

Key Stage 3: Year 7

Overall Curriculum Goals					
Our curriculum will: <ul style="list-style-type: none"> • Enable our pupils to know about the origins, developments, and reasons for increased diversity in both religious and non-religious traditions and worldviews (S) • 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) • 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) • 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) • Allow for progression of knowledge over time; students will gradually know more and remember more of their curriculum journey 					
Curriculum Goals Y7: Origins and Foundations <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
1. What is a worldview and what is mine? <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'? 	2. What do the stories of the Abrahamic Faiths teach us about God? <ul style="list-style-type: none"> • What are the Abrahamic creation stories? • What does Genesis 1 and 2 tell us about creation? • What is the fall of man? • Who was Abraham's covenant? • What promises did Moses make? 	2. What do the stories of the Abrahamic Faiths teach us about God? <ul style="list-style-type: none"> • Who were the 'chosen people'? • What is the prophecy of the Messiah? • What is trinity? • What is the incarnation? • What miracles did Jesus perform? • What parables did Jesus tell? • Who was Jesus crucified? • What does Jesus' resurrection tell humanity? 	2. What do the stories of the Abrahamic Faiths teach us about God? <ul style="list-style-type: none"> • Who was Prophet Adam? • Who was Prophet Ibrahim? • Who was Prophet Mohammed? • What was revealed to Prophet Muhammed? • How do the revelations influence Muslims? • What holy books were bestowed to mankind? 	3. What do the Dharmic Faiths believe about God? <ul style="list-style-type: none"> • What do Hindus believe about God? • What is the Hindu creation story? • What do Hindus believe about the afterlife? • What are the origins of Hindu Dharma? • Who was the Buddha? • What are the four noble truths? • What are the three marks of existence? • What is the importance of the Sangha? • Who was Guru Nanak? • Who led Sikhi after Guru Nanak? • What is the Khalsa? • What are the 5Ks? 	
Key Vocabulary/Concepts/Ideas					
Concepts Substantive: Identity / Beliefs / Experience Disciplinary: Influence and Impact / Analysis and Evaluation 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	Concepts Substantive: Identity / Beliefs / Authority Disciplinary: Chronology / Significance / Interpretation 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			Concepts Substantive: Identity / Beliefs Disciplinary: Chronology / Significance / Similarities and Differences Key vocab Tier 3: Dharmic Faiths, Dharma, Brahman, Trimurti, Ahimsa, Moksha, samsara, Buddha, Enlightenment, meditation, dukkha, anatta, anicca, Sikhi, Khalsa, Guru Nanak Tier 2: similarity, difference, compare, contrast	
Knowledge revisited <ul style="list-style-type: none"> - Link to KS2 different beliefs about God / Religion - 	Knowledge revisited <ul style="list-style-type: none"> - Concept of identity - KS2 link to Jesus / Christmas and Easter story - Why Judaism, Christianity and Islam are classed as 'religions' linking to what makes a religion 			Knowledge revisited <ul style="list-style-type: none"> - What makes a religion - Origins of religion - Comparing to Abrahamic Faiths – similarities and differences 	
CIAG					
<ul style="list-style-type: none"> - Critical thinking - GB4 - Understanding how religion influences day to day life / jobs / morals and ethics and how it could have an impact on career choice 	<ul style="list-style-type: none"> - GB4 – Students will begin to understand the skills they have acquired and how they can lead to future career prospects for them. - Diversity can help them in their future prospects 				

