



Key Stage 3

Year group:	Topics covered:					
Year 7	<p>What topics will students learn during each year? Can be broken down by Autumn/Spring/Summer</p> <p>The year 7 curriculum begins with an examination of belief and reasons for lack of religious faith. We aim to encourage students to consider and articulate their own values, as well as being able to understand and illustrate different perspectives. The selection of leaders allows work which will build to GCSE understanding of Islam and Christianity while covering the life of Mohammed which is not required by the AQA GCSE but can counter some misconceptions about Islamic teaching (e.g. the position of women). Gandhi allows for an examination of racism and can be used as GCSE case study (particularly the Amritsar massacre), and the Life of Buddha helps with year 8's more in depth study of Buddhism. There is opportunity to examine personal criteria for good leadership and of course there is no "right" answer, but students are encouraged to mount a case with specialist examples and vocabulary. The rites of passage unit again can build to an in-depth knowledge of Christian practices needed for Key stage 4, but includes the Bar Mitzvah which will be an example of a religious and cultural activity that is relevant to the dehumanisation of the Nazi era in year 9.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Is God real? - examining reasons people might believe in God and reasons for a non-religious worldview		Who is the best leader? (Covering Jesus, Mohammed, Gandhi and the Buddha)		Rites of Passage (with a focus on baptism and the Sikh naming ceremony, as well as Bar Mitzvah and secular traditions)	
Skills	Key word retrieval, explaining viewpoints, reflecting on own beliefs		Deciding criteria for "good leadership", recalling key achievements from religious traditions, evaluating and debating impact of leaders.		Explaining different types of baptism, explaining the symbols used in ceremonies, comparing ceremonies from two separate religious traditions.	
Assessment	Each unit has core summative assessments, with formative assessment opportunities built in beforehand. These target specific core RE and GCSE skills.					
Year 8	<p>The war topic has been selected because it allows the introduction of the concept of Just War which is part of the GCSE Thematic Studies Paper two. Establishing the concept at this stage, means that when it is extended in key stage 4 to be more directly linked to sacred texts, students have some prior knowledge of the idea as a teaching and can develop it further with a more complex understanding, The Christmas unit is of course relevant to the time of year and allows cross-curricular themes of sustainability (the useless gifts idea) in Geography as well as the Christian teachings associated with the festival, Debating which religion is easier to follow in Spring allows some presentation of key terms and builds on some key stage 2 knowledge (5 pillars, Divali). The unit avoids generalisations about religion, as it is made clear that not all food laws are followed by all religious believers and geography and culture play a part in providing local variations. If time allows, the film Bend it like Beckham allows religion in a UK context to be examined and some clichés of practice (e.g. religion teaches girls to cover their legs) challenged. The Buddhism unit tries to offer a more in-depth examination of a specific religion, building on the work on the Buddha from year 7 but considering more general ideas about the "point" of religion and reasons someone might adopt a religion they have not been introduced to by their own heritage.</p>					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>Is War ever right? Is Christmas a pointless festival?</p>		<p>Is it easier to be a Hindu or a Muslim believer in Britain today?</p>		<p>Being happy - Buddhism and changes in life - Why might someone want to become a Buddhist?</p>	
Skills	<p>Recalling and explaining the Just War theory. Deciding whether case study conflicts could be considered “just” according to the criteria developed by Thomas Aquinas.</p>	<p>Recall of the gospel infancy narratives of Jesus, evaluation of the religious and wider relevance of Christmas.</p>	<p>Acquiring key terms and concepts from two religious traditions. Using facts about festivals, food laws, dress code and the UK context to make a judgement.</p>		<p>Explaining key teachings of Buddhism, reflecting on personal choices around religious adherence.</p>	
Assessment	<p>Each unit has core summative assessments, with formative assessment opportunities built in beforehand. These target specific core RE and GCSE skills.</p>					
Year 9	<p>The material in year 9 is at times more hard-hitting and gives students a taste of the difficulty and complexity of some of the GCSE. Life after death allows a focus on “ways of knowing” as we look at practices and attitudes and what these might reveal about beliefs held either formally in a religious context or more implicitly. The Good and Evil topic introduces concepts of moral evil from the GCSE but allows a vocabulary to tackle the later Holocaust unit, particularly in the case study of the Rwandan genocide. The Holocaust Studies unit allows us much more than the typical two lessons many academies have to narrate the Nazi policies and illustrate the horror of the death camps. We are supported further by the History department coverage of some aspects of Nazi Germany, but material is dovetailed to avoid repetition yet deepen understanding. We follow the approach favoured by UCL Centre for Holocaust Education, and establish the Jewish community as thriving in the 1920s and try to examine how the Holocaust was able to occur, with sensitivity and also giving examples of Jewish success at maintaining humanity in the most extreme circumstances and also examining issues of perpetrator and bystander. The unit ends with personal reflections by the students which have sometimes been used in whole school assemblies for Holocaust Memorial Day in January the following year.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>Is there Life After Death?</p>		<p>Good and Evil - including the genocide in Rwanda</p>		<p>Holocaust Studies</p>	
Skills	<p>Comparing beliefs about the afterlife from different religious traditions.</p>		<p>Defining moral and natural evil. Using crime case studies to explain contemporary</p>		<p>Defining Nazi antisemitism and how dehumanisation could lead to mass murder</p>	



	Using attitudes to death and memorialisation to decide whether secular worldviews retain a belief in the afterlife.		attitudes to the existence or otherwise of evil. Explaining the factor of dehumanisation as a cause of the “evil” of the genocide in Rwanda.		and genocide. Demonstrating a comprehensive view of Nazi atrocities. Analysing explicitly a personal response to the study of this topic - identifying your own questions and explaining how the topic has affected your viewpoint.	
Assessment	Each unit has core summative assessments, with formative assessment opportunities built in beforehand. These target specific core RE and GCSE skills					
Assessment:	How we assess at key stage 3					
	Students are assessed at KS3 against key skills (these assess substantive knowledge / ways of knowing / personal knowledge of own values and evaluation) This enables us to build these skills which will be needed for GCSE success throughout years 7-9 and familiarise students with them. It also means we can provide challenge to students by introducing higher level skills throughout.					