R.E Key Stage 3 Subject Curriculum Overview

Y7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics and content to be learnt		**Topics and content to be learnt**		**Topics and content to be learnt**	
Creation Stories • The Jewish/Christian creation story • The Aboriginal creation story • The Hindu creation story • The Native American creation story • The Scientific theories of creation • Assessment	**Islam** • Introduction to Islam • Beliefs about Allah • Zakat • Hajj • The Qur'an • The Prophet Muhammad • Islamic Festivals • Assessment	**Religious Figures** • The early Life of the Buddha • The Prophet Ibrahim • The festival of Holi • The life of Guru Nanak • Persephone (Greek mythology) • Noah's Ark • Assessment	**Judaism** • Jewish beliefs about God • What it means to be 'God's chosen people' • The Torah • Passover • Inside a Synagogue • Assessment	**Religious Artefacts** • Key items in Christianity • Key items in Judaism • Key items in Islam • Key items in Sikhism • Key items in Hinduism • Key items in Buddhism • Assessment	**Christianity** • Introduction to Christianity • Why is the Bible important? • Is there life after death? • The Bible • Christian festivals • Inside a church • Assessment

Knowledge, skills and understanding explicit to these topics/stage

Creation stories-

Intent:
This topic aims to introduce students to a variety of different religions, their beliefs about creation and the similarities/differences between those beliefs. The students will not only learn about a diverse range of beliefs, but will also see overarching similarities between the religions.

Implementation:
Each lesson will focus on a specific religious creation story from either a widely practiced religion, a less known religion or a religion that is no longer practiced. The lesson will introduce the religion to the student, as well as its key beliefs about creation and will also get the student to look for similarities and differences between each of the religious creation stories.

Impact:
If done successfully, students will have a budding idea of the diverse religions out there, as well as the similarities and differences between those religions. This should help the student develop tolerance and understanding, as well as expand their world view.

Knowledge	Skills	Understanding
• Knowledge of different and unique religions. • Knowledge of various beliefs on how the world was created. • Knowledge of the similarities and differences between religions.	• Analysis skills • Explanation skills • Understanding • Empathy • Comparison skills • Creation skills.	• Students will better understand many of the world religions. • Students will better understand how different groups of people see the world around them. • Students will better understand how to compare and analyse information.

Islam-

Intent:
Students will be introduced to some of the key beliefs, teachings and practices of one of the major religions, one that is also widely practiced by many students in the school. The topic should broaden the students' minds to what Islam teaches, as well as address any misconceptions about that religion often shown in the media. Students who practice that religion will also learn about the history behind it, enhancing the knowledge of their religion.

Implementation:
Each lesson will cover a key belief, teaching or practice within Islam. Students will learn what that key belief, teaching or practice is and also think about the impact that it has on the believer. Students will also be looking for similarities and differences between Islam and other religions.

Impact:
Students will have gained key knowledge about a religion that many of their classmates practice, addressed misconceptions often shown in the media and will have also analysed the similarities and differences between Islam and other major religions. This will have helped them become more tolerant, respectful and understanding of other belief systems around them.

Knowledge	Skills	Understanding
• Knowledge on key beliefs teachings and practices within Islam. • Knowledge on the similarities and differences between Islam and other religions.	• Understanding skills • Explanation skills • Analysis skills • Empathy • Tolerance • Comparison skills	• Understanding of the world around them. • Understanding of the second largest religion. • Understanding of the similarities and differences between Islam and other religions.

Knowledge, skills and understanding explicit to these topics/stage

Religious Figures-

Intent:
Students will learn about a key religious figure/story from each of the major religions. This will introduce them to a key aspect of numerous religions and also get them to compare and contrast the stories to see how they are similar different and also what the key messages behind each story is.

Implementation:
Each lesson will focus on one story/figure from each major religion. The students will be introduced to background information, what the story is about, the key figures in the story and what the message behind the story is.

Impact:
Students will have learnt key messages behind each of the stories they have learnt and will have also compared/contrasted them, thinking about how those stories are similar and different. This should expand the students' understanding of world religions, as well as addressed similarities/differences and key teachings behind them.

Knowledge	Skills	Understanding
• Knowledge about religious figures from different religions. • Knowledge on the similarities and differences between major religions. • Knowledge of the impact that religious stories have.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills	• Better understanding of the world around them. • Better understanding of the history of different religions. • Better understanding of the similarities and differences of the various religions.

