

We are striving to enlighten students to the broader human experience in a 21st century world. Students will be tolerant and celebratory of different faiths and understand the significance of the past and how it has shaped the world today.

Our religious education curriculum is broad and ambitious. Subject specialists carefully plan and resource lessons to share with students an authentic representation of world religions and non-religious worldviews. Students are afforded opportunities to explore their own worldviews and are challenged with ultimate questions about philosophy, ethics and faith.

KS3 RELIGIOUS EDUCATION

YEAR 7

Belief and Belonging

Exploration of beliefs and worldviews



Christianity

Main beliefs, Jesus and Christianity in the UK

Religious Stories & Philosophy

Creation, prophets and their importance



Islam

Main beliefs, practices and Islam in the UK



Buddhism

The Buddha, Suffering and Mindfulness



Judaism

Main beliefs, practices and festivals



Spirituality Through the Arts

Religions, non-religions and artwork

YEAR 8



Humanism & Ethical Dilemmas

Morality, environment and forgiveness

Sikhism & Equality

Main beliefs and Sewa



The Environment

Stewardship and responsibilities

YEAR 9



Does God exist?

Nature of God, suffering and the problem of evil



The Holocaust

Jewish life before the Holocaust, questioning God and memorials

Skills:

- Make sense of a range of religious and non-religious beliefs.
- Gain a better understanding of multi-cultural society.
- Understand contemporary ethical debates.
- Evaluation Skills
- Empathy Skills
- Literacy Skills
- Independence Skills
- Personal Reflective Skills

The Big Picture

The first year of the KS3 RE curriculum provides students with a broad and balanced overview of some key beliefs and teachings across and within world religions. It aims to promote love of learning in RE by focusing on engaging topics. Students will reflect on their personal beliefs as well as understanding of the beliefs of others. Students will develop their skills in description, explanation, analysis and evaluation. The content will be delivered over two 55-minute lessons a week.

Year Group:
7 Religious Education

Intent

Skills: AO1 – demonstrates knowledge and understanding of religion and beliefs. AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence.

Knowledge: Development of knowledge and understanding of religious beliefs exploring teachings, scripture and other sources of wisdom and authority. Development of knowledge and understanding of non-religious beliefs such as atheism and humanism. Develop ability to construct well-argued, well-informed, balanced and structured written arguments and demonstrating their depth and breadth of understanding of the subject.

Prior: foundations laid in KS2 about the big six world religions..

Topics: Belief and Belonging, Christianity, Religious Stories, Philosophy, Islam, Buddhism, Spirituality Through Art, Judaism, Humanism, Ethical Dilemmas.

Implementation

- Students receive two 55-minute lessons of Religious Education per week.
- Over the academic year they will study 10 chapters (Belief and Belonging, Christianity, Religious Stories, Philosophy, Islam, Buddhism, Spirituality Through Art, Judaism, Humanism, Ethical Dilemmas) and continue to develop their understanding of the key golden threads (Reflection of personal beliefs, understanding of the beliefs of others).
- The chapters throughout KS3 are built with the golden threads and Powerful knowledge at the forefront of decision making – they are well sequenced so that these threads are prominent in every chapter and the level of challenge is heightened.
- TLAC strategies are at the heart of our implementation – cold calling, everybody writes, turn and talk and the use of whiteboards feature regularly throughout our delivery.
- Independent learning is often literacy/retrieval based with knowledge organisers used to support student retrieval.
- Expected and greater depth statements are clearly shared with students; alongside regular opportunities for students to demonstrate their understanding – chapter checks occur throughout the academic year (see right).

KS3 Assessment Principles (how are you checking against Expected and Greater depth?)

- **Chapter Checks**
- Regular progress checks throughout – exit tickets, live marking, mini whiteboards, everybody writes used to assess this.
- internal tracking

Prior Learning

Foundations laid in KS2 learning about the big six world religions.

Future Learning (GCSE)

- AQA Route A 8062
- Christianity
- Islam
- Themes A, B, D, E.

Impact

Students will have started to develop their key AO1 and AO2 skills, skills of justification and debate, developing cultural capital and an understanding of the world around them and how they belong in 21st Century Britain. They will also have gained greater understanding of diversity and the importance of tolerance in society. They will be able to develop and make links synoptically, for instance, linking what a religious person believes may impact how they behave etc.

They will have deepened and broadened their understanding of diverse beliefs within and across religions moving beyond simple beliefs and teachings towards practices, building on their prior learning from KS2 so that they are able to tackle difficult issues and concepts confidently, justifying their own opinions and being able to participate in academic debate. They will have begun to develop their AO1 and AO2 RE skills meaning they are confident when starting the Year 8 curriculum next year.

