

Religious Education – KS3 Curriculum

Intent: We believe in the importance of teaching young people about religion, but also helping them to explore and analyse their own beliefs, values and ethics. In order to reflect this, our RE curriculum is structured to follow a “worldviews” approach, guided by the findings of [Ofsted’s RE Research Review](#). In Religious Education, we aim to produce knowledgeable, inquisitive, empathetic scholars, who are self-aware as well as aware of the worldviews they live alongside. Our aim is for scholars to leave us with a strong understanding of different worldviews, cultures, religions and people. We promote religious and social tolerance, tolerance and acceptance, and social cohesion. RE should also help our scholars to understand how faith and religion shapes our world and has shaped the past. Scholars are also encouraged to think critically about their own beliefs and the beliefs of others, including how the beliefs and values of different worldviews have shaped society and the world around them.

Why is RE important?

- In a world where religious literacy is now a vital skill in all walks of life, it is important for young people to acquire a better understanding of the role that religions play in today’s pluralistic society. The need for such education will continue to grow as different cultures and identities interact with each other through travel, commerce, media or migration.
- Although a deeper understanding of religions will not automatically lead to greater tolerance and respect, ignorance increases the likelihood of misunderstanding, stereotyping, and conflict. It is clear that in Britain today, we need to develop a better understanding of different faiths and beliefs so that we build more cohesive communities.
- Religious Education at AAW provides accurate and balanced information about the array of different world views that make up modern Britain, and aims to protect scholars from being at risk of ignorance that might lead to misunderstanding or even bigotry.
- With information and opinion so freely available on social media and other online sources, pupils need to be taught to differentiate between sources that are reliable and reputable and those that are more likely to lead to religious discrimination and hatred.
- The curriculum is designed with the intention that scholars base their knowledge, understanding and opinions on sources that are accurate, and that they are empowered to challenge misleading stereotypes, prejudices and falsehoods if they surface in the classroom and the world beyond.
- SMSC/BV/PCs

Overview

	Spring 1 Does the idea of God make sense?	Spring 2 Does the idea of God make sense?	Summer 1 What do Abrahamic faith stories reveal about God?	Summer 2 What do Abrahamic faith stories reveal about God?	What does a successful scholar look like?
Y7	<ul style="list-style-type: none"> • What is a worldview? • How do philosophers talk about God? • Why does Paley argue that the world needs a divine creator? • Why does Paley argue that the world needs a divine designer? • How does J S Mill criticise the design argument? • Does the world contain evidence of a divine designer? 	<ul style="list-style-type: none"> • Does the world need a divine creator? • What are the criticisms of the view that the world needs a divine creator? • Why does CS Lewis think that morality supports the idea that God exists? • How philosophers tried to prove the existence of God? 	<ul style="list-style-type: none"> • What are the Abrahamic faiths? • What are the links between the Abrahamic faiths? • What are the links between the Abrahamic faiths? • What is the Abrahamic covenant? • What is contested about the story of the sacrifice of Isaac? • Explain how the Abrahamic faiths disagree about the story of sacrifice of Isaac? Written Task 	<ul style="list-style-type: none"> • What role does Moses play in fulfilling the Abrahamic covenant? • What is contested about Jesus’ birth story? • What is contested about the story of Jesus’ death and resurrection? • Written Task – What do the Abrahamic faith believe about Jesus? • What revelation did Muhammad have from God? 	<ul style="list-style-type: none"> • A successful scholar at the end of year 7 will have been introduced to the concept of worldviews, and be able to articulate how worldviews influence them and others. • By the end of year 7, scholars will have been introduced to the disciplines of philosophy and theology, and will be able to articulate key philosophical questions about the creation of the universe and the narrative

