



## Religious Studies Key Stage 3 Curriculum 2023/24

	Topic/Big Question	Focus
Year 7	<p>What does it mean to belong to a religion?</p> <p>INTRODUCTION TO KS3 RS1.</p>	<p>This unit introduces students to different beliefs and views held by people around the world and the reasons for these beliefs. They will develop their abilities and skills in thinking about religion from a sociological, philosophical and theological perspective, including questions of growth and decline. Students are given an opportunity 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 religious groups are growing. They will seek to understand how religious identity is developed through dress and personal symbols as well as rules and teachings and reflect on the challenges of following a religion.</p>
	<p>Students will also consider the question "How should we live?"</p> <p>INTRODUCTION TO KS3 RS1 continued.</p>	<p><i>This unit enables students to explore values, ethics and rules for living, from different religious perspectives and cultural views. Students will be able to make connections between religions and morality and the importance of ethics for non-religious people. Students will be introduced to sacred texts and holy writings. This unit explores the impact of belief on a person's life and aids us in seeing the diversity in our ways of living including the following of rules. The unit tries to help students to look at the world through the eyes of different people, their cultures and religions and considers what the world looks like to someone with a faith or a belief different to their own.</i></p>
	<p>1. How do religious ideas and beliefs globally influence human lives and how might those ideas be expressed?</p> <p>2. How do we know what to believe?</p> <p>3/4. How do religious laws help believers to run their lives?</p>	<p>This unit gives students the opportunity to explore a number of faiths including the Dharmic faiths and the Semitic faiths and their impact through their religious traditions. Students are encouraged to enquire through three distinct disciplines; Theology, Philosophy and Human/ social science. They will engage with sacred texts, key figures and modern interpretations of these faiths. Throughout the unit students are invited to draw their own conclusions about the impact of these religions and the influence they have had on the world. A variety of symbols and concepts will be explored and the way they help believers to express complex ideas about their faith.</p> <p>Students will consider how we decide what a person believes and whether those decisions are mainly cultural, belief based or grounded in logic/proof. Students will consider what they believe in themselves and how they have reached those conclusions. They will also think about the part logical thinking plays in religious belief.</p> <p>Do religions run mainly on laws? Where do those rules come from and how do we know we have understood those rules properly? This section invites students to think about the validity of laws and the authority that guides the giving of laws. It also considers the role of revelation in the giving of teachings and laws including an examination of God's laws and their various religious expressions (sources of authority) as well as figures of authority in a</p>

<p>What does Authority mean to you?</p>	<p>variety of religious traditions.</p>
<p>4/5/6 Why is there suffering and what happens to us when we die?</p> <p>Life and Death <b>Lesson 1: “Out with the Old and in with the New”</b></p> <p>BIG QUESTION: <i>Why do Humans need new starts?</i></p> <p><b>Lesson 2: Why do people reform?</b> Big question: Should religions change according to the times?</p> <p><b>Lesson 3: Lunar New Year</b> Big Question: Is it worth having new year’s resolutions and goals?</p> <p><b>Lesson 4: Rosh Hosanah/Yom Kippur</b> <b>Why do we say sorry as we begin a New Religious Year?</b></p> <p><b>Lesson 5: Forgiveness</b></p>	<p>This section aims to explore how a variety of religions deal with the difficult subject of suffering. It takes into account a variety of teachings which explain the nature of the human condition and teachings which aim to help the believer alleviate that suffering. In this part of the course we look primarily at Buddhist teachings on suffering and how this dharmic religion seeks to overcome that state. We also examine Judaism and how it has dealt with suffering through Old Testament teachings and stories. We then go on to explore a variety of beliefs about death and the afterlife and how these beliefs comfort the religious believer.</p> <p>Focus on baptism</p> <p>Adult vs. infant baptism</p> <p>Reformation → the life and death of religion.</p> <p>Show them the Amish? What does ‘reform’ mean? Video about Luther: <a href="https://www.youtube.com/watch?v=FhGGjRjvq7w">https://www.youtube.com/watch?v=FhGGjRjvq7w</a></p> <p>Darker side to Reformation - does everyone do it for the right reasons? Video about Henry VIII: <a href="https://www.youtube.com/watch?v=odZsn7Y-VRA#">https://www.youtube.com/watch?v=odZsn7Y-VRA#</a></p> <p>Great video: <a href="https://www.youtube.com/watch?v=GVPHdFX9iHY">https://www.youtube.com/watch?v=GVPHdFX9iHY</a></p> <p>BBC website with some stuff: <a href="https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-chinese-new-year-festivals-lunar-festival/zp993j6">https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-chinese-new-year-festivals-lunar-festival/zp993j6</a></p> <p>Plenary - should religious studies be talking about atheism?</p> <p>Big question: Is it important to say sorry for what you’ve done in the previous year?/Is it important to say sorry?</p> <p>Confession and reconciliation/ Christianity</p>

