Religious Education KS3 Curriculum Overview

	Unit1	Unit 1	Unit 2	Unit 2	Unit 3	Unit 3
Year 7	Origins of Abrahamic	Origins of Abrahamic	Judaism	Judaism	Christianity	Christianity
Y7 RE focuses on	Faiths	Faiths			,	•
the foundations of						
the three	Overview: Students are	Overview: Students are	Overview: Students will deepen	Overview: Students will deepen	Overview: Students will	Overview: Students will
Abrahamic	introduced to the three	introduced to the three	their exploration of the three	their exploration of the three	deepen their exploration of	deepen their exploration
religions:	Abrahamic religions and	Abrahamic religions and	religions by focusing on the	religions by focusing on the oldest	the three religions by	of the three religions by
Christianity,	the foundations of	the foundations of religion	oldest of the Abrahamic Faiths,	of the Abrahamic Faiths, Judaism.	focusing on the next	focusing on the next
Judaism and Islam.	religion and faith	and faith including	Judaism. Students will use and	Students will use and develop their	established faith. Students	established faith.
Due to the varying	including perceptions of	perceptions of God and	develop their knowledge from	knowledge from the previous unit,	will use and develop their	Students will use and
levels of exposure	God and how God is	how God is described. New	the previous unit, to study	to study Judaism in depth by	knowledge from the previous	develop their knowledge
to religious	described. New language	language to describe God	Judaism in depth by studying	studying and making judgments on	units, to study Christianity in	from the previous units,
education at	to describe God will be	will be introduced to	and making judgments on	Orthodox and Reform Judaism and	depth by studying and	to study Christianity in
KS1/2, Unit 1	introduced to students	students and similarities	Orthodox and Reform Judaism	apply this to how Jews live in the	making judgments on the	depth by studying and
builds on the	and similarities and	and differences are drawn	and apply this to how Jews live	modern day e.g. through Shabbat	birth, life, and death of Jesus	making judgments on the
foundations on	differences are drawn	between the three faiths.	in the modern day e.g. through	and festivals such as Yom Kippur	and its importance to	birth, life, and death of
the three religions	between the three faiths.	One example of this is	Shabbat and festivals such as	and Pesach.	Christians and the impact this	Jesus and its importance
including general	One example of this is	students will draw	Yom Kippur and Pesach.		has on both Christians and	to Christians and the
understandings	students will draw	comparisons between		Rationale: This develops the	non-Christians in the modern	impact this has on both
about God and	comparisons between	stories such as Abraham	Rationale: This develops the	students' understanding of the	day.	Christians and non-
faith. Students will	stories such as Abraham	and Ibrahim to highlight	students' understanding of the	three Abrahamic faiths. Students		Christians in the modern
then study in	and Ibrahim to highlight	the similarities between	three Abrahamic faiths.	are now able to analyse the	Rationale: This develops the	day.
depth two of the	the similarities between	the Abrahamic religions.	Students are now able to	importance and significance of	students' understanding of	B .: 1 =1: 1 1
three religions in	the Abrahamic religions.	This will allow students to	analyse the importance and	festivals and other customs to a	the three Abrahamic faiths.	Rationale: This develops
Y7 (Islam to be	This will allow students to understand the shared	understand the shared history between the three	significance of festivals and other customs to a religious	religious and non-religious person to give them a profound	Students are now able to analyse the importance and	the students'
explored in Y8) identify common	history between the three	faiths. Students will	and non-religious person to	understanding of the customs and	significance of festivals and	understanding of the three Abrahamic faiths.
features and	faiths. Students will	understand the role of	give them a profound	practices of the people in their	other customs to a religious	Students are now able to
celebrate	understand the role of	Abraham as well as other	understanding of the customs	local community and beyond.	and non-religious person to	analyse the importance
differences.	Abraham as well as other	prophets that are central to	and practices of the people in	local community and beyond.	give them a profound	and significance of
Student. Students	prophets that are central	all three faiths and judge	their local community and		understanding of the	festivals and other
will end Y7 with a	to all three faiths and	the importance of	beyond.		customs and practices of the	customs to a religious
strong	judge the importance of	covenant.	20,21121		people in their local	and non-religious person
understanding of	covenant.				community and beyond.	to give them a profound
the key features of					· · ·	understanding of the
the Abrahamic	Rationale: Students have	Rationale: Students have				customs and practices of
religions, in	varying levels of RE at	varying levels of RE at				the people in their local
particular Judaism	primary school so the unit	primary school so the unit				community and beyond.
