

KS3 Curriculum Overview

Religious Studies

Curriculum Intent

The Religious Studies KS3 curriculum inspires students to engage with religious, teachings, beliefs, and practices, alongside spiritual insights, and secular world views. The department follows the Cambridgeshire Agree Syllabus and its requirement to help students develop their understanding and knowledge of six world religions including, Hinduism, Sikhism, Buddhism, Judaism, Christianity, and Islam. The curriculum plays an important part in preparing young people for life in modern Britain. The study of religion and belief is of increasing significance as globalisation has created greater links and migration between societies of different faiths and cultures. By the end of Year 10, students will be able to talk with fluency and understanding about religion and belief.

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 religious and secular beliefs, focusing on key beliefs and sources of authority, to ensure that by the end of Year 8, all students have the same core knowledge and understanding. The curriculum honours the diverse nature of secular, philosophical and religious beliefs, allowing students to explore worldviews and belief systems which are reflected/present in their local communities.

What do students *do* with this knowledge or these skills?

Students are encouraged to apply their knowledge of six world religions to everyday life in Britain today with the intention of promoting equality, respect, and diversity. Students consider 'real world' case studies which allow them to explore the impact or influence of religious beliefs on individuals, thoughts, feelings, and behaviours. In year 8 students begin to apply their knowledge of religious beliefs and secular worldviews to explore 'Big Questions,' such as 'How was the universe created?' and 'Why is the universe still changing?'. In year nine students learn debating skills and they use their knowledge of religious beliefs to discuss important moral questions such as the abolition of capital punishment. The curriculum aims to encourage students to formulate and express their own worldview while also respecting the views of others.

How does the KS3 curriculum align to the National Curriculum?

Our curriculum follows the Cambridgeshire Agreed Syllabus for Religious Education.

What new knowledge or skills are students taught?

Term	Year 7	Year 8	Year 9
Autumn	<p><u>Unit 1: Judaism (beliefs)</u> Students learn the key teachings and beliefs of Judaism including:</p> <ul style="list-style-type: none"> • The Abrahamic and Mosaic Covenant. • The Ten Commandments • The nature of God. • Prophethood. <p>Students will reflect on the importance of these teachings and beliefs.</p> <p><u>Unit 2: Christianity (beliefs)</u> Students learn the key teachings and beliefs of Christianity including:</p> <ul style="list-style-type: none"> • The life of Jesus. • The nature of God and the Holy Trinity. • The Golden Rule and the Greatest Commandment. • The difference between a Prophet and a Messiah. <p>Students will reflect on the importance of these teachings and beliefs.</p>	<p><u>Unit 1: Creation (behaviour and big questions)</u> Students consider Scientific, religious, and philosophical views of creation including:</p> <ul style="list-style-type: none"> • Genesis Stories • Big Bang Theory • Evolution. <p><u>Unit 2: Worship (beliefs and behaviour)</u> Students consider a range of religious practices identifying similarities across different faiths and, also considering the importance of rituals both secular and religious. Including:</p> <ul style="list-style-type: none"> • Puja • Worship in the Gurdwara. • Worship in the Synagogue. • Holy Communion. 	<p><u>Unit 1: Ethical theme – Crime and Punishment</u> Students consider challenging questions concerning the nature of crime and the purpose of punishment including:</p> <ul style="list-style-type: none"> • How and why do we punish lawbreakers? • Are some crimes unforgiveable? • What do religious believers think about crime, repentance, penance, and forgiveness? • Should the death penalty be abolished? <p><u>Unit 2: Religion, Ethics, and the Environment</u> Students consider their rights and responsibilities concerning the use and abuse of Planet Earth. Including:</p> <ul style="list-style-type: none"> • How do we make ethical decisions? • Should all religious believers be vegetarian? • Why is Planet Earth valuable? • Who is responsible for climate change? • Should religious believers work harder to tackle climate change?

