

## Key Stage Three Curriculum Overview for RE

### Curriculum Intent

Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views. It plays an important part in preparing young people for life in modern Britain. Its importance is increasing as globalisation has created greater links and migration between societies of different faiths and cultures. Someone who is religiously literate is able to talk with fluency and understanding about religion and belief. The intent of the KS3 Religious Studies curriculum is that students will:

- Develop religious literacy
- Acquire and develop knowledge and understanding of the principal world religions and worldviews represented in the United Kingdom
- Develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures
- Develop attitudes of respect towards other people who hold views and beliefs different from their own
- Develop 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

### How does the KS3 curriculum build on that from KS2?

Students are introduced to the six main world religions (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism) and humanism in varying depth at Key Stage 1 and Key Stage 2. The Key Stage 3 curriculum ensures that students develop their knowledge and understanding of these religions and secular beliefs, focusing on key beliefs and sources of authority, so that by the end of Year 7, all students have the same core knowledge and understanding.

### What do students do with their acquired knowledge and skills?

Students use their understanding of religious beliefs and secular worldviews to explore how they influence people's behaviour and the way in which they address the 'Big Questions,' such as creation and the afterlife. Students compare different religious practices and how they can shape the lives of individuals, communities, societies and cultures. Additionally, students make reasoned and informed judgements about religious issues and religious and non-religious responses to the 'Big Questions.'

## How does the curriculum align to and go beyond the National Curriculum?

Our curriculum follows the Cambridgeshire Agreed Syllabus for Religious Education.

### KS3 Religious Studies Curriculum Plan

Year 7 Beliefs	Year 8 Behaviour, Big Questions, Bible	Year 9 Ethical Issues
<b>Judaism</b> The covenant; The nature of G-d; The Torah; The synagogue; Abraham and Moses; Prayer; Mitzvot and Bar/Mat Mitzvah; Shabbat	<b>Creation</b>	<b>Crime and Punishment</b> What are religious moral laws and crimes? Can an evil act be justified by a good intention? How do we punish criminals in the UK? How does Shari'ah law punish criminals? Should the death penalty be abolished? Should we reintroduce corporal punishment? Are some crimes unforgiveable? What happens in a Crown Court trial? God on trial; the problem of evil and suffering
<b>Christianity</b> The nature of God; The 10 commandments; Jesus (birth, teachings, death, resurrection); Salvation and the afterlife; Prayer; Baptism; Holy Communion	<b>Worship</b>	
<b>Islam</b> The nature of God; Sunni and Shi'a Islam; Prophet Muhammad; The Qur'an; The Ka'aba; Angels; The Five Pillars	<b>Festivals</b>	
<b>Sikhism</b> The nature of God; The Khanda; The 10 gurus including Guru Nanak and the Guru Granth Sahib; The 5 Ks; Karma Mukti; Sewa	<b>Pilgrimage</b>	<b>Environmental Ethics</b> Nobody stands nowhere: introduction to worldviews Wake-Up Call: stewardship and dominion Risky Business: the parable of the rich fool Getting personal: whose problem, whose fault? Blind Truth: should the rich feel guilty? Debating the issues
<b>Hinduism</b> The Vedas; The nature of God; The Trimurti; Ganesh; Samsara; Dharma	<b>The Bible</b>	
<b>Buddhism</b> The Buddha and the dharma; Enlightenment; Samsara; The Four Sights; The Middle Way; The Four Noble Truths; The Eightfold Path	<b>Life after death</b>	
<b>Humanism</b> Atheism and Agnosticism; Making decisions; Life and death; Valuing humanity		<b>Exploring social justice and equality</b>  What is racism? Steps towards respect Should Colston's statue have been thrown in the dock? What should happen to it now? Challenging racism in sport Tackling Islamophobia More unites us than divides us

Themes and “Big Questions” that students will examine throughout Key Stage 3

# KS3 Religious Studies

## Beliefs and Behaviour

Judaism

Christianity

Islam

Hinduism

Sikhism

Buddhism

Humanism

Origins

Nature of God

Sources of Authority

Key teachings

Worship

Rituals and Rites

Purpose of Life

Diversity

## Big Questions

Worldviews

What happens when we die?

Morality and Ethics

Crime and Punishment

Environmental Ethics

Equality and Human Rights