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
4. Do we need religion to be ‘morally good?’ <ul style="list-style-type: none">What is morality? What is good?How is the Divine Command Theory an example of absolute morality?How can what is good change based on the principle of utility?What is the relationship between Jesus and agape?How does situation ethics encourage us to focus on the most loving thing?How do Muslims live a good life?How do the five moral precepts influence Buddhists to do good?What is the role of Sewa in Sikhi?Why do Humanists focus on happiness?		5. Did God make the world, and does it matter? <ul style="list-style-type: none">What does Genesis tell us about the origins of the universe and human life?How does stewardship and dominion influence Christians?What are non-religious views on origins of the universe and human life?What is the first cause argument?Why is God considered the designer?What is the role of Allah in creation?What do Hindus think about Shiva and Bhumi Devi?		6. Who has the authority in religion? <ul style="list-style-type: none">Christianity and the early churchChristianity and the reformationChristianity and denominations todayIslam: denominationsIslam and Shariah LawReligious law vs National Law	
7. What does it mean to be an ‘Atheist’? <ul style="list-style-type: none">What are the origins of ‘atheism’?Why do people choose not to believe in a God/gods? Aristotle, Darwin, Dawkins and HumeWhat is Humanism?How does Humanism influence ethics?What are Humanist rites of passage?What do Humanists believe about life after death?					
Key Vocabulary/Concepts/Ideas					
<u>Concepts</u> Substantive: Authority / Duty Disciplinary: Influence and Impact / Analysis and Evaluation <u>Key vocab</u> Aristotle- Nichomachean Ethics, Tanakh, Mathew Corinthians, Joseph Fletcher- Situation ethics the New Morality, Jeremy Bentham- An Introduction to the Principles of Morals and Legislation, Mitzvot, virtue, morality, good, evil, Aristotle, Moses, orthodox, reform, Jesus, Pope, Agape, situation ethics, Humanism, Utilitarianism, 5 pillars, Halal, Haram, 5 Precepts, Buddhism, laity, monastic,		<u>Concepts</u> Substantive: Beliefs / Duty Disciplinary: Influence and Impact / Similarity and Difference <u>Key vocab</u> Genesis, Richard Dawkins, William Paley, Sallie McFague, Greta Thunberg, Activist, environment, environmental damage, Big Bang Theory, evolution, creation versions, design argument, liberal, conservative, fundamentalist,		<u>Concepts</u> Substantive: Identity / Authority Disciplinary: Chronology / Influence and Impact / Similarities and Differences <u>Key vocab</u> Reformation, denomination, Shariah, Paul, Henry VIII, Martin Luther, Sunni, Shia, Protestant, Catholic, Orthodox	
<u>Knowledge revisited</u> <ul style="list-style-type: none">Link back to Aristotle (Atheism unit)5 Pillars – Abrahamic Faiths unitEarly Church (who has authroity unit)Buddhism key beliefs – link to Dharmic Faiths unitJeus showing agape – link to Abrahamic Faiths unit and ‘experience God’ unitHumanism – link to Atheism unit Mitzvot – link back to Abrahamic Faiths unit and who has the power unit looking at denominations		<u>Knowledge revisited</u> <ul style="list-style-type: none">Link back to worldview unit – ideas on who created the world and different religious viewsLink back to Abrahamic Faiths unit – Genesis 1-3Link to experience God unit – Nature and creation linking to stewardship / awe and wonderLink back to Atheism unit – non religion in action		<u>Knowledge revisited</u> <ul style="list-style-type: none">Link to Abrahamic Faith unit – Judaism / Jesus as the MessiahLink back to the chronology of the Abrahamic Faiths timelineDenominations within the Abrahamic Faiths	
CIAG					
<ul style="list-style-type: none">GB4 - Students will think about how key beliefs impact choices they make around careers e.g. what is a ‘morally’ correct job linked to rules / key beliefsOracy skills		<ul style="list-style-type: none">GB4 – students will understand how personal beliefs can also influence their choices in options and future careers aspirations		<ul style="list-style-type: none">Critical thinkingAnalysisOracy and debatingWritten communication	

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
8. 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 	10. Does religion promote equality and justice? <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 	11. Can I survive death? <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) 			
Key Vocabulary/Concepts/Ideas					
<u>Concepts</u> Substantive: Beliefs / Experience Disciplinary: Significance / Interpretation / Analysis and Evaluation <u>Key vocab</u> 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,	<u>Concepts</u> Substantive: Authority, Duty Disciplinary: Influence and Impact, Interpretation, Similarity and Difference <u>Key vocab</u> 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	<u>Concepts</u> Substantive: Identity, Beliefs, Experience Disciplinary: Significance, Analysis and Evaluation <u>Key vocab</u> Richard Dawkins, Aristotle, Ensoulment, resurrection, atman, reincarnation, de-anima, materialist, genes and memes, karma, near death experience, humanism, Buddhism, rebirth, Hindu Dharma			
<u>Knowledge revisited</u> <ul style="list-style-type: none"> Religious experiences and why people may not believe / may criticise – link to non-religion and Atheism Link to Creation (Genesis 1-3) Muhammad and the rules and changes he brought about (Abrahamic Faiths) Jesus and the miracles of Jesus – KS2 and Abrahamic Faiths unit 	<u>Knowledge revisited</u> <ul style="list-style-type: none"> Link back to teachings of Muhammad and the impact today – link to 5 pillars - 'Do we need religion to be morally good?' Link to previous topic about justice and inequalities in the world – link to Holocaust also a link to the Atheism unit – how suffering challenged belief in God 	<u>Knowledge revisited</u> <ul style="list-style-type: none"> Link to Dharmic Faiths unit – Hinduism and Buddhism Link to Atheism unit – Humanism Link to 'experience God' unit – NDE's Link to worldview topic – opinions and why – how this then influences day to day life / key beliefs 			
CIAG					
<ul style="list-style-type: none"> Critical thinking skills GB4 – they could work abroad and understand the role of HE 			<ul style="list-style-type: none"> Oracy skills Debating skills Critical thinking 	-	