and Christianity	has been designed to	has been designed to				
with Islam to	create a level between	create a level between				
follow in Y8 and	students to be in a	students to be in a position				
will be able to	position to explore the	to explore the Abrahamic				
make judgements	Abrahamic faiths with	faiths with deeper				
each religion's	deeper meaning. Students	meaning. Students will also				
history, key	will also go on to study	go on to study the three				

prophets, core	the three religions in	religions in historical and				
beliefs, and	historical and modern	modern terms and this unit				
relevance in the	terms and this unit	provides good foundation				
modern day.	provides good foundation	for that.				
	for that.					
Year 8	Islam	Islam	Enquiry: How has religion	Philosophy of Religion	Philosophy of Religion	Atheism
Y8 RE will start			changed in the 21st century?			
with the	Overview: Students will	Overview: Students will		Overview: Students begin their	Overview: Students begin	Overview: Students will
continuation of	deepen their exploration	deepen their exploration of	Overview: Students are	study on Philosophy of Religion	their study on Philosophy of	develop their philosophy
the study of	of the three religions by	the three religions by	exposed to census data and	and engage with key arguments for	Religion and engage with key	skills by studying atheism
Abrahamic Faiths.	focusing on the next	focusing on the next	data collection from the school	and against the existence of God.	arguments for and against	and the critiques of the
The next units will	established faith.	established faith. Students	to judge changing religious	The unit begins by unpacking key	the existence of God. The	existence of God.
allow students to	Students will use and	will use and develop their	trends in the school, Banbury	language i.e. 'The God of Classical	unit begins by unpacking key	Students will study
explore	develop their knowledge	knowledge from the	and the UK. Students will	Theism', 'Theism', 'Atheism' then	language i.e. 'The God of	difference challenges to
contemporary	from the previous units,	previous units, to study	evaluate the impact of the	analyses arguments for and against	Classical Theism', 'Theism',	the Bible over time, with
ethical issues and	to study Islam in depth by	Islam in depth by studying	changing trends on the	God's existence in depth. It is here	'Atheism' then analyses	a particular focus on
form judgements	studying and making	and making judgments on	customs and practices they	where students will be immersed	arguments for and against	conflicting or
on them. Students	judgments on the life of	the life of Muhammad and	have gained knowledge on			contradictory teachings
will develop their	Muhammad and his	his importance to Muslims	throughout Y7.	in the development of the skills of	God's existence in depth. It is	within it. Students will
ability to form an	importance to Muslims as	as well as make judgments		argumentation. Students will	here where students will be	also study historical
argument and	well as make judgments	on the main differences	Rationale: Students will by this	unpick the biggest questions by	immersed in the	events, mainly the
deepen their	on the main differences	between Sunni and Shi'a	point have secure knowledge	studying theodicies about evil, the	development of the skills of	Enlightenment that
understanding	between Sunni and Shi'a	and apply this to how	and understanding of the key	purpose of life, and the origins of	argumentation. Students will	changed people's views
about moral issues	and apply this to how Muslims live in the	Muslims live in the modern	concepts of the three	life and the universe.	unpick the biggest questions	on the world around
in the UK and the world. Students		day e.g. through Eid ul Fitr,	Abrahamic faiths and will be in		by studying theodicies about	them. Students will study
will be able to	modern day e.g. through Eid ul Fitr, Eid ul Adha,	Eid ul Adha, prayer, charity,	the position to lead an enquiry about religious trends in their		evil, the purpose of life, and	ancient Greek
grasp change and	prayer, charity, and	and fasting.	local community and the UK.	Rationale: By this point, students	the origins of life and the	philosophers all the way to modern philosophers
continuity in	fasting.		Students will be given the	will have a rich knowledge of	universe.	such as Nietzsche.
specific ethical	rasting.	Rationale: This develops	opportunity to make	religious beliefs and traditions		Such as Metzsche.