Judaism-

Intent:
Students will learn about the oldest Abrahamic religion. They will learn key beliefs, teachings and practices and will also compare them to other religious to better understand the similarities/differences between religions.

Implementation:
Each lesson will cover a key belief, teaching or practice within Judaism. Students will think about the importance of that belief, teaching or practice and will also think about the impact that belief, teaching or practice has on the believer.

Impact:
Students will have not only learnt key beliefs, teachings and practices within Judaism, they will also have studied and understood a religion that has its roots in two other major world religions. This will lead to students being more tolerant and respectful and it will also diversify their understanding of the world around them.

Knowledge	Skills	Understanding
• Knowledge of the key beliefs, teachings and practices within Judaism. • Knowledge of the similarities and differences between Judaism and other religions.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills	• Understanding of the wider world. • Understanding of the similarities and differences between Judaism and other world religions.

Knowledge, skills and understanding explicit to these topics/stage

Religious Artefacts-

Intent:
Students will learn about the important items that the major religions use and why they are important. Students will also look at the similarities and differences between these religions to enhance their world view.

Implementation:
Each lesson will focus on a world religion and the items used within that religion. Students will understand what each item does, what the importance behind it is and the impact it has on those who follow that religion.

Impact:
Students will have been introduced to a wide range of religious times. They will better understand what those items are, why they are important and the impact that they have on religious believers. Students will have also compared and contrasted the religious items to better understand the similarities and differences between those items, helping them better understand the world around them.

Knowledge	Skills	Understanding
• Knowledge of items used within various religions. • Knowledge of why the items used in various religions are important and their impact.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills	• Understanding of the items used in religion. • Understanding of the items importance. • Understanding of the similarities and differences.

Christianity-

Intent:
Students will learn about the biggest religion in the world and the biggest religion in Great Britain. Students will learn about some of the key teachings, beliefs and practices of this religion and will also compare it to other religions to see the similarities and differences.

Implementation:
Each lesson will focus on a key belief, teaching or practice within Christianity. Students will learn what that key belief, teaching or practice is, why it is important and the impact it has on the believer. Students will also compare those beliefs, teachings and practices to other religions to see the similarities and differences.

Impact:
Students will have learnt about the main religious tradition of Great Britain and will have understood some of its key beliefs, teachings and practices. Students will have a better understand of Christianity and will have also addressed the similarities and differences between it and the other world religions.

Knowledge	Skills	Understanding
• Knowledge of the key beliefs, teachings and practices within Christianity. • Knowledge of why those beliefs, teachings and practices are important. • Knowledge of the impact those beliefs, teachings and practices have.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills	• Understanding of the key concepts within Christianity. • Understanding of the similarities and differences between Christianity and other religions. • Understanding of the wider world and beliefs within it.

R.E Key Stage 3 Subject Curriculum Overview

Y8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics and content to be learnt		**Topics and content to be learnt**		**Topics and content to be learnt**	
Buddhism • How did the Buddha become the Buddha? • The Four Noble Truths • Buddhist Symbols • The 5 Precepts • The Eightfold Path (Assessment lesson 1) • The Eightfold Path (Assessment lesson 2)	**Religion, Human Rights and Influential People** • The History of human rights • Religion and human rights • Martin Luther King Jr. • Malala • Nelson Mandela • The Dalai Lama • Assessment	**Sikhism** • Introduction to Sikhism • The Sikh Gurus P1. • The Sikh Gurus P.2 • The Khalsa • The 5ks • Worship in the Gurdwara • Assessment	**Debates** • Introduction to debating • Is religion good for society? • Should we decide who is a good and bad citizen? • Religion vs science • Assessment	**Hinduism** • Introduction to Hinduism • Hindu Gods and Goddesses • The cycle of rebirth • The caste system • Gandhi • Assessment	**Philosophy** • What is philosophy? • Ethical dilemmas • Greek Philosophers • What is truth? • Who am I? • Assessment

Knowledge, skills and understanding explicit to these topics/stage

Buddhism-

Intent:
Students will learn about the beliefs, teachings and practices of one of the major religions- Buddhism. Students will also look at the similarities and differences of these teachings to other religions, as well as how these teachings affect those who follow them.