	<p>Why this? Why now? The “world views” approach is used to structure scholars’ thinking in RE throughout Key Stage 3. This approach enables scholars to explore their own beliefs and values before analysing those of others. This term, scholars will address the philosophical question of whether the idea of God makes sense using creation theories as a lens for this. This provides an opportunity for scholars to be introduced to the discipline of philosophy, establishing core vocabulary and knowledge required for further study.</p>		<p>Why this? Why now? Building upon the study of worldviews, scholars will be introduced to the Abrahamic faiths to enable their study of their first religious worldview. This section explores key beliefs about the covenant and provides a solid grounding in the Old and New Testament, before analysing key theological debates about the historical and theological Jesus.</p>		<p>of the historical and theological Jesus.</p> <ul style="list-style-type: none"> • Scholars will understand the thinking of a number of significant philosophers and be able to analyse and evaluate their ideas. • They should possess a foundational knowledge of Judaism and Christianity, as well as the significance of their central figures. • Scholars will be able to evaluate the theological questions about the historical and philosophical Jesus, able to articulate the difference between these two concepts.
	<p>Spring 1 Does the idea of God make sense?</p>	<p>Spring 2 Does the idea of God make sense?</p>	<p>Summer 1 To what extent does religion reflect society?</p>	<p>Summer 2 To what extent does religion reflect society?</p>	<p>What does a successful scholar look like?</p>
<p>Y8</p>	<ul style="list-style-type: none"> • What is a worldview? • How do philosophers talk about God? • Why does Paley argue that the world need a divine creator? • Why does Paley argue that the world needs a divine designer? • How does J S Mill criticise the design argument? • Does the world contain evidence of a divine designer? Written Task 	<ul style="list-style-type: none"> • Does the world need a divine creator? • What are the criticisms of the view that the world needs a divine creator? • Why does CS Lewis think that morality supports the idea that God exists? • How philosophers tried to prove the existence of God? Written Task 	<ul style="list-style-type: none"> • Why do Marx and Durkheim think that religion is a conservative force? • What are the dharmic traditions? • What are the beliefs of Hindu dharma? • What is the caste system? • How does the Caste system act as a conservative force? Written Task 	<ul style="list-style-type: none"> • How does the story of Rama and Sita encourage religion to act as a conservative force? • What was happening in the Punjab region when Sikhism began? • How does Guru Nanak challenge traditional ideas about caste and religion? • How does Langar challenge ideas about Caste? • ‘Religion has acted as a conservative force in India’ Written Task 	<ul style="list-style-type: none"> • A successful scholar at the end of year 8 will have been introduced to the concept of worldviews, and be able to articulate how worldviews influence them and others. • By the end of year 8, scholars will have been introduced to the disciplines of philosophy and sociology, and will be able to articulate key philosophical questions about the creation of the universe and the extent to which religion affects society, identifying key philosophers and sociologists.
	<p>Why this? Why now? The “world views” approach is used to structure scholars’ thinking in RE throughout Key Stage 3. This approach enables scholars to explore their own beliefs and values before analysing those of others. This term, scholars will address the philosophical question of whether the idea of God makes sense using creation theories as a lens for this. This provides</p>		<p>Why this? Why now? This next unit enables scholars to explore a sociological approach to their thinking, broadening their understanding of worldviews beyond the Abrahamic religions. In this unit, scholars begin to reflect more broadly on the significance of religion within society, and its role as a force influencing behaviour. Scholars explore the dharmic traditions, exploring Hindu and</p>		<ul style="list-style-type: none"> • They should possess a solid knowledge of Hinduism and Sikhism, including their origins,

	an opportunity for scholars to be introduced to the discipline of philosophy, establishing core vocabulary and knowledge required for further study.		Sikh beliefs for the first time, but also reflecting on how they influence followers' behaviour. This helps to broaden their understanding of how society is structured, including the caste system. Scholars will then use Sikhism to challenge the idea of the caste system, broadening their study of religions to see how they promote equality.		beliefs, rituals, and their impact on society and individuals. <ul style="list-style-type: none"> Scholars will be able to identify similarities and differences between Sikhism and Hinduism, and analyse how their beliefs lead to action within society.
	Spring 1 Does the idea of God make sense?	Spring 2 Does the idea of God make sense?	Summer 1 To what extent does religion reflect society?	Summer 2 To what extent does religion reflect society?	What does a successful scholar look like?
Y9	<ul style="list-style-type: none"> What is a worldview? How do philosophers talk about God? Why does Paley argue that the world needs a divine creator? How does J S Mill criticise the design argument? Does the world contain evidence of a divine designer? 	<ul style="list-style-type: none"> Does the world need a divine creator? What are the criticisms of the view that the world needs a divine creator? Why does CS Lewis think that morality supports the idea that God exists? How philosophers tried to prove the existence of God? 	<ul style="list-style-type: none"> Why do Marx and Durkheim think that religion is a conservative force? What are the dharmic traditions? What are the beliefs of Hindu dharma? What is the caste system? How does the Caste system act as a conservative force? Written Task 	<ul style="list-style-type: none"> How does the story of Rama and Sita encourage religion to act as a conservative force? What was happening in the Punjab region when Sikhism began? How does Guru Nanak challenge traditional ideas about caste and religion? How does Langar challenge ideas about Caste? 'Religion has acted as a conservative force in India' Written Task 	<ul style="list-style-type: none"> A successful scholar at the end of year 9 will have been introduced to the concept of worldviews, and be able to articulate how worldviews influence them and others. By the end of year 9, scholars will have been introduced to the disciplines of philosophy and sociology, and will be able to articulate key philosophical questions about the creation of the universe and the extent to which religion affects society, identifying key philosophers and sociologists. They should possess a solid knowledge of Hinduism and Sikhism, including their origins, beliefs, rituals, and their impact on society and individuals. Scholars will be able to identify similarities and differences between Sikhism and Hinduism, and analyse how their beliefs lead to action within society.
	Why this? Why now? The "world views" approach is used to structure scholars' thinking in RE throughout Key Stage 3. This approach enables scholars to explore their own beliefs and values before analysing those of others. This term, scholars will address the philosophical question of whether the idea of God makes sense using creation theories as a lens for this. This provides an opportunity for scholars to be introduced to the discipline of philosophy, establishing core vocabulary and knowledge required for further study.		Why this? Why now? This next unit enables scholars to explore a sociological approach to their thinking, broadening their understanding of worldviews beyond the Abrahamic religions. In this unit, scholars begin to reflect more broadly on the significance of religion within society, and its role as a force influencing behaviour. Scholars explore the dharmic traditions, exploring Hindu and Sikh beliefs for the first time, but also reflecting on how they influence followers' behaviour. This helps to broaden their understanding of how society is structured, including the caste system. Scholars will then use Sikhism to challenge the idea of the caste system, broadening their study of religions to see how they promote equality.		