issues and	Rationale: This develops	the students'	judgements on the impact of	before moving onto the higher-		Rationale: Students will
evaluate the	the students'	understanding of the three	change to religious trends.	order thinking around the		develop their critical skills
impact on their	understanding of the	Abrahamic faiths. Students	change to religious tremus.	_	Rationale: By this point,	through a further study of
own lives and	three Abrahamic faiths.	are now able to analyse the		philosophical debate. This will also	students will have a rich	philosophical questions.
wider society.	Students are now able to	importance and		set them up well for ethical issues	knowledge of religious beliefs	Students will explore the
,	analyse the importance	significance of festivals and		studied in Year 9 where they will	and traditions before moving onto the higher-order	ideas on morality and
	and significance of	other customs to a religious		debate issues such as abortion and	thinking around the	question what or who
	festivals and other	and non-religious person to		euthanasia. Focus on student's	philosophical debate. This	develops our morals and
	customs to a religious and	give them a profound		independent thought and a push	will also set them up well for	if one source of morality
	non-religious person to	understanding of the		for them to question the world	ethical issues studied in Year	is better than the other.
	give them a profound	customs and practices of		around them will be key here both	9 where they will debate	Students will be
	understanding of the	the people in their local		in terms of written pieces and	issues such as abortion and	developing skills
	customs and practices of	community and beyond.		oracy.	euthanasia. Focus on	necessary for Y9 when
	the people in their local				student's independent	they continue the idea of
	community and beyond.				thought and a push for them	questioning and
					to question the world around	challenging ideas when
					them will be key here both in	they study ethical issues.
					terms of written pieces and	
					oracy.	

Year 9 Life and Death:	Life and Death:	Issues with Equality:	Issues with Equality:	Extremism	Extremism
Overview: The study of ethics continues by narrowing the focus on to medical ethical issues. Students will study a range of medical ethical issues such as abortion, euthanasia, fertility treatment, saviour siblings and the decision to separate conjoined twins. Students will understand and critique the different religious and non-religious movements and perspectives for each issue to form their own reasoned decision about each matter. Students will also use scripture to deepen their explanation on religious perspectives. Rationale: This unit further develops the student's ability to form and offer a balanced and well-reasoned argument.	Overview: The study of ethics continues by narrowing the focus on to medical ethical issues. Students will study a range of medical ethical issues such as abortion, euthanasia, fertility treatment, saviour siblings and the decision to separate conjoined twins. Students will understand and critique the different religious and non-religious movements and perspectives for each issue to form their own reasoned decision about each matter. Students will also use scripture to deepen their explanation on religious perspectives. Rationale: This unit further develops the student's ability to form and offer a balanced and well-reasoned argument.	Overview: Students will continue their learning journey in RE by shifting the focus on to other contemporary issues in modern day society by looking at the issues of equality. Students will mainly focus on women and race and be empowered to make decisions on factors that have hindered certain groups historically but also in the modern day. Students will focus on religion and make a judgement on the role of religion in helping or hindering matters of equality. Rationale: This unit further develops the student's ability to form and offer a balanced and well-reasoned argument. Students will continue to further develop their ability to use scripture to evidence points made in their written work. Students are equipped with the tools to hold and express opinions on	Issues with Equality: Overview: Students will continue their learning journey in RE by shifting the focus on to other contemporary issues in modern day society by looking at the issues of equality. Students will mainly focus on women and race and be empowered to make decisions on factors that have hindered certain groups historically but also in the modern day. Students will focus on religion and make a judgement on the role of religion in helping or hindering matters of equality. Rationale: This unit further develops the student's ability to form and offer a balanced and well-reasoned argument. Students will continue to further develop their ability to use scripture to evidence points made in their written work. Students are equipped with the tools to hold and express opinions on contemporary ethical issues.	Overview: Students will complete their KS3 RE learning journey by studying extremism. Students will study the reasons for and consequences of different groups of people throughout history who have used religion for evil or religious identity for the purpose of persecution. This includes an in depth study of the Holocaust. This will allow students to understand a range of religious, cultural, and political events that shape extremist views and actions. Rationale: This is an important topic for students to empower students in the world after school to deal with extreme views and information appropriately. Students will reflect on events like the Holocaust and consider the lessons we have	Overview: Students will complete their KS3 RE learning journey by studying extremism. Students will study the reasons for and consequences of different groups of people throughout history who have used religion for evil or religious identity for the purpose of persecution. This includes an in depth study of the Holocaust. This will allow students to understand a range of religious, cultural, and political events that shape extremist views and actions. Rationale: This is an important topic for students to empower students in the world after school to deal with extreme views and
Similar concepts are studied at GCSE so provides a good foundation for students	Similar concepts are studied at GCSE so provides a good foundation for students	contemporary ethical issues.		or have not learnt as a society from this. Students will be urged to consider how and why extreme views become prevalent and how	information appropriately. Students will reflect on events like the Holocaust and consider the lessons we
who may wish to continue this study. Students will continue to further develop their ability to use scripture to evidence	who may wish to continue this study. Students will continue to further develop their ability to use scripture to evidence			to tackle them in a coherent and reasoned way.	have or have not learnt as a society from this. Students will be urged to consider how and why
points made in their written work. Students are equipped with the tools to hold and express opinions on contemporary ethical	points made in their written work. Students are equipped with the tools to hold and express opinions on contemporary ethical				extreme views become prevalent and how to tackle them in a coherent and reasoned way.

