> Character Education</div> <div style="text-align: center;"> SMSC</div> </div>



RELIGIOUS STUDIES CURRICULUM MAP






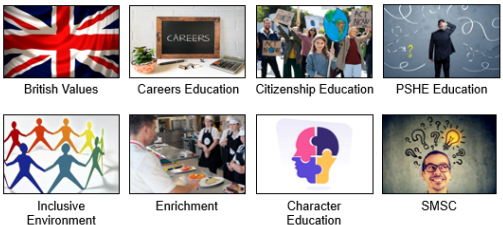
YEAR 8

<p>the greatest number” Key example: The Trolley Problem. Pros = More flexible than deontology, more people end up happy. Cons = Hard to predict the consequences, can never be truly “right.”</p> <p>Life skill: Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p> <p>Career link: Barrister.</p> <p>Perfectionist/Hedonist Perfectionism - certain activities are deontologically good, and what is morally right is what most promotes these human 'excellences' or 'perfections. Hedonism – pleasure/absence of pain. Both utopian views = they cannot be possible.</p> <p>Life skill: Ability to give reasoned explanations of how and why core beliefs and concepts are important.</p> <p>Career link: Legal Executive.</p>		
<p>Autumn Term Part 2: Lesson Content. Life is nasty, brutish and short</p> <p>Suffering/Compassion Hobbes = world in a state of nature as “Nasty Brutish and Short”. This would be a world where everyone everywhere suffered. This contrasts with the utopian outlooks of the hedonists and perfectionists who believe that life is only pleasure and perfection. Compassion can be a tool to help alleviate the suffering of others, “A problem shared is a problem halved.” (Old Proverb)</p> <p>Life skill: The ability to use their language skills to reflect on their own experiences, and to help them understand and appreciate the views of others.</p> <p>Career link: Local Government Officer.</p>		<p>Reading: Students will learn read key information about different near-death experiences and religious texts about the afterlife.</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truecube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
<p>Evil Vs Tragedy The difference between evil vs tragedy = whether it was a conscious or intentional action that causes the suffering. Some events are inevitable like death by old age (tragedy), whereas others are created by the conscious actions of others like death by murder (evil) Tragedies = unconscious act or an act of nature.</p> <p>Life skill: Ability to deal with religious and moral beliefs and values that underpin the ways in which individuals solve problems and make decisions.</p> <p>Career link: Marketing Executive.</p>		<p>Writing: Students will complete extended pieces of writing in ‘Part 3’ of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
<p>Is death the end? Science asks falsifiable questions that can be tested to see if they are incorrect. Philosophy - can’t test the answers with experiments.</p> <p>There are three possible answers to the question of “is death the end?”: No = view of the materialists. Yes = the view held by many monotheistic religions. I don’t know = the view held by agnostics.</p> <p>Life skill: Knowledge of, and respect for, different people’s faiths, feelings and values.</p> <p>Career link: Public Relations Officer/ Psychotherapist.</p>		<p>Oracy: Discussion Debate Choral response of expert vocabulary and quotations Peer collaboration Presentation of work</p> <p>Speak like an expert: Suffering Alleviating Compassion Evil Tragedy Conscious Afterlife Reincarnation Falsifiability Experience Transformative Epiphany Wager Probability Principles</p>
<p>Pascal’s wager Pascal used a structure to answer whether one should believe in God. It is possible to use the same structure to ask whether the afterlife is real. With the possibility</p>		<p>Subjects: English/Literacy History Science Maths/Numeracy</p>



