

The Humanities subjects...

Examine **the past**. Explore **where we are**. Enquire **about the future**.

Empower **our learners**.



Year 8 RE Home learning

2024/25

	<u>Task</u>	<u>Possible formats</u> <i>You could choose <u>one</u> of these ways of completing your home learning task.</i>
Term 1 <i>Does the world need prophets today?</i>	<i>What would Amos say about our world?</i> Imagine you are Amos in today's world. What would you say about it? Think about what was important to Amos and what he spoke out about. What would he say to a modern audience?	<ul style="list-style-type: none"> Write a speech in the style of Amos, for today's audience. You could look at the famous 'I have a dream' speech by MLK Jr for inspiration Create a table. One column of problems with our world and another column showing Amos' response to this problem. What would he say? Create a campaign poster as if you were Amos. What message would Amos want to get across to a modern audience?
Term 2 <i>What is good and what is challenging about being a teenage Muslim in Britain today?</i>	<i>Why should we learn about different worldviews?</i> Why is it important for us to learn about different religions and worldviews? What are the benefits for us and bigger society? Link this to what we have learnt this term.	<ul style="list-style-type: none"> Create a persuasive piece of writing which could be read to the class about why studying other religions and worldviews is important Design a poster that could be displayed in The Deanery to show students why RE is important. Design a webpage (the front page) that could be used for students who want to learn more about RE
Term 3 <i>The worldwide Church: do all Christians believe the same thing?</i>	<i>What is Christianity like in Swindon?</i> Do some research about different churches in Swindon. You could use the internet or even go into a church and ask questions. Try to gather some information about two different <i>branches</i> of Christianity in Swindon e.g. Catholic and Anglican.	<ul style="list-style-type: none"> Create a questionnaire which could be given to those who attend a church in Swindon. What would you ask them to find out more? Research two different churches in Swindon using the internet. Can you find out how old the church is, who attends the church, what happens in the church and who goes there? Create a visitor guide for a church in Swindon. You could go into a church and take some pictures and ask questions, or you could use internet research.
Term 4 <i>What lessons can we learn from Hinduism about the environment?</i>	<i>WHAT IF...?</i> If everyone looked after our world and followed the Hindu and Christian teachings about stewardship, what would our world be like?	<ul style="list-style-type: none"> Create a piece of art showing this 'alternative' world, complete with labels Write a descriptive piece in response to this question Create a set of ten rules that everyone in society must follow, linking them to Hindu and Christian beliefs about our world.
Term 5 <i>What is so radical about Jesus?</i>	<i>What would Jesus do?</i> Using the knowledge from our lessons, think about how Jesus would react to one of the following scenarios: <ul style="list-style-type: none"> Refugees travelling to England via boat Homophobic bullying Banning women from attending school 	<ul style="list-style-type: none"> Design a creative piece demonstrating how Jesus would react in one of the scenarios Write a fictional story demonstrating how Jesus would react to one of these scenarios Design a campaign poster for a new charity 'WWJD?' (what would Jesus do). What would the key message be? Demonstrate this using one of the scenarios.
Term 6 <i>Express yourself</i>	<i>Spirited Arts</i> Continue to work on your Spirited Arts entry, ensuring you have completed a detailed write up about what your piece is about and how it links to this year's themes.	

"Discovering and Learning Together, so all can Flourish".

'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)

Wisdom - Hope - Service - Resilience