

Key Stage 3: Year 7

Overall Curriculum Goals					
<p>Our curriculum will:</p> <p>Enable our pupils to know about the origins, developments, and reasons for increased diversity in both religious and non-religious traditions and worldviews (S)</p> <p>Enable our pupils to understand some of the key beliefs of religious and non-religious traditions and worldviews, and how these are practised and lived out in local, national, and global contexts (S)</p> <p>Allow our pupils to reflect on their own place in the world, their own beliefs and values, and their own assumptions and misconceptions about religion and non-religion (P)</p> <p>Equip pupils with the disciplinary tools to understand the different ways in which we know about religion and non-religion, and to become increasingly more independent in their application of these tools (W)</p> <p>Allow for progression of knowledge over time; students will gradually know more and remember more of their curriculum journey</p>					
<p align="center">Curriculum Goals Y7: Origins and Foundations</p> <ul style="list-style-type: none"> Students will learn about the origins of religious and non-religious traditions and worldviews (how and why they started) Students will learn about the foundational key beliefs of religious and non-religious traditions and worldviews (the main things they believe) Students will be introduced to the RS tools we use to know about religion and non-religion and start to practise using these with their teacher 					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>1. What is a worldview and what is mine?</p> <ul style="list-style-type: none"> What is a worldview and what is mine? What makes something a 'religion'? What are the origins of religion? Why do people believe in God? What do we mean by non-religion? Why do people not believe in God? What makes something 'true'? 	<p>2. What do the stories of the Abrahamic Faiths teach us about God?</p> <ul style="list-style-type: none"> What are the Abrahamic creation stories? What is the fall of man? What promises did Abraham and Sarah make? What promises did Moses make? What is the prophecy of the Messiah and did it come true? What is the Trinity? Why did God become human? Who was Jesus? Why did Jesus use parables? Do Jesus' miracles show He was God? 	<ul style="list-style-type: none"> Why did Jesus have to die? Why is the resurrection important? What was the Pentecost? What is the Trinity? Who was Mohammed? What was the revelation Muhammad received? What was the impact of the revelation? What are the Five Pillars of Islam? 	<p>3. What do the Dharmic Faiths believe about God?</p> <ul style="list-style-type: none"> Hindu creation story Origins of Hindu Dharma Hindu belief The life of the Buddha Origins of Buddhism Buddhist beliefs Sikh origins Sikh beliefs 	<p>4. What does it mean to be an 'Atheist'?</p> <ul style="list-style-type: none"> What is 'atheism'? What are the origins of atheism? Why do people choose not to believe in a God/gods? Aristotle, Darwin, Dawkins and Hume What is empiricism? Does science challenge belief in God? Does suffering challenge belief in God? What is Humanism and what do Humanists believe? 	
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas			Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p>Concepts Substantive: Identity / Beliefs / Experience Disciplinary: Influence and Impact / Analysis and Evaluation</p> <p>Key vocab Tier 3: Identity, Worldview, Organised worldview, Religion, Diversity, Belief, Theist, Non-religion, Atheist, Truth, Ultimate Question, Origin, Spirituality Tier 2: Explain, evidence, influence, impact</p>	<p>Concepts Substantive: Identity / Beliefs / Authority Disciplinary: Chronology / Significance / Interpretation</p> <p>Key vocab Tier 3: Abrahamic Faiths, Genesis, omnipotent, omnibenevolent, omniscient, stewardship, dominion, original sin, the Fall of Man, just, covenant, prophet, 10 Commandments, sacrifice, monotheism, Trinity, Messiah, prophecy, incarnation, Son of God, Son of Man, parable, miracle, agape, crucifixion, resurrection, ascension, Pentecost, salvation, Qur'an, revelation, Hadith, Sunnah, 5 Pillars Tier 2: chronology, significant, interpret</p>			<p>Concepts Substantive: Identity / Beliefs Disciplinary: Chronology / Significance / Similarities and Differences</p> <p>Key vocab Tier 3: Dharmic Faiths, Dharma, Brahman, Trimurti, Ahimsa, Moksha, samsara, Buddha, Enlightenment, meditation, dukkha, anatta, anicca Tier 2: similarity, difference, compare, contrast</p>	<p>Concepts Substantive: Identity / Beliefs Disciplinary: Chronology / Influence and Impact / Similarities and Differences</p> <p>Key vocab Tier 3: Humanism, atheist, theist, agnostic, belief, science, proof, creation, evolution, Big Bang Theory, Charles Darwin, Georges Lemaître, Stephen Fry Tier 2: similarity, difference, compare, contrast, chronology, significant, interpret</p>
