

CURRICULUM OVERVIEW **KS3 RS**

PURPOSE OF THE CURRICULUM

The main objective of the subject is to provide varied and enriching lessons through a non-denominational approach that effectively prepares our pupils for life in a culturally diverse modern world. Our department aims to introduce an awareness of the usefulness of RS to everyday living and to promote a value of purpose of the subject, to encourage enthusiasm for interest in the study of other people's beliefs and to promote mutual respect, tolerance and understanding across different cultures and communities. Britain is now a very diverse society; finding out about the beliefs and lifestyles of all people makes us think about what we believe and reflect on our own choices. This helps us to develop our own ideas and opinions, and ultimately shapes who we are. Learning to express our own beliefs and to listen to the views of others is an important life skill and this is something the staff within our department have a passion for. RS is a compulsory subject for the full-cohort of every year group.

KEY LEARNING OBJECTIVES

Within the department learning journeys are used to map out the key learning objectives for each unit of work from KS3 to GCSE. The learning journeys follow the same design and structure and each contains between 2-3 considered learning/lesson objectives for each aspect of the unit. Each learning journey has an overarching 'Big Question' (see key concepts), by the end of the unit pupils should be effectively prepared to make an informed response to the Big Question if all lesson/learning objectives are successfully achieved.

Assessments are designed to determine whether pupils have a good understanding of the content to enable them to make a response to the Big Question. Assessments do not have a set format and include a range of designs such as; creative collaborative and independent project tasks, research tasks and extended written pieces.

KEY CONCEPTS

All Key Stage 3 units have a 'Big Question'. The questions is the central focus of all lessons and schemes are planned around the key knowledge that is required in order to successfully answer the question.

Year 7

- **Unit 1: Ultimate Questions:** What is Religious Studies? Who am I? Where did I come from? What is truth? What are the skills needed to answer and understand beliefs?
- **Unit 2: Judaism:** How have Jews been treated historically? What is it like to be a Jew in the 21st century?
- **Unit 3: Wealth and Poverty:** Who is responsible for helping the poor?

Year 8

- **Unit 1: Prejudice and Discrimination:** Is prejudice a learned trait or are we taught it?
- **Unit 2: Life After Death:** Is there a life after death? What evidence do religious and non-religious traditions present?
- **Unit 3: Human Rights and Social Justice:** What is the purpose of human rights? How might social justice be achieved?

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KEY CONCEPTS

Year 9

- **Unit 1: An introduction to Islam:** Is it easy to be a Muslim in Britain?
- **Unit 2: A History of Christianity:** Why is Christianity the world's largest religion?

SEQUENCE OF LEARNING

Throughout the current KS3 curriculum, pupils encounter a range of religious, moral, ethical and philosophical concepts. Units cover a breadth of content which allows pupils to reflect upon the wider culture of society and to guide their own development in developing future learning skills.

In Year 7, pupils are introduced to RS by asking philosophical questions (Unit 1: Ultimate Questions), such as 'Why are we here?' and 'What is my purpose?'. This is then followed by a depth study of religion (Unit 2: Judaism), which makes references back to unanswerable questions from Unit 1. This is then followed by a moral and ethical unit (Unit 3: Wealth and Poverty) which builds upon skills of empathy sought in Unit 2.

In Year 8, skills developed in Year 7 are built upon through exploring the historical and cultural impact of discrimination (Unit 1: Prejudice and Discrimination), followed by an exploration of religious and non-religious responses to philosophical questions about the afterlife (Unit 2: Life after Death). Finally, issues of equality and freedom are explored (Unit 3: Human Rights and Social Justice) building upon the skills of moral and ethical questioning and a consideration of religious people might respond.

In Year 9, pupils cover two large religion units (Unit 1: Introduction to Islam and Unit 2: History of Christianity) as these units are later studied at GCSE/ This is not a repeat of content, but rather a foundation allowing for an extension that allows for a deeper understanding.

This is not a repeat of content but rather a foundation allowing for an extension that allows for a deeper understanding. Study of the 2 units is styled differently based on pupil's presumed prior knowledge from Key Stage 2 to avoid a repeat of content. Pupil's experience of Islam for example is often limited and therefore the unit of study provides an introduction to Islam including; place of worship, key teachings, authority from holy texts and key figures etc. In contrast, the Christianity unit provides a more historical understanding on the development of Christianity today being a multi denominational religion instead of basic key beliefs and information about the religion itself.