

Subject Curriculum Map: **Key Stage 3 RE** Year: **2024 - 2025**

Curriculum Intent:

- to build upon the knowledge and skills developed in years 7 and 8
- to ensure that the curriculum reflects the world around us
- to allow students to learn how to consider other people's views and to respect those who have viewpoints other than their own
- to help students to understand how the world around them is changing and how religion can be a part of that change
- to enable students to understand world issues ranging from asylum seekers and refugees, modern slavery, historic and contemporary conflict, terrorism and world wars, racism, discrimination and prejudice
- to embed students' understanding of Fundamental British Values in relation to the topics covered in the curriculum i.e. democracy, rule of law, individual liberty, respect and tolerance
- to develop students' knowledge of the six main world religions and an appreciation of how different belief systems are sometimes based on similar teachings, and how sometimes those teachings are different

By the end of Key Stage 3, students will be able to:

- explain which religions exist in the world
- discuss why religious perspectives differ
- examine their own and others' religious beliefs, or non-beliefs, and what has influenced them
- use empathy to respond to ethical issues
- describe how they can influence decision-making in Britain through the democratic process and, on a smaller scale, by challenging prejudice and discrimination
- complete written assignments and verbal debates to discuss the topics we study

at a level suitable to become active participants in a multi-cultural, multi-faith world.

Curriculum Implementation:

Students have two hours of core RE per fortnight during year 9. They are in groups set by the English department, set 1 – 4, across two year halves. They have one or two teachers and therefore may be studying one or two topics at a time. All lessons allow for stretch and challenge but are designed with the flexibility to meet the needs of students of different abilities within those sets. The final topic, 'A journey around world religions' includes a curriculum day which is supported by religious leaders and practitioners from the main world religions (the exact format for this day is dependent on the availability of these leaders/practitioners).

Sequencing:

We start year 9 with an introduction and review of/to the 6 main world religions. As all students learn about Christianity and Islam in years 7 and 8, this is very much a review of these religions. However, about half the students also learn about Buddhism and Sikhism in years 7 and 8 so by starting with an overview of all 6 religions all students are able to learn a few key facts about the religions that are new to them. This allows them to make simple comparisons when they are learning about other belief systems.

The rest of the curriculum is divided into 6 themes. The first, 'Types of Christianity', helps students to recall previous learning about mainstream Christianity and then, when they learn about less mainstream denominations, enables them to identify how they are different and similar to mainstream denominations.

The next 5 themes are standalone, so it does not matter in which order they are delivered. Students with one teacher will follow the topics as per the scheme, students with two teachers will study topics 1 and 2 at the same time, but over a longer period. Teachers need to follow the scheme so that resources can be provided in batches for the teachers delivering the lessons. It will also be easier to compare assessments over the year group when students are completing assessments on the same topics in the same sequence.

Students will be required to recall the learning from topic 1 at least twice each half term. This will help them to consider each of the topics covered in the context of different religious beliefs. For example, when they are learning about the death penalty, they will be able to explain how and why a Christian and a Buddhist would be likely to view the death penalty, as well as articulating their own view.

Students who opt for GCSE will study Christianity and Islam as part of the GCSE and therefore the year 9 curriculum provides a solid grounding for them to build on in Key Stage 4.

Curriculum Impact:

Following this programme will enable learners to:

- deepen their understanding of the relationships between people
- become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed
- demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian
- understand that religious traditions in Great Britain are diverse and include the following religions: Christianity, Islam, Hinduism, Buddhism, Judaism and Sikhism, as well as non-religious beliefs, such as atheism and humanism
- develop an understanding of how Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK

