

## KS3 Curriculum Overview RE

### Year 7

TERM 1	TOPIC: Creation & Covenant	*Key Skills/Subject Links	*Career links & BV
Week 1	Baseline test Introduction to RE	Identifying key facts  Describing Sainthood, Christian scripture, Christian belief, and religious experiences  Explaining Sainthood, Christian scripture, Christian belief, and religious experiences   Evaluating arguments for the different views and perspectives of interpreting the Bible.  English and literary devices and forms  Science: the origins of the universe  Geography: responsible stewardship  A Christmas Carol – religious views of the Victorian’s through the idea of Christian charity.  Cross Curricular links with MFL: Dia de Muertos (All Saints Day) supports the teaching of All Saint’s Day and All Soul’s Day.	Ability to be a ‘critical’ thinker and someone able to follow reasoning (lawyer/public office).
Week 2	Who is St John the Evangelist Sub-topics - Who are the Saints?		Mutual respect for the shared world.
Week 3	The Epic Story of the Bible & Covenant Stories		Promotion of human rights and dignity in the workplace (a founding principle of catholic social teaching. Individual liberty – linked to free will)
Week 4	Literary styles and genre of the Bible & Genesis		Awareness of the need for reconciliation and mediation in times of conflict and when people make mistakes.
Week 5	Genesis 1 & 2 Sub-topics - Narratives of the Bible		Awareness of diverse cultures and the creation narratives as a quest for origins and meaning that unites all human beings.
Week 6	Imago Dei & Imago Dei in the Fall		
Week 7	Dominion & Stewardship Sub-topics – St Francis of Assisi & Ethics and the environment		
TERM 2	TOPIC: Prophecy & Promise	Describing why the Bible is important to Christians.  Explaining the different ways people interpret the Bible.  Recognising the different ways Christians use the Bible.  Identifying the overall story of the Bible.  Explaining how to find scripture in the Bible.  Explaining why Pentecost is important.  Explaining the symbolism of advent, why Christians celebrate advent, the incarnation, and the liturgical year.  Explaining the annunciation and its importance.  Comparing and contrasting the Nativity Gospels	The exploration of beliefs and practices within Christianity are linked to mutual respect and tolerance of faith and supports the individual liberty of Christians.
Week 1	The authority of the Bible		
Week 2	How to read the Bible		
Week 3	Acts of the Apostles - Pentecost		
Week 4	Liturgical season – Advent		
Week 5	Annunciation		
Week 6	Christmas & The Incarnation		

		<p>Cross-curricular links – Applying creative and imaginative writing skills from English to extended written tasks.</p> <p>Cross Curricular Links with MFL: Christmas Theme Year 7</p>	
TERM 3	TOPIC: Galilee to Jerusalem	Explaining why Jesus is important and using SOWA to support this.	The exploration of beliefs and practices within Christianity are linked to mutual respect and tolerance of faith and supports the individual liberty of Christians.
Week 1	Who is Jesus?	Evaluating the idea of Jesus as the Messiah.	
Week 2	Who is Jesus in history?		
Week 3	Jesus the Jew or the Messiah?	Explaining why Jesus is an important historical figure and using historical evidence to support this.	
Week 4	Parables of the Kingdom of God	Describing the miracles that Jesus performed and his parables.	
Week 5	Miracles		
Week 6	The Encounters of Jesus with others		
		Identifying the impact of modern-day miracles on religious believers.	
		Explaining the importance of the miracles Jesus performed and the meaning of his parables.	
		Identifying the types of people Jesus engaged with.	
		Giving examples of the types of people Jesus engaged with supported with scripture.	
		Explaining what the examples from scripture teach a Christian and how they could fulfil these teachings in their lives today.	
TERM 4	TOPIC: Desert to the Garden	Explaining the liturgical year, why Ash Wednesday is important and reflecting on your own response to the distribution of ashes.	The exploration of beliefs and practices within Christianity are linked to mutual respect and tolerance of faith and supports the individual liberty of Christians.
Week 1	Liturgical season – Lent Sub-topics – Israel in the wilderness & temptation in the wilderness	Explaining how the 40 years of Israel in the wilderness foreshadows Jesus’ 40 days in the wilderness.	
Week 2	Lenten Practices Sub-topics – Jesus' temptation artwork	Describing how Jesus was tempted in the wilderness.	

