

Religious Education Curriculum Key Stage 3

Vision

Religious Education at Eastlea Community School is experiential, creative and reflective. The curriculum is designed to ensure that pupils grow to be well-informed, upright and responsible citizens who are respectful of the views of others. The curriculum is sequenced with a particular rationale that consistently focuses on both knowledge and skills. Students are encouraged to constantly reason, debate, make judgements and evaluate key concepts and themes – skills that are necessary for the GCSE as well as life experiences that take place beyond the classroom.

The curriculum provides pupils with the development of social, spiritual, moral, and cultural development; these include learning about different people's faiths, reflecting on their own beliefs, investigating moral and ethical issues, working with others from different backgrounds, understanding cultural influences and showing respect for different faiths and cultural diversity. Our aims and vision for RE also reflect the intent of the locally agreed SACRE syllabus. Our intent is to provide an academic RE curriculum that enables pupils to hold balanced and informed conversations about religion, philosophy and worldviews.

Teaching and Learning

The content at KS3 is taught in a logical progression, systematically and explicitly. For example, learning in Year 9 is designed to provide students with a strong basis of the values and principles that underpin Christian and Islamic practices. This link is in place as the AQA GCSE involves the study of two main world religions: Christianity and Islam.

In addition, the Curriculum also has a strong emphasis on inclusivity. Students are taught a variety of Eastern Religions in Year 7 that are sequenced in chronological order – this is so students may draw on the key similarities found in different faiths and the possibility of religious views stemming from one another. At Year 8, pupils are faced with a variety of thematic studies concerning Philosophy and Ethics in the modern world. Examples of this include social justice, the environment, human rights and conflict.

Useful links:

https://bibleproject.com/?gclid=EAlaIQobChMImuSDo9jA7AIVxbTtCh07LQBVEAAAYASAAEgKT9_D_BwE

<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

<https://www.bbc.co.uk/bitesize/topics/zbndy9q>

<https://www.truetube.co.uk/>

<https://revisionworld.com/gcse-revision/rs-religious-studies>

<https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg>

<https://www.educationquizzes.com/ks3/religious-education/christianity---seasons-and-festivals/>

KS3 RE Programme of Study (2021-2022)

- what does it mean to be _____ in the 21st Century - BIG QUESTION for each year group. Topic focus.

Year7 (1 Single)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Transition <ul style="list-style-type: none"> a. Religion and its influence b. The birth of Jesus c. Hajj d. Life of Buddha e. Sacred Journey f. Place of worship <p>Relate more to Newham and the community. History of religion in Newham. Early Christianity - Judaism - Migration from the subcontinent - Islam Diversity Luke / Mathew</p>	Eastern Religions: Hinduism <ul style="list-style-type: none"> a. Deity – the Trimurti b. Core beliefs c. Karma d. Atman e. Samsara f. Caste System g. Puja <p>Agreed Syllabus: Hindu people' rather than</p> <p>Hindu Dharmic tradition. Hindu in north / south India Diversity.</p> <p>Spiral curriculum. Claire to share subject audit from Primary schools.</p>	Eastern Religions: Buddhism <ul style="list-style-type: none"> a. The life of Buddha b. The Four Noble Truths c. The 5 Moral Precepts d. The 3 Universal Truths e. The Sangha <p>Narrative, stronger links with previous learning.</p> <p>How did Jesus and the Buddha make people think?</p>	Eastern Religions: Sikhi (Not Sikhism) <ul style="list-style-type: none"> a. Guru Nanak (link with Jesus e.g Equality?) b. The 10 gurus c. The Guru Granth Sahib d. The Khalsa e. Sewa – selfless service <p>Include thematic perspective</p> <p>SAVE RE: Network meeting 2021, Summer</p> <p>50% Christianity as per law</p>	Middle East: Judaism <ul style="list-style-type: none"> a. Abraham b. Torah and the 10 Commandments c. Jewish festivals- Pesach d. Shabbat e. Jerusalem f. Strictly Kosher <p>Prophecies / concept regarding the Messiah Jesus - historical evidence</p>	Ultimate Questions / Existence of God <ul style="list-style-type: none"> a. Ultimate questions b. World views c. What is reality d. Arguments for God's existence e. Arguments against God's existence <p>Miracles?</p>
	Assessment: 1. Religion and its influence assessment	Assessment: 2. Hinduism assessment	Assessment: 3. Buddhism assessment	Assessment: 4. Sikhism assessment	Assessment: 5. Judaism assessment	Assessment: 6. Existence of God assessment

