

## Yardleys Curriculum Aims

- To achieve academic excellence
- To educate the 'whole child' so they are ready for life
- To work collaboratively and ethically to provide education of the highest standard

## RE – KEY STAGE 3

### Curriculum Overview

**INTENT:** We intend to educate students in a diverse set of religious beliefs and values to engage in rich dialogue about religion and how religions shape society. Religious Studies will develop independence of mind, allow for the exploration of philosophical questions, and develop critical thinking skills; there is also a focus on the significance of non-religious notions in response to key religious ideas. Religious Studies will develop the appetite for curiosity, empathy, tolerance, and respect as a foundation for lifelong learning and adult life.

### Year 7

Students begin their learning journey in Year 7 by looking at the significance of RE and a chronology of religion, moving on to a more in-depth study of Hinduism, Sikhism and Judaism.

	The Significance of Religion and a Chronology of Religion	Hinduism	Sikhism	Judaism
<b>SUBSTANTIVE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Reasons why RE is relevant in the modern world.</li> <li>• A timeline of religions.</li> <li>• Beliefs about Brahman in Hinduism – why Brahman is supreme (include at least one scriptural quote)</li> <li>• Henotheism in Hinduism.</li> <li>• 4-mark exam practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Worship in Hinduism.</li> <li>• Hindu creation stories.</li> <li>• The caste system.</li> <li>• Beliefs about reincarnation</li> <li>• Sati (presentations). Comparing themes of the story.</li> <li>• Exam practice – extended writing.</li> <li>• 4-mark exam practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Guru Nanak's rejection of Hinduism.</li> <li>• Mool Mantra.</li> <li>• Martyrdom in Sikhism.</li> <li>• The Khalsa.</li> <li>• Types of sewa.</li> <li>• 5 Ks connection – 5 Vices and Virtues link.</li> <li>• Significance of the Five Ks (Foxes Thinking)</li> </ul>	<ul style="list-style-type: none"> <li>• The Israelites as 'chosen people' through Abraham.</li> <li>• The conflict over the holy land.</li> <li>• A second covenant through Moses.</li> <li>• 613 mitzvot – significance of 10.</li> <li>• Abraham vs Moses (paired teaching and presentations.)</li> <li>• Seder meal.</li> <li>• Inside a synagogue.</li> <li>• Judaism as a race vs religion</li> </ul>

			<ul style="list-style-type: none"> <li>Kirpan vs another 5 K – (paired planning and oracy leading to persuasive writing).</li> <li>4- and 6-mark exam practice.</li> </ul>	<ul style="list-style-type: none"> <li>Orthodox Judaism vs Reform.</li> <li>Exam practice.</li> </ul>
<b>DISCIPLINARY KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>A sense of chronology.</li> <li>Effective paired discussions.</li> <li>Teacher shared planning.</li> <li>Shared writing.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of religious beliefs and practices.</li> <li>Analysis of scriptural text.</li> <li>A study of religious specific vocabulary.</li> <li>Teacher shared planning.</li> <li>Shared writing.</li> <li>4-mark practice.</li> <li>Development of the four-pronged approach to presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of religious beliefs and practices.</li> <li>Analysis of scriptural text.</li> <li>Comparing and contrasting religious beliefs and practices.</li> <li>A study of religious specific vocabulary.</li> <li>Paired planning.</li> <li>Shared writing</li> <li>1, 4 and 6-mark practice lesson.</li> <li>Development of the four-pronged approach to paired oracy.</li> <li>Self-assessment of one's active listening.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of religious beliefs and practices.</li> <li>Analysis of scriptural text.</li> <li>Comparing and contrasting religious beliefs and practices.</li> <li>A study of religious specific vocabulary.</li> <li>Paired planning.</li> <li>Individual writing</li> <li>1, 4 and 6 -mark practice lesson.</li> <li>Paraphrasing quotes.</li> <li>Self-assessment of one's presentation skills.</li> </ul>

## Year 8

Students continue their learning journey in Year 8 by looking at the concept of a messiah in Judaism, and to recognise who accepted Jesus and who did not. Moving on to Christian schisms and then Islamic schisms.

