

RE KS3 core concepts

Rationale: key learning from each focus religion is taught as to build understanding incrementally. Concepts that require further depth of understanding or maturity are sequenced later in the learning journey. Homeworks are utilised to consolidate areas that require deeper attention, but wherein curriculum time does not allow for it.

KS3 Christianity core concepts sequence

One -third of the world's population purport to be Christian. The concepts below (from Understanding Christianity - <http://www.understandingchristianity.org.uk/>) reflect the central beliefs of the main Christian groupings – Protestant, Catholic and Orthodox.

Core concept	Detail	Year	Half term	In class	Homework
Creation/Fall	Since the Fall, the world has been subject to decay and corruption, giving rise to wars, sicknesses and other evils. The chief architect of this is the devil, Satan, assisted by an army of demons who are fallen angels.	7	1A		Y
Incarnation	Besides His good works, Jesus' earthly ministry was principally concerned with teaching how we should live in order to reconnect with God. This was through obeying the spirit, rather than the letter of the Old Testament law; and through belief rather than religious observance.	7	3A		Y
	Revisited	8	1B	Y	
Kingdom of God	Jesus will return to earth at the end of the age, rescuing believers from increasing levels of persecution and hardship, whilst the world experiences escalating sin and disaster. A battle of angelic and demonic forces culminates in the creation of a new heaven and a new earth, where God's ultimate purposes are outworked. All are resurrected and God executes judgement on the devil and his followers.	7	3A		Y
	Revisited	8	1B	Y	
People of God	Starting with Jesus' 12 apostles, Christians have fearlessly spread the gospel throughout the world in two millennia. Christian men and women have variously suffered persecution and even martyrdom. Their faith and teaching have moulded society and influenced attitudes throughout the world.	8	1B	Y	
Prophecy/	The Bible contains God-given wisdom for daily living, especially in the books of Proverbs and	8	1B	Y	

Wisdom	Ecclesiastes. Much of the prophecy given in the Old Testament has already been fulfilled, especially in regard to Israel and the promised Messiah. God continues to give wisdom and prophetic insight to His people today, chiefly through Gifts of the Spirit.				
Gospel	Those who believe and follow Christ will receive an eternal blissful life in Heaven with Him when they die. Those who reject His message will suffer eternal torment in Hell. Each person has been given free will to choose whether to accept Christ as Saviour. Through God's foreknowledge He has predestined (or, elected) us.	8	1B	Y	
Salvation	Christians should live moral, godly lives in accordance with the teachings of Jesus and those of His disciples contained in the biblical epistles. The Holy Spirit changes our fundamental sinful nature. Forgiveness continues to be applied to any unintentional sin.	8	2B	Y	
	Revisited	8	3A/3B	Y	

KS3 Buddhism core concepts sequence

The core concepts are designed to cover those used in Theravada and Mahayana (including Vajrayana) Buddhism.

Core concept	Detail	Year	Half term	In class	Home work
Sangha	Students should consider the commitment involved in joining the monastic sangha. Giving up the lay lifestyle to follow a way of life designed to reduce attachment and train your mind through meditation involves significant change. Buddhists must be novices first before taking full vows in recognition of this.	7	1B	Y	
3 refuges	The role of the Buddha as a role model and inspiration could be explored. The role of the dharma in providing a clear link to the Buddha's teaching and an objective source of information can be covered. The role of the sangha in supporting Buddhists individually and in groups through their teaching, inspiration and actions can be considered.	7	1B		Y
Four Noble Truths	The Four Noble Truths – students could consider how believing the Four Noble Truths might affect Buddhist attitudes and behaviour. It is easy to see behavioural changes	7	2A	Y	

	through following the eightfold path. Attitude changes might result from accepting that suffering happens and understanding the causes of suffering.				
Karma	The nature of karmic formations (intentional thoughts/actions) and karmic consequences could be covered. Long and short term consequences could also be covered.	7	2A	Y	
3 poisons	The 3 poisons (or 3 fires) are delusion, hatred and greed/craving. These are unskillful and keep us trapped in samsara. If we can develop their opposites, wisdom, compassion/loving kindness and generosity we will be able to break free of the cycle of samsara.	7	2A	Y	
Buddha's and Bodhisattvas	Buddhas (enlightened beings) and bodhisattvas (Buddhas-to-be) can be seen as inspiring or supporting Buddhists, revealing the dharma and providing role-models. Some students might be able to consider the different views of bodhisattvas in Theravada and Mahayana Buddhism. In Theravada Buddhism bodhisattvas and Buddhas are rare. In Mahayana Buddhism, everyone will eventually become a Buddha. Some beings are far advanced along this path and can thus help others. These 'high level bodhisattvas' can be accessed for help.	7	2a	Y	
3 marks of existence	3 marks of existence – these are the 3 things which define sentient life. Dukkha – there is suffering and this cannot be avoided. Anicca – there is nothing impermanent or unchanging. Some changes are gross (things breaking), others are subtle (skin cells changing over time) but nothing is unchanging.	7	3B		Y
	Revisited	9	3A/ 3B	Y	
Nirvana - liberation	Nirvana – students might consider the nature of liberation in terms of 'freedoms from' (e.g. suffering, karmic formations, samsaric rebirth), and in terms of what is now experienced (bliss, acceptance).	8	3A/ 3B	Y	
Samsara	The relationship between samsara and nirvana. Nirvana is freedom from samsara.	8	3A/3B	Y	

