

## Witchford Village College – Curriculum Mission Statement

Subject: RS	Components			Composite	KS3 Mission Statement
	What new knowledge/content do we introduce?			What do students <i>do</i> with this knowledge?	<i>By the end of year 9, a Witchford RS student will be religiously literate and have...</i>
	Year 7	Year 8	Year 9		
<b>Autumn</b>	<p>History &amp; Belief- know how Judaism begun and explore ideas about Yahweh, worship and religious law.</p> <p>Religion in the modern world- know how Jews practice their religion in the modern world.</p> <p>Religious and Cultural Literacy (Old Testament)- know about creation; The Fall; Abraham and Isaac; Moses and the Burning Bush; 10 Plagues and Exodus; The 10 Commandments.</p>	<p>History &amp; Belief- know how Hinduism begun, explore the symbolism found in Hindu imagery and ponder Hindu philosophy about, life, death and the afterlife.</p> <p>Religion in the modern world- know how Hindus practice their religion in the modern world.</p>	<p>Beliefs &amp; Teachings - What do Christians believe?</p> <p>Nature of God; The Trinity; divergent views on creation (Genesis 1-3, John 1:1-3 and the role of the Word &amp; Spirit in creation); divergent views on afterlife (resurrection, life after death, judgement, heaven and hell).</p> <p>Beliefs &amp; Teachings -Jesus and salvation</p> <p>Incarnation; Jesus as the Son of God; crucifixion, resurrection and ascension; sin (original sin); salvation (law, grace, spirit); the role of Christ in salvation (atonement).</p>	<p>Students use their understanding of religious beliefs and secular worldviews (Year 7 and Year 8) to explore how they influence people’s behaviour (Years 7-9) and the way in which they address the ‘Ethical Issues (Year 8)’</p> <p>Students compare different religious and secular practices and how they can shape the lives of individuals, communities, societies and cultures (Years 7-9).</p>	<ul style="list-style-type: none"> <li>• acquired and developed knowledge and understanding of the principal world religions and secular worldviews represented in the United Kingdom</li> <li>• developed an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures</li> <li>• developed attitudes of respect towards other people who hold views and beliefs different from their own</li> <li>• developed the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom</li> <li>• become more biblically and culturally literate through</li> </ul>
<b>Spring</b>	<p>History &amp; Belief- know how Christianity begun and explore major debates and disagreements within Christianity.</p> <p>Religion in the modern world- know how Christians practice their religion in the modern world.</p> <p>Religious and Cultural Literacy (New Testament)- know about Miracles of Jesus; The Parable of the Good Samaritan; The Parable of the Sheep</p>	<p>History &amp; Belief- know how Sikhism begun from the experiences of Guru Nanak and examine ideas that have shaped Sikhism such as equality and the Khalsa.</p> <p>Religion in the modern world- know how Sikhs practice their religion in the modern world.</p> <p>History &amp; Belief- know how Buddhism begun, the experiences of Siddhartha Gautama and examine</p>	<p>Practices - How do Christians worship and celebrate?</p> <p>Worship (liturgical, non-liturgical, informal and use of Bible); Prayer (significance, Lord’s Prayer, Set and informal prayers); pilgrimage (Lourdes and Iona); sacraments – focus on baptism and eucharist; festivals (Christmas and Easter).</p> <p>Practices – The role of the Church in local and worldwide communities.</p>	<p>Students make reasoned and informed judgements about religious issues and religious and non-religious responses to the ‘Ethical Issues’ (Years 8).</p>	<ul style="list-style-type: none"> <li>• developed the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom</li> <li>• become more biblically and culturally literate through</li> </ul>