<b>Week 3</b>	Prayer <b>Sub-topics –</b> Types of prayer, The Lord's prayer & reconciliation	<b>Explaining how the Church unites with Jesus during Lent.</b>  <b>Connecting Jesus' temptation with Catholic practices.</b>	
<b>Week 4</b>	Holy Week <b>Sub-topics –</b> <b>Palm Sunday,</b> <b>Holy Wednesday</b> <b>&amp; Passover &amp;</b> <b>Last</b>	<b>Describing the artwork of Jesus' temptation.</b>  <b>Explaining how the artwork is similar or different to Matthew 4:1-11.</b>	
<b>Week 5</b>	Jesus at Prayer	<b>Explaining which piece of artwork is the best depiction of Jesus' temptation.</b>	
<b>Week 6</b>	Celebrating Easter	<b>Explaining the importance of praying, fasting and almsgiving for Christian life.</b>  <b>Explaining and reflecting on the meanings of the different types of prayer and the importance for Christians.</b>  <b>Explaining the sacrament of reconciliation.</b>  <b>Explaining the events of Holy Week.</b>  <b>Connecting the Old and New Testament – The Passover meal and The Last Supper.</b>	

<b>TERM 5</b>	<b>TOPIC:</b> <b>Challenges of living in the Kingdom of God</b>	<b>Identifying the key information from the lives of inspirational Christians</b> <b>Explaining the Christian concepts of sacrifice and martyrdom.</b>	<p>The exploration of the lives of inspirational Christians and historical events such as The American Civil Rights Movement and the Holocaust further promotes mutual respect and tolerance of faith and supports the individual liberty of religious believers.</p> <p>The study of this unit further develops students' investigative skills and the moral and ethical issues that arise from this topic develop the ability to consider different viewpoints and debate the idea of right and wrong and the consequences these skills could support jobs and areas of work such as aid workers, health care workers, law, human resources, librarians, museum curators, journalism and education.</p>
<b>Week 1</b>	Revision for EOY exam	<b>Analysing the impact of the life and work of inspirational Christians on the world making biblical and other relevant links.</b>	
<b>Week 2</b>	Revision for EOY exam	<b>This unit of work has cross curricular links with History due to studying The American Civil Rights Movement, St. Maximilian Kolbe which links to the Holocaust.</b>	
<b>Week 3</b>	End of Year exam	<b>Links to Dance/ Drama Modern Day Sacrifice theme.</b>	
<b>Week 4</b>	<b>Sacrifice</b> Martyrdom – St. Maximilian Kolbe	<b>Revisit Maximilian Kolbe in Year 8 Term 5 to support History studies.</b>	
<b>Week 5</b>	<b>Sacrifice &amp; Salvation</b> Mother Teresa		

<b>TERM 6</b>	<b>Topic: World Religions – Sikhi</b>	<b>Identifying the key events from the life of Guru Nanak, teachings from the Gurus</b>	<b>The exploration of beliefs and practices within Sikhism are</b>
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<b>Week 1</b>	Introduction to Sikhi/ Being a Sikh today.	<b>Describing the symbolism behind some of the objects and actions performed in a Gurdwara.</b>  <b>Explaining the origins of Sikhism, key Sikh beliefs, the effects of belief on the life of a Sikh, the importance of the Gurdwara for Sikhs</b>  <b>Evaluating the relevance and impact of the Gurus’ teachings in modern society</b>  <b>Cross curricular link – freedom of expression/ religion living in Britain today. Links to Geography – why do people to migrate to Britain.</b>  <b>Cross Curricular link to Geography map reading skills for a starter activity.</b>  <b>Cross Curricular link to History – The British Empire in India.</b>	linked to mutual respect and tolerance of faith and supports the individual liberty of Sikhs.
<b>Week 2</b>	Who is Guru Nanak? The 10 Gurus		
<b>Week 3</b>	The Gurdwara/ The 5 K’s <b>Sub-topics</b> - The Gurdwara 3D project		
<b>Week 4</b>	Sikhi – Ceremonies		
<b>Rollover</b>			
<b>Week 5</b>	<b>Hinduism: Who is God.</b>	<b>Cross Curricular link to History – The British Empire in India.</b>	
<b>Week 6</b>	Hindu beliefs		
<b>Week 7</b>	Worship/Festivals		

