

## KS3 Curriculum Intent:

The pattern of our Religious Education follows the key principles of the Lincolnshire Agreed Syllabus (2018). The school is not affiliated to any particular religious denomination and our aim is to help students to think about and understand religious beliefs and practices, and to consider the implication of these for their own lives and society on a whole.

At KS3, we seek to establish a firm grounding in students' knowledge and understanding of six major world religions that they are likely to experience in local, national and global contexts - Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism. These are interspersed with more thematic studies of key concepts and ideas including Ultimate Questions, Symbolism and Special Places. This provides good balance and prevents RS being seen as a series of compartmentalised 'isms' studied sequentially. It also gives us the opportunity to explore other worldviews, including the non-religious, which reflects the personal beliefs of many of our students.

## Religious Studies Year 7 Curriculum:

The Year 7 RS curriculum is underpinned by the #Balanced RE approach recommended by the Lincolnshire Agreed Syllabus (2018), which is designed to promote religious literacy - that being to help children and young people hold balanced and well-informed conversations about religion and belief. In order to do so, there should be a balance between three key disciplines:

- Theology: where beliefs come from, how they have changed over time, how they are applied in different contexts and how they relate to each other
  - Philosophy: finding out how and whether things make sense, dealing with questions of morality and ethics, considering the nature of reality, knowledge and existence
  - Human/Social Sciences: exploring the diverse ways in which people practise their beliefs, engaging with the impact of beliefs on individuals, communities and societies
- Holding these three disciplines in balance is key - one should not dominate the other.

### Autumn Term:

#### 1. Why Study Religion?

Including concepts of tolerance, understanding and equality; considering legal requirements; benefits to wider community; concepts of belief, value and individual self worth

#### 2. How do religions use symbolism?

Benefits and limitations of symbolism; use of symbolism in religious texts; use of symbolism in religious artwork

#### 3. Introduction to World Religions

Including concepts of 'multifaith' and 'multicultural' and considering implications of these; brief introductions to key beliefs of Christianity, Islam, Judaism, Sikhism, Hinduism, Buddhism; recognition that there are other faith and non-faith belief systems.

### Spring Term:

#### 4. Why are some places special?

Consider why places become special and reflect on a place that is special to them; including concepts of the sacred and worship.

#### 5. Why is the Church special to Christians?

Recognise key features of a typical Anglican church, including font, pulpit, altar and lectern; appreciate purpose of these features; understand some differences between different denominational churches; apply knowledge into design task.

#### 7. What are the key beliefs and practices of Sikhism?

To know, explore, understand and evaluate key aspects of the Sikh faith, including the life of Guru Nanak; the role of the Gurus; the importance of the Guru Granth Sahib; the features and use of the Gurdwara; the significance of the Khalsa; concept of Sewa; Sikh festivals.

### Summer Term:

#### 7. How are rites of passage observed in different religions?

Reflect on the importance and significance of their life experiences so far and in the future; to explore the special significance of human birth; birth ceremonies in Christianity, Islam and Sikhism; concept of 'coming of age' and Jewish Bar/Bat Mitzvah; significance of marriage in Christianity and other faiths.

### Key objectives:

Whilst the factual content for Religious Studies varies from term to term the following skills are being developed on an ongoing basis throughout the key stage:

#### 1. Knowledge, skills and understanding - Learning ABOUT religion:

- Investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies
- Analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions
- Investigate and explain why people belong to faith communities and explain the reasons for diversity in religion
- Analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy
- Discuss and evaluate how religious beliefs and teaching inform answers to ultimate questions and ethical issues
- Apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs
- Interpret and evaluate a range of sources, texts and authorities, from a variety of contexts
- Interpret a variety of forms of religious and spiritual expression

#### 2. Knowledge, skills and understanding - Learning FROM religion:

- Reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas through reasoned arguments, dialogue and enquiry
- Evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas.
- Express insights into the significance and value of religion and other world views on human relationships personally, locally and globally
- Reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas
- Express their own beliefs and ideas, using a variety of forms of expression including extended writing and verbal presentations.

## Key Performance Standards

1. Can use a range of religious words to describe beliefs, practices and experiences in both verbal and written work.
2. Can describe similarities and differences within and between religions and begin to suggest reasons for these differences.
3. Can explain how religion affects people's lives.
4. Can recognise and explore the wide range of forms of worship and religious expression
5. Can raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitment.
6. Can apply ideas and opinions to their own and other's lives.
7. Can describe what influences and inspires themselves and others.
8. Can express a range of views on the challenges of belonging to a religion.
9. Are developing skills in extended writing to produce increasingly relevant, structured and evidentially supported work.
10. Can present ideas, views and opinions, with justification and explanation, in verbal presentation or discussion work.