

**Key Stage 3 Curriculum Map: RE**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Do we need to prove God's existence?</b>	<b>Should religious buildings be sold to feed the starving?</b>		<b>What is so radical about Jesus?</b>		<b>How do people express their beliefs through the arts?</b>
	A 'belief' unit which provides an introduction to philosophy and the importance of belief for Abrahamic faiths, Muslims, Sikhs and Humanists. As well as these perspectives, we explore classical, modern and scientific arguments for the existence or non-existence of God.	An 'expression' unit which, building on whether we need to prove God's existence, investigates of the design, function and meaning of religious buildings and the impact this has on the role of the believer. We consider the roles of the masjid and gurdwara as places of worship, community hubs and repositories of religious artefacts. We contrast these functions with the overarching belief in the power of humanity as expressed in secularism without the need for religion, through Humanism.		A 'belief' unit which explores the place of Jesus within Christian thought (as the Messiah) which is shown through the Old Testament. We consider how He for Christians reinterpreted the relationships between God and His chosen people, through the nature of mitzvot and immanence. Concepts of atonement and salvation are introduced.		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, we draw links between the oral tradition in religion and personal expression.
	Define, describe and explain features of philosophical arguments for the existence of God.	Define, describe and explain the arguments for and against having a religious building as opposed to helping the poor.		With a focus on religious scripture, define, describe and explain how Jesus showed a radical nature and how others may object.		Using knowledge and understanding of the role of Jesus, a creative assessment drawing upon religious art to reflect an understanding of cultural expressions of belief.

**Key Stage 3 Curriculum Map: RE**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 8</b>	<b>Is death the end? Does it matter?</b>	<b>What difference does it make to believe?</b>	<b>Why is there suffering? Are there any solutions?</b>	<b>Is religion a force for peace or conflict?</b>		
	A 'belief' unit which explores the eschatological belief of the afterlife and the purpose of earthly existence. We explore Christian, Dharmic (comparing Hinduism and Buddhism) and secular beliefs, building on the Y7 topic about beliefs in God's existence and whether 'proof' is required.	A 'living' unit which investigates how Christian, Muslim and Buddhist beliefs influence how one lives. This builds on the Y7 topic of the importance of religious buildings, exploring the role of secularism and whether there is a difference between want and need. We then consider what 'submission' means and how submission is demonstrated in daily life.	A 'belief' unit which considers the role of evil and suffering in today's society and whether this can co-exist with the belief in an omnibenevolent God. We consider the Abrahamic faiths including challenges which Jesus faced through his radical nature (explored in Y7), philosophical arguments made by Epicurus, Mackie and Irenaeus and concepts such as Jihad.	A 'living' unit which builds on from why suffering exists and solutions. We explore historical events such as the Holocaust, the works of activists such as Oscar Romero and Martin Luther King and interpretations of the sword verses in the Qur'an. We reflect on the expression of people's faiths from Y7 and what the overall message of religion may be.		
	Define, describe, explain and evaluate arguments around whether death is the end and consider how persuasive arguments are based on the evidence available. Reflect on beliefs about God's existence to explore this.	Define, describe, explain and evaluate how religion can impact the believer and community. Reflect on the practices in religious buildings to explore practices which highlight the difference in having belief.	Define, describe, explain and evaluate why suffering exists and whether there are any solutions. Reflect on philosophical debates, the life of Jesus (Sitz im Leben), and modern day challenges which religious believers face.	From exploring arguments around the existence of evil and suffering, evaluate the role of religion in today's society. Consider various interpretations about religious beliefs and how this impacts the believer's faith and actions.		

**Key Stage 3 Curriculum Map: RE**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 9</b>	<b>Does living Biblically mean obeying the Bible as a whole?</b>	<b>What is good and challenging about being religious today?</b>		<b>Islamic beliefs</b>		<b>Islamic practices</b>
	A 'belief' unit which builds on the Y7 unit of how Jesus was radical. Here, we explore the role of morality through Situation Ethics, Divine Command Theory and Utilitarianism. We ultimately investigate whether you need to obey the scriptures in order to be a 'good' person.	A 'living' unit which builds on a number of previous topics, looking at how being religious can face challenges but also rewards for individuals and communities. We consider British Islam through the works of Ridwan Adhan's visual art, the role of the media, secularisation, misinterpretations and the impact of Human Rights.		Learners will explore core Islamic beliefs including, The Nature of Allah, Prophethood (Risalah), Angels (Malaikah), Afterlife (Aakhirah) and the Foundations of faith. Within these beliefs, we explore similarities and differences within the religion.		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.
	Define, describe, explain and evaluate arguments around whether a 'good' person is one who follows scripture. Reflect on beliefs about the nature and purpose of Jesus to explore this.	Define, describe, explain and evaluate arguments around the positives and challenges faced by religious believers and what impact this has.		Demonstrate knowledge and understanding of religion and belief and analyse and evaluate aspects of religion and belief, including their significance and influence.		Demonstrate knowledge and understanding of religion and belief and analyse and evaluate aspects of religion and belief, including their significance and influence.