

KS3 Curriculum

CURRICULUM INTENT:

It is our intent for the RPE element of our school curriculum to engage, inspire, challenge and encourage students, equipping them with the knowledge and skills to answer challenging questions.

In line with the current Essex Agreed Syllabus for Religious Education, RPE will be delivered in school to meet the agreed syllabus aims by enabling young people to become successful learners, confident individuals and responsible citizens. Our KS3 Curriculum encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential elements of our KS3 curriculum:

- self-awareness;
- respect for all;
- open-mindedness;
- appreciation and wonder

The intent of RPE is to deliver a curriculum which is accessible to all and will maximise the outcomes for every student so that they know more, remember more and understand more. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living.

We provide our students with opportunities for them to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They will be equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Our students are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.

What does RPE help young people achieve at KS3? Why have you made these curriculum choices?

Our students live in a very different world to that of 1944 when the Education Act enshrined in law a duty for all schools to teach Religious Education (RE). In preparing for adult life, they need to learn to respond well to a local, national and global landscape of religion and belief diversity. In the context of today's world, we are advocating that our RPE curriculum should help students to hold balanced and well-informed conversations about religion and belief, i.e., be religiously literate.

Students will access a high-quality curriculum that engenders an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. This will enable them to develop a knowledge and acceptance of religions and worldviews, with the skill to "disagree agreeably". Our Curriculum is academically rigorous and examines theology, philosophy and social science within a historical context.

The RPE curriculum provides a sound foundation of world views and religious beliefs that create a tolerance and understanding of others. It provides opportunities for students to consider the place and importance of religion in their local and global community and in particular religion in the workplace.

RPE broadens students' knowledge and understanding of the world and provides a platform for students to enquire about world views and develop personal and informed opinions and beliefs about religious, philosophical and ethical issues.

At Key Stage 3 students have 2 hours of taught content per fortnight in Years 7 & 8 and 1 hour a fortnight taught content in Year 9. In KS3 students are taught in form groups.

TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

	Year 7 Course Outline Origins of Religion	Year 8 Course Outline Development of Religion	Year 9 Course Outline Influence and impact of Religion	Opportunities beyond the classroom
Autumn Term	<p><i>Knowledge:</i> Students study the origins of religious belief and examine the idea of God and some of the earliest known beliefs systems. E.g., Animism, Shinto folk religions etc. Students examine different belief systems from Animism-Polytheism and Monotheism. We focus on the Celtic beliefs as a Polytheistic system and make links with the History curriculum topic of Boudica and the Icenii tribe from this region.</p> <p>Students examine the beginnings of the six major world religions and make links with Geography map skills by investigating where in the world religions have developed and the distribution/growth of religions over time.</p> <p>Building on the origins of religion, students explore what religions have in common through the seven dimensions of religion. (Ninian Smart)</p> <ul style="list-style-type: none"> • Students compare and contrast practices and celebrations; • teaching and authority; • worship and morality of the Abrahamic religions. <p>Key Skills:</p> <ul style="list-style-type: none"> • explain • compare and contrast 	<p><i>Knowledge:</i> In this unit students explore themes of Identity, diversity and belonging. Students describe and show understanding of what a community is and what is important about them. Students suggest their own ideas about features of a community that are important.</p> <p>To think about the pros and cons of their own communities and how they contribute to this. Students reflect on the question: What does it mean to belong? and explore the different communities they belong to as well as the duties/ responsibilities there are to belonging to a community.</p> <p>Students examine different religious communities and what the religious communities do to try and make the World a better place and how they promote equality within their community.</p> <p>Students examine the Hindu and Sikhi communities and the structure within them e.g., the Caste System.</p> <p>Students explore how the Sikhi Community of Kartarpur was established and the core beliefs/rules for the community.</p> <p>Students explore the role of leadership and discipleship in communities with a particular focus on the Ten Gurus and how they</p>	<p><i>Knowledge:</i> Student explore the topic of evil and suffering through studying the following questions and topics: What do the terms prejudice and persecution mean? Students define the terms prejudice and persecution. Students examine the different types of prejudice e.g., racism, sexism, stereotyping etc.</p> <p>Students investigate a case study of Prejudice e.g. Slave trade and/or Martin Luther King Jr. and a case Study of Persecution. E.g., The Holocaust, The Rwandan Genocide.</p> <p>Students explore the impact suffering and evil can have on a person's faith and consider the reactions of those being persecuted e.g. The Jews in the Holocaust – did their Faith make them stronger or did they turn away from their Faith? Did the Rwandans lose Faith or turn to God? Students form opinions and Discuss</p>	<p>Visits to places of Worship/ Sacre sites (Virtually during COVID-19)</p> <p>Opportunities to speak to people of faith.</p> <p>Create opportunities for expression through art, music, literature, dance. Opportunities for Cross Curricular activities.</p>