issues.

issues.

Y10 Students take AQA Religious Studies A. This course has two papers, content for the first one is completed by the end of Y10 and content for Paper 2 is completed by March in Y11 for revision and exam drilling until the exam.	Paper 1: Christian Beliefs Content: Students will study the nature of God, God as omnipotent, loving and just, the oneness of God and the Trinity, the Incarnation and Jesus, the son of God, the Crucifixion, the resurrection and ascension, life after death, judgement, sin and salvation, and the role of Christ in salvation.	Paper 1: Christian Practices Content: Students will study the different types of worship, prayer, baptism, eucharist, pilgrimage, celebrating festivals, the role of food banks, the role of street pastors, the place of mission and evangelism, church growth, the importance of worldwide church, Christian persecution, and the church's response to world poverty.	Paper 1: Christian Practices Content: Students will study the different types of worship, prayer, baptism, eucharist, pilgrimage, celebrating festivals, the role of food banks, the role of street pastors, the place of mission and evangelism, church growth, the importance of worldwide church, Christian persecution, and the church's response to world poverty.	Paper 1: Muslim Beliefs Content: Students will study the oneness of God and the supremacy of God's will, key beliefs in Sunni and Shi'a Islam, the nature of God, angels, predestination, life after death, prophethood, the imamate, and holy books in Islam.	Paper 1: Muslim Practices Content: Students will study, the Five Pillars of Islam, the Ten Obligatory Acts of Islam, Shahadah, Salah, Zakat, Sawm, Hajj, Jihad, Eid-ul-Fitr, Eid-ul-Adha, Ashura.	Paper 1: Muslim Practices Content: Students will study, the Five Pillars of Islam, the Ten Obligatory Acts of Islam, Shahadah, Salah, Zakat, Sawm, Hajj, Jihad, Eid-ul-Fitr, Eid-ul- Adha, Ashura.
Y11 Students take AQA Religious Studies A. This course has two papers, content for the first one is completed by the end of Y10 and content for Paper 2 is completed by March in Y11 for revision and exam drilling until the exam.	Paper 2: Theme A Relationships and Families Content: Students will study religious and worldwide views on homosexuality, sexual relations outside of marriage, contraception and family planning, marriage, divorce, remarriage, the nature of families, the purpose of families, and gender equality.	Paper 2: Theme B Religion and Life Content: Students will study religious and worldwide views on the origins of the universe, the value of the world, the use and abuse of the environment, the use and abuse of animals, the origins of human life, abortion, euthanasia, and death and the afterlife.	Paper 2: Theme D Religion, Peace, and Conflict Content: Students will study religious and worldwide views on war, just war theory, the use of nuclear weapons, the concept of holy war, pacifism, reasons for war, consequences of war, victims of war, alternatives to war, and case studies of different wars that have happened in history.	Paper 2: Theme E Crime and Punishment Content: Students will study religious and worldwide views on forgiveness, capital punishment, corporal punishment, retribution and reformation, the role of prison, deterrence, the rights of criminals, and hate crimes.	Revision	Revision