

Key Stage 3 RE - The Aims of Our Curriculum

1. Enable children to retain and apply this essential knowledge. 2. Inspire children to become life-long learners. 3. Create a culture of high aspiration through challenging content and therefore pride in achievement. 4. Promote the spiritual, moral, social and cultural development of children, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith. 5. Provide opportunities for developing self-confidence, self-awareness, independence, creativity, respect and resilience in children. 6. Promote knowledge and understanding of how children can keep themselves safe and healthy. 7. Develop children’s numeracy, literacy and oracy, including the sustained expansion of their vocabulary. 8. Promote reading as a life skill and enable our children to become life-long readers.

Year 7	Areas	Term 1	Term 2	Term 3
	Content	<p>Intro to RE/Sikhism</p> <p>KPI4 Explain some similarities and differences between Sikhism and other religions</p> <p>Cloud Singh to come in - COVID permitting</p> <p>COVID: Introduction to KS3 RE (1 x lesson) recaps knowledge and key skills needed in KS3</p> <p>Link in starters to recap on skills and vocabulary such as spacing starters, vocab matching definitions</p>	<p>1. Religion and the Environment</p> <p>2. Northern Saints (Durham)</p> <p>KPI2 Explain and compare religious beliefs and practices</p> <p>KPI3 Name and describe a number of different Saints including those from the local area</p> <p>KPI5 Debate key environmental issues in relation to religious teachings</p> <p>Visit to Durham Cathedral linking with Y7 topic- COVID permitting</p>	<p>Hinduism</p> <p>KPI3 Describe and explain the key concepts of the Hindu religion</p> <p>Visit a Hindu Temple (VHA to investigate) - COVID permitting</p>
	Literacy link	Guide on the Gurdwara, invitation to the Baisakhi	Letter writing Information guide	Writing a prayer Comprehension questions using PEE
	Assessment	Y7 Baseline assessment	Persuasive letter on why a Northern Saint should become a saint	Assessment task assessing knowledge learnt

	Cross curricular links	History of Amritsar Geography map skills	History – medieval England	PE – yoga DT designing of a snakes and ladder game, designing of a shrine
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Year 8	Areas	Term 1	Term 2	Term 3
	Content	<p>Christian Codes of Practice</p> <p>KPI1 Explain and evaluate the impact of exemplary Christian living on the lives of Christians</p> <p>KPI2 Make links between Christian beliefs and practices and their impact in the wider world</p> <p>People of Influence</p> <p>KPI6 Evaluate the impact religious figures have on modern society</p> <p>COVID: First two weeks, the creation story link this to Hinduism story of how the world was created. Christianity only one God, whereas Hinduism various gods - why is this. Comparison between the "Big Bang" theory and what scientists believe</p>	<p>War and Religion</p> <p>KPI4 Describe and evaluate key philosophical issues relating to religion and conflict</p> <p>KPI5 Evaluate the impact of modern and historical events involving religion and conflict</p> <p>KPI7 Compare key themes across religions – assessed throughout the year</p> <p>(Quaker leader to come in and talk about conscientious objections) - COVID permitting</p>	<p>Alternative Religions – a study of a various alternative religions including Humanism</p> <p>KPI1 Identify arguments for and against the existence of God</p> <p>KPI2 Explain and compare beliefs and practices</p>
	Literacy link	Persuasive writing, analysis of song lyrics, explanation of the Beatitudes	Newspaper report, leaflet, use of PEE paragraphing	Balanced argument, analysis of song lyrics

	Assessment	Persuasive letter on life in Africa and how a Christian charity could support it	Does religion cause conflict? Essay style assessment	GA Transition Assessment
	Cross curricular links	History – timeline of the life of Jesus PSHE - selflessness	History- conflict and war, chronological timeline Geography – map work	PSHE – democracy History – WWI, WWII