



RE Key Stage 3 Curriculum Overview

Key Stage 3 Curriculum Journey RE

Year 7	<div> <div>Week 1</div> <div>←</div> <div>→</div> <div>Week 39</div> </div>		
	What is religion?	What makes a worldview?	Which of the Abrahamic religions came first? What became of Abraham's people?
Key content (know that...Know how...)	<p>Students will know and understand a range of religions and worldviews. Students will express ideas and insights about the nature, significance and impact of religions and Worldviews. Throughout the unit students will learn how to engage confidently with religions and worldviews. Students will know the factors that make up a Worldview as well as the disciplines involved in RE: theology, philosophy, and social sciences.</p>	<p>Students will know and explore the term 'worldview' and develop a wider understanding of the term to encompass beliefs, attitudes, emotions, intentions, hopes, behaviours and embodied experiences. Students will be given the opportunity to recognise their own worldview and how this is influenced.</p> <p>There will be an exploration of both religious and non-religious worldviews such as humanism. Students will be able to identify the influence on our worldview, such as history, experience, and family. Student will understand how to identify the disciplinary lenses to this area of study.</p>	<p>Students will know the story of Abraham as the Founder of the Faiths. Students will know the covenant that was made between God and the Jewish people. There will be an exploration of the Story of Moses and the exodus from Egypt and make links with how this belief is remembered by Jewish people as part of their faith today. Students will be able to explain Jewish beliefs about God and make links to how this is symbolised in their place of worship. They will be able to identify, investigate and respond to questions posed, and responses offered by some sources of wisdom found in religions.</p>
Prior Knowledge	<p>Student may have some awareness from Primary school linked to the diversity of the World.</p>	<p>Students will have some exposure at Key Stage 2 to their own beliefs and how these are influenced.</p> <p>Study of world view from introductory unit in year 7.</p>	<p>Students will have prior knowledge of the features of a religious community and what makes up a world view. There will be knowledge from unit 1 of Judaism as an Abrahamic faith, and the role of Abraham.</p>

KS3 National Curriculum Links	<p>What does it mean to belong?</p> <p>Can religious teachings help us decide the best way to live?</p> <p>How are faith communities represented in the UK?</p>	<p>What does it mean to belong?</p> <p>Can religious teachings help us decide the best way to live?</p> <p>How are faith communities represented in the UK?</p>	<p>What does it mean to be part of a Jewish family?</p> <p>Why and how are Christmas and Hanukah celebrated? What can we learn from Jewish and</p>
Assessments	<p>A baseline assessment will be completed to assess knowledge from Key Stage 2.</p> <p>Component knowledge assessment based on the knowledge from the What is Religion sequence of learning.</p> <p>Component assessment based on the beliefs and impact of religion on people.</p> <p>Component assessment to formulate a judgement on why people might follow a religion.</p>	<p>Composite knowledge assessment that will revisit prior learning of what is religion?</p> <p>Component assessment on what makes a worldview and how worldviews are influenced. The assessment will allow students the opportunity to generate a response linked to their own worldview. An analysis question to allow students to formulate a judgement.</p>	<p>Composite knowledge assessment that will revisit prior learning of exploring worldviews.</p> <p>Component assessment based on the knowledge of key individuals in the Jewish Faith and the impact of beliefs on Jewish Practise.</p> <p>Composite end of year assessment to revisit key content from the year.</p>

