

## Key Stage 3: RE Curriculum Map 2023-24

### Prior Learning:

At KS2 the aim was for students to:

- Enquire into the Big Six religions (Christianity, Islam, Hinduism, Buddhism, Sikhism and Judaism) as well as Humanism

Within these enquiries the following should have been covered:

- Beliefs - what is the most important concept of the religion or worldview? This ensures the heart of the enquiry is theological.
- Belief in action - how is this belief explained in holy books and sources of authority and how do communities and individuals demonstrate this belief in their lifestyle? This ensures the enquiry is rooted in human and social science.
- Questioning these beliefs through Big Questions - how does this belief help or prevent followers from acting in certain ways. This ensures the enquiry is connected to philosophical thinking.

Opportunities would have been given to:

- **ENGAGE**
  - to unpack a belief or concept, relating it to their own experience, things they can understand or imagine
  - to encounter issues, events, artefacts, symbols or stories, which introduce the belief or concept in its religious context, stimulating questions
- **ENQUIRE**
  - to discuss the Enquiry question, analysing its meaning and suggesting what is needed to answer it
- **EXPLORE**
  - to study the origin of a belief in stories, texts, teachings, and discussing the possibility of different interpretations
  - to investigate how a belief affects community practice, locally and further afield, making use of visitors, visits, video and internet
  - to meet, in action and dialogue, a range of people to gain understanding of the breadth, diversity and impact of a belief on different individuals
  - to talk to individuals to compare 'lived reality' to learning gained from other sources
- **EVALUATE**
  - to use subject vocabulary, with confidence, and increasing accuracy in class discussion, review and retrieval exercises
  - to demonstrate their learning in relation to the Enquiry question and construct group or individual answers
- **EXPRESS**
  - to communicate their own and others' insights into this belief or concept e.g. through writing, art and design, music, dance, drama and ICT, and share with a wider audience

- **EXTEND**

- to draw on their growing knowledge of religion and worldviews to discuss the related ‘Big’ question, reflecting on their own and others’ insights
- to practise skills of debate, listening attentively, giving well-reasoned answers and demonstrating respect for other opinions

Students will have been given a ‘rich and precise’ question for each ENQUIRY - this would have clarified what learning about religions and worldviews was to take place. Whenever possible the questions would have included the name of the religion or worldview and the belief or concept. Example: How do Sikhs put their beliefs about equality into practice? Not: What do Sikhs believe?

Students will have been assessed on:

- what people believe and why (Theology)
- what people do as a result of their beliefs (Human and Social Science)
- how people address ‘big’ questions (Philosophy)

**Curriculum Intent:**

The RE curriculum has been designed to help students not only be able to discuss what religious and non-religious followers believe and how this influences their behaviour, but also to be able to express their own beliefs and behaviour. Oracy is an important part of the curriculum and students are given opportunities to work individually as well as in small groups where they are encouraged to work collaboratively and to develop the skills of respectful debate and disagreement. As the UK becomes increasingly diverse in the beliefs held by its population, both religious and secular, being able to express your own thoughts and opinions in a way that is non-offensive also becomes increasingly important. The RE curriculum is designed to support the learning, knowledge, and skills developed in other subjects.

**Year 7**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Module Title</b>	<b>What is a worldview?</b>	<b>Judaism</b>	<b>Christianity</b>
<b>Learning Focus: What are the foundations of belief?</b>	Big Question 1: How do beliefs about reincarnation affect Hindu approaches to life and death?	Big Question 2: Why are there conflicting views in Christian and Jewish teaching about the nature of the Messiah?	Big Question 3: How do Christians view the Bible as a source of truth when looking at creation accounts?

<b>Careers Focus</b>	Understanding of people of other faiths	Understanding how different points of view can stem from the same root	Understanding written sources as a basis for morals
<b>Assessment</b>	Oracy discussions and written self-reflection tasks.	Oracy discussions and written self-reflection tasks.	Oracy discussions and written self-reflection tasks.

<b>Year 8</b>			
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Module Title</b>	<b>Non-religious worldviews</b>	<b>Buddhism</b>	<b>How do religions respond to poverty?</b>
<b>Learning Focus:</b> <b>Can you live a good life without a belief in a god?</b>	Big Question 4: How do Humanists use empathy as a motivation to care for the planet?	Big Question 5: How do beliefs about karma affect how Buddhists make moral choices?	Big Question 6: Is it sufficient for Christians to rely on God's grace to be saved or should they do good 'works'?
<b>Careers Focus</b>	Understanding people who disagree with your ideas	Understanding the impact of your actions upon the lives of others	Understanding your impact of your actions on the wider world
<b>Assessment</b>	Oracy discussions and written self-reflection tasks.	Oracy discussions and written self-reflection tasks.	Oracy discussions and written self-reflection tasks.

<b>Year 9</b>			
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Module Title</b>	<b>Sikhism</b>	<b>Islam</b>	<b>Religion in the UK</b>
<b>Learning Focus:</b> <b>Getting along with others</b>	Big Question 7: What is the significance of the khalsa and why don't all Sikhs join it?	Big Question 8: Does keeping the five pillars fulfil a Muslim's deen?	Big Question 9: How does barring women from leadership in some churches challenge the Christian belief that all are made in God's image?

<b>Careers Focus</b>	Understanding the benefit of working as a team	Understanding personal and collective responsibility	Understanding equality and diversity
<b>Assessment</b>	Oracy discussions and written self-reflection tasks.	Oracy discussions and written self-reflection tasks.	Oracy discussions and written self-reflection tasks.

Year 7	Year 8	Year 9
<u>Assessment statement</u>	<u>Assessment statement</u>	<u>Assessment statement</u>
<p><b>General Statements</b> Students are able to discuss the topics studied. Students have grasped the key topics and concepts and are using these in their discussions and writings. Students use the correct definitions without prompting.</p> <p><b>Worldviews</b> Students are able to discuss how different worldviews think about life and death</p> <p><b>Judaism</b> Students are able to discuss conflicting views about Jesus in Judaism and Christianity</p> <p><b>Christianity</b> Students are able to discuss the story of Creation in the Bible</p>	<p><b>General Statements</b> Students are able to discuss the topics studied. Students have grasped the key topics and concepts and are using these in their discussions and writings. Students use the correct definitions without prompting.</p> <p><b>Non-religious worldviews</b> Students are able to discuss the role of empathy within environmentalism</p> <p><b>Buddhism</b> Students are able to discuss karma and the cycle of samsara</p> <p><b>Poverty</b> Students are able to discuss Christian attitudes to helping others</p>	<p><b>General Statements</b> Students are able to discuss the topics studied. Students have grasped the key topics and concepts and are using these in their discussions and writings. Students use the correct definitions without prompting.</p> <p><b>Sikhism</b> Students are able to discuss the founding and importance of the khalsa</p> <p><b>Islam</b> Students are able to discuss the Five Pillars of Islam</p> <p><b>Religion in the UK</b> Students are able to discuss the role of women in the Church of England</p>