	<p><b>Is it important to seek forgiveness for sin ?</b></p> <p><b>Lesson 6: The Changing of the Seasons</b></p> <p><b>Why do we celebrate the coming of Spring?</b></p>	<p>The mythology of Spring- New life</p>
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	Topic/Big Question	Focus
	<p><i>1. What is meant by the concept of God and is it logical to believe in God?</i></p>	<p>This unit introduces students to some of the philosophical questions about belief in God. It returns to the idea of logic and It seeks to enable students to deal with questions about the nature of God from the perspective of the dharmic religions of Sikhism, Hinduism and Buddhism.. Students also consider agnostic and atheist ideas and the reasons a person might decide to adopt such a perspective.. This unit examines creative and imaginative ways of exploring beliefs about God that relate to experience and philosophy. This unit enables students to engage with spiritual ideas through arts from a number of faiths.Pupils are given the opportunity to think for themselves about questions to do with meaning, history, spirituality behind the pieces of work studied and are encouraged to consider what can be learned from these expressions of faith, by referring to their own beliefs, experiences and values.</p>
	<p>2/3/4/5/6.Rites of Passage</p> <p>Hinduism Being a Hindu?What does it entail? What is the difference between monotheism and polytheism?</p> <p>Qu: Why go on a journey when God is everywhere? Yr 7 will then look at Pilgrimage- the actual Religious Journey</p>	<p>Students start this unit by examining the importance of rites of passage in a person’s life and its connection to belief in a God or the Soul. We will examine Hindu, Sikh and Buddhist rites of passage and how they reflect the belief systems of those faiths.</p> <p>Year 7 to study the key beliefs of Hinduism to do in- depth study of one of the six major world religions Utilizing existing scheme of work Adding the Caste System and linking it to Reincarnation- to last up until Easter break= 6-7 lessons</p> <p>We will be examining :-What is Pilgrimage- the purpose of-1 lesson Hajj- Islam- 2 lessons Hindu places of Pilgrimage- 2 lessons Christian places of Pilgrimage- 2 lessons Project on Religious Journeys- This can end in group presentations- 4 weeks Total=11 weeks work</p> <p>Places of Pilgrimage:- Lourdes, Jerusalem (Judaism and Christianity), Varanasi, etc.</p>