Year 8	<div> <div>Week 1</div> <div>←</div> <div>→</div> <div>Week 39</div> </div>				
	How did Christianity begin? Who was Jesus and why was he significant?	Islam - Why was Muhammad known as the seal of the Prophets?	Crime and Punishment – Is punishment pointless in Modern Britain?	Ultimate Questions – Where did it all begin and what is the purpose of humans?	Religious Practices – Do all religious people practise their faith in the same way?
<div>Key content</div> <div>(know that...Know how...)</div>	<p>Student will establish Christianity has its roots and origins in Judaism. Students will recall prior knowledge on the Nativity, this will be developed to build an understanding and introduce the concept of Jesus as more than a man. Students will explore religious scripture that explores the birth of Jesus and the evidence that suggested he was special. Importance of the Trinity and the characteristics of God. There will be an opportunity to gain an understanding of the different beliefs about Jesus for Jews and Christians. There will be an exploration of the key events in Jesus' life and how these are understood by Christians in the world today, in particular the significance of the</p>	<p>Students will explore the basis of faith for Muslims to include the origins and sources of authority and the spread of Islam. Students will explore the life of the Prophet Muhammad and how he rose in influence as a prophet and politician. Students will learn key Muslim beliefs about the nature of God and how God can be described. Students will be able to identify what Mecca was like pre and post Muhammad. They will be able to explain why the Qur'an is important to Muslims.</p> <p>Students will be able to identify, investigate and respond to questions posed, and responses offered by some sources of wisdom found in religions.</p>	<p>Students will explore the rationale behind why punishment exists in society and what the key aims are. Students will consider religious and secular arguments for and against the death penalty, including case studies that are relevant. Students will make links between forgiveness, religious scripture and consider the impact of this on religious people in the world today. Students will explore how people come to deciding and knowing right from wrong, using different lenses to establish this.</p> <p>Students will be able to identify, investigate and respond to questions posed, and responses offered by some sources of wisdom found in religions.</p>	<p>Students will focus on the philosophical questions of life, allowing them to explore the meaning of life and purpose for both religious and non-religious people. This will be developed around an introduction to the big questions, that will be developed in Year 9. Having a foundation here, will allow the critique skills to be developed in year 9. Students will look at the concept of creations with an examination of how this might give purpose to human life and existence. Whilst comparing how some non-religious people might generate their own meaning of life. Students will explore beliefs about life after death and the implications of these beliefs for religious and non-religious people.</p> <p>Students will be able to identify, investigate and respond to questions posed, and responses</p>	<p>Students will explore how religious people practise their faith in the modern world. Students will explore the 5 Pillars, how they are central to life as a Muslim and challenges the pillars pose for Muslims. Students will explore the purpose of places of worship and how they allow religious people to practise their faith. Within these topics students will explore the origin of these practices and why they are a source of change and adapting for modern society and looking at the food laws as part of religious practices.</p> <p>Students will be able to identify, investigate and respond to questions posed, and responses offered by some sources of wisdom found in religions.</p>

	<p>crucifixion and resurrection.</p> <p>Students will be able to identify, investigate and respond to questions posed, and responses offered by some sources of wisdom found in religions.</p>			<p>offered by some sources of wisdom found in religions.</p>	
Prior Knowledge	<p>There will be prior knowledge of the origins of the Abrahamic faiths. There will be knowledge of the key events of Jesus life and some idea of the significance of these. KS2 will have offered some exposure to the Nativity.</p>	<p>Students will have knowledge of Islam as an Abrahamic faith. They will have exposure to some key beliefs at Key Stage 2, such as the 5 Pillars and the belief in One God.</p>	<p>Students will have studied views from different religions and understand right and wrong. They will have an awareness that religious people use their holy books and religious leaders as a source of authority when making moral decisions.</p>	<p>Students will have knowledge of key religious beliefs from their study of the Abrahamic faiths and the nature of God.</p>	<p>Students will have knowledge of religious beliefs from their study of the Abrahamic faiths. There will have been exposure to some practises at KS3.</p>
KS3 National Curriculum Links	<p>Who was Jesus? What does it mean to be a Christian?</p>	<p>What does it mean to be a Muslim? What do Muslims believe? What are the five pillars of Islam?</p>	<p>How do people respond to moral issues?</p>	<p>How do people respond to ultimate questions? How do people respond to moral issues?</p>	<p>How do Christians put their beliefs into practise?</p>
Assessments	<p>Composite knowledge test that will revisit prior learning of the Abrahamic Faiths.</p>	<p>Component assessment to assess the knowledge on Muhammad and the spread of Islam. Students will analyse the impact of</p>	<p>Composite knowledge test that will revisit prior learning on the Abrahamic Faiths.</p>	<p>Component assessment to assess how beliefs impact religious peoples' response to the big questions of life.</p>	<p>Composite knowledge assessment based on the ultimate questions sequence of learning.</p>

