

Religious Education KS3 Curriculum Overview

	Unit1	Unit 1	Unit 2	Unit 2	Unit 3	Unit 3
<p>Year 7 Y7 RE focuses on the foundations of the three Abrahamic religions: Christianity, Judaism and Islam. Due to the varying levels of exposure to religious education at KS1/2, Unit 1 builds on the foundations on the three religions including general understandings about God and faith. Students will then study in depth two of the three religions in Y7 (Islam to be explored in Y8) identify common features and celebrate differences. Student. Students will end Y7 with a strong understanding of the key features of the Abrahamic religions, in particular Judaism and Christianity with Islam to follow in Y8 and will be able to make judgements each religion's history, key</p>	<p>Origins of Abrahamic Faiths</p> <p>Overview: Students are introduced to the three Abrahamic religions and the foundations of religion and faith including perceptions of God and how God is described. New language to describe God will be introduced to students and similarities and differences are drawn between the three faiths. One example of this is students will draw comparisons between stories such as Abraham and Ibrahim to highlight the similarities between the Abrahamic religions. This will allow students to understand the shared history between the three faiths. Students will understand the role of Abraham as well as other prophets that are central to all three faiths and judge the importance of covenant.</p> <p>Rationale: Students have varying levels of RE at primary school so the unit has been designed to create a level between students to be in a position to explore the Abrahamic faiths with deeper meaning. Students will also go on to study</p>	<p>Origins of Abrahamic Faiths</p> <p>Overview: Students are introduced to the three Abrahamic religions and the foundations of religion and faith including perceptions of God and how God is described. 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Students will use and develop their knowledge from the previous unit, to study Judaism in depth by studying and making judgments on Orthodox and Reform Judaism and apply this to how Jews live in the modern day e.g. through Shabbat and festivals such as Yom Kippur and Pesach.</p> <p>Rationale: This develops the students' understanding of the three Abrahamic faiths. Students are now able to analyse the importance and significance of festivals and other customs to a religious and non-religious person to give them a profound understanding of the customs and practices of the people in their local community and beyond.</p>	<p>Judaism</p> <p>Overview: Students will deepen their exploration of the three religions by focusing on the oldest of the Abrahamic Faiths, Judaism. 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Students will use and develop their knowledge from the previous units, to study Christianity in depth by studying and making judgments on the birth, life, and death of Jesus and its importance to Christians and the impact this has on both Christians and non-Christians in the modern day.</p> <p>Rationale: This develops the students' understanding of the three Abrahamic faiths. Students are now able to analyse the importance and significance of festivals and other customs to a religious and non-religious person to give them a profound understanding of the customs and practices of the people in their local community and beyond.</p>	<p>Christianity</p> <p>Overview: Students will deepen their exploration of the three religions by focusing on the next established faith. 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<p>Year 8</p> <p>Y8 RE will start with the continuation of the study of Abrahamic Faiths. The next units will allow students to explore contemporary ethical issues and form judgements on them. Students will develop their ability to form an argument and deepen their understanding about moral issues in the UK and the world. Students will be able to grasp change and continuity in specific ethical issues and evaluate the impact on their own lives and wider society.</p>	<p>Islam</p> <p>Overview: Students will deepen their exploration of the three religions by focusing on the next established faith. Students will use and develop their knowledge from the previous units, to study Islam in depth by studying and making judgments on the life of Muhammad and his importance to Muslims as well as make judgments on the main differences between Sunni and Shi'a and apply this to how Muslims live in the modern day e.g. through Eid ul Fitr, Eid ul Adha, prayer, charity, and fasting.</p> <p>Rationale: This develops the students' understanding of the three Abrahamic faiths. Students are now able to analyse the importance and significance of festivals and other customs to a religious and non-religious person to give them a profound understanding of the customs and practices of the people in their local community and beyond.</p>	<p>Islam</p> <p>Overview: Students will deepen their exploration of the three religions by focusing on the next established faith. 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Students will evaluate the impact of the changing trends on the customs and practices they have gained knowledge on throughout Y7.</p> <p>Rationale: Students will by this point have secure knowledge and understanding of the key concepts of the three Abrahamic faiths and will be in the position to lead an enquiry about religious trends in their local community and the UK. Students will be given the opportunity to make judgements on the impact of change to religious trends.</p>	<p>Philosophy of Religion</p> <p>Overview: Students begin their study on Philosophy of Religion and engage with key arguments for and against the existence of God. The unit begins by unpacking key language i.e. 'The God of Classical Theism', 'Theism', 'Atheism' then analyses arguments for and against God's existence in depth. It is here where students will be immersed in the development of the skills of argumentation. Students will unpick the biggest questions by studying theodicies about evil, the purpose of life, and the origins of life and the universe.</p> <p>Rationale: By this point, students will have a rich knowledge of religious beliefs and traditions before moving onto the higher-order thinking around the philosophical debate. This will also set them up well for ethical issues studied in Year 9 where they will debate issues such as abortion and euthanasia. Focus on student's independent thought and a push for them to question the world around them will be key here both in terms of written pieces and oracy.</p>	<p>Philosophy of Religion</p> <p>Overview: Students begin their study on Philosophy of Religion and engage with key arguments for and against the existence of God. The unit begins by unpacking key language i.e. 'The God of Classical Theism', 'Theism', 'Atheism' then analyses arguments for and against God's existence in depth. 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Students will also study historical events, mainly the Enlightenment that changed people's views on the world around them. Students will study ancient Greek philosophers all the way to modern philosophers such as Nietzsche.</p> <p>Rationale: Students will develop their critical skills through a further study of philosophical questions. Students will explore the ideas on morality and question what or who develops our morals and if one source of morality is better than the other. Students will be developing skills necessary for Y9 when they continue the idea of questioning and challenging ideas when they study ethical issues.</p>

<p>Year 9</p>	<p>Life and Death:</p> <p>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.</p> <p>Rationale: This unit further develops the student's ability to form and offer a balanced and well-reasoned argument. Similar concepts are studied at GCSE so provides a good foundation for students who may wish to continue this study. 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.</p>	<p>Life and Death:</p> <p>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.</p> <p>Rationale: This unit further develops the student's ability to form and offer a balanced and well-reasoned argument. Similar concepts are studied at GCSE so provides a good foundation for students who may wish to continue this study. 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.</p>	<p>Issues with Equality:</p> <p>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.</p> <p>Rationale: This unit further develops the student's ability to form and offer a balanced and well-reasoned argument. Students will continue to use scripture to evidence points made in their written work. 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Students are equipped with the tools to hold and express opinions on contemporary ethical issues.</p>	<p>Extremism</p> <p>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.</p> <p>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 or have not learnt as a society from this. Students will be urged to consider how and why extreme views become prevalent and how to tackle them in a coherent and reasoned way.</p>	<p>Extremism</p> <p>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.</p> <p>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 or have not learnt as a society from this. 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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