KS3 Judaism core concepts sequence

Aside from its staunch monotheism, Judaism has few essential beliefs. Jewish identity arises primarily from belonging to an ancient people and upholding its traditions. Dogma, while important, is secondary. Although the medieval thinker Rabbi Maimonides once enumerated "13 Articles of Faith," many Jews do not

accept all these, and Jewish beliefs vary widely on theological matters such as human nature and the afterlife. Divisions within Judaism, known as "movements," have developed in modern times as varying responses to secularism and modernity.

Core concept	Detail	Year	Half term	In class	Homework
G-d	G-d has different titles expressing the different experiences that Jews have of G-d, these titles are both masculine and feminine. That G-d remains ultimately free and is the creator of both good and evil as there is no possible opposition to G-d in the order of things, it is difficult to make sense of this because we are limited in our possible understanding.	7	2A		Y
	Revisited	8	1A	Y	
Humans relationship to God	Human beings are made in the image and likeness of G- d and, therefore, reflecting on what it is to be human gives an indication of G-d's nature.	8	1A	Y	
Torah	The Torah is dynamic and was given to humanity, therefore it is the responsibility of human beings to interpret and make sense of the Torah in each generation rooted in the tradition.	8	1A	Y	
Impact of Torah	The aim of the Torah is to shape the lives of individuals and their communities so that people can be like G-d in all they do.	8	1A	Y	
People of G-d	Israel is known as the People of G-d and over time this concept has been applied in different ways: the Biblical land, the people and the modern state of Israel, and Jews are divided on how they define the land (Eretz), the people (Am) and the State (medinat) Israel.	8	1A	Y	
The Haskalah	The Haskalah (Jewish Enlightenment) has a profound impact on Jewish identity and this has caused issues with the concept of Jewish status.	8	1B		Y
Diversity	Since the Haskalah it has been possible to define the self as Strictly Orthodox, Orthodox, Masorti, Reform, Liberal, Progressive, Zionist and secular. Sometimes these terms can be used across affiliations.	8	1B		Y
Ethical issues	The Torah responds to the ethical issues that come up with modern technology and ways of living, the different responses to these issues divides Jews on broad lines that have developed since the Haskalah.	9	3A/3B	Y	

KS3 Islam core concepts sequence

Core concept	Detail	Year	Half term	In class	Home work
Prophethood	God sent Prophets to humanity starting with Adam followed by many others and that Muhammad was the final Prophet. Muhammad: His Life and stories, the formation of the Qur'an.	7	2B		Y
Judgement	Muslims believe in the Day of Judgement, when all people will be resurrected for God's judgement according to their beliefs and deeds. Muslims believe in life after death and a final abode for all people in either gardens of paradise as a reward or hell as a punishment.	8	1A		Y
	Revisited	8	1b	Y	
Salvation	However, Muslims believe that this judgement is for God alone and no one can guarantee salvation for themselves nor should they condemn others regardless of faith or actions. Muslims believe that all human beings always have the chance of salvation through repentance to God who is the Most Merciful.	8	1A		Y
Divine destiny	Muslims believe that although human beings have free will and are responsible for their own choices, there is Divine Destiny, which means that: God knows everything that has happened and will happen God has recorded all that has happened and all that will happen Whatever God wills to happen happens, and whatever He wills not to happen does not happen God is the Creator of everything	8	1b	Y	
	Revisited	8	2a	Y	
Peace	Islam aims to preserve the basic rights of human beings, establishing security and peace in society and the world as a whole. Islam urges its followers to be kind, polite, decent, and good citizens in a society.	9	1A/1B	Y	
Equality	Islam places men and women all equal before their Lord regardless of their race, tongue, national origin, appearance, wealth and social status. The criterion for differentiation among them arises in their compliance with the divine regulations.	9	3A/3B	Y	