	<ul style="list-style-type: none"> • express • investigate • make links • reflect • application to one's own and other's lives 	<p><i>overcame opposition and challenges to their community.</i></p> <p><i>Students examine how the Sikhi community/faith has developed and investigate the Sikhi rules of Naam Japna, Kirit Karni, Wand Chakna and Sewa</i></p> <p><i>Students Evaluate the benefits and disadvantages of these rules.</i></p> <p><i>Students investigate conflicts within communities and within Sikhism to see if conflicts exist between culture and the religion where equality may not always be promoted.</i></p> <p><i>Students evaluate the difficulty in following Religious rules in Modern society.</i></p> <p><i>Key Skills:</i></p> <ul style="list-style-type: none"> • Analyse • Investigate • Evaluate • Reflect • Application to one's own and other's lives • Analyse • Show insight 	<p><i>Students reflect on the Q: How do we react to suffering? Students discuss how they think they might react to suffering - e.g., would Religion/ God come into their thoughts?</i></p> <p><i>Students investigate how different religions respond to suffering. (Christianity and Dharmic religions)</i></p> <p><i>Discuss and respond to the Q: How can there be a God when there is so much suffering in the world.</i></p> <p><i>Key Skills:</i></p> <ul style="list-style-type: none"> • Analyse • Investigate • Evaluate • Reflect • Application to one's own and other's lives • Analyse • Show insight 	
<p>Spring Term</p>	<p><i>Knowledge:</i></p> <p><i>Students explore and assess the importance of religion in the world today and investigate the evidence for religion in the local community.</i></p> <p><i>Students will create an ReTrail for the local area to show where religion can be seen in their community.</i></p> <p><i>Linking back to the start of the enquiry we return to the idea of God and investigate who God is for people today.</i></p>	<p><i>Knowledge:</i></p> <p><i>This term students investigate what it means to be a part of a religious community and compare/contrast it to living in a Secular community.</i></p> <p><i>Students recap the different positions of belief and the core knowledge of the World religions.</i></p> <p><i>Students investigate the question: Can people have shared beliefs and values without being a part of a religion? where they will explore the term secular and its meaning.</i></p>	<p><i>Knowledge:</i></p> <p><i>Students explore the influence of religion on our society throughout history and investigate the power/control that religion had over countries. (links with History - Queen Mary and Queen Elizabeth) and how religion lost its power over political affairs in some countries.</i></p> <p><i>Students study case studies of different countries attitudes</i></p>	<p>Visits to places of Worship/ Sacre sites (Virtually during COVID-19)</p> <p>Opportunities to speak to people of faith.</p> <p>Create opportunities for expression through art, music, literature, dance. Opportunities for</p>