Implementation:
Each lesson will focus on a key aspect of Buddhist beliefs, teachings or practices. The students will learn what that belief, teaching or practice is, why it is important and how it would impact a believer. Students will also be asked to compare and contrast Buddhism to another religion in order to think about the similarities and differences.

Impact:
Students will have learnt about one of the six major religions, enhancing their world view, as well as their tolerance and understanding towards others. Students will have also understood Buddhist teachings, beliefs and practices and understood their relevance towards the world today.

Knowledge	Skills	Understanding
Knowledge on key beliefs, teachings and practices within Buddhism. Knowledge of how Buddhism is similar/different to other religions. Knowledge of how Buddhism is relevant in the world today.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills • Creation skills	• Students will understand the importance of Buddhist beliefs, teachings and practices to Buddhists. • Students will understand the relevance of Buddhist beliefs, teachings and practices in the world today.

Religion, Human Rights and Influential People

Intent:
Students will learn what human rights are, the history of human rights, the influential people who have fought for human rights all around the world and the impact religion potentially has on human rights. This topic also allows students to understand where human rights come from and the impact they have had on us as people.

Implementation:
The topic will begin with an introduction as to what human rights are, as well as the history of human rights. The topic will then move on to look at an influential person who has fought for human rights. It concludes with students thinking about why human rights are important today and what human rights still need to be fought for.

Impact:
At the end of the topic, students will have a good idea as to what human rights are and who fought to ensure they are protected. Students will have thought about what makes a good role model, what human rights still need to be introduced and why human rights are important.

Knowledge	Skills	Understanding
• Students will have a good knowledge of what human rights are. • Students will have a good knowledge of people who have fought for human rights. • Students will have a good knowledge as to why human rights are important.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills • Creation skills	• Students will understand how human rights are important in the world today. • Students will understand the history of human rights and who fought for them. • Students will understand how human rights affect them as individuals.

Knowledge, skills and understanding explicit to these topics/stage

Sikhism-

Intent:
Students will learn about the beliefs, teachings and practices of one of the major religions- Sikhism. Students will also compare that religion to the other religions we have studied to see how it is similar and different.

Implementation:
Each lesson will focus on a key belief, teaching or practice within Sikhism. Students will learn what that key belief, teaching or practice is, why it is important and its impact on the believer. Students will also compare that belief, teaching or practice to other religions in order to think about the similarities and differences.

Impact:
Students will have learnt about one of the six major world religions. They will have increased their tolerance and understanding of that religion, better understood the world around them and compared Sikhism to other world religions to look at the similarities.

Knowledge	Skills	Understanding
• Students will have increased their knowledge on the beliefs, teachings and practices in Sikhism. • Students will have a more rounded knowledge of the world around them.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills • Creation skills	• Students will have a better understanding of one of the major world religions. • Students will have a better understanding of other belief systems that people follow. • Students will have a better understanding on the similarities Sikhism has with other world religions.

Debates-

Intent:
Students will learn about how debates are run and why they are important. This will allow students to critically analyse a topic and share their point of view in a concise and coherent way whilst using facts and examples to back their point up.

Implementation:
The first two lessons will introduce debating. They will look at what debating is, the key techniques and why debating is important. The following lessons will look at a 'key statement' with which the students will study the arguments for and against, as well as debate whether or not they agree or disagree with that statement.

Impact:
Students will have learnt how to coherently explain their point of view in a debate setting, as well as used the key techniques to help them better explain their point of view on a topic. Students will have practiced debating and honed their skills critically thinking about different statements.

Knowledge	Skills	Understanding
• Students will gain knowledge on how debates operate. • Students will gain knowledge of key techniques used in discussion. • Students will gain knowledge on how to critically construct an argument.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills • Creation skills	• Students will understand the techniques used in debate and discussion. • Students will understand how to analyse different points of view that will help them in discussion. • Students will understand how to get their point of view across in a critical and well thought-out way.

Knowledge, skills and understanding explicit to these topics/stage

Hinduism-

Intent:
Students will learn about the key beliefs, teachings and practices of one of the major religions- Hinduism. Students will also compare that religion to the other religions we have studied to see how it is similar and different.

Implementation:
Each lesson will focus on a key belief, teaching or practice within Hinduism. Students will think about why that belief, teaching or practice is important, how it impacts the believer and how similar/different it is to other religions.

Impact:
Students will have widened their worldview by learning about one of the major religions. They will have diversified their knowledge of other peoples' belief systems and also have developed a good understanding of how Hinduism is similar or different to other religions.

