

| KS3 Curriculum Plan |                  |  |  |   |   |  |
|---------------------|------------------|--|--|---|---|--|
| Year 7              | TOPIC            | LP1  | LP2  | LP3   | LP4   | LP5  |
|                     |                  | <i>Ultimate Questions - How do we answer ultimate questions?</i>   | <i>Christianity - What do Christians believe?</i>  | <i>Islam –What is beyond the Five Pillars?</i>  | <i>What are the Abrahamic Faiths?</i>   | <i>What is so radical about prophethood?</i>   |
|                     | <i>Knowledge</i> | Students will learn the meaning of the term 'ultimate questions' and consider why these type of questions are important.<br>They will explore a range of religious viewpoints on key ultimate questions, such as:<br>What is the meaning of life?<br>Where do we come from? Linking to Genesis.<br>What happens after we die?<br>Does God exist? Considering arguments for and against the existence of God.<br>Why do bad things happen to good people? Linking to The Fall.<br>Students will also develop their own answers to these questions and more, which will give them an | This topic broadens students' prior study of Christianity in KS1/2, linking Jesus' life to Christian beliefs, teachings and practices today. Topics include:<br>Did Jesus exist? Unpicking the evidence.<br>What did Jesus look like? What does this tell us about him?<br>Key events of Jesus' life: birth, baptism, Jesus' actions and characteristics.Christian interpretations of God - the Trinity.<br>The significance of Jesus' miracles.<br>The meaning of Jesus' parables.<br>Christian sources of authority.<br>Christian festivals. | Muslim beliefs are studied in this LP via an in-depth study of each of the Five Pillars of Islam. These are related back to the key topics studied in other LPs as appropriate. Content studied includes:<br>Review of the Five Pillars.<br>Shahadah and 99 Names of Allah – meaning and significance for Muslims. Linking this to community and rites of passage.<br>Holy Book and the Mosque<br>Life of the Prophet Muhammad.<br>Sin of Shirk – how can Muslims use Islam creatively? Islamic Festivals.<br>What difficulties do Muslims face in the West.. | This LP gives a brief introduction to Judaism as well as beginning to compare and contrast the three Abrahamic faiths. We begin by studying:<br>The Torah, Synagogue, Passover – Moses and the Story of Abraham<br>We then progress and look at differences within each religious group:<br>Types of religious believer – Orthodox and non-orthodox, Sunni/Shia, Liberal/conservative Antisemitism.<br>We then finish the year by looking at happiness, and discuss whether this may arise through religion, rules, boundaries or something else. | Throughout this LP we discuss whether the world needs prophets today. This allows us to assess the life of Jesus as well as our culture today. Content studies includes:<br>What steps should people take to bring peace?<br>What would the biblical prophets say about our culture and way of living?<br>Who's responsibility is it to champion justice and truth. What attitudes towards sinners are seen in the Gospels?<br>How did Jesus put the needs of the outcasts and vulnerable first?Are there any recent/living Christians performing the prophetic role.<br>The importance of serving the marginalised. |
|                     | <i>Skills</i>    | Students will develop the ability to explain beliefs and views, including their own. Students will express opinions on different views, utilising reasons and evidence to support their thinking. Students will compare and contrast differing views, unpicking similarities and differences between views.  |  |   |   |  |
|                     | <i>Key Vocab</i> | Ultimate, general, rhetorical, evil, suffering, causes, theory, Creation, Evolution, Darwin, meaning, purpose, atheist, theist, agnostic, Cosmological, Teleological   | Jesus, characteristics, features, significance, Church, worship, Baptism, Marriage, Confirmation, miracles, parables, Easter, Christmas, crucifixion, resurrection, Last Supper, nativity, Bible, Church leaders, conscience   | Community, ummah, Shahadah, Salah, Sawm, Zakat, Hajj, pilgrimage, Ramadan, Allah, Qur'an, prayer, fasting, charity, 99 names of Allah.  | Founder, Abraham, Canaan, Bar/Bat Mitzvah, synagogue, shul, Torah, Talmud, Rosh Hashanah, Hanukkah, Yom Kippur, Passover, mitzvot, authority, orthodox, sunni, shia, liberal, conservative.   | Gospel, injustice, hypocrisy, marginalised, radical, peace-making, culture, commitment, abduction, reform, abolition, advocate.  |

