

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 8 Curriculum:

The Year 8 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. **Introduction to Monotheism** - concept of monotheism plus significance in the context of Judaism, Christianity and Islam; links between these faiths including concept of 'People of the Book'
2. **Origins of Judaism and the Abrahamic Covenant** - concept of covenant; significance of Abraham and Moses; context, symbolism and significance of the Passover; understanding and exploration of the Ten Commandments.
3. **Christ and the New Covenant** - concept of Messiah; understanding of the new covenant and two great commandments

Spring Term:

4. **The Life of Jesus** - key events in the life of Jesus; comparison and analysis of birth narratives; Jesus' baptism; temptations; key teachings (as expressed in Sermon on the Mount); concept of discipleship; use of parables; concept of miracle and analysis of miraculous events.
5. **Prophet Muhammed (pbuh) and teachings of Islam** - concept of prophethood in Islam (risalah); importance and events of the Night of Power; revelation of the Qur'an.

Summer Term:

6. **Beliefs and Practices of Islam** - 7 basic beliefs; key events in the life of Muhammed (pbuh); Five pillars of Islam (shahadah, salah, zakah, sawm, hajj); key features of the masjid; Islam in the world today

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 wide range of religious words to describe beliefs, practices and experiences in both verbal and written work.
2. Can explain reasons for similarities and differences within and between religions
3. Can explain the impact of religious beliefs on individuals, communities and societies.
4. Can, with guidance, interpret religious sources, forms of worship and religious expression
5. Can give examples to express the relationship between beliefs and teachings
6. Can, with guidance, express insights into their own and others views on questions of identity, belonging, meaning, purpose and truth.
7. Can describe what influences and inspires themselves and others.
8. Can understand the challenges of belonging to a religion in today's world.
9. Can use 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.