	<p>Is the process of a journey what life is really all about? What can a journey teach us about ourselves?</p>	<p>The Pilgrimage game- board game- journey</p>
<p><b>Year 8</b></p>	<p>7/8,What does it mean to be human? (evil?) Consciousness? Morality? Society? Nature or Nurture?</p> <p>Why do humans make the decisions they make in life?</p> <p>8/Forgiveness, Forgetting, Revenge (Bible)</p> <p>9/10. What is meant by evil? How does it relate to the suffering in the world?</p> <p>11./12 Forgiveness and Christianity</p> <p>13. What is a moral dilemma and how do we come to solutions to such questions?</p> <p>AND NEXT.....</p> <p>New Religious Movements</p> <p>What makes a Religion?</p> <p>SUMMER TERM Indigenous</p>	<p>This unit asks students to interpret, analyse and evaluate a range of sources and ideas, such as similes,interviews and poems and use them to explore religious and non-religious responses to the question ‘what is a human being?’ It offers stimulus and resources that enable students to consider their own viewpoints by examining the ideas of others from within Christianity, Hinduism and non-religious world views. The activities in the unit encourage active engagement with original sources as well as creative outcomes to allow students to express their own understanding in the light of their exploration of different views.</p> <p>Students will re-visit the concepts of Buddhism to consider how this faith deals with the question of suffering. We consider the causes of suffering and how religion attempts to alleviate that suffering. We also look at the difference between natural and moral evil. We will also look at how Christians and Jews think about evil and the suffering it brings into the world with reference to the book of Genesis. Prodigal Son</p> <p>In this section students are given the opportunity to consider if suffering can ever really be overcome in this life and how a Christian belief in God’s grace and forgiveness through the teachings of Jesus seeks to find a solution to this problem</p> <p>Students will then go on to consider how the differences between faiths and cultures can be overcome in our society and through an understanding of diversity how reconciliation can be achieved. We think about common goods and values in the UK and the world.</p> <p>In these lessons we consider a variety of moral dilemmas and whether any one solution can be reached. We think about the ways in which we reach moral decisions and the laws that may inform that decision making. This introduces students to ethics and the pursuit of what is right and wrong and whether we can ever be entirely right or wrong. This introduces absolutism and relativism.</p> <p>Understanding how we decide what is right and what is wrong and whether there are any “absoolutes” or whether everything is relative.</p> <p>Jehovah’s Witnesses, Amish, Scientologists, Wiccans, Rastafarians, Mormons, Humanists, Bahai</p> <p>An ongoing project - this is now complete and has included:- Mormonism, Jehovah’s Witnesses, Rastafarianism, Paganism, Scientology and The Amish</p>

	<p>Spirituality</p> <p>Qu:How do Indigenous spiritual practices serve the needs of believers? How do ancient practices impact present day customs and beliefs?</p>	<p>Aboriginal Spirituality, Native American Spirituality, Inuit Spirituality, the Aztecs and the tradition of the Day of the Dead.</p> <p>In this topic we will look at Aboriginal Religion, Native American beliefs, Mexican Catholicism and the Day of the Dead and European indigenous beliefs. Connect Aztec Culture with Day of the Dead- connecting them with modern views of Christianity and World Ecology</p>
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	<b>Topic/Big Question</b>	<b>Focus</b>
	<p>What does it mean to be a Muslim in Britain today? (What are the challenges of living the Muslim life in a largely secular culture?)</p>	<p>In this unit students gain a rich knowledge of the religion of Islam. They develop their abilities and skills in understanding key beliefs, religious texts and experiences and practices in modern Britain. Students also consider the ways in which these beliefs affect the lifestyle and outlook of Muslims in the modern world. Throughout this unit students are given ample opportunities to explore and reflect on their own beliefs and values. The aim of this unit is to learn in some depth about a major world religion and to encourage understanding of the Muslim lifestyle and the implications of the Five Pillars of Islam. Exam style questioning is key throughout in preparation for GCSE study of religions.</p>
<p><b>Year 9</b></p>	<p><b>GCSE: Religious, Philosophical and Ethical Issues in the Modern World</b></p>	
	<p><b>Issues of Good and Evil</b></p> <ul style="list-style-type: none"> <li>● What makes an act wrong?</li> <li>● When should forgiveness be applied?</li> <li>● Why is there evil and suffering?</li> </ul> <p><b>Issues of Relationships</b></p> <ul style="list-style-type: none"> <li>● What are the attitudes about the nature and purpose of relationships in the twenty-first century?</li> </ul>	<p>Students examine the Islamic understandings of morality, conscience and free will.</p> <p>Students explore the Muslim understandings 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.</p> <p>Students assess the concept of evil and suffering from an Islamic perspective by looking into the idea of predestination.</p> <p>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.</p> <p>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</p>

	<ul style="list-style-type: none"><li>• Are men and women always treated the same?</li><li>• Is equality possible?</li></ul>	<p>children.</p> <p>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.</p>
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