

KS3 Religious Education

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|---|--|-----------------|---|
| Year 7 | <p>Judaism</p> <p>Big Question: How do Jewish teachings influence human morality?</p> <p>Students will be introduced to fundamental Jewish beliefs and commands and develop their skills in critical analysis to establish how beliefs, views and commands influence and impact human morality.</p> | <p>Christianity</p> <p>Big Question: How do Christian teachings influence human morality?</p> <p>Students will be introduced to fundamental Christian beliefs and commands and continue to develop their skills in critical analysis and be in a position to compare and recognise similarities and contrasts across religions.</p> | <p>Islam</p> <p>Big Question: How do Muslim teachings influence human morality?</p> <p>Students will be introduced to fundamental Muslim beliefs and commands and further their skills in critical analysis, with a particular focus on the similarities and contrast of Abrahamic faiths when considering the influence on human morality.</p> | <p>Science and Religion</p> <p>Big Question: Is science and religion compatible?</p> <p>Students will be introduced to non-religious worldviews and consider the compatibility and contrasting ideas towards interpretation of text/ scripture and scientific facts. Students will continue to build on their learning from the Autumn and Spring Terms and consider the compatibility between science and religion.</p> | As per Spring 2 | <p>Big Question</p> <p>Big Question: Does God exist?</p> <p>Students will build on their religious and non- religious learning from the start of Year 7 and be introduced to philosophical thought to establish different ways at looking at truth and consider what truth claims are. Students will then use the whole of their Year 7 knowledge to consider the big question of whether God exists and how to support their claims, disprove other claims, etc.</p> |
| Year 8 | Hinduism | Sikhism | Buddhism | Literacy and RE | Big Question | As per Summer 1 |

| | | | | | | |
|--------|---|--|--|---|--|-----------------|
| | <p>Big Question: What do Hindus believe?</p> <p>Students will be introduced to fundamental Hindu beliefs and consider how the varying beliefs impact and influence Hindu behaviour and morality. Students continue to build on their critical analysis skills from Year 7 and consider the differences and comparison of Dharmic religions from Abrahamic faiths.</p> | <p>Big Question: What do Sikhs believe?</p> <p>Students will be introduced to fundamental Sikh beliefs and consider how the varying beliefs impact and influence Sikh behaviour and morality. Students continue to build on their critical analysis skills from Year 7 and consider the differences and comparison of Dharmic religions, as well as those from Abrahamic faiths.</p> | <p>Big Question: What do Buddhists believe?</p> <p>Students will be introduced to fundamental Buddhist beliefs and consider how the varying beliefs impact and influence Buddhist behaviour and morality. Students continue to compare the Dharmic religions, as well as those from Abrahamic faiths and secular methods of morality and meditation.</p> | <p>Big Question: How do Muslims find truth in the Holy Qur'an?</p> <p>Students are introduced to the language of belief, context in which text and scripture was written and revealed, the beginnings of faith and how truth is established within key text. Students will consider varying interpretations of text and this unit focuses on the literacy element of understanding religion within Islam.</p> | <p>Big Question: Can we achieve equality amongst all people?</p> <p>This unit builds on the entirety of Year 7 and Year 8 and encourages students to apply their religious and non-religious learning to key themes surrounding gender, sex, race and equality across the Dharmic and Abrahamic faiths, as well as across non-religious worldviews to consider the big question; can we achieve equality amongst all people?</p> | |
| Year 9 | <p>Christian Beliefs</p> <p>Students will be introduced to the AQA GCSE.</p> | As per Autumn 1 | <p>Islam Beliefs</p> <p>Students will continue their GCSE learning and build</p> | As per Spring 1 | <p>Crime and Punishment</p> <p>Students will continue</p> | As per Summer 1 |

| | | | | | | |
|--|---|--|--|--|--|--|
| | <p>Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.</p> <p>The Topics covered in the Autumn Term are based on the varying Christian beliefs and will be built upon during Years 9-11. The individual areas of Christian Beliefs are; the Nature of God, Trinity, life of Jesus, life after death, sin and suffering and the relationship between God and humanity and the influence of these beliefs for Christians.</p> | | <p>on their Autumn term knowledge with a focus on Muslim belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.</p> <p>The topics covered in the Spring Term are based on the varying Muslim beliefs on; Tawhid, angels, life after death, the role and significance of prophets, different views between Sunni and Shi'a Muslims, the authority of the Qur'an and other holy books and how the varying beliefs influence Muslims.</p> | | <p>developing their knowledge and understanding and skills as listed in the Autumn and Spring Term.</p> <p>Students will then apply their religious knowledge and understanding and be introduced to non- religious, philosophical and ethical thematic studies.</p> <p>The thematic studies covered in the Summer Term is Crime and Punishment and the individual topics are; various reasons for crime, different aims of punishment, forgiveness, suffering, prison, corporal punishment, community service</p> | |
|--|---|--|--|--|--|--|

| | | | | | | |
|--|--|--|--|--|---------------------------|--|
| | | | | | and the death penalty. | |
|--|--|--|--|--|---------------------------|--|