<p><i>Students examine the God of the Abrahamic faiths and compare and contrast the beliefs and teachings about God from these faiths.</i></p> <p><i>Students investigate, examine and evaluate the evidence presented for God's existence.</i></p> <p><i>Students explore a range of evidence with a particular focus on Sacred Texts and religious experience.</i></p> <p><i>Students evaluate how reliable the evidence for God is from Sacred Texts.</i></p> <p><i>Students evaluate whether sacred texts are still relevant today and examine the different approaches to reading a text through Hermeneutics, exegesis and fundamentalism.</i></p> <p><i>Students investigate religious experiences and consider whether people can experience God.</i></p> <p><i>Key Skills:</i></p> <ul style="list-style-type: none"> • explain • compare and contrast • express • investigate • make links • reflect • application to one's own and other's lives 	<p><i>Students examine secular organisations/communities such as Humanism.</i></p> <p><i>Students investigate whether Buddhism is a religion or a way of life.</i></p> <p><i>Students study key beliefs and teachings of Buddhism</i></p> <ul style="list-style-type: none"> -Three Universal Truths -Four Noble Truths -The five Precepts -The eightfold Path <p><i>Students explore the Buddhist community of the Sangha and what life is like for a Buddhist Monk/Nun.</i></p> <p><i>Key Skills:</i></p> <ul style="list-style-type: none"> • Analyse • Investigate • Evaluate • Reflect • Application to one's own and other's lives • Analyse • Show insight 	<p><i>towards religion e.g., France and America.</i></p> <p><i>Students explore religion and the laws of society and in particular rights relating to religion.</i></p> <p><i>Case study of religion in the workplace. How do employers cater for religious beliefs/practices?</i></p> <p><i>Connecting back to the yr. 7-unit, students explore where we see religion in society and compare and contrast this to secular influences in society. Students examine faiths Beyond the Big 6 that are apart of our community. E.g., Baha'i, Jehovah Witness, Rastafari etc.</i></p> <p><i>Students evaluate the benefits and disadvantages of both religious and secular societies and respond to the question: Is a Secular society better than a religious society?</i></p> <p><i>Students investigate how religion has influenced our Morality.</i></p> <p><i>Students define the terms: Morality, Moral, Amoral and immoral.</i></p> <p><i>Students examine religious views on source of morality e.g., Conscience as the voice of God.</i></p>	<p><i>Cross Curricular activities.</i></p>
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Summer Term	<p><i>Knowledge:</i> <i>Students examine how Religions mark the key events of life focusing on birth and death and study the beliefs, teachings and practices of the Abrahamic and Dharmic faiths. Students study the celebration of birth through naming ceremonies and baptism.</i></p> <p><i>Students explore key religious beliefs about death and the after life through comparisons of funeral rites in the Abrahamic and Dharmic faiths as well as key beliefs about Heaven and Hell, Reincarnation and Nirvana.</i></p> <p><i>Key Skills:</i></p> <ul style="list-style-type: none"> • explain • compare and contrast • express • investigate • make links • reflect • Evaluate • application to one's own and other's lives 	<p><i>Knowledge:</i></p> <p><i>This term students explore the key questions:</i></p> <ul style="list-style-type: none"> • <i>Who am I?</i> • <i>What does it mean to be Human?</i> • <i>What are the essential/non-essential parts of being human?</i> • <i>What is spirituality?</i> • <i>What does sacred mean?</i> • <i>How do religions express spirituality?</i> • <i>How do you express yourself?</i> • <i>Are Humans Sacred?</i> • <i>Who am I?</i> • <i>Am I spiritual?</i> • <i>Can you be spiritual without a religion?</i> <p><i>Students explore what it means to be human and express their own view on spirituality. Students study how religions and people express spirituality. Students investigate the impact of music, art, literature, etc. on a religious person's life.</i></p> <p><i>Students explore the benefits of expressing Spirituality.</i></p> <p><i>Students identify and explore difficulties of expressing spirituality in the 21st Century.</i></p>	<p><i>Knowledge:</i> <i>Students define the terms: Morality, Moral, Amoral and immoral.</i></p> <p><i>Students examine religious views on source of morality e.g., Conscience as the voice of God.</i></p> <p><i>Students study non-religious views about sources of morality.</i></p> <p><i>Students explore ideas about how we come to moral decisions and study different ethical theories as a means to choosing the best moral outcome. E.g., The Golden Rule, Utilitarianism and Situation ethics.</i></p> <p><i>Students evaluate the different ethical theories and apply them to different moral dilemmas.</i></p>	<p>Visits to places of Worship/ Sacre sites (Virtually during COVID-19)</p> <p>Opportunities to speak to people of faith.</p> <p>Create opportunities for expression through art, music, literature, dance. Opportunities for Cross Curricular activities.</p>