Knowledge	Skills	Understanding
• Knowledge of the key beliefs, teachings and practices in Hinduism. • Knowledge as to why those key beliefs, teachings and practices are important.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills • Creation skills	• An understanding of one of the world religions. • An understanding of the key beliefs, teachings and practices within that religion. • An understanding as to how Hinduism is similar/different to other religions.

Philosophy-

Intent:
Students will learn what philosophy is important, some of the key teachings within philosophy as well as where philosophy has come from. Students will also think about the impact some philosophical ideas have on how will live our lives.

Implementation:
The first lesson will introduce students to what philosophy is, some key philosophical questions and also why philosophy is important. The following lessons will introduce the students to a philosophical concept and will get them to discuss whether or not they agree with that concept and why, the impact that the philosophical concept has and whether or not it is relevant today.

Impact:
Students will have learnt about the wider aspects of religious education through philosophy. They will have learnt how philosophy impacts their lives, thought about how relevant it is today and also discussed some fundamental questions surrounding ideas such as identify and purpose.

Knowledge	Skills	Understanding
• Students will have knowledge as to what philosophy is. • Students will have knowledge as to why philosophy is important. • Students will have knowledge as to how philosophy relates to the world around them.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills • Creation skills	• Understanding of how philosophy impacts how we live. • A greater understanding of themselves and the world around them. • An understanding of key philosophical concepts surrounding ideas such as purpose and truth.

R.E Key Stage 3 Subject Curriculum Overview

Y9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics and content to be learnt		**Topics and content to be learnt**		**Topics and content to be learnt**	
The Big Questions	**Religion and Ethics**	**Religion and Animal Rights**	**Religion and the World**	**Philosophy**	**Religion Peace and Conflict (GCSE)**
What is our purpose? How were we created? Evil and suffering The problem of evil Should we have the death penalty? Assessment	Should we clone? Should we use genetic engineering? Is euthanasia acceptable? Should we have Saviour siblings? Should parents have designer babies? Assessment.	Should we be vegetarian? Is animal testing acceptable? Are Zoos good or bad? Is it ok to keep pets? Presentation on animal rights lesson 1 Presentation on animal rights lesson 2	Religion and the environment Stewardship and dominion Religion v the media Religion and the newspapers Assessment	Introduction to Philosophy Soul, Body, Mind Right and Wrong What makes a Good Person? Cosmological and Teleological	(GCSE)

Knowledge, skills and understanding explicit to these topics/stage

The Big Questions-

Intent:
Students will look at some of the fundamental questions that have historically faced us as a species and the 'human condition'. Students will think about the impact these questions have on us, as well as whether or not there are answers to these questions.

Implementation:
Each lesson will focus on a 'big question' that the students will learn, analyse and evaluate. Students will also discuss religious/non-religious views towards that big question to see whether or not they agree or disagree.

Impact:
Students will have discussed/analysed/evaluated various big questions and thought about the impact these questions have on themselves, systems of belief and society as a whole. They will have learnt to critically think/analyse as well as how they are impacted by these questions.

Knowledge	Skills	Understanding
• Knowledge of big questions and their impact on us as individuals. • Knowledge of the philosophy behind big questions. • Knowledge of how these big questions fit in with religious ideas.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills • Creation skills • Debating skills	• Understanding of the impact big questions have on us and society. • Understanding of the philosophy behind big questions. • Understanding of religious beliefs and attitudes towards the big questions.

Religion and Ethics-

Intent:
Students will learn about some of the modern ethical dilemmas that face us as a species as well, the pros and cons of these dilemmas and whether or not these dilemmas have an answer to them.

Implementation:
Each lesson will focus on an ethical belief/concept and will get students to look at what the concept is, arguments in favour and against and religious attitudes towards it. Students will then reach a conclusion at the end that says whether or not they agree or disagree with that concept and why.

Impact:
Students will have learnt to critically think about/analyse modern day ethical issues. They will have discussed various ideas towards those issues and learnt how to reach justified conclusions that state whether or not they agree or disagree with them and why. Students will have also thought about the role that religion/ethics/philosophy play when looking at modern day issues.

Knowledge	Skills	Understanding
• Knowledge of present day ethical issues. • Knowledge of religious attitudes towards present day ethical issues. • Knowledge of the impact those issues have on society.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills • Creation skills • Debating skills	• Understanding of present day ethical issues. • Understanding of religious attitudes toward modern day ethical issues. • Understanding of the process behind critically discussing these issues.

