

RE Curriculum Plan for KS3



Edgbarrow
School



	Year 7	Year 8
Topic overview	Founders of Faith Vishnu, the Buddha and Jesus.	Living a moral life Muhammad, Humanism and Moral Issues.
Topic content	Exploring the life and contribution to religious belief and practice of key individuals. Exploring how religious beliefs impacts the lives of religious believers in the 21 st Century.	Exploring how the life of prophet Muhammad acts as an inspiration for Muslims and how they follow the 5 pillars of Islam in the UK. Investigating Humanist beliefs about God, morality and democracy. Studying attitudes to a variety of moral issues.
Key Skills	Critically select relevant information. Explain examples of religious belief and practice in context. Analyse the significance of key religious language and use it appropriately in context. Structure extended writing using appropriate connectives and the PEEL approach. Explain the significance of religious figures to religious believers. Analyse and applying the meaning of religious teachings. Explore meaning from a variety of perspectives.	
Cultural Capital SMSC British Values Literacy Success for All Personal Development	<p>Literacy focus: Each topic will include a focus on key language used to support student's understanding of core content which acts to underpin learning at KS4 and KS5. Students will receive relevant reading as regular H/W to expand on their learning in the classroom.</p> <p>Success for all: Differentiated learning outcomes, choice of activities, stretch activities, scaffolding</p> <p>SMSC/PD/CC/BV: How we treat others (Moral) The caste system (Cultural) Is it right to die for your beliefs? (Moral) Consideration of what happens after we die (Spiritual) Consideration of the possibility of miracles (Spiritual) Visit to the Hindu temple in Neasden.</p>	<p>Literacy focus: Each topic will include a focus on key language used to support student's understanding of core content which acts to underpin learning at KS4 and KS5. Students will receive relevant reading as regular H/W to expand on their learning in the classroom.</p> <p>Success for all: Differentiated learning outcomes, choice of activities, stretch activities, scaffolding</p> <p>SMSC/PD/CC/BV: Analysis on whether the pillars of Islam are easily applicable to British culture (Culture) Investigation into whether science and religion are compatible (Spiritual) Exploring what it means to live ethically (Moral) Shariah laws use of capital punishment as a deterrent (moral and cultural) Visit to the Houses of Parliament. Visit to Woking Mosque.</p>