This is your Powerful Knowledge					
Content (topic/unit name/enquiry question)	Substantive Knowledge (Established facts - When this is learnt they are at <u>expected</u> standard	Disciplinary Knowledge (specialist and in-depth subject knowledge "thinking like a....")	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions	Key Vocabulary
Chapter 1- Belief and Belonging (7 Lessons)	<ul style="list-style-type: none"> Categories of belief. Understanding of the 'Big 6 World Religions'. Reasons for different worldviews. Spiritual practices. Differing beliefs. 	<ul style="list-style-type: none"> Evaluation Evidence to back up judgements. Empathy Personal reflection of beliefs. Interpretation of beliefs. 	<ul style="list-style-type: none"> What is an atheist, theist and agnostic? What are the 'Big 6 World Religions'? Why do people have different worldviews? How can people care for their physical well-being? How can people care for their spiritual well-being? What is a belief? Where do beliefs come from? 	<ul style="list-style-type: none"> Religious Education is only concerned with learning about religious beliefs. 	Atheist Theist Agnostic Worldview Spirituality Belief Religion Belonging
Chapter 2- Christianity (8 Lessons)	<ul style="list-style-type: none"> The nature of God in Christianity. The Trinity. The church. Denominations of Christianity. Parables The birth of Jesus. Jesus' life. Jesus' death. 	<ul style="list-style-type: none"> Evaluation Evidence to back up judgements. Personal reflection of beliefs. Interpretation of beliefs. Critical thinking. 	<ul style="list-style-type: none"> What is the nature of God in Christianity? What is the Trinity? What are the features of a church? What is the importance of the church? What are different denominations of Christianity? Why happened during the birth of Jesus? What miracles did Jesus perform? What happened leading up to Jesus' death? 	<ul style="list-style-type: none"> All Christians think the same. 	God the Father God the Son God the Holy Spirit Monotheism Alter Pew Lectern Pulpit Orthodox Protestant Roman Catholic Quakers Moral Miracles Easter Sunday Maundy Thursday Crucifixion
Chapter 3- Religious Stories (7 Lessons)	<ul style="list-style-type: none"> Christian creation Hindu creation Story of Moses Ten Plagues Ten Commandments Abraham and Isaac 	<ul style="list-style-type: none"> Evaluation Evidence to back up judgements. Personal reflection of beliefs. Interpretation of beliefs. Critical thinking. 	<ul style="list-style-type: none"> What are different Christian beliefs about creation? What is the Hindu creation story? What is the story of Moses? What is the story of the ten plagues? How were the ten commandments revealed to Moses? What is the story of Abraham and Isaac? 	<ul style="list-style-type: none"> Incorrect or incomplete versions of the story recalled from earlier education. 	Creation Literalist Christian Non-literalist Christian Trimurti Brahman Ten Plagues Ten Commandments Sacrifice Covenant
Chapter 4- Islam	<ul style="list-style-type: none"> Origin of Islam Allah Qur'an Mosque 	<ul style="list-style-type: none"> Evaluation Empathy Evidence to back up judgements. 	<ul style="list-style-type: none"> What are the origins of Islam? What are the characteristics of Allah? 	<ul style="list-style-type: none"> All Muslims think the same. 	Muhammad Allah 99 Names Calligraphy