## Witchford Village College – Curriculum Mission Statement

	<p>and the Goats; Crucifixion; Resurrection of Jesus; Why did Jesus die?</p>	<p>the central ideas of Buddhism such as the Four Noble Truths and the Eight-Fold Path. Religion in the modern world- know how Buddhists practice their religion in the modern world.</p>	<p>The role of the Church in the local community (Food Banks and Street Pastors); Mission, evangelism and Church Growth; the worldwide Church (working for reconciliation, Church persecution, Aid Agencies). Beliefs and Teachings- What do Muslims believe? Nature of God: Divergent beliefs of Sunni and Shi'a Muslims: Angels: Predestination: Life after death: Prophethood, Adam and Ibrahim: Muhammad and the Imamate: Holy books.</p>		<p>both the study of the Old Testament and New Testament scriptures and exposure to Sources of Wisdom and Authority from all religions and worldviews studied.</p> <ul style="list-style-type: none"> <li>Acquired and developed the use of religious vocabulary both orally and in written work.</li> </ul>
<p style="text-align: center;"><b>Summer</b></p>	<p>History &amp; Belief- know how Islam begun and explore disagreements, beliefs about God and prophet hood. Religion in the modern world- know how Muslims practice their religion in the modern world.</p>	<p>History &amp; Belief- know what Humanism is, attitudes to God, celebrations and Humanist thinkers. Religion in the modern world- know how Humanist beliefs affect attitudes towards the purpose and meaning of life and views on other religions. Ethical Issues- know what ethics is, how to make good decisions and have a broad overview of morality from the perspective of the main 6 world religions and the Humanist worldview. Religion in the modern world- know how beliefs on morality affect decisions and beliefs about abortion, euthanasia, and the death penalty from the perspective of the main 6</p>	<p>Practices- How do Muslims worship and celebrate? Sunni and Shi'a Practices (5 Pillars of Islam and 10 Obligatory Acts): Shahadah: Salah: Zakah: Hajj: Jihad: Festivals (Id-ul-Fitr, Id-ul-Adha and Ashura).</p>		

## Witchford Village College – Curriculum Mission Statement

		<p>world religions and the Humanist worldview.</p>			
<p><b><i>Rationale for these specific components and composite outcomes:</i></b></p>	<p>Students are introduced to the three Abrahamic religions (Judaism, Christianity and Islam). This is in response to the fact that most students arrive in Year 7 with very limited RS knowledge. The study of Bible stories develops religious and cultural literacy, with a strong cross-curricular link to English literature. The Year 7 course builds the foundations for Year 8 and 9 – students must know about key religious beliefs, teachings, practices and sources of authority before they can consider how these influence behaviours.</p>	<p>Students continue their study of the 6 World Religion by studying Sikhism, Hinduism, Buddhism and secular worldviews looking at Humanism. This is in response to the fact that most students arrive in Year 7 with very limited RS knowledge. Students study ‘Ethical Issues’ (sanctity and quality of life, abortion, euthanasia, and the death penalty. This explores how beliefs influence people’s approach to moral issues. Students explore how the religious and secular beliefs that they studied in Year 7 and Year 8 influence believers’ actions and their responses to ‘Ethical Issues’. Revisiting these beliefs allows them to extend their understanding. The Year 8 course builds the foundations for Year 9 – students must know about key religious and secular beliefs, teachings, practices and sources of authority before they can consider how these influence behaviours.</p>	<p>Students deepen their understanding of Christianity, reflecting the fact that the main religious tradition in Great Britain is Christianity. Students deepen their understanding of Islam, reflecting the fact that the Islam is the second biggest religion in Great Britain and the fastest growing religion in the world.</p>		
<p><b><i>How is challenge embedded into the KS3 curriculum?</i></b></p>			<p><b><i>How does the KS3 curriculum above build on previous learning in KS2?</i></b></p>		

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Students use specialist subject vocabulary, including Arabic terms, from the outset of the course. The structure of the course requires students to think critically about key religious questions and ethical issues and to apply their knowledge of religious and secular beliefs to understand how and why it affects religious and non-religious believers' behaviour: these are genuinely difficult questions to answer. In addition, students engage in lively and rigorous religious, moral and ethical debates in their lessons.

Most students arrive in Year 7 with a very limited knowledge of religion, despite the Agreed Syllabus at KS2 requiring them to study all six major world religions and a secular worldview. The Year 7 and Year 8 course therefore gives students an overview of the key beliefs of the six major world religions and Humanism to ensure that all students have this basic knowledge before they begin to explore how belief influences people's behaviour and the way in which they draw answers towards ethical issues.