



# Queen Elizabeth's Girls' School

*Educating Women of the Future*

## Religious Studies Key Stage 3 Curriculum

	Topic/Big Question	Focus
Year 7	<u>Topic of identity.</u>  <u>Unit 1.</u> <u>Big question:</u> <u>What makes me, me?</u>  <u>Introduction</u> <u>TO KS3 Religious Education.</u>	<p>In Year 7, students begin with a unit called, 'What makes me, me?' The aim of this unit is to consider the concept of identity, how this is expressed and whether it is a fixed concept, or one that changes over time. It also encourages students to think about their own beliefs, rights, and responsibilities by engaging them in a variety of philosophical and ethical dilemmas. After exploring aspects of their own identity, they then move on to analyse and discuss Census data on religion and gain an understanding of the religious make-up of the people of Barnet, the UK and the world. They will consider what it actually means to be part of a religion or religious group and why some religions are growing and others are on decline.</p> <p>They will also be introduced to the idea of an 'interfaith dialogue' and it's importance. They will be encouraged to reflect on the opportunities and challenges of participating in such a dialogue by being a member of a diverse society like the UK.</p>
	<u>Topic: Rites of passage</u>  <u>Unit 2.</u> <u>Big question:</u> <u>What is the meaning of rituals?</u>	<p>Once students have cultivated the essential skills reflecting on their personal attitudes and beliefs and how these can be communicated with others, they will begin to explore religious and secular key events in a person's life. This will include considering the purpose, value and meaning of rituals, and allow students to reflect upon their own understanding of these events. Students will also consider how changes in someone's lives are symbolised through these key events and what rights and responsibilities come with these ceremonies.</p>
	<u>Topic: Belief through art</u>  Unit 3. <u>Big question:</u> <u>How is belief expressed through art?</u>	<p>Students will have the opportunity to study and interpret symbols of religious and spiritual expression. They will study the symbolism of art and how it can deepen a person's understanding of religious teachings. By studying a variety of religious imagery and practices, students will gain an appreciation of how art can inspire and strengthen faith. Students will try to gain a critical understanding behind the way in which beliefs are expressed through art. They will be looking at different examples of art deriving from scripture to artefacts and examining the reasoning behind this type of expression. Lastly, learners will have the opportunity to start thinking of how they can become more creative by getting introduced to the spirited arts national competition where they are trying to answer big philosophical questions with the use of imaginative artistic skills. The unit will be completed with an extended writing task in which students will reflect whether religious belief is expressed better with symbols or with other ways such as participation in rituals/festivals or reading of scripture.</p>
	<u>Topic: Places of pilgrimage</u> <u>Unit 4.</u> <u>Big question:</u> <u>Why are some journeys special?</u>	<p>Students will explore various sacred sites from major world religions. They will be asked why some journeys in life are considered important and explore what makes a place sacred. Through a critical analysis of the history of various sacred places, students will be able to reflect on the significance of these places for believers. They will also be given the opportunity to create their own piece of art accompanied by a written explanation of their work.</p>

	Topic/Big Question	Focus
Year 8	<p>Topic: Prejudice and discrimination.</p> <p><u>Unit 1: Big Question:</u></p> <p><u>What is prejudice and discrimination?</u></p>	<p>In Year 8, students start by learning about prejudice and discrimination. This unit reminds our young people to empathize with others and challenge negative stereotypes. Building upon knowledge gained in Year 7 when looking at the meaning of a diverse society, students will attempt to express their own beliefs on issues surrounding human rights. In specific, they will study different examples of prejudice and discrimination and ways to challenge these and promote human rights. They will also study religious responses to these issues imposed and be encouraged to understand that those responses have been formed throughout time and vary between and within religions.</p> <p>At the end of the unit, students will have the opportunity to explore their thoughts in a form of an extended writing task by discussing the statement: 'In modern Britain, everyone is treated equally.'</p>
	<p>Topic: <u>Minority faiths</u></p> <p><u>Big question:</u></p> <p><u>What other faiths are in our community?</u></p>	<p>Students will also learn about minority faiths in British society and their local community. They will be encouraged to think about the positive aspects and any potential challenges that come with having a diverse mix of minority faiths in Britain. Through this unit they will also further develop their critical thinking and evaluative skills through a group project in which they will have to consider how to effectively integrate Jains into the UK communities.</p>
	<p>Topic: <u>Inspirational people</u></p> <p><u>Big question:</u></p> <p><u>Why are some people inspirational?</u></p>	<p>In this unit of work, students will learn about examples of inspirational people from a variety of backgrounds and faiths who have had a significant impact on the world. They will be asked to reflect on what makes them so inspirational, what challenges they have faced, in some cases how their faith has led them to overcome injustice, and why they continue to inspire us today.</p> <p>They will finish the unit by making a comparison between them and working on performing a speech through which they will provide their own judgment of the most important and why.</p>
	<p>Topic: <u>Political Philosophy</u></p> <p><u>Big Question: What should the relationship between the government and citizens be?</u></p> <p>Topic: Developments in Christian thought</p> <p><u>Big question: How has Christianity developed over time?</u></p>	<p>Students will learn about political philosophy considering what the ideal form of governance is. Philosophers from Ancient Greece through to the modern day will be critically assessed whilst students consider the impact of their ideas on society. Students will also be asked to contemplate the role they have as citizens and what rights and responsibilities they have.</p> <p>Students will complete the year by looking at how religious thought has developed throughout the year, with a focus on Christianity. Students will critically assess the impact the Christian worldview has had upon western society by considering the ideas of philosophers and theologians from the early church through to the modern era.</p>

