

### Key Stage 3 RE - The Aims of Our Curriculum

1. Enable children to retain and apply this essential knowledge. 2. Inspire children to become life-long learners. 3. Create a culture of high aspiration through challenging content and therefore pride in achievement. 4. Promote the spiritual, moral, social and cultural development of children, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith. 5. Provide opportunities for developing self-confidence, self-awareness, independence, creativity, respect and resilience in children. 6. Promote knowledge and understanding of how children can keep themselves safe and healthy. 7. Develop children's numeracy, literacy and oracy, including the sustained expansion of their vocabulary. 8. Promote reading as a life skill and enable our children to become life-long readers.

Year 7	Areas	Term 1	Term 2	Term 3
	Content	<p style="text-align: center;"><b>Intro to RE/Sikhism</b></p> <p>Define and use key terminology confidently and in the appropriate context.</p> <p>Explain the importance of the 5 K's as a central feature for baptised Sikhs.</p> <p>Outline some of the teachings of Guru Nanak, and other Guru's. Consider their own opinions and beliefs regarding the teachings within Sikhism.</p> <p>Link teachings of the Guru's to equality within Sikhism.</p> <p>Explain and identify the role of Gurdwara, both for Sikhs and for non-Sikh members of the community.</p> <p>Reflect upon the similarities and differences between Sikhism, Hinduism and Islam.</p> <p style="color: red;">Visitor from the Sikh community to talk to the year group</p>	<p style="text-align: center;"><b>1. Religion and the Environment</b></p> <p style="text-align: center;"><b>2. Northern Saints (Durham)</b></p> <p><b>1.</b></p> <p>Know about the beliefs of at least one religion as they apply to the environment and explain them clearly;</p> <p>Explain how the beliefs affect the lives of believers; state an opinion about an environmental issue and give a clear reason for that opinion;</p> <p>Reflect on ultimate questions about the environment and the purpose of human existence</p> <p><b>2.</b></p> <p>Define what a Saints is</p> <p>Explain the process of how a person becomes a saint using the key terms</p> <p>Explain what it means to call the Church 'the communion of saints'</p>	<p style="text-align: center;"><b>Hinduism</b></p> <p>Define and use key terminology confidently and in the appropriate context</p> <p>Explain the importance of where Hinduism began</p> <p>Outline the teachings of the Trimurti and the triad of the three gods</p> <p>Consider their own opinions and beliefs regarding the teachings within Hinduism</p> <p>Link teachings of the Guru's in Sikhism to equality within Hinduism</p> <p>Explain and identify the role of the Mandir, both for Hindus and for non-Hindu members of the community</p> <p>Reflect upon the similarities and differences between Sikhism, Hinduism and Islam.</p>

	<p>COVID: Introduction to KS3 RE (1 x lesson) recaps knowledge and key skills needed in KS3</p> <p>Link in starters to recap on skills and vocabulary such as spacing starters, vocab matching definitions</p>	<p>Know the 4 patron saints of the UK</p> <p>Know the northern saints and the importance of their work in the North East</p> <p>Visit to Durham Cathedral linking with Y7 history topic</p>	<p>Visit a Hindu Temple</p>
Literacy link	<p>Guide on the Gurdwara, invitation to the Baisakhi</p>	<p>Letter writing</p> <p>Information guide</p>	<p>Writing a prayer</p> <p>Comprehension questions using PEE</p>
Assessment	<p>Y7 Baseline assessment</p>	<p>Persuasive letter on why a Northern Saint should become a saint</p>	<p>Assessment task assessing knowledge learnt</p>
Cross curricular links	<p>History of Amritsar</p> <p>Geography map skills</p>	<p>History – medieval England</p>	<p>PE – yoga</p> <p>DT designing of a snakes and ladder game, designing of a shrine</p>

Year 8	Areas	Term 1	Term 2	Term 3
	Content	<p style="text-align: center;"><b>A Christian Way of Living</b></p> <p>Explain how artwork can be used to express religious beliefs and values, Interpret symbolism used and make reference to religious teachings and how Christian beliefs about peace and reconciliation impact on the lives of individuals and communities.            Make informed responses to Christian values and commitments in the light of their learning            Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about peace, conflict and reconciliation            Know about the life of a religious figure (Jesus) accurately and describe key events in the figure's life            Understand the reasons for and the results of these key events in this person's life            Explain how the principal beliefs and teachings of the figure's religion impact on their lives            Explain the experience of inspirational people and relate it to their own and others' lives</p>	<p style="text-align: center;"><b>Can religion cause conflict?</b></p> <p>Show that they understand some different perspectives on the causes of conflicts and the ways to make peace            Use the vocabulary of interfaith dialogue to describe how religions sometimes co-operate with each other            Describe and evaluate key philosophical issues relating to religion and conflict            Evaluate the impact of modern and historical events involving religion and conflict            Explain some ways in which some people of faith fail to live up to their ideals, referring to conflicts in the world today            Use accurately and thoughtfully the language of religions to explain the impact of faith on issues of peace and conflict            Explain their own and others' views about the question 'Does religion cause war?'            Use religious, ethical and philosophical vocabulary accurately and thoughtfully to explain why religion may contribute to conflict, and to peace making</p> <p style="text-align: center;"><b>Quaker leader to come in and talk about conscientious objections</b></p>	<p style="text-align: center;"><b>Alternative Religions – a study of a various alternative religions including Humanism</b></p> <p>Understand what a religion is and how it connects people            Explain the difference between a religion, belief and cult            Show understanding of idea, experiences and feelings            Use religious terms            Explain how religion can shape people's lives and how decisions are formed from their beliefs and values            Identify reasons behind beliefs and how belief happen            Identify similarities and differences between religions and people's beliefs            Explain how beliefs and values influence and inspire myself and others            Show how religious beliefs can explain the purpose and meaning of life            Explain the different strategies religions use to explain their own answers to questions and ethical issues.            Use a range of alternative religions to answer questions related to meaning.</p>

		Reflect on questions about the meaning and purpose of human existence, formulating their own response to such questions		Visit from a Humanist
	Literacy link	Persuasive writing, analysis of song lyrics, explanation of the Beatitudes	Newspaper report, leaflet, use of PEE paragraphing	Balanced argument, analysis of song lyrics
	Assessment	Persuasive letter on life in Africa and how a Christian charity could support it	Does religion cause conflict? Essay style assessment	Assessment: Does God exist?
	Cross curricular links	History – timeline of the life of Jesus PSHE - selflessness	History- conflict and war, chronological timeline Geography – map work	PSHE – democracy History – WWI, WWII