	<b>Jesus as a Jew and the messiah figure in Judaism</b>	<b>The Rise in Christianity</b>	<b>Christian Schisms</b>	<b>Islamic Schisms</b>
<b>SUBSTANTIVE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>The messianic prophecy in Judaism.</li> <li>Jesus' parables.</li> <li>Jesus picks 12 disciples.</li> <li>The Sanhedrin, Jesus' Last Supper and betrayal.</li> <li>Reasons for accepting and rejecting Jesus.</li> <li>The concept of agape.</li> <li>Extending writing practice.</li> </ul>	<ul style="list-style-type: none"> <li>Did Judas really betray Jesus as the traditional story teaches?</li> <li>The roles of the disciples after Jesus' crucifixion (Pentecost).</li> <li>First Christian martyrs.</li> <li>The Christian Trinity – presentations and evaluation.</li> <li>Exam practice.</li> </ul>	<ul style="list-style-type: none"> <li>The Orthodox Church.</li> <li>The Great Schism of 1054.</li> <li>East vs West Churches.</li> <li>Martin Luther and the Protestant Reformation. Paired planning.</li> <li>Henry VIII and the Break of Rome in England (paired planning and oracy). (Persuasive writing.)</li> <li>RC 7 sacraments vs CofE 2 sacraments.</li> </ul>	<ul style="list-style-type: none"> <li>Prophet Muhammad as the seal of the prophets.</li> <li>The death of Muhammad and the Sunni/Shia divide.</li> <li>The role of the four caliphs.</li> <li>Ali as the first Imam and Shia beliefs about the Imamate.</li> <li>The death of Husayn at Karbala.</li> <li>Sunni and Shia differences in the Five Pillars.</li> <li>Sharia law.</li> <li>Exam practice.</li> </ul>

			<ul style="list-style-type: none"> <li>Baptism and the Eucharist as sacraments.</li> </ul>	
<b>DISCIPLINARY KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Analysis of religious teachings.</li> <li>Comparing and contrasting religious beliefs.</li> <li>Analysis of scriptural text.</li> <li>Extended writing technique.</li> <li>Analysis of facts and figures.</li> <li>A study of religious specific vocabulary.</li> <li>Teacher shared planning</li> <li>4-Mark exam practice.</li> <li>Shared writing</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of facts and figures.</li> <li>Comparing and contrasting religious beliefs and practices.</li> <li>An analysis of historical voices, images and accounts.</li> <li>Development of extended writing.</li> <li>Development of questioning and discussion skills.</li> <li>A study of religious specific vocabulary.</li> <li>Teacher shared planning.</li> <li>Shared writing.</li> <li>6-mark practice questions.</li> <li>Development of the four-pronged approach to presentations.</li> <li>Self-assessment of one's active listening.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of historical sources of information.</li> <li>Analysis of facts and figures.</li> <li>A study of religious specific terminology.</li> <li>A development of questioning skills.</li> <li>Development of extended writing and persuasion within writing.</li> <li>Paired planning.</li> <li>Individual writing</li> <li>1 and 4- and 6-mark practice lesson.</li> <li>Development of the four-pronged approach to presentations.</li> <li>Self-assessment of one's presentation skills.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of historical sources of information.</li> <li>Analysis of facts and figures.</li> <li>A study of religious specific terminology.</li> <li>A development of questioning skills.</li> <li>Development of extended writing and persuasion within writing.</li> <li>1 and 4- and 6-mark practice lesson.</li> <li>Paired planning.</li> <li>Individual writing</li> <li>Development of the four-pronged approach to presentations.</li> <li>Peer assessment of presentation skills.</li> <li>Exam practice.</li> </ul>

## Year 9

Then in Year 9 students look at the problem of evil with reference to Job and post/present day examples of suffering. They will then be introduced to Buddhism and his teachings about suffering. Following this, they will analyse the problem of Human Rights clashing with one another in reference to the issue of Immigration and lastly they will study humanism and scientific vs spiritual understandings of the world.