Year 9	Autumn 1	Autumn 1/2	Autumn2/Spring 1	Spring 2/Summer 1	Summer 1/2	Summer 2
Themes, Concepts & Ideas	<u>Introduction</u> World religions <u>Types of Christianity</u> <ul style="list-style-type: none"> • Review of Christianity – ‘the split’ • Jehovah’s Witnesses • Mormonism Mid topic STAR assessment <ul style="list-style-type: none"> • The Amish • Rastafari End of topic STAR assessment	<u>Alternative religions and beliefs</u> <ul style="list-style-type: none"> • Atheism • Humanism • Conspiracy theories and the illuminati Mid topic STAR assessment <ul style="list-style-type: none"> • Scientology • Ancient religions *ancient Greece *ancient Egypt *Paganism End of topic STAR assessment	<u>Religion, Peace and Conflict</u> <ul style="list-style-type: none"> • Reasons for war • Just War Theory • Holy wars and the Crusades Mid topic STAR assessment <ul style="list-style-type: none"> • Palestine/Israel • Ireland • Terrorism • Pacifism End of topic STAR assessment	<u>Religion and Human Rights</u> <ul style="list-style-type: none"> • Introduction to human rights • Prejudice and discrimination • Asylum seekers and refugees • Modern slavery Mid topic STAR assessment <ul style="list-style-type: none"> • Democracy and human rights • Fair trials • Imprisonment • Death penalty End of topic STAR assessment	<u>Religion, Ethics and Science</u> <ul style="list-style-type: none"> • Religious objections to medical procedures • Stem cell research Mid topic STAR assessment <ul style="list-style-type: none"> • Drugs and ethics • Vaccinations, morality and public health End of topic STAR assessment	<u>A Journey Around World Religions</u> <ul style="list-style-type: none"> • Judaism • Buddhism • Hinduism Mid topic STAR assessment <ul style="list-style-type: none"> • Sikhism • Islam • Christianity • RE conference • Trip to Sikh temple and City Mosque, Stoke End of topic STAR assessment

<p>Knowledge and understanding</p>	<p>The difference between theism and atheism. Arguments for and against the existence of a god. The meaning of agnostic and Humanism. The existence of secret societies and how they are formed and spread. The formation, growth and beliefs of Scientology The origins and influence of ancient religions. The meaning of Paganism and the influence of Pagan festivals on Christianity.</p>	<p>What makes a person Catholic and the difference between the Catholic and Protestant Christian faiths. The Great Schism and causes of the split between western and eastern European Christians. The origins and beliefs of Jehovah's Witnesses and where they differ from and are similar to, other forms of Christianity. The origins and beliefs of the Mormon faith (The Church of the Latter-Day Saints) and where these beliefs differ from and are similar to other forms of Christianity. The origins and beliefs of the Amish and where these are similar and different to mainstream Christian groups. The origins and beliefs of Rastafari and where these are similar to and different from Christianity.</p>	<p>Reasons for war throughout history and how these have been justified. Arguments for and against religion being a cause of conflict. The influence and control religious leaders have over conflict and peace. Bible references to war and peace and how these are interpreted by different types of Christian. How the Bible is quoted to support 'just war' and to support the view of pacifists. The meaning of the Crusades and the cause of the conflict during that period of time over the Middle East. Contemporary conflict in the same region. 'The Troubles' in Northern Ireland and whether this was about land or religion. Terrorism v legal war. How extremists justify it. Pacifism – history, significant figures and whether it is truly possible.</p>	<p>History and growth of human rights through the United Nations. The difference between prejudice and discrimination and how the universal declaration of human rights set out to challenge discrimination. The difference between asylum and refugee status and protection in the law. The meaning of democracy and how it promotes and protects human rights (reference to UK General Election). The right to a fair trial. Prisons, the rights of prisoners and prison reform. The death penalty debate.</p>	<p>Why some religions object to medical procedures and how they interpret religious texts to support their views. Responses to this view from other religious and non-religious people. The purpose of stem cell research and religious objections on moral grounds. The difference between legal and illegal drugs used for recreation. Ethical arguments for and against the use of drugs for recreation. Religious views on the use of drugs, including legal drugs. The purpose of vaccinations as part of public health. The reasons why some people believe vaccinations are harmful. How the 'anti-vax' movement grew. Arguments against 'anti-vaxers'. Exploration about whether religion and science can be compatible and whether religion has held back scientific advancement.</p>	<p>The fundamental beliefs of the Jewish faith. Jewish practices. The different strands of Judaism, including fundamental Judaism. The origins and beliefs of Buddhists and the growth of Buddhism in the west. Buddhist practices and the difference between Buddhist leaders and lay people. The origins and beliefs of Hinduism. Hinduism in the west. Hindu practices. Links between Hinduism and Buddhism. The origins on Sikhism and its links to Hinduism and Islam. Sikh practices.</p>
<p>Subject specific skills</p>	<p>Knowledge and understanding of religious beliefs and sources of authority. Knowledge and understanding of similarities and differences within and or between religions</p>	<p>Knowledge and understanding of religious beliefs and sources of authority. Knowledge and understanding of similarities and differences within and or between religions</p>	<p>Knowledge and understanding of religious beliefs and sources of authority. Knowledge and understanding of similarities and differences within and or between religions</p>	<p>Knowledge and understanding of religious beliefs and sources of authority. Knowledge and understanding of similarities and differences within and or between religions</p>	<p>Knowledge and understanding of religious beliefs and sources of authority. Knowledge and understanding of similarities and differences within and or between religions</p>	<p>Knowledge and understanding of religious beliefs and sources of authority. Knowledge and understanding of similarities and differences within and or between religions</p>