RELIGIOUS STUDIES CURRICULUM MAP





YEAR 8

<p>of believing having better outcomes than the possibility of not, it's best to act as if it is. Life skill: Deliberating and problem-solving skills. Career link: Bid Writer.</p>		<p>Sociology Geography</p> <p>Components of Personal Development</p> 
<p>Spring Term Part 1- Lesson Content. The man, the myth, the legend</p> <p>Did Jesus exist? Accounts of Jesus appeared around the time of his death from multiple sources. Accounts fit with culture and context at the time and written by people who aren't biased in favour of Christianity. Although lots of people doubted whether Jesus was the son of God/Messiah, nobody at the time of Jesus questioned whether he existed. Life skill: Evaluate how far the beliefs and practices studied help students themselves and others to make sense of the world. Career link: Equality, diversity and inclusion officer.</p>		<p>Reading: Students will learn subject specific key words to describe the evidence for Jesus' existence as well as reading about representations of Jesus in sacred texts.</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
<p>What did Jesus look like? Images of Jesus are usually shown in the style of the time and/or artist who did the artwork e.g. in Greek and Roman images they used the same templates for men they always used, making him appear European. However, Jesus was likely to have had more Middle Eastern features = dark eyes hair and skin colour. Many Christians do not believe the specifics of how Jesus looked are important. Muslims will not create images of Jesus out of respect, and the knowledge that they can never be 100% accurate. Life skill: Acceptance of and engagement with the fundamental British values of mutual respect and tolerance of those with different faiths and beliefs. Career link: Archaeologist.</p>		<p>Writing: Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
<p>Jesus the Jew Key to note: Jesus was born and raised as a Jew and was mostly aiming to reform Judaism. The teachings and example of Jesus led to his followers breaking away from Judaism following his death and becoming a separate group: Christians. Life skill: Understand and appreciate the wide range of ideas that shape the way people live. Career link: Business analyst.</p>		<p>Oracy: Discussion Debate Choral response of expert vocabulary and quotations Peer collaboration Presentation of work</p> <p>Speak like an expert: Apostle Epistle Archaeology Anthropologist Artificial Intelligence New Testament Gospel Messiah</p>
<p>Messianic Prophecy Promise of a future age of perfection characterised by universal peace and recognition of God. Many prophetic passages speak of a descendant of King David who will rule Israel during the age of perfection. Jews = recognise the Messiah by seeing who the King of Israel is at the time of perfection. Christians =there is evidence of Jesus as the chosen one. However, Jews argue that Jesus fulfilled none of the messianic prophecies. Christians: Jesus will fulfil these in the Second Coming, but Jewish sources show that the</p>		<p>Subjects: English/Literacy History Science Classics Maths/Numeracy Sociology Geography</p> <p>Components of Personal Development</p> 