	<b>Evil and Suffering</b>	<b>Ways to overcome suffering according to Buddhism</b>	<b>Human Rights and ethical issues around blasphemy.</b>	<b>Humanism and Science v Religion</b>
<b>SUBSTANTIVE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>What is evil and what are examples of evil?</li> <li>The story of Job who suffered.</li> <li>Anti-Semitism and suffering of Jews throughout history.</li> <li>Modern day suffering of Uighur Muslims.</li> <li>Suffering and the Inconsistent Triad.</li> </ul>	<ul style="list-style-type: none"> <li>The Four Buddhism sites.</li> <li>Dharma, karma and the cycle of reincarnation.</li> <li>Ways to overcome suffering in Buddhism. The Eight-Fold Path – presentations.</li> <li>Examples of suffering.</li> <li>The sangha (5 vs 10 precepts).</li> </ul>	<ul style="list-style-type: none"> <li>What are human rights and why were they created?</li> <li>Human rights around the world and in the news (Foxes Thinking).</li> <li>Group presentations on one human right. Peer assessment on presentations.</li> </ul>	<ul style="list-style-type: none"> <li>The Golden Age</li> <li>The decline of science in Islam</li> <li>Galileo and the Catholic Church</li> <li>Is science a threat to religion?</li> <li>The Enlightenment</li> </ul>

			<ul style="list-style-type: none"> <li>• Religious teachings on human rights and self-assessment of presentation skills.</li> <li>• Debate planning around the topic of blasphemy in religion.</li> <li>• Paired planning and persuasive writing on blasphemy laws.</li> </ul>	<ul style="list-style-type: none"> <li>• Humanism in the 21<sup>st</sup> Century</li> <li>• Miracles with examples</li> <li>• Evaluation of miracles</li> <li>• Group work – can miracles ever be possible or are they fairy stories? Self-assessment on group work.</li> <li>• Presentations</li> <li>• Exam practice</li> </ul>
<b>DISCIPLINARY KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Development of geographical locations.</li> <li>• Analysis of historical and political events.</li> <li>• An examination of different religious voices through clips, articles and accounts.</li> <li>• Comparing and contrasting theological rules.</li> <li>• Application of specific religious terminology.</li> <li>• Development of evaluative skills.</li> <li>• Teacher shared planning.</li> <li>• Shared writing.</li> <li>• 6-mark exam practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of facts and figures.</li> <li>• Comparing and contrasting religious traditions.</li> <li>• An analysis of historical voices, images and accounts.</li> <li>• Development of extended writing.</li> <li>• Development of questioning and discussion skills.</li> <li>• A study of religious specific vocabulary.</li> <li>• Paired planning.</li> <li>• Shared writing.</li> <li>• Development of the four-pronged approach to presentations.</li> <li>• Self-assessment of oracy skills.</li> <li>• 4- and 6-mark exam practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Examination of religious voices through clips, newspaper reports etc.</li> <li>• Application of religious specific terminology.</li> <li>• Group planning.</li> <li>• Opportunity for debate.</li> <li>• Peer assessment on active listening.</li> <li>• 1-, 4- and 6-mark exam practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of critical thinking skills.</li> <li>• Development of questioning skills.</li> <li>• Application of religious specific terminology.</li> <li>• Development of evaluative writing and writing to persuade.</li> <li>• Understanding of non-religious responses.</li> <li>• Opportunity for debate.</li> <li>• Self-assessment of presentation skills.</li> <li>• 1-, 4- and 6-mark exam practice</li> </ul>