Knowledge, skills and understanding explicit to these topics/stage

Religion and Animal Rights-

Intent:
Students will learn about some of the ethical issues facing animal rights. Especially within modern life, as well as religious views towards animals. Students will also think about how these ethical issues fit in with modern day attitudes towards animal rights.

Implementation:
Each lesson will focus on an issue surrounding animal rights. Students will look at what that issue is, the arguments in favour and against, religious attitudes and will then reach a conclusion that says whether o nor they are in favour or against that issue and why,

Impact:
Students will have thought about the issue/impact of animal rights in the modern world, as well as the various arguments surrounding them. Students will have thought about their own beliefs/thoughts towards animal rights and whether or not religion has a role to play in deciding how we treat animals.

Knowledge	Skills	Understanding
• Knowledge of modern day attitudes towards animal rights. • Knowledge of the law surrounding animal rights. • Knowledge of religious beliefs towards animal rights.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills • Creation skills • Debating skills	• Understanding of why people think there should be animal rights. • Understanding of modern day attitudes towards animal rights. • Understanding of religious attitudes towards animal rights.

Religion and the World-

Intent:
Students will look at how religion interacts with the world through things like the media and the environment. Students will think about whether religion has a positive or negative impact on these issues.

Implementation:
Each lesson will focus on a key way that our world interacts with religion and vice versa. They will think about how this interaction occurs, its impact and whether or not that impact is positive or negative.

Impact:
Students will have thought about the way religion interacts with our world and the impact that has on society. Students will have thought about whether or not religion has positive or negative effects on society.

Knowledge	Skills	Understanding
• Knowledge of the way religion interacts with the world. • Knowledge of how religion impacts the world. • Knowledge of modern day issues and religious attitudes towards them.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills • Creation skills • Debating skills	• Understanding of present day issues and religious attitudes towards them. • Understanding of how religion interacts with the world. • Understanding of the impact religion has on the modern world.

Knowledge, skills and understanding explicit to these topics/stage

Philosophy

Intent:
Students will learn what philosophy is, as well as some of the key debates/concepts within philosophy. Students will discuss, analyse and evaluate these concepts, thinking about their strengths and weaknesses, as well as their own opinion on them.

Implementation:
After the introductory lesson, each lesson will focus on a key concept of philosophy. They will be introduced to what that concept is, its strengths and weaknesses, as well as come to a conclusion at the end of the lesson that allows them to explain their own opinion on that topic.

Impact:
Students will have explored what philosophy is, its key ideas and the impact has on how we view the world around us. This will give them insight into topics explored at GCSE and beyond, as well as insight into the ethical/moral/philosophical framework of the world around them.

Knowledge	Skills	Understanding
• Knowledge of what philosophy is as well as why it is important. • Understanding of the relationship between soul, body and mind. • Knowledge as to how/if philosophy makes us a good person. • An understanding as to where morality comes from and if it is absolute or relative.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills • Creation skills • Debating skills	• Understanding of what philosophy is. • Understanding of some key concepts within philosophy • Understanding of themselves and the mechanisms that make us human.

Religion, Morality and Civilisation

Intent
Students will think about and explore what goes into creating a complex civilisation in terms of morality, philosophy, law and religion. Students will think about the impact these have on civilisation, as well as if/why these are needed to ensure that a civilisation flourishes.

Implementation
Each lesson will explore an aspect of civilisation, for example 'law', to see what that aspect brings to civilisation, its pros and cons and why/if it is important in order for a civilisation to develop into something complex.

Impact

Students will have reflected deeply on what goes into making a civilisation. They will know how many of the overlooked aspects of day-to-day life have allowed civilisation to develop into something complex.

Knowledge	Skills	Understanding
• Knowledge of what civilisation is and what is embedded into it. • Knowledge of aspects such as law, religion, philosophy and culture and how they are part of civilisation. • Understanding of how seemingly disconnected aspects of civilisation all work together.	• Explanation skills • Understanding • Empathy • Analysis skills • Evaluation skills • Descriptive skills • Creation skills • Debating skills	• Understanding of what civilisation is and what makes it. • Understanding of some of the branches of what goes into making a civilisation. • Understanding of how aspects of civilisation are interconnected and the impact they have on people.