RELIGIOUS STUDIES CURRICULUM MAP




YEAR 8

<p>Messiah will fulfil the prophecies outright, and no concept of a second coming exists.</p> <p>Life skill: Ability to be respectful of different beliefs, relating to the same topic.</p> <p>Career link: Policy officer.</p>		
<p>Spring Term Part 2- Lesson Content. The man, the myth, the legend</p> <p>The Gospels The record of Christ's life and teaching in the first four books of the New Testament.</p> <p>Matthew: Jesus is portrayed as the superhero the Old Testament talked about. Matthew makes sure everyone knows Jesus is the promised hero, connecting the old stories with the new ones. Mark: is concise, emphasizing Jesus' actions. Mark focuses on urgency, portraying Jesus' authority and compassionate service. Luke: goes way back in family history, like making a family tree that starts with Jesus and goes to the very first person, Adam. John: portrays Jesus as the divine Word, Son of God, and God Himself through powerful "I am" statements- like a spotlight on Jesus, showing he is God in human form.</p> <p>Life skill: Ability to learn from and understand religious text and its significance today for religious people.</p> <p>Career link: Marketing executive.</p>		<p>Reading: Students will read passages of the Gospels to enhance their subject specific knowledge. As well as reading about miracles performed by Jesus and who Isa is in Islam. Key sources examined include:</p> <p>The Gospel of Matthew The Gospel of Mark The Gospel of Luke The Gospel of John The Sermon on the Mount.</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
<p>Jesus the Incarnation The way in which God becomes 'flesh' or human in the form of Jesus.</p>		<p>Writing: Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
<p>Jesus as Divine: The miracle of the Virgin birth (Matthew 1:23), Ability to perform miracles (Matthew 14:14), He knew of his own death (Mark 8:31) Jesus as human: Jesus felt joy (John 15:11), Jesus sweat (Luke 22:44), Jesus slept (Luke 8:23), Jesus got hungry (Matthew 4:2)</p> <p>Why was it needed? Because of human sin, relationship with God had broken down. Jesus shed his blood for human sins so that we could have the chance to be forgiven and enter heaven (Hebrews 9:22). According to the Quran, he was not crucified, but was rather saved by God.</p> <p>Life skill: To have respect and tolerance for other people's beliefs.</p> <p>Career link: Author.</p>		<p>Oracy: Discussion Debate Choral response of expert vocabulary and quotations Peer collaboration Presentation of work</p> <p>Speak like an expert: Incarnation Sermon Parable Isa Prophet Theological Disciples Leper Rebuked</p>
<p>Jesus the teacher: Sermon on the Mount Jesus discusses: Parables, Beatitudes Law</p> <p>Lessons learn from the Sermon on the Mount: possessions on Earth are not important, people should not worry because God will take care of them, people should not judge each other. It is hypocritical to do so, and only God can sit in judgement, God will help people who seek his help, the way to heaven is difficult to pass through.</p> <p>Life skill: Recognition of the impact of people's beliefs on their actions and lifestyle.</p> <p>Career link: Civil service fast streamer.</p> <p>Jesus the Salvation Following the mistake made by Adam and Eve God offered salvation. This means human souls can be saved from hell and can enter heaven. There are three ways to achieve salvation: Law, Grace, Spirit.</p>		<p>Subjects: English/Literacy History Science Classics Maths/Numeracy Sociology Geography</p> <p>Components of Personal Development</p> <div style="display: grid; grid-template-columns: repeat(4, 1fr); gap: 5px;"> <div data-bbox="855 1890 970 1973"> <p>British Values</p> </div> <div data-bbox="979 1890 1094 1973"> <p>Careers Education</p> </div> <div data-bbox="1107 1890 1222 1973"> <p>Citizenship Education</p> </div> <div data-bbox="1235 1890 1350 1973"> <p>PSHE Education</p> </div> <div data-bbox="855 2002 970 2085"> <p>Inclusive Environment</p> </div> <div data-bbox="979 2002 1094 2085"> <p>Enrichment</p> </div> <div data-bbox="1107 2002 1222 2085"> <p>Character Education</p> </div> <div data-bbox="1235 2002 1350 2085"> <p>SMSC</p> </div> </div>



RELIGIOUS STUDIES CURRICULUM MAP











YEAR 8

<p>Life skill: Ability to reflect on how self-sacrifice is at times necessary. Career link: Arbitrator.</p> <p>Who was Isa? Was born of Maryam (Mary) Had a special birth Important and chosen by God Jesus is typically called Isa and is a prophet.</p> <p>Life skill: Willingness to participate in and respond positively to the views of others. Career link: Marketing Manager.</p> <p>Jesus the miracle maker Common themes can be observed in the miracles of Jesus: Healing – Food – Defying the laws of nature. Miracles = a sign of the power of God and know that Jesus was chosen to be a prophet (Islam) or that he had the power of God because he was God in human form (Christianity). Life skill: Ability to learn the beliefs, practices and values of others. Career link: Creative director.</p>		
<p>Summer Term Part 1- Lesson Content. Knowing God. William James and Religious Experience A mystical experience can be defined as, “The feelings, acts, and experiences of individual men, so far as they apprehend themselves to stand in relation to whatever they may consider the divine.” William James produced four criteria that all mystical experiences must have, these are ineffable, noetic quality, transient and passive. Life skill: Ability to engage deeply with ultimate questions about life. Career link: Teacher.</p>		<p>Reading: Students will read about different religious and mystical experiences, comparing the similarities and differences. These will span from Biblical experiences (the experience of Saul and the visions of Bernadette) to modern day experiences.</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
<p>The God Helmet The God Helmet is a device used to create feelings usually associated with a religious experience It works by stimulating the temporal lobe. In the experiments 80% of participants experienced a presence next to them in the room. This shows that it is possible to create similar experiences without God and might suggest religious experiences can be scientifically explained. This challenges people being able to know God through religious experiences because it suggests they are just a stimulation of the temporal lobe, which can happen for many reasons and are not from God. Religious believers could respond to this challenge by saying God created us with this feature so he can communicate.</p>		<p>Writing: Students will complete extended pieces of writing in ‘Part 3’ of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
<p>Life skill: Mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Career link: Computer game programmer.</p> <p>Saul’s Conversion Lewis Rambo, professor of psychology and religion, suggests there are 7 stages involved in a conversion. In Saul’s conversion to Paul the Apostle, the following stages are seen context, crisis, quest. <i>Context</i> – Saul was a Jew who hated Christians and believed they were blasphemous, he had persecuted</p>		<p>Oracy: Discussion Debate Choral response of expert vocabulary and quotations Peer collaboration Presentation of work</p> <p>Speak like an expert: Ineffable Noetic Passive Transient Magnetic fields Altered states Mystical Materialism Conversion Damascus Persecute Apostle Vision Shrine</p>



