



Curriculum Intent

Throughout Key Stage 3, pupils extend their understanding of Christianity and other principal religions in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities.

Pupils enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.

Pupils reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues."

Autumn Term | Animal Rights

Students will learn:-

Animal Rights / Vivisection:

- The Importance of the Natural World
- God and the Natural World
- Animal Rights
- Dominion / Stewardship
- Krishna stories
- Atman/ Karma/ Reincarnation
- Vivisection
- Goshalla/ Cow Protection
- Hindu Temple

Knowledge, understanding & Skills

Learning About Religion:

By the end of the unit, students will be able to compare different religious attitudes to animal rights / vivisection

Learning From Religion:

By the end of the unit, students will be able to evaluate different viewpoints on animal rights / vivisection, in order to formulate their own opinion

Assessment

Key Words Test #1: Beliefs
Hindu Temple Visit Report

What does Excellence look like?

Recognising that there are a range of different views on moral issues within religions, and understanding the reasons for this.

Being able to argue from a consistently held position about moral issues, giving justified reasons to support these views.

How is homework used to enhance learning?

Animal Rights Campaign (Homework Project)

Spring Term | Prejudice and Discrimination | Secularism

Students will learn:-

Prejudice, Discrimination and Equality:

- Christian teachings on prejudice, discrimination and equality
- Case Study: Martin Luther King
- Muslim teachings on prejudice, discrimination and equality
- Case Study: Malcolm X
- Contrasting approaches to fighting injustice: pacifism v. the use of violence

Humanism and Philosophy

(Comparing religious and Humanist responses on a number of philosophical questions):

- How can I be happy?
- What happens when we die?
- Does death make life more meaningful?
- Can we all agree what is right and wrong?
- How should we mark important stages of life?
- Voluntary Euthanasia



Knowledge, understanding & Skills

Learning About Religion:

By the end of this unit, students will be able to understand and interpret religious teachings about prejudice, discrimination and equality

Learning From Religion:

By the end of this unit, students will be able to formulate their own justified views on issues of prejudice, discrimination and equality.

Learning About Religion:

By the end of this unit, students will be able to compare Humanist and religious responses to 'big' questions.

Learning From Religion:

By the end of this unit, students will be able to reflect upon their own ideas about meaning, purpose and truth

Assessment

Key Word Test #3: Teachings
"By any means necessary..."
speech/argument

Key Words Test #1: Beliefs

Humanism Poster (Homework Project)
Assessment

How is homework used to enhance learning?

Case Study: The Civil Rights Movement in 1950's America (Homework Project)

What wider resources/homework tasks can we access and complete?

Humanism Poster
(Homework Project)

What does Excellence look like?

Understanding how and why religious believers may not always follow the teachings of their religion.

Evaluating the extent to which different approaches to fighting injustice can be justified by religious believers.

Being able to argue from a consistently held position about moral issues, giving justified reasons to support these views..

Understanding that there are a range of religious and non-religious responses to these ultimate questions, and the reasons for these differences.

Being able to express a justified personal opinion about 'big' questions, having thought about different points of view.

Summer Term | Pluralism | Science

Students will learn:-

Islamophobia/ Multiculturalism:

- Pluralism in Modern Britain
- Muslim religious practices
- Tolerance
- Islamophobia
- Case Study: 9/11 Mosque
- Islam in the Media

- Secularism in Modern Britain

- Big Bang
- Evolution
- Religious Creation Stories: Interpretations
- Imagining a world without religion
- Surveys about religious beliefs/attitudes in the modern world

How is homework used to enhance learning?

Diary Entry (Homework Project)

Surveys about religion (Homework Project)

Knowledge, understanding & Skills

Learning About Religion:

By the end of the unit, students will be able to understand some of the challenges that religious believers face in the modern world.

Learning From Religion:

By the end of the unit, students will be able to reflect upon how they and others around them (including the media) react to members of other faiths

What does Excellence look like?

Identifying occasions when the portrayal of religion by the media is unfair/inaccurate, and being able to explain why this is the case.

Evaluating the extent to which it is challenging to practise a (minority) religious belief in the secular and pluralist modern world.

Recognising that scientific explanations for the origins of the world and humanity are not necessarily incompatible with religious creation stories.

Understanding the diversity of views within religions about whether or not the scientific explanations of the world are compatible with religious creation stories.

Assessment

Key Words Test #2: Practices

Analysis of a news story about Muslims

Key Words Test #3: Teachings



International Opportunities

Visits Programmes

Le Mont Saint Michel abbey.
Palais des Papes – Avignon.
Saintes Marie de la Mer – significance of this town for the traveller's community.
Manade Paul Ricard – morals of games involving animals.
La Chartreuse - Monastery
Sagrada Familia, Gaudí's emblematic temple in Barcelona.
Duomo di Milano (cathedral)
Sant'Ambrogio - Romanic church
Saronno - sanctuary
Granada - cathedral, royal chapel
Córdoba - Mezquita and cathedral (Muslim history)
Jerez - cathedral, San Miguel Church
Seville - cathedral

Within the curriculum