	Ability to analyse and evaluate the significance and influence of religious beliefs	Ability to analyse and evaluate the significance and influence of religious beliefs	Ability to analyse and evaluate the significance and influence of religious beliefs	Ability to analyse and evaluate the significance and influence of religious beliefs	Ability to analyse and evaluate the significance and influence of religious beliefs	Ability to analyse and evaluate the significance and influence of religious beliefs
SMSC	<p>Social - Working with others in a paired and group work</p> <p>Moral - Considering types of truth including morality and ethics</p> <p>Spiritual - Considering religious truths and their meaning</p> <p>Cultural - The impact of beliefs across society</p>	<p>Social - Working with others in a paired and group work</p> <p>Moral - Considering types of truth including morality and ethics</p> <p>Spiritual - Considering religious truths and their meaning</p> <p>Cultural - The impact of beliefs across society</p>	<p>Social - Working with others in a paired and group work</p> <p>Moral - Considering types of truth including morality and ethics</p> <p>Spiritual - Considering religious truths and their meaning</p> <p>Cultural - The impact of beliefs across society</p>	<p>Social - Working with others in a paired and group work</p> <p>Moral - Considering types of truth including morality and ethics</p> <p>Spiritual - Considering religious truths and their meaning</p> <p>Cultural - The impact of beliefs across society</p>	<p>Social - Working with others in a paired and group work</p> <p>Moral - Considering types of truth including morality and ethics</p> <p>Spiritual - Considering religious truths and their meaning</p> <p>Cultural - The impact of beliefs across society</p>	<p>Social - Working with others in a paired and group work</p> <p>Moral - Considering types of truth including morality and ethics</p> <p>Spiritual - Considering religious truths and their meaning</p> <p>Cultural - The impact of beliefs across society</p>
Connect/PSHE					Health and Mental Wellbeing, Living in the Wider World	
Skills For life	Literacy – key terms of topic, communication empathy, teamwork, independence, creativity and resilience	Literacy – key terms of topic, communication, empathy, teamwork, independence, creativity and resilience	Literacy – key terms of topic, Communication, empathy, teamwork, independence, creativity and resilience	Literacy – key terms of topic, Communication, empathy, teamwork, independence, creativity and resilience	Literacy – key terms of topic, Communication, empathy, teamwork, independence, creativity and resilience	Literacy, communication, empathy, teamwork, independence, creativity and resilience
FBV	Individual liberty, respect and tolerance	Individual liberty, respect and tolerance	Democracy, rule of law, individual liberty, respect and tolerance	Democracy, rule of law, individual liberty, respect and tolerance	Rule of law, individual liberty, respect and tolerance	Democracy, individual liberty, respect and tolerance
Stretch & challenge	Differentiated tasks within the lessons Students will choose the level of challenge that they work at. They will be encouraged to challenge themselves.	Differentiated tasks within the lessons Students will choose the level of challenge that they work at. They will be encouraged to challenge themselves.	Differentiated tasks within the lessons Students will choose the level of challenge that they work at. They will be encouraged to challenge themselves.	Differentiated tasks within the lessons Students will choose the level of challenge that they work at. They will be encouraged to challenge themselves.	Differentiated tasks within the lessons Students will choose the level of challenge that they work at. They will be encouraged to challenge themselves.	Differentiated tasks within the lessons Students will choose the level of challenge that they work at. They will be encouraged to challenge themselves.