RELIGIOUS STUDIES CURRICULUM MAP









YEAR 8

<p>them and had them killed. <i>Crisis</i> – Saul was saddened by the stoning of Stephen, who he knew to be a good person. <i>Quest</i> – Saul was on the road to Damascus when his conversion experience occurred. After the experience: Became an Apostle and preached the Christian God.</p> <p>Life skill: Ability to be reflective about their own beliefs and perspective on life.</p> <p>Career link: Therapist.</p> <p>St Bernadette’s Vision William James said for an experience to be mystical, it must have all four criteria: ineffable, noetic, transient, and passive. The criteria passive means the experience happens to a person, the person does not make it happen. In the story of St. Bernadette, the criteria of passive is best shown in the story by the fact that Bernadette, doesn’t do anything to make the mystical experience happen, she was just trying to find and pick up some wood for the family.</p> <p>After her death, people built a large shrine in the form of a basilica to commemorate Bernadette’s experience and to provide a space for people to pilgrimage to.</p> <p>Life skill: Life skill: Ability to learn the beliefs, practices and values of others.</p> <p>Career link: Journalist.</p> <p>Nature of God Transcendence means going beyond normal boundaries. On a cathedral, we see the lines and spires of the cathedral point up towards the sky and imply that it never stops. This is an example of transcendence because the power and size of God lead to the sky and never end. It reaches beyond what we can conceptualise. Immanence means when you are in a state of being present as a natural or permanent part of something. On a cathedral, we see faces and sculptures of all the animals and life are immanent in our surroundings. This is an example of immanence because it highlights that all of God’s creations are immanent examples of God’s divinity.</p> <p>Life skill: Ability to be reflective about their own beliefs and perspective on life.</p> <p>Career link: Administrator.</p>		<p>Transform Anonymously Metaphysics Transformative Transcendence Immanence Divine</p> <p>Subjects: English/Literacy History Science Classics Maths/Numeracy Sociology Geography</p> <p>Components of Personal Development</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> British Values</div> <div style="text-align: center;"> Careers Education</div> <div style="text-align: center;"> Citizenship Education</div> <div style="text-align: center;"> PSHE Education</div> <div style="text-align: center;"> Inclusive Environment</div> <div style="text-align: center;"> Enrichment</div> <div style="text-align: center;"> Character Education</div> <div style="text-align: center;"> SMSC</div> </div>
<p>Summer Term Part 2- Lesson Content. Knowing God.</p> <p>Sufism Sufism is a mystical branch of Islam. Some of its tenets include Dhikr, Sufi Whirling, and eye-popping. The people who follow Sufism mainly live in Sub-Saharan Africa, in places like Chad, Senegal, and Cameroon. They experience God by putting themselves into a trance, either by repetitive actions or tremendous pain. The Sufi Muslims practice their religion by chanting names repetitively, dancing in a whirling motion or popping their eyes out with knives. The practices help Sufi Muslims experience God by putting them into a trance, either to continue to repeat the actions or to move past the feeling of pain. This trance is then what helps them connect with the transcendent God.</p>		<p>Reading: Students will learn subject specific key words to describe different key beliefs across religions. Students will also read information about ‘other Gods’ traditionally thought of today as myths.</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
		<p>Writing: Students will complete extended pieces of writing in ‘Part 3’ of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>