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<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills Oracy and debating 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating 	<ul style="list-style-type: none"> ✓ Critical thinking ✓ Written communication ✓ Research skills ✓ Oracy and debating
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Key Stage 3: Year 8

Overall Curriculum Goals					
<ul style="list-style-type: none"> • Students will learn how and why religious and non-religious traditions and worldviews have developed from their origins over time (how and why they have changed) • Students will learn about how the foundational key beliefs are lived out, applied, and practised in different ways by individuals and communities (what people do) • Students will continue to practise and start to become more independent in their use of RS tools 					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
5. Who has the authority in religion? <ul style="list-style-type: none"> • Christianity and the early church • Christianity and the reformation • Christianity and denominations today • Islam: denominations • Islam and Shariah Law • Religious law vs National Law 	6. Is it reasonable to say that people can 'experience God'? <ul style="list-style-type: none"> • Nature and creation- awe and wonder • Worship-variety in Christianity today- variety across religion • Prayer- Salah- Nature of God • Miracles- Jesus- Lourdes- • Pilgrimage- Hajj /dharmic pilgrimage • Religious experiences-Swinburne/Toronto blessings/William James 	7. Do we need religion to be morally Good? <ul style="list-style-type: none"> • What is morality? What is good? (Aristotle virtue theory) • Jesus- Agape- situation ethics • Humanism- Stephen Fry • Utilitarianism- Jeremy Bentham • The 5 Pillars- Halal/Haram-Qur'an as word of God • The 5 Precepts –Buddhism- Laity-Monastic 	8. Did God make the world, and does it matter? <ul style="list-style-type: none"> • Genesis- Jewish/Christian and Islamic interpretations- reliability- Fundamentalist/Conservative/Liberal • Design argument-Paley • Big Bang/ evolution- Dawkins • Stewardship and dominion- environmental ethics- Sallie McFague/Singer • Greta Thunberg- non-religious activist • How do religions respond to issues related to the environment? 		
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<u>Concepts</u> Substantive: Identity / Authority Disciplinary: Chronology / Influence and Impact / Similarities and Differences <u>Key vocab</u> Tier 3: Reformation, denomination, Shariah, Paul, Henry VIII, Martin Luther, Sunni, Shia, Protestant, Catholic, Orthodox Tier 2: similarity, difference, compare, contrast, chronology, significant, interpret	<u>Concepts</u> Substantive: Beliefs / Experience Disciplinary: Significance / Interpretation / Analysis and Evaluation <u>Key vocab</u> Tier 3: Genesis, Swinburne, William James, Awe and wonder, worship, eucharist, private prayer, communal worship, public worship, prayer, Salah, omnipotent, omnibenevolent, beneficent, pacifist, Lourdes, miracle, Hajj, pilgrimage, religious experience, creation, Zakat, Sewa Tier 2: analyse, evaluate, conclude, importance, value	<u>Concepts</u> Substantive: Authority / Duty Disciplinary: Influence and Impact / Analysis and Evaluation <u>Key vocab</u> Tier 3: Aristotle, Matthew, Joseph Fletcher- Situation ethics, Jeremy Bentham, Mitzvot, virtue, morality, good, evil, Jesus, Agape, situation ethics, Humanism, Utilitarianism, principle of utility, 5 pillars, Halal, Haram, 5 Precepts, Buddhism, laity, monastic Tier 2: analyse, evaluate, conclude, importance, value	<u>Concepts</u> Substantive: Beliefs / Duty Disciplinary: Influence and Impact / Similarity and Difference <u>Key vocab</u> Tier 3: Genesis, Richard Dawkins, William Paley, Sallie McFague, Greta Thunberg, Activist, environment, environmental damage, Big Bang Theory, evolution, creation versions, design argument, liberal, conservative, fundamentalist Tier 2: similarity, difference, compare, contrast, chronology, significant, interpret		