	<p>Component assessment to assess the knowledge linked to the key teachings of Jesus and the impact of these beliefs on Christians.</p>	<p>the rules brought in by Muhammad and use these to formulate a judgement.</p>	<p>Component assessment to explore the beliefs about the death penalty and formulate a judgement linked to the topic. Analysis of a case study linked to forgiveness and how religion might influence beliefs and behaviour linked to forgiveness.</p>		<p>Component knowledge assessment to identify how beliefs impact practices carried out by religious people.</p> <p>Composite end of year assessment to revisit key content from the year.</p>
--	---	---	--	--	---

Year 9	<div> <div>Week 1</div> <div>←</div> <div>→</div> <div>Week 39</div> </div>			
	What does it mean to be a Hindu?	What does it mean to be a Buddhist?	Is there such a thing as the right decision?	What impact did Shoah have on the Jewish community?
<div>Key content</div> <div>(know that...Know how...)</div>	<p>Students will explore the Eastern religions and will begin with an exploration of Hinduism, looking at the origins of Hinduism and comparing the religious scripture with the creation stories of the Abrahamic faiths. Students will explore the Trimurti and the how Hindus put their beliefs into practise.</p> <p>Students will be able to identify, investigate and respond to questions posed, and responses offered by some sources of wisdom found in religions.</p>	<p>The study of Buddhism will allow students to develop an understanding relative to ability, that religions do not have to involve a belief in God. The study will promote challenging and engaging philosophical content appropriate to age and ability. There will be an opportunity to consider the diversity within Buddhism and the rise of Buddhist practices within secular society e.g mindfulness and meditation.</p> <p>Students will be able to identify, investigate and respond to questions posed, and responses offered by some sources of wisdom found in religions.</p>	<p>This will give students the opportunity to strengthen and focus on developing their debating, analysis and evaluation skills through the studying philosophical arguments and examining examples of what a good critique looks like. Students will look Utilitarianism, virtue ethics, situation ethics and animal ethics, as vehicle to establish how we decide right from wrong. There will be an opportunity to develop ethical perceptions of morality that might be used to ascertain the rights and wrongs or a situation.</p> <p>Students will be able to identify, investigate and respond to questions posed, and responses offered by some sources of wisdom found in religions.</p>	<p>Student will study how Jewish faith was practised during the Holocaust. Students will look at the life of Jewish people and how faith was practised in a daily, weekly and annual way. Students will have the opportunity to look at how there is historical evidence of antisemitism to help unpack the term and how this was then evidenced in Nazi Germany. Students will explore how Jewish people were able to keep their faith in the Ghettos and how Jewish identity was stripped in the camps. Students will conclude the unit by exploring how can the Jewish community make sense of Shoah today.</p> <p>Students will be able to identify, investigate and respond to questions posed, and responses offered by some sources of wisdom found in religions.</p>

Prior Knowledge	Students will have some knowledge of some of the Hindu Gods. They may have experienced some Hindu festivals at Key Stage 2.	Students will have some knowledge of the basic tenets of the faith.	Students will have studied the crime and punishment u it and consider some of the influences that support people in making moral decisions.	Students will understand the key beliefs of Judaism. There will have been some exposure to the topic during history lessons in Year 9.
KS3 National Curriculum Links	What does it mean to be a Hindu?	What does it mean to be a Buddhist?	How do people respond to moral issues?	What does it mean to be Jewish?
Assessments	Component assessment to assess the knowledge linked to key tenets of the Hindu faith.	<p>Composite knowledge test that will revisit prior learning of the Eastern religions.</p> <p>Component assessment to assess the knowledge linked to Buddhist belief and practices</p>	<p>Composite knowledge test that will revisit prior learning linked to crime and punishment.</p> <p>Component assessment to evaluate a moral dilemma and analyse the different approaches to this.</p>	<p>Composite knowledge assessment based on Jewish belief and practies sequence of learning.</p> <p>Component knowledge assessment to identify how Jewish people maintained their identity throughout the Holocaust.</p> <p>Composite end of year assessment to revisit key content from the year.</p>