**YEAR 8**

<b>TERM 1</b>	<b>TOPIC: – Where did it all begin? Creation</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<b>Week 1</b>	The Epic Story of the Bible & Covenant Stories	<p><b>Explaining</b> how Genesis 1 shows the nature of God, how Genesis 1 can be interpreted links between religion and science, the effects of sin and The Fall on the lives of individuals &amp; communities</p> <p><b>Analysing</b> Genesis 1, 2 and 3</p> <p><b>Comparing and contrasting</b> Genesis 1 and 2</p> <p><b>Evaluating</b> the Christian concepts of stewardship and dominion</p> <p><b>Designing</b> artwork to depict the Christian concept of The Fall</p> <p><b>Cross curricular links with English</b> understanding Genesis 1 as poetry and essay writing using PEE paragraphs. <b>Linking</b> stewardship and natural evil with Geography to enhance student examples. Science and The Big Bang Theory to help with evaluation and different interpretations of Genesis 1.</p> <p><b>Cross Curricular link to Geography</b> study of Hazards in Year 7 Term 4 and Year 8 Term 3. RE staff will signpost that this is studied in Geography – Hazards, Geography will signpost that this is known as Natural evil – evil caused by nature.</p>	<p>The exploration of beliefs and practices within Christianity are linked to mutual respect and tolerance of faith and supports the individual liberty of Christians.</p> <p>The topic of stewardship promotes mutual respect of our shared world and the units on natural and moral evil promote mutual respect and how to use individual liberty appropriately considering the rights of others.</p>
<b>Week 2</b>	Literary styles and genre of the Bible & Genesis		
<b>Week 3</b>	Genesis 1 & 2 <b>Sub-topics</b> - Narratives of the Bible		
<b>Week 4</b>	<b>Milestone 1 Assessment</b> – The patriarchs evaluation.		
<b>Week 5</b>	Genesis 1 & 2 and Scientific viewpoints <b>Sub-topics</b> - Narratives of the Bible		
<b>Week 6</b>	Imago Dei & Imago Dei in the Fall		
<b>Week 7</b>	Dominion & Stewardship <b>Sub-topics</b> – St Francis of Assisi & Ethics and the environment		
<b>TERM 2</b>	<b>TOPIC: Human Rights</b>	<p><b>Describing</b> what human rights are and giving examples, the work of Amnesty International</p> <p><b>Explaining</b> different attitudes towards human rights, how CST influences people’s lives, how the work of CAFOD shows CST</p> <p><b>Linking</b> human rights with CST using scripture</p> <p><b>Evaluating</b> the different attitudes towards human rights, whether Amnesty International improves the lives of others, the impact of CAFOD in helping support human rights</p>	<p>The exploration of beliefs and practices within Christianity are linked to mutual respect and tolerance of faith and supports the individual liberty of Christians.</p> <p>The unit on human rights and the case studies used promotes further understanding of the current violations of human rights across the world. This encourages students to use their individual liberty to help or consider how to help in these situations.</p>
<b>Week 1</b>	Introduction - What are Human Rights? <b>Sub-topics</b> - United Nations		
<b>Week 2</b>	Organisations that work for Human Rights – Catholic Social Teaching. <b>Cross Curricular links to Dance/Drama – Theme: Freedom/ sacrifice/ Amnesty International</b>		
<b>Week 3</b>	Catholic Social Teachings (CST) <b>Sub-topics</b> - SOWA on Human Rights		

	<b>Cross Curricular links to Dance/Drama – Theme: Freedom/ sacrifice/ Amnesty International</b>	<b>Cross curricular links with History as the history of Human Rights is needed to study this unit. Additionally, slavery supports the study of Human Rights. Additionally, this links to the study of Liberation in History (Term 5)</b>	<b>Studying this unit encourages problem solving, communication, interpersonal skills, rapid identification of key issues, understanding of contemporary issues, investigative, analytical and critical evaluation skills these skills could support jobs and areas of work such as aid workers, health care workers, law, police officer, human resources, librarians, museum curators, journalism and education.</b>
<b>Week 4</b>	Speaking up for Justice/ Why does CAFOD help? <b>Sub-topics</b> - Biblical Prophet Amos	<b>Geography links to the case studies from Amnesty International and the work of CAFOD.</b>	
<b>Week 5</b>	CAFOD – Catholic Social Teaching	<b>Cross Curricular links to Dance/Drama – Theme: Freedom/ sacrifice/ Amnesty International</b>	
<b>Week 6</b>	Religion and Protest (Milestone)	<b>Cross curricular links with English –Term 2- 3 novel focus on the Civil Rights Movement and Jim Crow.</b>	
<b>Week 7</b>	Anunciation, Nativity, Celebrating Christmas	<p><b>Explaining how Jesus is seen as part of Gods plan for salvation and the purpose of the incarnation.</b></p> <p><b>Linking the two Christian concepts of the Trinity and the incarnation.</b></p> <p><b>Evaluating whether the resurrection of Jesus offered salvation.</b></p> <p><b>Advent Charity initiatives links to Geography: Development and how aid and charity can improve people’s lives.</b></p>	
<b>TERM 3</b>	<b>TOPIC: Islam</b>	<b>Identifying facts about Islam</b>	<b>The exploration of beliefs and practices within Islam are linked to mutual respect and tolerance of faith and supports the individual liberty of Muslims.</b>
<b>Week 1</b>	<b>Religions – Islam</b> Introduction to Islam Abrahamic Religions	<b>Explaining the concept of the five pillars of Islam</b>	
<b>Week 2</b>	Prophet Muhammad PHUH	<b>Evaluating the five pillars. Analysing why the Hajj is so significant for Muslims.</b>	
<b>Week 3</b>	Islam Beliefs Being a Muslim in Britain today.	<b>Analysing scripture from the Qur’an to help explain the five pillars of Islam.</b>	
<b>Week 4</b>	The Five Pillars of Islam Evaluation	<b>Comparing and contrasting the Qur’an with the Bible</b>	
<b>Week 5</b>	The Hajj	<b>Identifying what Muslims do to celebrate Eid ul-Fitr and Ramadan and what Muslims do whilst on the Hajj.</b>	
<b>Week 6</b>	Qur’an The Mosque 3D project	<p><b>Describing how Muslims celebrate the festival in the UK.</b></p> <p><b>Explaining why Muslims celebrate the festival and why it is important and why</b></p>	