(12 Lessons)	<ul style="list-style-type: none"> Islamic art Five Pillars of Islam. Hajj Eid al-Fitr Women in Islam. The Split of Islam. Islamophobia 	<ul style="list-style-type: none"> Personal reflection of beliefs. Interpretation of beliefs. Critical thinking. 	<ul style="list-style-type: none"> How is the Qur'an respected? What are the features of a Mosque? What are Islamic art styles? What are the Five Pillars of Islam? What is Hajj? How do Muslims celebrate Eid al-Fitr? How are women in Islam treated? What is the difference between Sunni and Shia Muslims? What is Islamophobia? 		Geometric shapes Minbar Mihrab Imam Wudu Sawm Shahadah Salah Hajj Zakah Ramadan Discrimination Prejudice Islamophobia
Chapter 5- Buddhism (10 lessons)	<ul style="list-style-type: none"> Origins of Buddhism The birth and life of Buddha Three Marks of Existence Four Noble Truths The Noble Eightfold Path Mandalas Suffering Enlightenment 	<ul style="list-style-type: none"> Evaluation Empathy Evidence to back up judgements. Personal reflection of beliefs. Interpretation of beliefs. Critical thinking. Philosophical thinking. 	<ul style="list-style-type: none"> What are the origins of Buddhism? How was Buddha's birth special? Why is Buddha important? What are the Three Marks of Existence? What are the Four Noble Truths? What examples of Buddhist art? What do Buddhists believe about suffering? How do Buddhists achieve enlightenment? 	<ul style="list-style-type: none"> Buddhists believe in God/ gods. Reincarnation is a positive thing for Buddhists. 	Buddha Three Marks of Existence Anicca Anatta Four Noble Truths Noble Eightfold Path Mandala Suffering Enlightenment Meditation
Chapter 6- Law and Justice (8 lessons)	<ul style="list-style-type: none"> Human rights Prejudice and discrimination Civil rights movement Personal conviction Oscar Romero Capital punishment Amnesty international 	<ul style="list-style-type: none"> Evaluation Empathy Evidence to back up judgements. Personal reflection of beliefs. Interpretation of beliefs. Critical thinking. Philosophical thinking. Ethical debating. 	<ul style="list-style-type: none"> What are human rights and why are they important? What is the Golden Rule? What is prejudice and discrimination? What is a personal conviction? Who is Oscar Romero and why is he important? Does capital punishment lead to justice? Who are Amnesty International? 		Human Rights Prejudice Discrimination Stereotype Civil Rights Equality Personal Conviction Social Justice Corruption Capital Punishment Abolish
Chapter 7- Judaism (6 lessons)	<ul style="list-style-type: none"> Origins of Judaism The features of a Synagogue Hanukkah Shabbat 	<ul style="list-style-type: none"> Evaluation Evidence to back up judgements. Personal reflection of beliefs. Interpretation of beliefs. Critical thinking. 	<ul style="list-style-type: none"> What are the origins of Judaism? What are some key features of Judaism? What are the features of the Synagogue? Why is the Synagogue important? 	<ul style="list-style-type: none"> All Jews believe the same thing. 	Star of David Moses Torah Hebrew Sabbath Ten Commandments Passover Hanukkah

The Big Picture

The second year of the KS3 RE curriculum provides students with a broad and balanced overview of some key beliefs and teachings across and within world religions. It aims to continue to promote a love of learning RE by focusing on engaging topics, from ideas about life after death to the environment. Breadth of beliefs and teachings will take place in the first half term.

Intent

Skills: AO1 – demonstrates knowledge and understanding of religion and beliefs. AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence.

Knowledge: develop knowledge and understanding of religious and non-religious beliefs such as atheism. Knowledge of religious teachings and sources of wisdom including through reading religious texts and scriptures. Reflect and develop their own values, belief, meaning, purpose, truth and their influences on human life.

Prior: foundations laid in Year 7 learning about the big 6 world religions.

Topics: Does God Exist, The Holocaust, Sikhism, The Environment.

Implementation

- Students receive 55 minutes of Religious Education per week. The units will build on the AO1 and AO2 skills from the previous unit.
- Over the academic year they will study 4 chapters (Does God Exist, The Holocaust, Sikhism, The Environment) and continue to develop their understanding of the key golden threads (Reflection of personal beliefs, understanding of the beliefs of others).
- The chapters throughout KS3 are built with the golden threads and Powerful knowledge at the forefront of decision making – they are well sequenced so that these threads are prominent in every chapter and the level of challenge is heightened.
- TLAC strategies are at the heart of our implementation – cold calling, everybody writes, turn and talk and the use of whiteboards feature regularly throughout our delivery.
- Independent learning is often literacy/retrieval based with knowledge organisers used to support student retrieval.
- Expected and greater depth statements are clearly shared with students; alongside regular opportunities for students to demonstrate their understanding – chapter checks occur throughout the academic year (see right)

KS3 Assessment Principles (how are you checking against Expected and Greater depth?)

- **Chapter Checks**
- Regular progress checks throughout – exit tickets, live marking, mini whiteboards, everybody writes used to assess this.
- Internal tracking

Prior Learning

- The Big Six Religions (Hinduism, Buddhism, Christianity, Islam, Judaism, Sikhism)
- Philosophy
- Humanism
- Spirituality
- Ethical Dilemmas

Future Learning (GCSE)

- AQA Route A 8062
- Christianity
- Islam
- Themes A, B, D, E.

