



Religious Education KS3 Curriculum Overview



Key Stage 3 Curriculum Journey – Year 7

Week 1			
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	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...)	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.	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. 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.	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.
Prior Knowledge	Student may have some awareness from Primary school linked to the diversity of the World.	Students will have some exposure at Key Stage 2 to their own beliefs and how these are influenced. Study of world view from introductory unit in year 7.	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.



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?</p> <p>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>



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>
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>
Assessments	<p>Composite knowledge test that will revisit prior learning of the Abrahamic Faiths.</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>Component assessment to assess the knowledge on Muhammad and the spread of Islam. Students will analyse the impact of the rules brought in by Muhammad and use these to formulate a judgement.</p>	<p>Composite knowledge test that will revisit prior learning on the Abrahamic Faiths.</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 assessment to assess how beliefs impact religious peoples' response to the big questions of life.</p>



Week 1				
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	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?
Key content (know that...know how...)	<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, 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	<p>Students will have some knowledge of some of the Hindu Gods. They may have experienced some Hindu festivals at Key Stage 2.</p>	<p>Students will have some knowledge of the basic tenets of the faith.</p>	<p>Students will have studied the crime and punishment u it and consider some of the influences that support people in making moral decisions.</p>	<p>Students will understand the key beliefs of Judaism. There will have been some exposure to the topic during history lessons in Year 9.</p>



KSS 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.	Composite knowledge test that will revisit prior learning of the Eastern religions. Component assessment to assess the knowledge linked to Buddhist belief and practices	Composite knowledge test that will revisit prior learning linked to crime and punishment. Component assessment to evaluate a moral dilemma and analyse the different approaches to this.	Composite knowledge assessment based on Jewish belief and practices sequence of learning. Component knowledge assessment to identify how Jewish people maintained their identity throughout the Holocaust. Composite end of year assessment to revisit key content from the year.