<p style="text-align: center;">Spring</p>	<p>Unit 3: Islam (beliefs) Students learn the key teachings and beliefs of Islam including:</p> <ul style="list-style-type: none"> • The Life of the Prophet Muhammad PBUH. • The Five Pillars of Islam. <p>Students will reflect on the importance of these teachings and beliefs.</p> <p>Unit 4: Sikhism (beliefs) Students learn the key teachings and beliefs of Sikhism including:</p> <ul style="list-style-type: none"> • The Life of Guru Nanak. • The importance of the Ten Gurus. • The Guru Granth Sahib. <p>Students will reflect on the importance of these teachings and beliefs.</p>	<p>Unit 3: Festivals (beliefs and behaviour) Students consider festivals and celebrations in the six major world faiths. Including:</p> <ul style="list-style-type: none"> • Passover. • Diwali. • Wesak and Parinirvana. • Id-ul-Fitr. • Vaisakhi. • Christmas. <p>Unit 4: Pilgrimage (beliefs and behaviour) Students consider the influence of religious beliefs on the behaviour of individuals through the study of pilgrimage. Including the following centres of pilgrimage:</p> <ul style="list-style-type: none"> • Walsingham and Lourdes. • Bodh Gaya and Lumbini. • Makkah/Hajj • Kumbh Mela 	<p>Unit 3: Social Justice and Equality Students consider challenging questions relating to social justice, equality, prejudice, and discrimination. Including:</p> <ul style="list-style-type: none"> • What is prejudice? • How can we prevent discrimination? • How can I express my vision for justice and equality? • What is a hate crime? • How can we make Britain a more inclusive country? <p>Unit 4: Mock Trial Students take part in a mock trial during which they learn about the criminal justice system. Including:</p> <ul style="list-style-type: none"> • Different types of crime. • The difference between the Magistrates and Crown Court. • The roles and procedures of the courtroom. <p>Students learn important skills including:</p> <ul style="list-style-type: none"> • Persuasive writing and speaking. • Formulating and expressing opinions. • Evaluation, comparison, and concluding.
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<p style="text-align: center;">Summer</p>	<p><u>Unit 5: Hinduism (beliefs)</u> Students learn the key teachings and beliefs of Hinduism Including:</p> <ul style="list-style-type: none"> • The nature of God. • The Trimurti. • The caste system. <p>Students will reflect on the importance of these teachings and beliefs.</p> <p><u>Unit 6: Buddhism (beliefs)</u> Students learn the key teachings and beliefs of Buddhism Including:</p> <ul style="list-style-type: none"> • The life of prince Siddhartha. • The Five Precepts. • Karma, Samsara, Dharma, and Nirvana. <p>Students will reflect on the importance of these teachings and beliefs.</p> <p><u>Unit 7: Humanism (beliefs)</u> Students learn the key teachings and beliefs of Humanism.</p> <ul style="list-style-type: none"> • Atheism and the importance of reason and science. • Humanitas, the development of human virtue. <p>Students will reflect on the importance of these teachings and beliefs.</p>	<p><u>Unit 5: Life After Death (Behaviour and Big Questions)</u> Students consider challenging questions about the meaning of life and the existence of life after death. Questions include:</p> <ul style="list-style-type: none"> • What is the soul? • What are Heaven and Hell? • Is there an afterlife? • Why do different religions and worldviews conduct funerals so differently? 	<p><u>Unit 5: God on Trial</u> Students take part in philosophical debates which cover a range of challenging questions concerning:</p> <ul style="list-style-type: none"> • The nature of God. • The nature of good and evil. • The problem of evil. • The theodicies. • The creation of the Universe. <p><u>Unit 6: Beliefs in Practice</u> Students research a selection of influential people (religious and secular). Including:</p> <p>Martin Luther King Mahatma Gandhi Mother Teresa Malala Yousafzai.</p> <p>Students consider how these people put their religious and secular beliefs into practice, the impact they had on society, and their influence on contemporary religious believers.</p>
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<p>Rationale for this sequencing</p>	<p>Students are introduced to the six main world religions and the humanist worldview. The Year 7 course builds the foundations for Year 8 and 9 – students must know about key religious beliefs and sources of authority before they can consider how these influence individuals and society.</p>	<p>Students explore how the religious beliefs they studied in Year 7 influence believers' thoughts, feelings, and behaviours. They consider responses to 'Big Questions'. Students compare religious practices and explore how they shape the lives of individuals, communities, societies, and cultures.</p>	<p>Students make reasoned and informed judgements about religious and moral issues. They consider both religious and non-religious responses to the 'Big Questions'. Students deepen their understanding of Christianity, reflecting the fact that the main religious tradition in Great Britain is Christianity.</p>
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Additional support at home

<p>Additional reading for enjoyment, enhancement, and extension.</p>	<ul style="list-style-type: none"> • The Barefoot Book of Buddhist Tales, Sherab Chodzin • Places of Worship, Louise Spilbury • Humanism, Michael Rosen and Annemarie Young • The Islam Book, Ragen Omaar. • Islam Eye Witness, Philip Wilkinson,
<p>Online resources to practice, consolidate and revise.</p>	<ul style="list-style-type: none"> • KS3 Religious Studies - BBC Bitesize • Home - TrueTube • Seneca - Learn 2x Faster (senecalearning.com)
<p>Workbooks & revision guides to practice, consolidate and revise.</p>	<ul style="list-style-type: none"> • Explore RE, Steve Clarke. ISBN:1510458573 • World Religions: Hinduism, Buddhism and Sikhism. Tristan Elby. ISBN-13 : 978-0008227692 • World Religions: Judaism, Christianity and Islam, Andy Lewis, ISBN-13 : 978-0008227685 • Philosophy and Ethics, Robert Orme. ISBN-13 : 978-0008355029