

KS3 Religion, Philosophy and Ethics Curriculum Overview 2024-25

	Term 1&2	Term 3&4	Terms 5 & 6
YEAR 7	Religion and the Natural World	History and Belief of Christianity	History and Belief of Buddhism
Substantive Knowledge (Key Concepts)	REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) - Big 6 World Religions - Creation and Evolution - Nature is sacred for Jews, Muslims, Hindus and Indigenous People	REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) - Early Christian Church and reform - Christianity as a diverse religion - Christianity in modern Britain and around the world	REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) - Origins, beliefs and practices - How Buddhists apply the teaching in their daily lives - The importance of the Sangha - Buddhist leadership
Disciplinary Knowledge	REAO2: Analyse and Evaluate aspects of religion including their significance and influence - State different viewpoint(s) with limited evidence or evaluation. - Begin to discuss/describe the influence of religion and beliefs on individuals, communities, and societies. - Express an opinion on an issue with some supporting evidence and describe the influence that an issue can have on religious groups. - Can make a link between belief and action. - Respond to questions of religious belief to make an overall judgement or conclusion.	REAO2: Analyse and Evaluate aspects of religion including their significance and influence - State different viewpoint(s) with limited evidence of argument and/or evaluation. - Begin to discuss/describe the influence of religion and beliefs on individuals, communities, and societies. - Express an opinion on an issue with some supporting evidence and describe the influence that an issue can have on religious groups. - Can make a link between belief and action. - Respond to questions of religious belief to make an overall judgement or conclusion.	REAO2: Analyse and Evaluate aspects of religion including their significance and influence - State different viewpoint(s) with limited evidence of argument and/or evaluation. - Begin to discuss/describe the influence of religion and beliefs on individuals, communities, and societies. - Express an opinion on an issue with some supporting evidence and describe the influence that an issue can have on religious groups. - Can make a link between belief and action. - Respond to questions of religious belief to make an overall judgement or conclusion.
Agreed Syllabus	Coverage of religions required at KS3 is Christianity plus Buddhism and two other religions from: Hinduism, Islam, Judaism and Sikhism. Non-religious views (e.g. Humanism) must also be represented.		
Sequencing	Spiral of Learning links: Y5 Biomes (Geog), Y5 Learning about Islam (RE); Y7 Natural Resources (Geog), GSCE Systematic Study of Christianity/Judaism Additional Opportunities: British Values: Rule of Law, Mutual respect and tolerance of faith and belief	Spiral of learning: KS2 Christian beliefs God (RE), Religion, Equality and Justice – Equality and Civil rights (Y8 RE), Additional Opportunities: British Values: Mutual respect and tolerance of faith and belief	Spiral of learning Links: Y7 India (Geog), Y8 Religion, Peace and Conflict – non-religious world views (PRE), Missionaries (RPE), Whole school mental and Emotional Health (SMSC) Additional Opportunities: Visits to Bristol Buddhist Centre Values: Individual liberty, Mutual respect and tolerance of faith and belief
Y7 Cross Curricular Link	SC: Biomes/ photosynthesis ViA: Inspirational leaders	DR 'Our day out' – immigration/Windrush/Liverpool as industrialised city (IR) EN: Non-fiction	SC: hums to introduce rocks/geology which will be studied in Y8 Sci in depth DR: The story of the Chinaman – Tsunami physical theatre EN: Poetry 'The Blessing'

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	Term 1&2	Term 3&4	Terms 5 & 6
YEAR 8	Religion, Justice and Equality	Jesus and Jerusalem	Religion, Peace and Conflict
Substantive Knowledge (Key Concepts)	REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) - Examples of discrimination and prejudice in the UK and the law (gender, racism, sexuality and poverty) - Abrahamic religious teachings about justice and equality	REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) - Chronology of events of Easter week & Ascension - The literal implied meaning of Bible scripture – Old and new Testaments - Jerusalem is a special place for many religions – historically and today	REAO1: Knowledge and Understanding of Religion and Belief (Beliefs and Teachings; Beliefs and Practices; Morals Values and Ethics) - Justification for and against war – Just War Theory vs Pacifism - Religious and non-religious world view about conflict and war - Extremism and the ‘Peace-makers’ - Case study Winston Churchill – Darkest Hour
Disciplinary Knowledge	REAO2: Analyse and Evaluate aspects of religion including their significance and influence - Demonstrate (explain) different viewpoint(s) with using evidence of argument, discussion or text. - Describe the influence that religions and beliefs have on individuals, communities, and societies. - Consider what inspires and influences religious belief and non-religious belief. - Attempt to form a judgement on an issue, reaching a partial conclusion to the discussion and describes the significance and/or influence of an issue on religious groups.	REAO2: Analyse and Evaluate aspects of religion including their significance and influence - Demonstrate (explain) different viewpoint(s) with using evidence of argument, discussion or text. - Describe the influence that religions and beliefs have on individuals, communities, and societies. - Consider what inspires and influences religious belief and non-religious belief. - Attempt to form a judgement on an issue, reaching a partial conclusion to the discussion and describes the significance and/or influence of an issue on religious groups.	REAO2: Analyse and Evaluate aspects of religion including their significance and influence - Demonstrate (explain) different viewpoint(s) with using evidence of argument, discussion or text. - Describe the influence that religions and beliefs have on individuals, communities, and societies. - Consider what inspires and influences religious belief and non-religious belief. - Attempt to form a judgement on an issue, reaching a partial conclusion to the discussion and describes the significance and/or influence of an issue on religious groups.
Agreed Syllabus	Coverage of religions required at KS3 is Christianity plus Buddhism and two other religions from: Hinduism, Islam, Judaism and Sikhism. Non-religious views (e.g. Humanism) must also be represented.		
Sequencing	Spiral of Learning links: Y5 Learning about Islam, Y8 Rights and Freedom (Citz), Y8 Jesus in Jerusalem; GCSE Religious, Philosophical and Ethical Studies in the Modern World (RE); Y8 Suffragettes and First World War (Hist); Y8 Challenges facing Africa (Geog), Y8 Jesus and Jerusalem; Y8 Celebrating Difference (PSHE) Additional Opportunities: trip to Parliament British Values: Democracy, Individual liberty.	Spiral of Learning links: Y6 the life and teaching of Jesus (RE); Y8 Religion, Justice and Equality (RE) Additional Opportunities: British Values: Mutual respect and tolerance of faith and belief, Democracy British Values: Rule of Law, Mutual respect and tolerance of faith and belief	Spiral of Learning links: Y8 Suffragettes and First World War (Hist); Y8 Challenges facing Africa (Hist), Y8 Jesus and Jerusalem (RE), GCSE Religious, Philosophical and Ethical Studies in the Modern World British Values: Rule of Law, Individual liberty
Y8 cross curricular links	DR: Rosa Parks, Aretha Franklin, Sam Cooke EN: pre-teaching WWI through poetry EN: Romeo & Juliet – themes of inequality and class	EN: source decoding skills	HI: World War 1 En: Poetry of the First World War Y8 Battlefields Trip CO: Film Making – Winston Churchill