Impact

- Students will have developed their key AO1 and AO2 skills, skills of justification and debate, developing cultural capital and an understanding of the world around them and how they belong in 21st century Britain. They will also have gained even greater understanding of diversity and the importance of tolerance in society. They will be able to develop and make links synoptically, for instance, linking what a religious person believes may impact how they behave.
- They will have deepened and broadened their understanding of diverse beliefs moving beyond simple beliefs and teachings towards practices, building on their prior learning from year 7 so that they are able to tackle difficult issues and concepts confidently, justifying their own opinions and being able to participate in academic debate.

Content (topic/unit name/enquiry question)	This is your Powerful Knowledge				
	Substantive Knowledge (Established facts - When this is learnt they are at <u>expected</u> standard	Disciplinary Knowledge (specialist and in-depth subject knowledge "thinking like a....")	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions	Key Vocabulary
Chapter 1- Does God Exist? (12 lessons)	<ul style="list-style-type: none"> Reasons for and against the existence of God. The revelation of God through music. Different religious views on the nature of God. William Paley's design argument. Thomas Aquinas' cosmological argument. Arguments for God's existence using religious experience. Different types of suffering. Arguments against God's existence using suffering. Theist responses to evil. Scientific theories; arguments against the existence of God. 	<ul style="list-style-type: none"> Evaluation Evidence to back up judgements. Analysis of theories. Personal reflection of beliefs. Interpretation of beliefs. 	<ul style="list-style-type: none"> What are the arguments for and against the existence of God? What does music reveal about God? What is the nature of God? Does the Design Argument prove the existence of God? Does the Cosmological Argument prove the existence of God? Do religious experiences prove the existence of God? What are different types of suffering? Does suffering disprove the existence of God? Does evil disprove the existence of God? Do scientific theories disprove the existence of God? 		Atheist Theist Agnostic Omnipotent Omniscient Omnibenevolent Omnipresent Monotheism Design Cosmological Natural Suffering Moral/ Human Suffering Evil
Chapter 2- The Holocaust (8 lessons)	<ul style="list-style-type: none"> Jewish life before the Holocaust. Nazi propaganda. Kristallnacht and the lead up to it. Concentration camps. Stories of the Holocaust. Jewish resistance to the Holocaust. Remembering the Holocaust. 	<ul style="list-style-type: none"> Empathy towards others. Developing an understanding of morality. Evaluation Evidence to back up judgements. Analysis of theories. Personal reflection of beliefs. Interpretation of beliefs. 	<ul style="list-style-type: none"> What was Jewish life like before the Holocaust? How did Nazi Propaganda affect Jewish people? How did Nazi propaganda influence society? What was the impact of Kristallnacht on Jewish people and wider society? How did individuals show resistance towards the Nazis? Why should the Holocaust be remembered? 	<ul style="list-style-type: none"> Misconceptions surrounding the treatment of Jewish people prior to the Holocaust. 	Jewish Nazi Star of David Optimism Freedom Propaganda Nuremburg Laws Kristallnacht Sefer Torah Synagogue Memorials
Chapter 3- Sikhism (11 lessons)	<ul style="list-style-type: none"> Origins of Sikhism Guru Nanak 5 Ks of Sikhism Guru Granth Sahib Gurdwara Vaisakhi Golden Temple Sikhism in the UK Sikhism and Ethics 	<ul style="list-style-type: none"> Empathy towards others. Evaluation Evidence to back up judgements. Personal reflection of beliefs. Interpretation of beliefs. Critical thinking. 	<ul style="list-style-type: none"> What are the origins of Sikhism? Who is Guru Nanak? What are the 5 Ks? What is the holy text of Sikhism? What is the Gurdwara? How do Sikhs celebrate Vaisakhi? 		Guru Nanak Kachera Kirpan Kara Kesh Kanga Guru Granth Sahib Gurdwara Vaisakhi Golden Temple

				<ul style="list-style-type: none"> • What is the Golden Temple? • What is the impact of Sikhism on wider UK society? • How does Sikhism respond to ethics? 	
Chapter 4- <u>Rights of Passage</u> (5 lessons)	<ul style="list-style-type: none"> • Journeys through life • Infant baptism • Birth in Islam • Bar Mitzvah 	<ul style="list-style-type: none"> • Empathy towards others. • Evaluation • Evidence to back up judgements. • Personal reflection of beliefs. • Interpretation of beliefs. • Critical thinking. 	<ul style="list-style-type: none"> • What are milestones in my life? • What happens during an infant baptism? • What is special about birth in Islam? • How is a Bar Mitzvah celebrated? 	<p>Milestone Baptism Font Rite of Passage Allah Tabbeek Bar/Bat Mitzvah Synagogue Torah Rabbi Tallit Kippah</p>	