Key assessment focus, suggested assessments	<p>Students will complete a summative assessment for each topic (approximately every half term). These assessments will inform whole school data reports. Within lessons students will be assessed by the teacher through differentiated questioning and through the work they complete in class. They will also, regularly, self and peer assess.</p>	<p>Students will complete a summative assessment for each topic (approximately every half term). These assessments will inform whole school data reports. Within lessons students will be assessed by the teacher through differentiated questioning and through the work they complete in class. They will also, regularly, self and peer assess.</p>	<p>Students will complete a summative assessment for each topic (approximately every half term). These assessments will inform whole school data reports. Within lessons students will be assessed by the teacher through differentiated questioning and through the work they complete in class. They will also, regularly, self and peer assess.</p>	<p>Students will complete a summative assessment for each topic (approximately every half term). These assessments will inform whole school data reports. Within lessons students will be assessed by the teacher through differentiated questioning and through the work they complete in class. They will also, regularly, self and peer assess.</p>	<p>Students will complete a summative assessment for each topic (approximately every half term). These assessments will inform whole school data reports. Within lessons students will be assessed by the teacher through differentiated questioning and through the work they complete in class. They will also, regularly, self and peer assess.</p>	<p>Summer internal exams.</p>
Special events						<p>During this final module, visits to places of worship will be organised for the year group. We will also have religious leaders from all world faiths visiting the school and interacting with students during an RE curriculum day.</p>
Visits/extra-curricular	<p>RE club held once a week by HoD to consolidate learning in class and to support revision. Open to all students.</p>	<p>RE club held once a week by HoD to consolidate learning in class and to support revision. Open to all students.</p>	<p>RE club held once a week by HoD to consolidate learning in class and to support revision. Open to all students.</p>	<p>RE club held once a week by HoD to consolidate learning in class and to support revision. Open to all students.</p>	<p>RE club held once a week by HoD to consolidate learning in class and to support revision. Open to all students.</p>	<p>RE club held once a week by HoD to consolidate learning in class and to support revision. Open to all students.</p>
Homework/ Independent Learning	<p>Students will be set a homework project each term. The project is expected to take about 5 hours and will be assessed through a presentation, either verbal or written.</p>	<p>Students will be set a homework project each term. The project is expected to take about 5 hours and will be assessed through a presentation, either verbal or written.</p>	<p>Students will be set a homework project each term. The project is expected to take about 5 hours and will be assessed through a presentation, either verbal or written.</p>	<p>Students will be set a homework project each term. The project is expected to take about 5 hours and will be assessed through a presentation, either verbal or written.</p>	<p>Students will be set a homework project each term. The project is expected to take about 5 hours and will be assessed through a presentation, either verbal or written.</p>	<p>Students will be set a homework project each term. The project is expected to take about 5 hours and will be assessed through a presentation, either verbal or written.</p>