



Key Stage 3 RE Curriculum Overview

Progression from Key Stage 2 and Progression through Key Stage 3:

	Autumn Term	Spring Term	Summer Term
Year 6	<p>Students at the end of Key Stage 2 will be able to: Consider a range of religious and non-religious opinions on the following areas:</p> <ul style="list-style-type: none"> • The Christian concept of God and Jesus. • Places of worship. • How religious people can help others. • Worship and Prayer. • How Sandwell can be more respectful. • What it means to be good. • The impact of belief on life. <p>The skills developed should be:</p> <ul style="list-style-type: none"> • Identify beliefs in faith(s) • Describe beliefs • Explain beliefs from sources of authority • Connect belief to practice for individuals and communities • Reflect on beliefs • Justify ideas on belief and practice 		
Year 7	<p>What is RE?</p> <ul style="list-style-type: none"> • Consider what is involved in the study of RE and why it is important. • Reflect on how RE may impact the lives of the students. • Look at key facts about religions. <p>What are Ultimate Questions?</p> <ul style="list-style-type: none"> • Consider beliefs on Creation • Consider beliefs on Life After Death • Consider beliefs on the Soul <p>Who are the Founders of Religion?</p> <ul style="list-style-type: none"> • Study the life of a range of religious founders: 	<p>Why is Jesus important? Jesus / Incarnation / Trinity</p> <ul style="list-style-type: none"> • An in-depth study into the life of Jesus • Consider why Christians believe in the incarnation and what impact this has on belief. • Consider why Christians believe in the Trinity and what impact this has on belief. <p>How has religion changed?</p> <ul style="list-style-type: none"> • Consider what is meant by Monotheistic and Polytheistic religions • Consider what denomination means and the differences between denominations 	<p>How can we recognise religions? Religious Building / Symbols / Artefacts</p> <ul style="list-style-type: none"> • In depth study of three religious buildings, symbols and artefacts <ul style="list-style-type: none"> • Christianity • Judaism • Sikhism <p>What are Holy Books / Rules?</p> <ul style="list-style-type: none"> • In-depth study into three religious ideas on holy books and rules: <ul style="list-style-type: none"> • How to use the Bible? • What are the 10 Commandments? • Why is the Quran important? • What are the 5 Pillars of Islam

	<ul style="list-style-type: none"> Abraham & Moses Guru Nanak The Prophet Muhammed The Buddha <p><i>SACRE Links: 3.2, 3.4, 3.5, 3.10, 3.11</i></p>	<ul style="list-style-type: none"> Consider whether difference can and should be overcome. Consider the rise of spiritualism (SBNR) Consider modern examples of Churches (Sunday Assembly) <p>What are Secularisation & Non-religious views?</p> <ul style="list-style-type: none"> Consider the beliefs of Humanism and the rise of secularism. <p><i>SACRE Links: 3.1, 3.3, 3.4, 3.5, 3.8, 3.9, 3.10, 3.11, 3.12</i></p>	<ul style="list-style-type: none"> What is the Guru Granth Sahib? What rules are Sikh? <p>Does it matter what we wear?</p> <ul style="list-style-type: none"> Explore ideas of religious clothing and why this is important. Explore the idea of modesty in a range of religions. Explore the ideas of Body confidence. <p><i>SACRE Links: 3.2, 3.10, 3.12</i></p>
Year 8	<p>What is Worship?</p> <ul style="list-style-type: none"> Look at different practices of prayer. <ul style="list-style-type: none"> What is the Eucharist and the Lord's Prayer? What is Puja? What is Meditation? What are prayer flags? <p>Explore different methods of worship such as art and song.</p> <p>What is pilgrimage?</p> <ul style="list-style-type: none"> Consider the difference between pilgrimage and a holiday. Consider sites of pilgrimage in three religions: <ul style="list-style-type: none"> What is Hajj? Why is Lourdes important? What is the Kumbh Mela? <p>Why is Jerusalem important?</p> <ul style="list-style-type: none"> Explore at why Jerusalem is a site of pilgrimage and contested by different faiths. <p><i>SACRE Links: 3.2, 3.6, 3.8, 3.10, 3.12</i></p>	<p>What are Festivals?</p> <ul style="list-style-type: none"> Explore the Festivals of different religious traditions: <ul style="list-style-type: none"> Why is Christmas and Easter important? What is Passover? What is Vaisakhi What does Diwali mean for Hindus and Sikhs? <p>What is a rites of passage?</p> <ul style="list-style-type: none"> Explore what is meant by a rite of passage and look at different examples from different faith traditions: <ul style="list-style-type: none"> Baptism and Believers baptism Bar / Bat Mitzvah Marriage Funerals <p><i>SACRE Links: 3.2, 3.3, 3.10, 3.12</i></p>	<p>What is Human Rights & Activism?</p> <p>Religious and non-religious perspectives</p> <ul style="list-style-type: none"> Explore a range of inspirational people that have been activists and how they have contributed to humanity. Religious people: <ul style="list-style-type: none"> Martin Luther King Gandhi Malala Yousefsai Mother Theresa William Booth William Wilberforce John Cadbury Alan Turing Captain Tom & Tony Hugal Marcus Rashford Dr Hany El Bana (Islamic Relief) Explore whether we can be modern day activists and how we should stand up against injustice. <p><i>SACRE Links: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 3.12</i></p>

