

# Religious Education – Key Stage 3

# Year 7

Term

Topic

Knowledge

Skills/Assessment

Term 1

**Unit 1- Introduction to RE**

- What is RE and what does the curriculum look like at Brayton Academy?
- What is the difference between Abrahamic and Dharmic religions?
- Introduction to Christianity
- Introduction to Buddhism

**Unit 1.** Students will learn about what the study of RE involves, so as to address any misconceptions about the subject. They will also study the main differences between Abrahamic and Dharmic religions and deepen their understanding of this distinction through a comparative study of Christianity and Buddhism.

**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)**

- 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
- Is there any good evidence for miracles?

**Unit 2.** Students will focus on the study of both religious and secular views on the origins of the universe, arguments for and against God's existence, and the question whether religious and scientific accounts are always in conflict with one another.

**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	<b>Unit 3: Philosophy of Religion (part 2)</b> <b>Evil and suffering</b> <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> Debate: Does evil disprove God?	<b>Unit 3.</b> Pupils will look into the classical problem of evil and suffering and examine some religious responses to the problem.	<b>Assessment</b> <ul style="list-style-type: none"> <li>- Formative feedback</li> <li>- Verbal feedback</li> <li>- Quizzes</li> <li>- End of term assessment</li> </ul> <b>Skills</b> <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>
	<b>Unit 4: Ethics through parables and metaphors</b> <ul style="list-style-type: none"> <li>- Spotting the Wolf: Hidden Dangers in Disguise</li> <li>- Mercy Matters: Lessons from the Unmerciful Servant</li> <li>- Casting the Net: Who Belongs?</li> <li>- Possible or impossible: Can a Camel go through the eye of a needle?</li> </ul>	<b>Unit 4.</b> Pupils will explore important ethical questions and ideas through stories and metaphors from the Bible. They will study parables like <i>The Unmerciful Servant</i> and <i>The Parable of the Dragnet</i> , as well as famous metaphors such as <i>A Wolf in Sheep's Clothing</i> . The unit also focuses on literacy, <i>e.g.</i> , developing reading and thinking skills, including understanding figurative language, making inferences, and expanding vocabulary.	

Term	Year 8		
	Topic	Knowledge	Skills/Assessment
Term 1	<b>Unit 1: Religious Festivals</b> <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>	<b>Unit 1.</b> Students will develop knowledge and understanding of religious festivals and their importance for Christians, Muslims, Buddhists and Hindus.	<b>Assessment</b> <ul style="list-style-type: none"> <li>- Verbal feedback</li> <li>- End of unit formative assessment</li> <li>- Short knowledge questions</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>- Focus on the differences and similarities between religious festivals, and their significance</li> </ul>
Term 2	<b>Unit 2: Pilgrimage and holy places</b> <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> </ul>	<b>Unit 2.</b> Students will learn about places of pilgrimage and their significance within Christianity, Islam and Buddhism	<b>Assessment</b> <ul style="list-style-type: none"> <li>- As above</li> </ul> <b>Skills</b>

	<ul style="list-style-type: none"> <li>- Religion and holy places</li> </ul>		<ul style="list-style-type: none"> <li>- Focus on the differences and similarities between places of pilgrimage in various religions, as well as their significance.</li> </ul>
<b>Term 3</b>	<p><b>Unit 3: Political Philosophy</b></p> <ul style="list-style-type: none"> <li>- What is a state?</li> <li>- What would life be like in a state of nature?             <ul style="list-style-type: none"> <li>o Thomas Hobbes</li> </ul> </li> <li>- What is the social contract?             <ul style="list-style-type: none"> <li>o John Locke</li> <li>o J.J Rousseau</li> </ul> </li> <li>- Who should rule?             <ul style="list-style-type: none"> <li>o Democracy</li> <li>o Monarchy                 <ul style="list-style-type: none"> <li>▪ Divine right of kings</li> </ul> </li> <li>o Dictatorship</li> </ul> </li> </ul> <p><b>Unit 4: Meaning and value</b></p> <ul style="list-style-type: none"> <li>- What does the question about meaning of life mean?</li> <li>- Does it make a difference if there is a God?</li> <li>- Would it be desirable to live forever?</li> <li>- The value of the world.</li> </ul>	<p><b>Unit 3:</b> Students will learn about key concepts and ideas within the field of political philosophy. This includes the study of main forms of government, whether it would be desirable to live without a state and the question of who should rule.</p> <p><b>Unit 4:</b> Students will be encouraged to think deeper about the meaning of life and develop their own viewpoints in light of what is studied. We begin by looking at the different ways a life can be considered meaningful (whether it has a purpose or significance) and the distinction between subjective and objective meaning. We then talk about the relation between the meaning of life and the existence of God.</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 explanation of key religious and secular ideas, identification and critical evaluation of reasons for and against a range of views</li> </ul> <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>-As above</li> </ul>

Term	Year 9		
	Topic	Knowledge	Skills/Assessment
Term 1	Group 1: Religious and secular views on matters of life and death  - Do animals count morally? - At what point, if any, is it morally permissible to end the life of a human foetus? - Is euthanasia morally justifiable? Should terminally ill people have the right to choose whether to continue to live? - Is the death penalty ever justifiable? - Is death inherently bad? If so, what makes it bad? - Is fear of death a rational response to it?	In this 12-weeks course, students will explore important ethical questions about life and death, examining them from both religious (Christianity) and non-religious perspectives. They will consider whether animals have moral value, whether abortion is ever morally acceptable, and whether people should have the right to choose euthanasia. They will also debate whether the death penalty can ever be justified, whether death itself is bad, and whether fearing death is a rational response. By studying different philosophical and ethical viewpoints, students will develop their ability to think critically, engage in reasoned debate, and reflect on their own beliefs about these complex issues.	<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
	Group 2: Same as above	Same as above	<b>Assessment</b>  As above  <b>Skills</b> As above

# Term 3

Group 3: Same as above

Same as above

## Assessment-

- Formative feedback
- Written and verbal feedback
- Quizzes

## Skills

- Focus on explanation of key religious and secular ideas, identification and critical evaluation of reasons for and against a range of views

Term	Year 10/11 – One Year GCSE		
	Topic	Knowledge	Skills/Assessment
Term 1	<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 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>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>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>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>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><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>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>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.

### 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

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