

**Key Stage 3 Curriculum Map: RE**

|        | Autumn 1/2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2/Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 2/Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Year 7 | <b>Do we need to prove God’s existence?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>What is so radical about Jesus?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Why is there suffering? Are there any solutions?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Should religious buildings be sold to feed the starving?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|        | <p>Worldviews covered: Christianity, Humanism and Atheism</p> <p>A ‘belief’ unit which assumes no particular prior learning due to a range of KS2 RE experiences. This topic looks at an introduction to worldviews with reference to Abrahamic, Dharmic and secular beliefs as well as appreciating the discipline from various lenses. Pupils will look at the Cosmological, Teleological arguments for God’s existence as well as Religious Experience. Secular understandings of the world from a Humanist and Scientific stance are explored. Pupils will later debate ‘can we ever begin to prove God’s existence?’</p> | <p>Worldviews covered: Judaism, Christianity</p> <p>A ‘belief’ unit which builds on the previous learning about Abrahamic roots. Pupils will explore the nature of the Bible looking at the relationship between the Old and New Testaments in order to appreciate the Christian understanding of Jesus as the Messiah. Pupils will look at a wealth of Biblical examples which portray Jesus as both a pacifist and rebel alongside the historical events of Jesus’ trial, crucifixion and resurrection. explores the place of Jesus within Christian thought (as the Messiah) which is shown through the Old Testament. Pupils will later debate ‘whether Jesus was radical enough?’</p> | <p>Worldviews covered: Christianity, Buddhism, Epicurus’ logical problem</p> <p>A ‘belief’ unit which explores different types of suffering today and investigates Epicurus’ logical problem of evil and suffering. This knowledge builds on challenges explored when looking at arguments around God’s existence in the first topic. Pupils go on to considering theodicies presented Biblically and reflect on whether the problem of evil can co-exist with the belief in an omnibenevolent God. Pupils are then introduced to the life of Siddhartha Gotama and key Buddhist principles which are applied to the existence of suffering. Pupils will later debate ‘are there any good solutions to suffering?’</p> | <p>Worldviews covered: Christianity, Islam, Sikhi, challenges</p> <p>An ‘expression’ unit which introduces Muslim and Sikhi core beliefs and teachings. This then leads pupils to learn about the nature of the Church, Masjid and Gurdwara and the role these places of worship play for the practice of the Five pillars, Five K’s and Sewa (selfless service). Reflecting on the types of suffering explored in the previous topic, pupils will then explore statistics around the problem of poverty and begin to evaluate the impact religious teachings have to help eradicate poverty. Pupils will later debate ‘Is selling religious buildings the answer to the challenge of poverty?’</p> |
|        | <p>Milestones will cover key terms, true or false statements, looking at a source of authority and wisdom, explaining key beliefs and teachings and finally, evaluating the Big Question.</p> <p>Year 7 trips include a visit to the Buddhist Centre as part of Cultural Day in Activities Week (as a part of topic 3) and all pupils are offered a place to visit the Gurdwara as part of topic 4.</p>                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Year 8 | What difference does it make to believe?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Is death the end? Does it matter?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Is religion a force for peace or conflict in the world today?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | How do people express the spiritual through the arts?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|        | Worldviews covered: Judaism, Christianity, Humanism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Worldviews covered: Christianity, Hindu dharma, secular views                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Worldviews covered: Ahrhaamic, Dharmic, Christianity, Islam, Sikhi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Worldviews covered: Christiranity, Islam, Buddhsit, Hindu dharma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|        | A 'living' unit which investigates how the Torah has shaped Jewish faith, how Messianic Genealogy (building on understanding Jesus as the Messiah from Year 7 unit 2) has shaped Christian faith and how these underpin Jewish and Christian celebrations today. Continuing on from learning about Humanist beliefs in Year 7, unit 1, pupils will examine different understandings of the Golden Rule from religious and secular perspectives and examine ethical dilemmas using the Trolley Problem. Finally, pupils will examine religious and secular teaching about the importance of environmental sustainability and reflect on how beliefs impact daily life choices. | A 'belief' unit which explores the eschatological belief of the afterlife and the purpose of earthly existence. In this topic, pupils will build on their learning about Biblical teachings explored in Year 7 topic 3 and consider the significance of Christian funerals as a rite of passage. Pupils will be introduced to Hindu dharma, exploring how worship takes place in the Mandir and beliefs about the Ten Avatars of Vishnu. Next, pupils will encounter cases around Near Death Experiences, the Paranormal and secular reincarnation studies, debating how compelling the claims are and why. Finally, pupils will appreciate beliefs against the afterlife including beliefs about materialism. | A 'living' unit which builds on from why suffering exists and solutions. Here, pupils will look at the Churmosqueagogue as a sacred space, considering