<p>Year 9</p>	<p>Where can people look for God – Arguments for God?</p> <ul style="list-style-type: none"> Consider reasons people believe in God by exploring philosophical arguments for God. <ul style="list-style-type: none"> Cosmological Argument Teleological Argument Religious Experience <p>Is God real at all – Challenges to Faith?</p> <ul style="list-style-type: none"> Consider reasons people challenge a belief in God by exploring different challenges to faith. <ul style="list-style-type: none"> Scientific challenges to faith Psychological and Sociological challenges to faith? The rise of Humanism <p><i>SACRE Links: 3.2, 3.5, 3.6, 3.7, 3.8, 3.10, 3.11, 3.12</i></p>	<p>What is the Problem of Evil and Suffering?</p> <ul style="list-style-type: none"> Consider how the Problem of evil is a challenge to faith and how it can be overcome <ul style="list-style-type: none"> What is the problem of evil? How do Judaic-Christian religions respond to the Problem of Evil? How do Eastern religions respond to the problem of evil? Buddhism and suffering? <p>Why should we care about Poverty?</p> <ul style="list-style-type: none"> Consider the concept of poverty and how different religions respond to this issue. Consider charities such as <ul style="list-style-type: none"> Christian Aid Tear fund Islamic Relief Khalsa Aid <p><i>SACRE Links: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 3.11, 3.12</i></p>	<p>What is Liberation Theology?</p> <ul style="list-style-type: none"> Consider the actions of religious figures who use their religion to challenge injustice in society. <ul style="list-style-type: none"> Oscar Ramero Dietrich Bonhoeffer Teresa Forcades (anti-capitalist nun) Pandurang Shastri Athavale (founded indian movement on selfless love of the poor) <p>What is Medical Ethics?</p> <ul style="list-style-type: none"> Consider different medical ethical issues. <ul style="list-style-type: none"> Abortion Euthanasia Stem Cell research and IVF <p><i>SACRE Links: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12</i></p>
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Justification:

- There is some overlap between KS2 & KS3 to account for the fact the provision of RE across primary schools varies.
- Basic information is given in student planners and will be utilised to help pupil's access content.
- Knowledge and understanding of various religious and non-religious traditions is covered over the three years.
- The curriculum aims to cover the objectives of learning about religion, learning from religion and making connections to life.
- It covers both beliefs and teachings, practice of religion and philosophical enquiry.
- The sequence of learning builds on previous knowledge and progressively challenges pupils with the nature of content and issues explored.
- Skills will be revisited throughout the year and synoptic linking will be used to ensure students build a picture of what is involved in religious and non-religious belief.
- Assessments will build a range of study skills and DIRT lessons will build upon metacognition skills throughout.

By the end of Key Stage 3 a student should be able to:

- Demonstrate a diverse knowledge of different beliefs
- Apply these beliefs to a range of moral issues
- Demonstrate how belief impacts on practice
- Demonstrate how belief impacts on current life
- Demonstrate why different issues matter and how belief systems can impact on this.
- Demonstrate understanding of British Values.

Skills and attributes:

- Enquiry of different belief systems
- Curiosity of different practise linked to belief
- Critical thinking of philosophical concepts
- Analysis of belief systems
- Description and Explanation of belief systems and practices linked to them
- Confidence in sharing ideas
- Empathy with moral dilemmas
- British Values
- Reflective and Independent learners