



Curriculum Intent

Throughout Key Stage 3, pupils extend their understanding of Christianity and other principal religions in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities.

Pupils enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.

Pupils reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues."

Autumn Term | Hindu and Jewish Beliefs

Students will learn:-

- To identify the main Hindu Gods.
- To recall stories from the different Hindu scriptures.
- To describe the cycle of samsara.
- To explain the effect of karma on a Hindu's life.
- To describe the four stages of life in Hinduism.
- To understand the differences between different groups of Hindus.
- To understand the difference between different types of Jews.
- To describe the key beliefs of Judaism.
- To recall stories from the holy books of Judaism.
- To explain key beliefs about the founding fathers of Judaism.

Knowledge, understanding & Skills

Learning About Religion:

By the end of this unit, students must know the basic beliefs of Hinduism and Judaism.

Learning From Religion:

By the end of this unit, students must have considered their own reasons for belief, and thought about why they believe what they believe.

Assessment

Core Assessment Task 1 is an end of unit assessment on Hindu and Jewish beliefs.

What does Excellence look like?

Not just understanding the generic beliefs of a religion, but also recognising that there is a diversity of beliefs within each religion.

Accurate use of specialist language.

How is homework used to enhance learning?

A range of homework tasks related to the class content will be set on a fortnightly basis.

Spring Term | Buddhist and Christian Beliefs

Students will learn:-

- To explain the significance to Buddhists of key events from the life of the Buddha.
- To understand the difference between different types of Buddhists.
- To explain the basic beliefs of Buddhists.
- To recall stories from the holy books of Buddhism.
- To describe the concept of the Trinity.
- To explain the significance to Christians of key events from the life of Jesus.
- To describe the two greatest commandments.
- To describe Christian beliefs about the afterlife.
- To understand the differences between different groups of Christians.

Knowledge, understanding & Skills

Learning About Religion:

By the end of this unit, students must know the basic beliefs of Buddhism and Christianity.

Learning From Religion:

By the end of this unit, students must have considered their own reasons for belief, and thought about why they believe what they believe.

What does Excellence look like?

Not just understanding the generic beliefs of a religion, but also recognising that there is a diversity of beliefs within each religion.

Accurate use of specialist language.

How is homework used to enhance learning?

A range of homework tasks related to the class content will be set on a fortnightly basis.

Assessment

Core Assessment Task 2 is an end of unit assessment on Buddhist and Christian beliefs.

Summer Term | Muslim and Sikh Beliefs

Students will learn:-

- To describe the key Muslim beliefs of Tawhid, Risalah and Akhirah.
- To explain the significance to Muslims of key events from the life of Muhammad (صلى الله عليه وسلم).
- To understand the difference between different types of Muslims.
- To recall stories from the Qur'an.
- To describe the key beliefs of Sikhism.
- To explain the significance to Sikhs of key events from the life of Guru Nanak.
- To explain the significance to Sikhs of the ten Gurus.
- To recall stories from the Guru Granth Sahib.

Knowledge, understanding & Skills

Learning About Religion:

By the end of this unit, students must know the basic beliefs of Buddhism and Christianity.

Learning From Religion:

By the end of this unit, students must have considered their own reasons for belief, and thought about why they believe what they believe.

How is homework used to enhance learning?

A range of homework tasks related to the class content will be set on a fortnightly basis.

Assessment

Core Assessment Task 3 is an end of unit assessment on Muslim and Sikh beliefs.

What does Excellence look like?

Not just understanding the generic beliefs of a religion, but also recognising that there is a diversity of beliefs within each religion.

Accurate use of specialist language.

International Opportunities

Visits Programmes

Last Post Ceremony at Menin Gate, Ypres

World War Cemeteries in Ebbinghem

St. Omer Cathedral

Within the curriculum

- The year 7 curriculum involves the study of major world religions - all of which originated, and have followers, in different parts of the world.

