



Key Stage 3 Curriculum Journey – Year 7

	Week 1		
	Study of religion and worldviews.	Which of the Abrahamic religions came first? What became of Abraham's people?	How did Christianity begin? Who was Jesus and why was he significant?
Key content (know that...Know how...)	<p>Our curriculum in begins with a study of religious and Worldviews and moves beyond the traditional study of religion to help students understand the many factors that shape human identity and belief. We explore both religious and non-religious worldviews, such as Humanism, to help students navigate our diverse, multi-religious, and multi-secular society.</p> <p>Key areas of study</p> <ul style="list-style-type: none"> Understanding personal worldviews: Students are encouraged to reflect on their own beliefs, attitudes, and experiences and how these have been influenced by factors like family, history, and culture. Exploring diverse perspectives: The curriculum covers a range of worldviews to develop respect for different cultures and beliefs. This promotes inclusion and helps students challenge stereotypes. Applying disciplinary lenses: Students learn to analyse worldviews using academic tools from theology, philosophy, and the social sciences. This provides a rigorous and challenging framework for their learning. Developing confident engagement: We equip students with the skills to engage thoughtfully and respectfully in discussions about religion and belief. This prepares them to participate positively in a complex, globalised world. <p>Our aim is to provide students with a deeper understanding of themselves and the world around them, fostering empathy, critical thinking, and intellectual curiosity.</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>	<p>Student will establish Christianity has its roots and origins in Judaism.</p> <p>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.</p> <p>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 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>



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>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>	<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>
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>	<p>Who was Jesus? What does it mean to be a Christian?</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 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>	<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>



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	Islam - What was Mecca like before Muhammad?	Crime and Punishment – Is punishment pointless in Modern Britain?	Ultimate Questions – Where did it all begin and what is the purpose of humans?
Key content (know that...know how...)	<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 leader. 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 some actions that Muslims carry out today, to reflect their beliefs.</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 develop 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.</p> <p>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 offered by some sources of wisdom found in religions.</p>
Prior Knowledge	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.	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.	Students will have knowledge of key religious beliefs from their study of the Abrahamic faiths and the nature of God.



KS3 National Curriculum Links	What does it mean to be a Muslim? What do Muslims believe? What are the five pillars of Islam?	How do people respond to moral issues?	How do people respond to ultimate questions? How do people respond to moral issues?
Assessments	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.	Composite knowledge test that will revisit prior learning on the Abrahamic Faiths. 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.	Component assessment to assess how beliefs impact religious peoples' response to the big questions of life. Composite end of year assessment to assess the learning from the topics this year.



	Week 1		
	Is there such a thing as the right decision?	Study of the Dharmic Faiths	What impact did Shoah have on the Jewish community?
Key content (know that...Know how...)	<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>Students will be introduced to three major Dharmic faiths: Hinduism, Buddhism, and Sikhism. The curriculum will allow students to explore core beliefs, practices, and philosophical views on beliefs, practices and the afterlife. By comparing these traditions, students will gain insight into the diversity within and between these religions, while also cultivating independent learning, critical thinking, and reflection.</p> <p>Through a combination of interactive lessons, philosophical debates and independent study, students will deepen their understanding of these religions and develop their ability to engage with religious and ethical questions critically and thoughtfully</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 studied the crime and punishment u it and consider some of the influences that support people in making moral decisions.</p>	<p>Students will have some knowledge of the basic tenets of the dharmic faith.</p> <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 understand the key beliefs of Judaism. There will have been some exposure to the topic during history lessons in Year 9.</p>



KS3 National Curriculum Links	How do people respond to moral issues?	What does it mean to be a Buddhist? What does it mean to be a Hindu? What does it mean to be a Sikh?	What does it mean to be Jewish?
Assessments	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 test that will revisit prior learning of the Eastern religions. Component assessment to assess the knowledge linked to the dharmic beliefs and practices	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.