

# Key Stage 3



# Year 7

Term

Topic

Knowledge

Skills/Assessment

Term 1

**Unit 1- Introduction to the critical study of religions**

- Introduction to Judaism, Christianity and Islam
- The Ten Commandments
- The Bible and its moral teachings
- The Parable of the Sheep and the Goats
- The Golden Rule

Students will focus on acquiring knowledge and developing a general understanding of the main monotheistic religions, with a particular focus on Christian moral teachings.

**Assessment**

- Formative feedback
- Verbal feedback
- Quizzes
- End of term assessment

**Skills**

- Oracy and argumentative skills to be developed in classroom debates
- Apply abstract moral principles to real life situations

Term 2

**Unit 2- Philosophy of Religion**

Part 1. How did it all begin?

- The Big Bang theory: a secular account of creation
  - Religious accounts of creation (contrast between Christianity and Buddhism).
  - The intelligent design argument
  - Objections to intelligent design
- Are science and religion in conflict with one another?

Part 1. Students will focus on the study of both religious and secular views on the origins of the universe, as well as on objections against those views.

Part 2. Pupils will study contrasting responses to the question whether religious does more harm than good. They will then be encouraged to criticise those responses and develop their own view on the matter at hand.

**Assessment**

- Formative feedback
- Verbal feedback
  - Quizzes
  - End of term assessment

**Skills**

- Oracy and argumentative skills to be developed in classroom debates
- Pupils will learn how to use a range of thinking strategies such as concept maps, drawing conceptual distinctions, creating alternative scenarios to engender hypothetical thinking, and formulating counterexamples.

Term 3	<p><b>Unit 3: Evil and suffering</b></p> <ul style="list-style-type: none"> <li>- Are there any good responses to suffering?</li> <li>- Moral and natural suffering</li> <li>- Christian responses</li> <li>- The Buddhist response to suffering</li> <li>- Hinduism and evil</li> <li>- Sikhism and evil</li> </ul> <p>Debate: Does evil disprove God?</p>	<p>Unit 3. Pupils will look into the classical problem of evil and suffering and examine some religious responses to the problem.</p>	<p><b>Assessment</b></p> <p>Formative feedback</p> <ul style="list-style-type: none"> <li>- Verbal feedback</li> <li>- Quizzes</li> <li>- End of term assessment</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Pupils will learn how to use a range of thinking strategies such as concept maps, drawing conceptual distinctions, creating alternative scenarios to engender hypothetical thinking, and formulating counterexamples.</li> </ul>
	<p><b>Unit 4: Philosophy for Children (P4C)</b></p> <ul style="list-style-type: none"> <li>- Can you step in the same river twice?</li> <li>- How to decide who gets what and why?</li> <li>- Does it make sense to have feelings for fictional characters?</li> <li>- Do our choices make a difference in the world?</li> </ul>	<p>Unit 4. Pupils will be introduced to a range of philosophical problems, exploring both metaphysical and ethical questions. These lessons will be, to a large extent, carried out using the techniques and methods of P4C which aims at creating a so-called “Community of Inquiry”, a space where pupils learn how to work collaboratively and share their thoughts, refine their arguments and criticise each other's views in a respectful way.</p>	

Term		Year 8		
		Topic	Knowledge	Skills/Assessment
Term 1	1	<p><b>Unit 1: Religious Festivals</b></p> <ul style="list-style-type: none"> <li>- What are festivals and why are they important?</li> <li>- Christian festivals</li> <li>- Islamic festivals</li> <li>- The Buddhist festival of Vesak</li> <li>- Diwali: The Hindu festival of lights</li> </ul>	<p>Students will develop knowledge and understanding of religious festivals and their importance for Christians, Muslims, Buddhists and Hindus.</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Verbal feedback</li> <li>- End of unit formative assessment</li> <li>- Short knowledge questions</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Focus on the differences and similarities between religious festivals, and their significance</li> </ul>
	2	<p><b>Unit 2: Pilgrimage and holy places</b></p> <ul style="list-style-type: none"> <li>- What is pilgrimage and why is it important?</li> <li>- Christian pilgrimage</li> <li>- Islamic pilgrimage</li> <li>- Buddhist pilgrimage</li> <li>- Religion and holy places</li> </ul>	<p>Students will learn about places of pilgrimage and their significance within Christianity, Islam and Buddhism</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- As above</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Focus on the differences and similarities between places of pilgrimage in various religious, as well as their significance.</li> </ul>