| Year 8 | TOPIC            | LP1  | LP2   | LP3   | LP4  | LP5   |
|--------|------------------|--|---|---|--|---|
|        |                  | <i>What does it mean to be a Hindu?</i>  | <i>What does it mean to be a Buddhist?</i>  | <i>What does it mean to be a Sikh?</i>  | <i>Prejudice and discrimination</i>  | <i>The causes and impacts of extremism and radicalisation</i>   |
|        | <i>Knowledge</i> | In this LP, we begin our study of the Dharmic faiths by focussing on Hinduism. Content covered here includes focus on some of the key concepts of focus in BHA RE:<br>Key beliefs, teachings and practices of Hinduism.<br>Hindu beliefs about God.<br>Hindu puja at home and in the Mandir.<br>Hindu festivals: Diwali and Holi.<br>Pilgrimage.   | Building on the learning from LP1, students move on in this LP to learn about some of the key tenets of Buddhism:<br>Founding Buddhism – the story of Siddhartha Gautama.<br>Buddhist beliefs – The Four Noble Truths.<br>Buddhist practices – The Noble Eightfold Path.<br>Visiting the Vihara.<br>Signs and symbols – features of the Buddha and their meaning. | Continuing their study of the Dharmic faiths, students now move to their study of Sikhism, covering the following elements:<br>Founding Sikhism – the story of Guru Nanak.<br>Changing Sikhism – the story of Guru Gobind Singh.<br>Sikh beliefs via signs and symbols – the Khanda and the 5K's.<br>Visiting the Gurdwara.<br>Importance of the Guru Granth Sahib.<br>Sikh festivals – Vaisakhi. | Here begins the 'learning from' component of the RE curriculum, alongside a greater focus on politics and citizenship, via a study of these elements:<br>Prejudice and discrimination.<br>Human Rights.<br>Girls' rights to education – Malala Yousafzai.<br>Freedom of expression – hate crime – Sophie Lancaster.<br>Protecting Human Rights – Amnesty International.<br>Working for social justice – Christian Aid. | Students consider issues surrounding radicalisation and extremism, linking to modern events and their impacts. Content covered includes exploration of the following key questions:<br>What are radicalisation and extremism? How can these lead to the commission of acts of terror?<br>What were the causes of 9/11?<br>What were the impacts of 9/11, both long and short term?<br>How to treat those suspected of terrorist activity?<br>The rise of the Alt-Right and the role of fake news. |
|        | <i>Skills</i>    | Students will develop the ability to explain a range of beliefs and views, including their own. Students will assess the validity of different views, utilising evidence to support their thinking. Students will compare and contrast differing views, unpicking similarities and differences between groups and religions. Students will also develop the ability to apply religious and non-religious viewpoints to modern societal issues. |   |   |  |   |
|        | <i>Key Vocab</i> | Hinduism, Hindu, founder, Trimurti, Brahma, Shiva, Vishnu, Brahman, deities, Mandir, temple, lotus, swastika, murti, incense, puja, worship, Diwali, diya, Rama, Sita, Holi, Holika, Prahlad, festivals, karma, reincarnation, dhama, pilgrimage.  | Buddha, Buddhism, Siddhartha Gautama, founder, noble, eightfold, right, reincarnation, karma, dhama, Vihara, temple, stupa, bodhi, features.  | Sikhism, Sikh, guru, Guru Nanak, Guru Gobind Singh, Khalsa, Singh, Kaur, baptised, sacrifice, panj piare, kara, kanga, kesh, kirpan, kaccha, defend, Gurdwara, Guru Granth Sahib, langar, Vaisakhi.   | Prejudice, discrimination, stereotypes, racism, sexism, homophobia, transphobia, human rights, equality, inequality, hate crime, subculture, social justice, social injustice, Amnesty International, Christian Aid.   | Extremism, radicalisation, terrorism, human rights, long/short term impacts, security, nationalism, devotion, patriotism, conflict, Guantanamo Bay, detention camp, stereotype, alt-right.  |

| Year 9 | TOPIC            | LP1   | LP2   | LP3   | LP4   | LP5   |
|--------|------------------|---|---|---|---|---|
|        |                  | <i>The changing nature of social justice through history</i>  | <i>The nature and significance of peace and conflict</i>  | <i>The ethics of crime and punishment</i>   | <i>Matters of life and death</i>  | <i>Philosophy of religion</i>   |
