## KS3 Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Judaism	Christianity	Islam	Science and Religion	As per Spring 2	Big Question Big Question: Does
	Big Question: How do Jewish teachings influence human morality?	Big Question: How do Christian teachings influence human morality?	Big Question: How do Muslim teachings influence human morality?	Big Question: Is science and religion compatible?		God exist?  Students will build on their religious
	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.	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.	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.	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.		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
Year 8	Hinduism	Sikhism	Buddhism	Literacy and RE	Big Question	claims, etc. As per Summer 1

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	Big Question: What do Hindus believe?  Students will be introduced to fundamental Hindu	Big Question: What do Sikhs believe?  Students will be introduced to fundamental Sikh	Big Question: What do Buddhists believe?  Students will be introduced to	Big Question: How do Muslims find truth in the Holy Qur'an?	Big Question: Can we achieve equality amongst all people?  This unit builds on	
	beliefs and consider	beliefs and consider	fundamental	introduced to the	the entirety of Year	
	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.	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	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	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	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	
		faiths.	morality and meditation.	literacy element of understanding religion within Islam.	worldviews to consider the big question; can we achieve equality amongst all people?	
Year 9	Christian Beliefs	As per Autumn 1	Islam Beliefs	As per Spring 1	Crime and	As per Summer 1
					Punishment	
	Students will be		Students will		Charles and a 191	
	introduced to the		continue their GCSE		Students will	
	AQA GCSE.		learning and build		continue	

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.  The Topics covered in the Autumn Terrn 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 humanity and the influence of these influence i			
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