

RE Curriculum Plan for KS3

	Year 7	Year 8	Year 9
Topic overview	Founders of Faith Abraham, the Buddha and Jesus.	Founders of Faith Bhagavad Gita, Muhammad and the Gurus.	Living a moral life Exploring ethical theories and moral issues, the Holocaust, New Religious Movements
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 a variety of ethical approaches to moral issues, followed by an examination of the events that led to the Holocaust and how it impacted the Jews. Finally, investigating how and why a variety of religious movements have been created since the start of the 20 th Century.
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	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. Success for all: Differentiated learning outcomes, choice of activities, stretch activities, scaffolding SMSC/PD/CC/BV: How we treat others (Moral) The caste system (Cultural) Is it right to die for your beliefs? (Moral)	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. Success for all: Differentiated learning outcomes, choice of activities, stretch activities, scaffolding SMSC/PD/CC/BV: Consideration of what happens after we die (Spiritual) Consideration of the possibility of miracles (Spiritual) Analysis on whether the pillars of Islam are easily applicable to British culture (Culture) Visit from a local Christian Youth Worker Visit from a local Imam	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. Success for all: Differentiated learning outcomes, choice of activities, stretch activities, scaffolding SMSC/PD/CC/BV: Is it ever right to bystand when you consider something to be wrong? (moral) Shariah laws use of capital punishment as a deterrent (moral and cultural) Visit from a speaker from Amnesty International Trip to Jewish Museum, Camden Whether the greatest good for the greatest number is the best way to determine which actions are right (Moral)