Year 8 (1 Single)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Religious Leaders <ul style="list-style-type: none"> a. Abraham 	The Environment Use Claire / Cat	End of life Claire	Introduction to Philosophy	Values, principles and social justice	Humanism

	b. Moses c. Jesus d. Muhammad e. Buddha f. Guru Nanak 'Who different people think they are - perspective amongst world views'	a. Issues concerning the environment b. Religious outlook / action to support the environment: c. Christianity d. Islam e. Hinduism f. Judaism	a. The soul and resurrection – physical and spiritual b. Reincarnation c. Judgement d. Afterlife, Heaven and Hell e. Humanism and afterlife	a. introduction to Philosophy and RE b. Plato - how can we better society? c. Epictetus - How can I control myself? d. Epicurus - What is happiness? e. Plato - how do we know what is real?	a. Honestly and Integrity b. Justice c. Kindness d. Equity e. Forgiveness case studies / parables	a. What is humanism? b. Is there a God? c. Meaning and purpose d. Humanist celebrations e. Humanist ethics agreed syllabus: humanism, buddhism, secular 'what does it mean to be a christian in the 21s century '
	Assessment: 1. Religious Leaders	Assessment: 2. The Environment	Assessment: 3. The Afterlife	Assessment: 4. Philosophy	Assessment: 5. Values and Social Justice	Assessment: 6. Conflict

Year 9 (1 Single)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Problem of Evil a. The inconsistent triad – moral and natural evil b. Origins of evil c. Evil as a test of faith d. Theodicies – Saint Augustine and Saint Irenaeus e. The role of Jesus in Sin and Salvation f. Religious responses to evil and suffering today	Exploring the Old Testament (stories in religion) how they are understood in the 21st C) a. Creation - literal and non-literal b. Sin: the Fall and Cain and Abel c. The Flood d. Exodus - 10 commandments e. Prophecies of the coming of Jesus	The New Testament: The Life and Legacy of Jesus a. Who was Jesus? b. The Trinity c. The crucifixion d. The resurrection e. The ascension f. The Sermon on the Mount g. Denominations today h. How is Jesus remembered today?	The Life and Legacy of Prophet Muhammad a. Pre-Islamic Arabia b. Who was Muhammad? c. Revelation and prophet-hood d. Teachings of Muhammad e. The Last Sermon f. Sunni and Shia split g. The 5 Pillars	Alicia Lewis - RE UEL Religion in the Modern World Topic plan/ideas: - world views 1. Diversity in beliefs: branches in Christianity - denominations - past and present? 2. Diversity in beliefs: branches in Islam, Sunni Shia split 3. Diversity in beliefs: ethical decisions - catholics vs protestant blood transfusion, Islam and organ donations 4. Expression through art - Islam 5. Religion in the media - Islam 6. Persecution around the world - case studies - impact 7. New Census - comparison Is religion in decline? Expression of belief today - how easy is it? Secularisation? Different truths	Conflict and Human Rights 1. introduction to HR 2. Race - MLK and Malcolm X 3. Gender 4. Sexuality 5. Class (poverty)

	Assessment: 1. The Problem of Evil	Assessment: 2. The Life and Legacy of Jesus	Assessment: 3. The Life and Legacy of Prophet Muhammad	Assessment: 4. The Old and New Testament	Assessment: 5 Muslims in Britain Assessment	Assessment: 6. Conflict and Human Rights Assessment
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