|        | <i>Knowledge</i> | Students will learn about key figures in the fight for social justice for individuals and groups. Christianity will be focussed upon in this LP, with Christian beliefs and teachings applied to key issues where appropriate. Content includes:<br>The nature and impact of social justice and injustice.<br>Martin Luther King to Black Lives Matter.<br>The changing landscape of the UK.<br>Apartheid – Nelson Mandela, prison to president.<br>Feminism – rights of women in religion and society.<br>The LGBTQ+ community – changing attitudes. | In this LP, students will focus upon the nature, causes and impacts of conflict. From personal relationships to international relations, students will consider how conflict is caused and peace is achieved. Students will learn about the following topics:<br>Nature of conflict, its causes and impacts.<br>Pacifism – should we all be pacifists?<br>The ethics of Weapons of Mass Destruction.<br>Religious views on war – Just War, Holy War, Jihad.<br>The work of the United Nations. Sikhi views on equality. | This LP allows learners to explore the ethics of crime and punishment. They will debate the death penalty, considering a range of religious and non-religious views, providing them the opportunity to develop their analytical skills. Content in this LP includes:<br>Capital Punishment – do we think UK law should change?<br>Aims of punishment – how and why does the criminal justice system punish people? Which aims might religious believers agree most with?<br>Causes of crime and how Muslim communities try to prevent these.<br>The work of MOSAIC and the MCA. | Content covered in this LP harks right back to year 7 LP1. Ultimate questions are again considered, with a particular focus on those that relate to more mature issues, such as abortion, euthanasia, life after death. Content includes:<br>Why is life special? What is a person? Sanctity of life. When does life begin? The nature of abortion and a range of views on it.<br>Who should have the choice to end life? The nature of euthanasia and differing views.<br>What happens after we die? Religious, non-religious and personal views.<br>Are animals equal to humans? How should animals be treated? Vivisection – animal testing. Dominion vs. stewardship. | This LP aims to provide pupils with the opportunity to collate their knowledge and utilise it to discuss philosophical matters, such as:<br>How did Plato think we can know the truth?<br>Why did Descartes doubt everything?<br>Was God the first cause of everything?<br>Is God involved in the world?<br>Can you believe in God and evolution?<br>Why did Freud think that God is all in the mind?<br>Why did Marx compare religion to a drug?<br>Does the idea of God make sense?<br>Are the new Atheists right about faith?<br>What do people in the UK believe? |
|        | <i>Skills</i>    | Students will develop the ability to analyse a range of beliefs and views, including their own. Students will assess the validity of a wide range of religious and non-religious views, utilising a raft of evidence to support their thinking. Students will compare and contrast differing views, analysing similarities and differences between groups within and between religious and non-religious worldviews.  |   |   |   |   |
|        | <i>Key Vocab</i> | Social justice, social injustice, equality, diversity, multi-cultural, multi-ethnic, multi-faith, society, community, segregation, immigration, migration, racism, xenophobia, sexism, homophobia, biphobia, transphobia, equity, rights, suffrage, suffragettes, feminism, misogyny, Apartheid.  | Peace, conflict, religion, politics, nationalism, economics, ideology, ethnicity, surah, pacifism, absolute pacifism, selective pacifism, conditional pacifism, active pacifism, justice, Hiroshima, Nagasaki, nuclear, mutually assured destruction, deterrence, controversial, Just War, holy war, jihad, United Nations, dignity.  | Crime, punishment, capital punishment, death penalty, aims, reform, rehabilitation, protection, deterrence, education, restoration, retribution, theories, justice, upbringing, poverty, low self-esteem, drugs, Guantanamo Bay, detention, humane, rights, Humanism, hate crime.   | Sanctity of life, sanctity, sacred, special, important, ethics, morality, quality of life, abortion, embryo, foetus, ensoulment, conception, contraception, birth, euthanasia, active euthanasia, passive euthanasia, voluntary euthanasia, non-voluntary euthanasia, assisted suicide, law, afterlife, paranormal, immortality, soul, resurrection, reincarnation, humane, dominion, stewardship, khalifah.  | Empiricism, Rationalism, Teleological argument, Fallacy of composition, Infinite regress, logical fallacy, Gospels, Miracle, Creationist, Genesis, Evolution, Myth, Oppress, Revolution, Apophatic theology, Nones.   |