Term 3	<b>Unit 3: Beliefs and teachings about meaning and purpose</b>  - Where do our ideas come from? (inspire 3, p.40) - Why do people say God exists + why are people religious (inspire 3, p.43-49) - Is there a purpose to life? (inspire 2, p.46)	Students will learn about religious and secular views on meaning and purpose, and develop their own views on those matters.	<b>Assessment</b> - Verbal feedback - End of unit formative assessment - Short knowledge questions
	<b>Unit 4: Ethics and values</b> - How do we know right from wrong? - What is a moral dilemma? - Why are people punished? - Are rich people responsible for the poor? - Is there anything money cannot buy? - Should there be a limit to what money can buy?	Students will learn about a range of ethical issues regarding right and wrong, punishment, and the moral limits of markets.	<b>Skills</b> - Focus on explanation of key religious and secular ideas, identification and critical evaluation of reasons for and against a range of views

Term	Year 9		
	Topic	Knowledge	Skills/Assessment
Term 1	<b>Unit 1: How should we live?</b>  -The Euthyphro Dilemma. - The Ten Commandments - Can the Golden Rule be accepted by non-religious people? - Non-religious views: * Aristotle's Virtue Theory * Utilitarianism and happiness - Should happiness be our ultimate goal?	Students will focus on answering a number of religious and secular responses to the problem of how should we live. Religious and secular views will be considered.	<b>Assessment</b> Formative feedback - Verbal feedback - Quizzes - Retrieval tasks - End of term assessment  <b>Skills</b> - Explanation of key religious and secular ideas - A range of thinking strategies (draw concept maps, conceptual distinctions, and engage in hypothetical thinking to test the consequences of accepting a given idea/principle). - Apply abstract principles to real life situations - Weigh the pros and cons of different points of view on a given subject matter

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Term 2</b></p>	<p><b>Unit 2: Core beliefs and practices in Christianity and Islam</b></p> <ul style="list-style-type: none"> <li>- The birth of Jesus</li> <li>- The death and resurrection of Jesus</li> <li>- The Five Pillars of Islam</li> <li>- The Sunni-Shia split</li> <li>- Why is Muhammad important in Islam?</li> </ul> <p><b>Unit 3: Is there a God?</b></p> <p>Arguments for God’s existence</p> <ul style="list-style-type: none"> <li>- The moral argument</li> <li>- Miracles and revelation</li> </ul> <p>Arguments against God’s existence</p> <ul style="list-style-type: none"> <li>- The problem of evil</li> <li>- The dispensability of God in face of the Theory of Evolution</li> </ul>	<p>Unit 2. Students will be introduced to the basics of the Christian and Islamic belief systems</p> <p>Unit 3. Students begin by studying the concept of God as understood by the Abrahamic religions (Judaism, Christianity and Islam). We then move on to consider the main arguments for and against the existence of God.</p>	<p><b>Assessment</b></p> <p>As above</p> <p><b>Skills</b></p> <p>As above</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Term 3</b></p>	<p><b>Unit 4 Matters of life and Death</b></p> <ul style="list-style-type: none"> <li>- What is death?</li> <li>- Fear of death</li> <li>- Christianity and the soul</li> <li>- Dualism vs. Physicalism</li> <li>- Death and afterlife (Christian ideas about heaven and hell)</li> </ul>	<p>Pupils will study a range of views on matters of life and death, including the Christian notion of soul and the possibility of surviving the death of one’s body. Secular views on death are also studied, and pupils are encouraged to come up with their own views after considering all the alternatives presented. Pupils will also study a range of moral questions regarding abortion, euthanasia and animal rights. Both religious and secular arguments will be considered.</p>	<p><b>Assessment-</b></p> <ul style="list-style-type: none"> <li>- Formative feedback</li> <li>- Written and verbal feedback</li> <li>- Quizzes</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Focus on explanation of key religious and secular ideas, identification and critical evaluation of reasons for and against a range of views</li> </ul>

