

KS3 Curriculum Overview: Religion and Worldviews (Year 7)

Rationale: In Year 7 we endeavour to introduce students to a range of beliefs and practices from religious to non-religious. Students will learn how to express beliefs and practices from a wide range of world religions, on a deeper level, paying particular attention to the evaluation and impact these beliefs and practices have on our own lives and the decisions we make. Students will be exposed to a range of subject specific terminology and will learn how to use this accurately and appropriately in their extended exam responses. Students will develop their writing, through expression, application and evaluation and listening skills, to encourage high levels of curiosity and philosophical thinking.

Term Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Autumn/Winter Term	<p><u>What is the difference between a religious & secular view on the purpose of life?</u></p> <p>This unit is designed to encourage students to explore contemporary religious and secular views on the purpose of life.</p> <p>Students will explore the similarities and differences between religious and humanist world views, applying knowledge to ethical questions, exploring the difference it can make to one's own behaviour and conduct in modern society.</p>	<p>Assessment has a multifaceted approach. This is inclusive of: Live classroom marking, feedback and retrieval tasks imbedded into every lesson and end of unit assessments which contain an official mark.</p>	<p>Students are given HL Quizzes to complete; these are uploaded every month to ClassCharts.</p>	<p>Full schemes of learning with associated resources on student Padlet.</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> → Explain the difference between believing in a religious and non-religious worldview. → Identify the impact of following a belief system – collective identity etc. → Evaluate the evidence held by worldviews. → Analyse alternative perspectives to religious reasoning. <p><u>Skills:</u></p> <p>Knowledge Expression Application Evaluation</p>	<p><u>Key Vocabulary:</u></p> <p>Worldview Religion Secular Ethical</p> <p><u>Reading:</u></p> <p>Guided reading tasks to be embedded within lessons and further scaffolds to be provided for greater peer reading opportunities.</p>

Spring/ Summer 1 and 2	<p><u>Where does belief come from?</u></p> <p>This unit is designed for students to explore a range of sources of authority from religious and non-religious worldview perspectives.</p> <p>Students will then consider how such sources provide moral guidance and help people to live good lives.</p>	<p>Assessment has a multifaceted approach. This is inclusive of: Live classroom marking, feedback and retrieval tasks imbedded into every lesson and end of unit assessments which contain an official mark.</p>	<p>Students are given HL Quizzes to complete; these are uploaded every month to ClassCharts.</p>	<p>Full schemes of learning with associated resources on student Padlet.</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> → Explain varying sources of authority across religious and secular worldviews. → Clarify the importance of sources and their impact on belief. → Assess how individual sources of authority are and whether they can be understood to have common features. → Determine how effective sources of authority are in communicating religious messages. <p><u>Skills:</u></p> <p>Knowledge Expression Application Evaluation</p>	<p><u>Key Vocabulary:</u></p> <p>Bible Archbishop Reason Imam Guru Granth Sahib Individual Freedom</p> <p><u>Reading:</u></p> <p>Guided reading tasks to be embedded within lessons and further scaffolds to be provided for greater peer reading opportunities.</p>
<u>KS3 Curriculum Overview: Religion and Worldviews (Year 8)</u>						
<p><u>Rationale:</u> In Year 8 we endeavour to cover key beliefs and practices discussed in year 7 in further detail. Students learn how to express their beliefs and practices on a deeper level, paying particular attention to the evaluation and impact these beliefs and practices have on own lives and the decisions we make. Students will be exposed to further subject specific terminology, and will continue to learn how to use this accurately and appropriately in their extended exam responses. Students will develop their writing, through expression, application and evaluation, to encourage high levels of questioning and exploring the world in which students live. They will continually develop their philosophical thinking in support of both the GCSE and A Level specification.</p>						
Term Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading

Autumn/ Winter Term	<p><u>What do people mean by 'God'?</u></p> <p>This unit is designed to encourage students to explore religious interpretations of God through explicit teachings, with focus on the nature and personhood of God.</p> <p>Students will explore how these beliefs can make differences to an individual's own behaviour and conduct in modern society.</p>	<p>Assessment is to take a multifaceted approach. This is inclusive of: Live classroom marking, feedback and retrieval tasks imbedded into every lesson and end of unit assessments which contain a FAR mark.</p>	<p>Students are given HL Quizzes to complete; these are uploaded every month to ClassCharts.</p>	<p>Full schemes of learning with associated resources on student Padlet.</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> → Identify common features of God across a variety of religious belief. → Examine the importance of God's existence. → Focus on examining features of God across a range of religious perspectives. → Assess whether we can fully understand God. <p><u>Skills:</u> Knowledge Expression Application Evaluation</p>	<p><u>Key Vocabulary:</u></p> <p>Omniscient</p> <p>Omnibenevolent</p> <p>Omnipresent</p> <p>Names for Allah</p> <p>Waheguru</p> <p>Transcendent</p> <p><u>Reading:</u></p> <p>Guided reading tasks to be embedded within lessons and further scaffolds to be provided for greater peer reading opportunities.</p>
Summer 1 and 2	<p><u>What are alternative worldviews?</u></p> <p>In this unit of study, students will explore a variety of alternative worldviews – perspectives from cultures, movements and non-religious ideologies.</p> <p>Students will gain an understanding of what it means to have a worldview, the impact of having a wider system of belief and how a perspective on the world can alter your approach to moral decision making.</p>	<p>Assessment is to take a multifaceted approach. This is inclusive of: Live classroom marking, feedback and retrieval tasks imbedded into every lesson and end of unit assessments which contain a FAR mark.</p>	<p>Students are given HL Quizzes to complete; these are uploaded every month to ClassCharts.</p>	<p>Full schemes of learning with associated resources on student Padlet.</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> → Understand the meaning of a Worldview. → Determine the moral impact of a Worldview. → Examine how moral decision-making changes within the context of religious and secular Worldviews. <p><u>Skills:</u> Knowledge Expression Application Evaluation</p>	<p><u>Key Vocabulary:</u></p> <p>Humanism</p> <p>Alternative</p> <p>Morality</p> <p>Sociology</p> <p>Ethics</p> <p><u>Reading:</u></p> <p>Guided reading tasks to be embedded within lessons and further scaffolds to be provided for greater peer reading opportunities.</p>

KS3 Curriculum Overview: Religion and Worldviews (Year 9)

Rationale: In Year 9 we endeavour to cover key beliefs and practices discussed in year 7/8 in further detail. Students learn how to express their beliefs and practices on a deeper level, paying particular attention to the evaluation and impact these beliefs and practices have on own lives and the decisions we make. Students will be exposed to further subject specific terminology and will continue to learn how to use this accurately and appropriately in their extended exam responses. Students will develop their writing, through expression, application and evaluation, to encourage high levels of questioning and exploring the world in which students live. They will continually develop their philosophical thinking in support of both the GCSE and A Level specification.

Term Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Autumn/ Winter Term	<p><u>Does faith always need to be organised?</u></p> <p>This unit is designed to encourage students to examine the formality of initiation rituals and service within religious and non-religious world-faiths.</p> <p>It also encourages students to explore religious and secular approaches to daily practice or routine.</p>	<p>Assessment is to take a multifaceted approach. This is inclusive of: Live classroom marking, feedback and retrieval tasks imbedded into every lesson and end of unit assessments which contain a FAR mark.</p>	<p>Students are given HL Quizzes to complete; these are uploaded every month to ClassCharts.</p>	<p>Full schemes of learning with associated resources on student Padlet.</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> → Identify explain the purpose of initiation rituals to religion and world view. → Give examples of initiation rituals from the major religions. → Give examples of secular initiation rituals. <p><u>Skills:</u></p> <p>Knowledge Expression Application Evaluation</p>	<p><u>Key Vocabulary:</u></p> <p>Initiation</p> <p>Baptism</p> <p>Marriage</p> <p>Funeral</p> <p>Aqedah</p> <p>Amirt Sanskar</p> <p>Reading:</p> <p>Guided reading tasks to be embedded within lessons and further scaffolds to be provided for greater peer reading opportunities.</p>

Summer 1 and 2	<p><u>How do different people experience inequality and what can we do about it?</u></p> <p>This unit is designed to encourage students to explore several case studies and review the response from religious and sociological perspectives.</p> <p>It aims to evaluate the motivations of religious and secular belief systems and review the impact of personal action.</p>	<p>Assessment is to take a multifaceted approach. This is inclusive of: Live classroom marking, feedback and retrieval tasks imbedded into every lesson and end of unit assessments which contain a FAR mark.</p>	<p>Students are given HL Quizzes to complete; these are uploaded every month to ClassCharts.</p>	<p>Full schemes of learning with associated resources on student Padlet.</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> → Identify how experiences of inequality can influence the lives of religious and secular belief. → Conceptualise a moral code that people might follow to make choices that promote equality. <p><u>Skills:</u></p> <p>Knowledge Expression Application Evaluation</p>	<p><u>Key Vocabulary:</u></p> <p>Equality</p> <p>Opportunity</p> <p>Morality</p> <p>Sociology</p> <p>Reading:</p> <p>Guided reading tasks to be embedded within lessons and further scaffolds to be provided for greater peer reading opportunities.</p>
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