RELIGIOUS STUDIES CURRICULUM MAP

YEAR 8

<p>Life skill: Recognition of the impact of people’s beliefs on their actions and lifestyle. Ability to draw see between their own lives. Career link: Mediator.</p> <p>Brahman and Atman Non-dualism is a concept that means “not two.” Brahman is the universal self and Atman is the individual self. These show Non-dualism by the fact that they are the same and should not be thought of as separate. The best way to show these ideas is through a story about a boy at a lake; the story says, once you drop salt into the sea, the salt dissolves into the sea, as the individual ego dissolves into the universe, but if you drink the water, it tastes salty like if you experience the universe, it has the characteristics of the individuals whose egos have been dissolved. Therefore, Hindus experience God by experiencing reality, as Brahman is immanent in all things, they connect to the divine through dissolving their own Atman into the larger Brahman. Life skill: Knowledge of, and respect for, different people’s faiths, feelings and values. Career link: Social worker.</p>		<p>Oracy: Discussion Debate Choral response of expert vocabulary and quotations Peer collaboration Presentation of work</p> <p>Speak like an expert: Ritual Ascetic Brahman Atman Self Patheon Aboriginal Sit-com Atheist Materialist Enquiring Doubting Helio-centric Agnostic Faith</p>
<p>Other types of Gods Pantheon Gods or Pantheism is the belief in many Gods that live in a society. Greek/Roman Gods: Zeus/Jupiter, King of the Gods, God of the Sky, Thunder, Law and Order. Hera/Juno, the Queen of the Gods, God of marriage, childbirth, and family. Poseidon/Neptune, the God of the seas, water, earthquakes and horses. Apollo/Apollo, God of the Sun, philosophy, archery, the arts. Hindu Gods: Vishnu, the god of preservation. Shiva, the god of destruction. Saraswati, the god of learning. Laksmi, the god of prosperity. Parvati, the god of power and courage. Aboriginal Gods: These are a type of pantheon known as dreamtime spirits. These spirits are in all things that are seen in the natural world. Life skill: Understand and appreciate the wide range of ideas that have shaped their own heritage and that of others. Career link: Care assistant.</p> <p>Atheism An atheist thinks that god does not exist; this means that they have confidence in the fact that people who believe in religion or a divine entity are incorrect. During Saul’s conversion to Paul: .an atheist would say that Saul did not speak to God and that the whole story was made up. This is because they do not believe that a divine entity exists and has the power to blind a living human. Life skill: Respect and tolerance of different religious and non-religious beliefs. Career link: Community Support Officer.</p> <p>Scepticism Scepticism is a philosophical school that holds that all knowledge is unknowable and should be questioned or doubted. People who have this point of view believe that you cannot truly know anything. In Saul’s conversion to Paul: a sceptic might ask Saul, “Do you think you really spoke to Jesus? Or did you just imagine the encounter” “What can you show me to</p>		<p>Subjects: English/Literacy History Science Classics Maths/Numeracy Sociology Geography</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;">     </div> <p style="text-align: center; color: orange; font-weight: bold; margin-top: 10px;">Components of Personal Development</p>



RELIGIOUS STUDIES CURRICULUM MAP

YEAR 8

prove that you spoke to him?" "Did it blind you are looking into the light?" "why do you think this was God, surely looking directly into a strong light is going to damage your eyesight" They may also want to know about, if anyone else around Saul at the encounter, heard or interacted with Jesus.

Life skill: Ability to answer critical thinking questions and demonstrate analytical skills.

Career link: Higher Education Lecturer.

Agnosticism

In terms of the question, "Does God exist?" an agnostic would give the answer that they didn't know. They can have this position from the point of ignorance and naivety, or they can come to this position after considering all the arguments from both sides.

How would an agnostic view the religious experiences? They would listen to the arguments from both sides but have doubts as to whether either was true. Once they had listened to all the arguments, they would conclude that they didn't know. This still leaves the chance that, in the future, they might be persuaded to change their opinion if new information or new arguments come to light.

Life skill: Respect and tolerance of different religious and non-religious beliefs.

Career link: Youth Worker.