		<p><i>Students explore questions they may have about spirituality.</i></p> <p><i>Students evaluate how spirituality can be different things to many people and show how a person's history, culture and beliefs can define who they are and what their spirituality is.</i></p> <p><i>Students critically evaluate the value of expressing spirituality.</i></p> <p><i>Key Skills:</i></p> <ul style="list-style-type: none"> • explain • compare and contrast • express • investigate • make links • reflect • evaluate • application to one's own and other's lives 	<p><i>Students examine ethical questions and study religious and non-religious views on the ethical questions.</i> <i>e.g., Cloning and genetic engineering and animal uses and abuses.</i></p> <p><i>Key Skills:</i></p> <ul style="list-style-type: none"> • explain • compare and contrast • express • investigate • make links • reflect • evaluate • application to one's own and other's lives 	
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Key Independent Learning Resources	GREAT READS
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<p>www.reonline.org.uk</p> <p>https://classroom.thenational.academy/</p> <p>Christianity: www.request.org.uk www.biblegateway.com</p> <p>Judaism: www.jewish.co.uk www.jwol.org.uk www.annefrank.org www.torahtots.com</p> <p>Islam: www.islam.org www.quranbrowser.org www.islamicart.com</p>	<p>Hinduism: www.hindunet.org www.hinduismtoday.com http://iskconuk.com www.hinduacademy.org www.bhagavad-gita.org</p> <p>Buddhism: www.buddhanet.net www.clear-vision.org http://thebuddhistcentre.com</p> <p>Sikhi: www.sikhs.org www.sikhs.org/english/frame.html www.sikhiwiki.org</p>	<p>“Does my Head look big in this?”</p> <p>“The complete Philosophy Files”</p> <p>“I am Malala”</p> <p>“A Monster Calls” (death and bereavement)</p> <p>“The Lion, the Witch and the Wardrobe” (a lot of parallels to Christianity)– CS Lewis</p> <p>“The Philosophy Files”</p> <p>“The Philosophy Gym”</p>
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	<p>The Religious studies curriculum supports students in developing skills of:</p> <p>a) Investigation – this includes:</p> <ul style="list-style-type: none">• asking relevant questions;• knowing how to use a variety of sources in order to gather information;• knowing what may count as good evidence in understanding religion(s). <p>b) Interpretation – this includes:</p> <ul style="list-style-type: none">• the ability to draw meaning from artefacts, works of art, poetry and symbolism;• the ability to interpret religious language;• the ability to suggest meanings of religious texts. <p>c) Reflection – this includes:</p> <ul style="list-style-type: none">• the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions. <p>d) Empathy – this includes:</p> <ul style="list-style-type: none">• developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;• the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;• the ability to see the world through the eyes of others, and to see issues from their point of view. <p>e) Evaluation – this includes:</p> <ul style="list-style-type: none">• the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;• weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience. <p>f) Analysis – this includes:</p> <ul style="list-style-type: none">• distinguishing between opinion, belief and fact;• recognizing bias, caricature, prejudice and stereotyping;• distinguishing between the features of different religions.• g) Synthesis – this includes:<ul style="list-style-type: none">• linking significant features of religion(s) together in a coherent pattern;• connecting different aspects of life into a meaningful whole. <p>h) Application – this includes:</p> <ul style="list-style-type: none">• making links between religion and individual, community, national and international life;		

- identifying key religious values and their links with secular values.

i) Expression – this includes:

- the ability to articulate ideas, beliefs and values;
- the ability to respond to religious ideas, beliefs and questions through a variety of media.

j) Self-understanding – this includes:

the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.