the positives amd drawbacks that come as a part of this. Next, Abrahamic and Dharmic charities will be explore, looking at the impact charities have in working for peace, further developing understandings of Zakah introduced in Year 7, topic 4 and the importnace of looking at the environment in Year 8, topic 1. Pupils will then study the Christian and Sikhi concepts of Just War as a necessary force for conflict as well as theBiblical story of Moses and influential figures today including Martin Luther King, Desmond Tuu and Malala Yousefzai. We reflect on what the overall message of religion may be. The later debate in this unit questions 'whose responsibility is it to show religion is a force for peace?' | An 'expression' unit which discovers the link between religion, artistic and architectural expression of belief through the medium of painting, sculpture, music and design from around the world. Drawing on the portrayal of Jesus examined in Year 7, topic 2 and 4 and Year 8, topics 1 and 2, pupils explore different artistic representations of Jesus as well as the role of Passion Plays. Pupils will turn to look at Islamic art and the beauty around geometry and calligraphy used. This is followed by a deeper understanding of impermanence in Buddhism, studies in Year 7 topic 3 by looking at the nature of Mandalas along with the Buddhist shiooyo-en Lanterns as part of culture. Finally, pupils will reflect on Hindu deities, studies in Year 8, topic 2 and the depictions of Hindu deities. For each worldview covered in this topic, pupils will have the opportunity to engage with a creative task. |
|        | Milestones will cover key terms, true or false statements, looking at a source of authority and wisdom, explaining key beliefs and teachings and finally, evaluating the Big Question.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|        | Year 8 trips include a visit to the Jewish museum as a part of topic 1 and the Hindu Mandir as a part of topics 2 and 4.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Year 9                                                                                                                                                                                                                                                                                                                    | Does living Biblically mean obeying the Bible as a whole?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | What is good and challenging about being religious today?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Islamic beliefs                                                                                                                                                                                                                                                  | Islamic practices                                                                                                                                                                                                                                                                    |
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|                                                                                                                                                                                                                                                                                                                           | <p>Worldviews covered: Judaism, Christianity, Secular beliefs</p> <p>A 'belief' unit which builds mostly on the Y7 topics 2 and 3, remembering the nature of the Bible, beliefs about Jesus as the Messiah, examples of actions viewed as that of a pacifist and rebel and the historical events of Jesus' life and teachings. Here, pupils will explore the role of morality further through the Ethical teachings of Situation Ethics and the Beatitudes. Pupils will reflect on how far secular people today can also live Biblically, considering what 'Living Biblically' really means. Pupils will write a diary entry following looking at the events of Jesus' trial from the perspective of someone through choice considering whether the result of the trial was a justified choice for Jesus' rebellion.</p> | <p>Worldviews covered: Christianity, Islam and modern lived experiences</p> <p>As the final KS3 unit, this is a 'living' unit which reflects on previous learning about Abrahamic and Sharmic faiths historically. Pupils will learn here about the history of the Reformation and Christian practices today (Catholic and Protestant) which have been developed as a result of the Reformation. Pupils will then turn to look at the historical events of 632CE and the political implications this has for Sunni and Shi'a Muslims and reflections of these events in the practice of Ashura today. Pupils will then reflect on whether all lives are treated as equals today, examining the works of women scholars and lived examples including Gurinda Chadha and daily examples of challenges that may be faced being a religious teenager in Britain today. Pupils will finish the unit by debating 'Is there more that unites us than that which divides us?'</p> | <p>Learners will explore core Islamic beliefs including, The Nature of Allah, Prophethood (Risalah), Angels (Malaikah), Afterlife (Akhirah) and the Foundations of faith. Within these beliefs, we explore similarities and differences within the religion.</p> | <p>Learners will explore core Islamic practices including, The Five Pillars of Sunni Islam, Ten Obligatory Acts of Shi's Islam, Jihad, Festivals and commemorations in Britain and elsewhere. Within these beliefs, we explore similarities and differences within the religion.</p> |
| <p>Milestones will cover key terms, true or false statements, looking at a source of authority and wisdom, explaining key beliefs and teachings and finally, evaluating the Big Question.</p> <p>Year 9 trips include a visit to the Mosque as a part of topics 3 and 4, a trip to the Church takes place in Year 10.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                      |