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Key Stage 3: Year 9

Overall Curriculum Goals					
<ul style="list-style-type: none"> • Students will learn about the reasons for diversity both within and between religious and non-religious traditions and worldviews • Students will learn about the realities and complexities of being religious or non-religious in the modern, global world • Students will develop expertise in their use of RS tools and apply these more independently 					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>9. Where is God in the face of suffering?</p> <ul style="list-style-type: none"> • Job • The Early Church (who persecuted the early Christians and why) and St Paul and persecution today- Open doors/ Brother Andrew • Sacrifice • Antisemitism- Anne Frank (literature) • Holocaust- other genocides (tattooist of Auschwitz) • Can God suffer? Moltmann-passivity • The problem of evil- Mackie 	<p>10. Does religion promote equality and justice?</p> <ul style="list-style-type: none"> • What is justice? God as Just/ inequalities in the world • Racism- MLK-Desmond Tutu- Dutch reform church-reconciliation • Gandhi-Salt tax • Sexism- Malala-Libby lane - feminist theology from Sallie McFague • Poverty- Foodbanks/Zakah/Sewa 	<p>11. Can I survive death?</p> <ul style="list-style-type: none"> • Soul- ensoulment-Aquinas- Islam- Christianity- resurrection • Hindu Dharma (Hinduism)-atman-reincarnation-karma • Buddhism and rebirth • Death rituals- why we have them, • Humanist rituals • Materialist-Ryle-Dawkins-genes and memes • Near death experiences (NDEs) 	<p>12. Do we need religion in the 21st century?</p> <ul style="list-style-type: none"> • What is its role and function? • What does the data say about the numbers of religious people locally/nationally and globally? • Global picture of diversity? • How has religion influenced people and how does religion influence society today? • Should we follow religious laws over national laws? • Does religion have too much power? 		
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<p>Concepts Substantive: Beliefs, Experience Disciplinary: Interpretation, Analysis and Evaluation</p> <p>Key vocab</p> <p>Tier 3: Job, St Paul, Brother Andrew, Anne Frank, The Tattooist of Auschwitz, Jurgen Moltmann, JL Mackie, Persecution, Open Doors, sacrifice, The problem of evil, genocide, Auschwitz, Nazi, death, survival, omnipotence, omnibenevolence, suffering, passivity Tier 2: argue, analyse, evaluate, conclude, importance, value</p>	<p>Concepts Substantive: Authority, Duty Disciplinary: Influence and Impact, Interpretation, Similarity and Difference</p> <p>Key vocab</p> <p>Tier 3: Desmond Tutu, Martin Luther king Junior, The Dutch Reform Church, Libby Lane, Malala Yousafzai, Sallie McFague, Gandhi, Justice, inequality, racism, reconciliation, Salt tax, sexism, feminist theology, Bishop, authority, law, fair, poverty, foodbanks, Zakah, sewa, feminism Tier 2: similarity, difference, compare, contrast, chronology, significant, interpret</p>	<p>Concepts Substantive: Identity, Beliefs, Experience Disciplinary: Significance, Analysis and Evaluation</p> <p>Key vocab</p> <p>Tier 3: Richard Dawkins, Aristotle, Ensoulment, resurrection, atman, reincarnation, de-anima, materialist, genes and memes, karma, near death experience, humanism, Buddhism, rebirth, Hindu Dharma Tier 2: argue, analyse, evaluate, conclude, importance, value</p>	<p>Concepts Substantive: Identity, Beliefs, Authority, Duty, Experience Disciplinary: Influence and Impact, Interpretation, Similarity and Difference, Significance, Analysis and Evaluation</p> <p>Key vocab</p> <p>Tier 3: Role, function, statistics, global, influence, power, authority, society, atheist, non-religious, religion, national, local, Tier 2: similarity, difference, compare, contrast, chronology, significant, interpret, argue, analyse, evaluate, conclude, importance, value</p>		<p>Concepts Substantive: Identity, Beliefs, Authority, Duty, Experience Disciplinary: Influence and Impact, Interpretation, Similarity and Difference, Significance, Analysis and Evaluation</p> <p>Key vocab</p> <p>Tier 3: Role, function, statistics, global, influence, power, authority, society, atheist, non-religious, religion, national, local, Tier 2: similarity, difference, compare, contrast, chronology, significant, interpret, argue, analyse, evaluate, conclude, importance, value</p>
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