	Topic/Big Question	Focus
Year 9	<u>Topic: Cults</u>  <u>Big question:</u> <u>Can Cults ever be considered a religion?</u>	<p>Students begin the Year by looking into the definition and examples of Cults and how they compare with the meaning and purpose of religions.</p> <p>They will learn about famous Cults, the ways in which they approach members and the potential dangers of them.</p> <p>They will also gain a strong insight of mythical Cults which were based on a sacred story and involved rituals around the death and rebirth of a divinity.</p>
	<u>Topic:</u> <u>Philosophy of Religion</u>  <u>Big Question:</u> <u>How can God's existence be proven?</u>	<p>Students will carry on their journey into religious learning, by investigating different philosophical theories about God(s) existence. By considering and evaluating each theory, students will gain a greater understanding of religious belief whilst enabling them to question and explore their own beliefs about the world around them.</p> <p>They will also look into scientific theories about the world's creation and try to build their own personal judgements about whether all of these theories constitute a strong proof of God's existence.</p>
	<u>Topic:</u> <u>Religion and Ethics</u>  <u>Big question:</u> <u>What is the connection between Ethics and Religion?</u>	<p>They will then move onto exploring the concept of morality from a religious and non-religious perspective. They will critically assess what major religions propose about the source of our moral values and contrast these with both ancient and modern philosophical theories. They will complete their unit of work by developing a written piece of work answering whether there is still a place for belief in God in a more modern and secular British society. They will draw upon knowledge gained from the unit, consider whether all the theories learnt are strong enough to prove God's existence and whether they are still relevant in today's society.</p>

GCSE	Focus
<p>Why is there Evil and Suffering? What makes an act wrong?</p>	<p><b>Religious, Philosophical and Ethical Issues in the Modern World - Theme 3: Issues of Good and Evil</b></p> <ul style="list-style-type: none"> <li>• Students examine the Islamic understandings of morality, conscience and free will.</li> <li>• Students explore beliefs around the causes of crime and aims of punishment after wrongdoing. They will also be exposed to religious scripture and how this could be used to respond to modern issues around crime and punishment.</li> <li>• Students assess the concept of evil and suffering from an Islamic perspective by looking into the idea of predestination.</li> </ul>
<p>What are the attitudes about the nature and purpose of relationships in the twenty-first century?  Is equality always possible?</p>	<p><b>Theme 1: Issues of Relationships</b></p> <ul style="list-style-type: none"> <li>• Students start by studying what Hindus believe about the family, including attitudes towards the role and purpose of the Hindu family, marriage and different attitudes to sexual relationships. Students learn and are made aware of the justifications Hindus give for different views, attitudes and understandings, from the perspectives of different interpretations of religious scripture.</li> <li>• Students explore Hindu beliefs, teaching and attitudes about the roles of men and women, in both the family context and the wider community. This includes the study of what the scripture teaches about parents and their responsibility towards their children.</li> <li>• Students examine Hindu understandings of equality and the influence of culture on these views. Also, they are exposed to beliefs about prejudice and discrimination and attitudes towards the role of men and women in worship and authority.</li> </ul>