Term	Year 10/11 – One Year GCSE		
	Topic	Knowledge	Skills/Assessment
<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 2em; font-weight: bold;">Term 1</p>	<p><b><u>Christian Beliefs</u></b></p> <ul style="list-style-type: none"> <li>• The nature of God</li> <li>• Christian beliefs about creation</li> <li>• The incarnation of Jesus</li> <li>• The crucifixion</li> <li>• Resurrection, ascension and judgment</li> <li>• Heaven and hell</li> <li>• Sin and salvation</li> </ul>	<p><b><u>Christian beliefs</u></b></p> <p>Pupils begin by studying the essential properties Christians believe God possesses and learn a series of key terms used to describe God. The key beliefs and events related to the death and resurrection of Jesus – as well as their significance for Christians today – are also studied in this first part.</p>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>-Formative feedback continually throughout the year</li> <li>-Verbal feedback in lessons</li> <li>- Retrieval tasks</li> <li>- Quizzes</li> <li>- Formal assessment at the end of each unit</li> </ul>
	<p><b><u>Christian Practices</u></b></p> <ul style="list-style-type: none"> <li>• Worship</li> <li>• Prayer</li> <li>• The Sacraments</li> <li>• Pilgrimage</li> <li>• Christian Festivals</li> <li>• Church growth</li> <li>• Christian persecution</li> <li>• The Church’s response to world poverty</li> </ul>	<p><b><u>Christian Practices</u></b></p> <p>Pupils begin by examining different forms of worship (formal and informal) and then go on to study the importance of pilgrimage and Christian festivals. This unit ends with a study of Christian persecution and the Church’s response to the problem of world poverty.</p>	<p><b><u>Skills</u></b></p> <p>The AQA exam board measures the students’ achievement using the following assessment objectives (AO).</p> <p>AO1: Demonstrate knowledge and understanding of religion and beliefs AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>
	<p><b><u>Islamic Beliefs</u></b></p> <ul style="list-style-type: none"> <li>• The Oneness of God</li> <li>• Sunni Islam and Shi’a Islam</li> <li>• Angels</li> <li>• Predestination</li> <li>• Life after death</li> <li>• Prophethood: Adam and Ibrahim</li> <li>• Muhammad and the Imamate</li> <li>• Holy Books in Islam</li> </ul>	<p><b><u>Islamic Beliefs</u></b></p> <p>This unit starts with the study of the Islamic concept of God. Pupils are encouraged to draw comparisons between this and the Christian concept. The distinction between Sunni and Shi’a Muslims is then introduced and explained. Pupils move to the study of the role of angels and the idea of predestination. The main prophets of Islam are also considered. Pupils end this unit with a study of Islamic Holy Books, namely, the Qur'an and the Hadith.</p>	<p>In order to meet these requirements pupils will practice the following skills: develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.</p>

### Islamic Practices

- The Five Pillars of Islam
- The Ten Obligatory Acts
- Jihad
- Islamic Festivals
- Id-ul-Fitr
- Id-ul-Adha
- The festival of Ashura

### The existence of God and revelation

- The Teleological Argument
- The First Cause Argument
- The Argument from Miracles
- Special revelation and enlightenment
- Different ideas about the divine
- The value of revelation and enlightenment

### Religion and Life

- The origins of the universe
- The value of the world
- The use and abuse of the environment
- Animals
- Abortion
- Euthanasia
- Death and afterlife

### Islamic Practices

This unit covers a series of practices and festivals celebrated by Muslims. Pupils study the importance of the Five Pillars, the distinction between lesser Jihad and greater Jihad, and finish the unit after appreciating the impact that festivals have on the lives of Muslims.

### The existence of God and revelation

This unit deals with the Philosophy of Religion. Some of the main arguments for the existence of God are presented and criticised. Pupils are encouraged to engage in classroom discussions and form their own views on whether any of the arguments presented is cogent.

### Religion and Life

Pupils investigate different accounts of the origin of the universe and discuss the value of the world under both a Christian and an Islamic perspective. The topics of animal rights, abortion and euthanasia are introduced and carefully examined. Finally, Christian, Islamic and secular ideas on death and the afterlife are considered and evaluated by pupils.

### Assessment

- Formative feedback continually throughout the year
- Verbal feedback in lessons
- Retrieval tasks
- Quizzes
- Formal assessment at the end of each unit
- Mock exams

### Skills

The AQA exam board measures the students' achievement using the following assessment objectives (AO).

- AO1: Demonstrate knowledge and understanding of religion and beliefs
- AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

In order to meet these requirements pupils will practice the following skills: develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.



### Religion, crime and punishment

- Reasons for crime
- Suffering and causing sufferings to others
- Three aims of punishment
- The treatment of criminals
- Forgiveness
- The death penalty

### Relationships and family

- Human sexuality
- Contraception and family planning
- Marriage
- Divorce and remarriage
- The nature of families
- Gender equality

### Religion, crime and punishment

Pupils begin this unit examining the question as to why people commit crimes. After this, the notion of punishment and its three possible aims are carefully considered. This unit ends with the study of forgiveness and its importance, and a debate around the question whether death penalty is ever justified.

### Relationships and family

The first part of this unit includes the study of human sexuality, contraception and family planning. Different religious and secular conceptions the purpose of marriage are then studied and critically assessed. This last unit ends with an investigation into Christian and Muslim views on the nature of family and the ethical issue of gender equality.

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