		<p>Mecca is such an important place for Muslims.</p> <p>Evaluating whether Ramadan and Eid are still relevant today.</p> <p>Cross Curricular link to Geography where they are studying the Middle East and the Syrian Refugee Crisis and supporting with aid. This further reinforces the student's studies of Human Rights in Term 3. Links to Geography unit on Human Rights in China, the one child policy, made in China – factory conditions and exportation.</p>	
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TERM 4	TOPIC: Who is the Historical Jesus?	Identifying historical facts about Jesus	The exploration of the similarities and differences in beliefs about Jesus within Christianity, Islam and Judaism are linked to mutual respect and tolerance of faith and supports the individual liberty of Christians, Muslims, and Jewish people.
Week 1	Who is the Historical Jesus?	Explaining why people see Jesus in different ways e.g., Christianity and Islam and the events of Holy Week	
Week 2	Liturgical season – Lent/	Linking the Christian and Jewish understanding of the Messiah and teachings from the Qur'an and the Bible	
Week 3	Holy Week Events	Evaluating the different attitudes that people had of Jesus.	
Week 4	Stations of the Cross Milestone - knowledge Test	History Revisit Becket in Year 8 before R.E retreats. Canterbury Cathedral trip to be organized, RE and History analyzing the impact of Becket and his life.	
Week 5	Sacrifice – A price to be paid Sub-topics – Atonement		
Week 6	Celebrating Easter		

TERM 5	TOPIC: End of Year exam Salvation and Forgiveness Reformation	Cross Curricular link RE with History revisiting Maximillian Kolbe.  Describing Christian ideas about Salvation and forgiveness.	The exploration of beliefs and practices within Christianity are linked to mutual respect and tolerance of faith and supports the individual liberty of Christians.
Week 1	The Resurrection  Revisiting Maximillian Kolbe to support Holocaust Week in school.	Explaining how Jesus is seen as part of Gods plan for salvation.  Evaluating whether the resurrection of Jesus offered salvation.	
Week 2	Salvation and Forgiveness		
Week 3	Revision for End of Year Exam		
Week 4	End of Year Exam		

Week 5	The Pope and Reformation		
TERM 6	Topic: Ultimate Questions – Philosophy Unit	Explaining what ultimate questions are and analysing why different groups answer these in different ways.	Ability to be a ‘critical’ thinker and someone able to follow reasoning (lawyer/public office).
Week 1	What is an ultimate question?	Analysing different ideas about how humans are different and linking this to religious and non-religious belief.	The exploration of worldviews linked to mutual respect and tolerance of faith and supports the individual liberty of.
Week 2	What makes humans different?		
Week 3	The Soul		
Week 4	How do we know God exists?		
		Analysing different ideas about the human soul and linking them to religious and non-religious belief.	
		Explaining arguments for the existence of God and analysing the strengths and weaknesses of these arguments.	
Rollover			
Week 5	Intro to Buddhism The early life of the Buddha/ Enlightenment	Identifying facts about the early life of the Buddha	The exploration of beliefs and practices within Buddhism are linked to mutual respect and tolerance of faith and supports the individual liberty of Christians.
Week 6	The 4 Nobel Truths/ The Eightfold Path	Explaining the Buddhist teachings on ‘Enlightenment’ and how to achieve good karma.	
Week 7	The 5 Moral Precepts/ Karma and Reincarnation. Meditation.	Analysing how Buddhists work for Enlightenment by following important lessons from the life of the early Buddha and following the Eightfold path and the Four Nobel Truths of the faith.	