

RELIGIOUS STUDIES DEPARTMENT – KS3 SOW

Dene Magna's Religious Studies programme draws from the [Gloucestershire Agreed Syllabus](#).

Aims:

- "The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting their own ideas and ways of living."
- Gain knowledge and understanding about religions and beliefs and make sense of them;
- Help students develop their own understanding of the world and how to live;
- Contribute to students' spiritual, moral, social and cultural development;
- Explore British values.

The RE curriculum drawn up by SACRE 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.'

KS3 requirement = Christians, Muslims, Hindus and Jews. At Dene Magna, we teach the Big Six so that students can appreciate a wider world view. This aligns with our school aim to be able to go out into the world and understand it.

KS4 requirement = Two religions, usually to include Christianity

KS5 requirement = Religions and worldviews to be selected by DM.

By the end of KS3, students should be able to:

Teaching and Learning Approach / Element	Detail	Students can:
Element 1: Making sense of beliefs	Identifying and making sense of religious and non-religious beliefs and concepts; Understanding what these beliefs mean within their traditions; Recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	<ul style="list-style-type: none"> ✓ Give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied ✓ Taking account of context(s), explain how and why people use and make sense of texts / sources of authority differently ✓ In the light of their learning, explain how appropriate different interpretations of texts / sources of authority are, including their own ideas
Element 2: Understanding the impact	Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	<ul style="list-style-type: none"> ✓ Give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities) ✓ Show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today
Element 3: Making connections	Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; Discerning possible connections between these and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none"> ✓ Give coherent accounts of the significance and implications of the beliefs and practices studied in the world today ✓ Evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world ✓ Respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses

Religious Studies - KS3 Overview

	YEAR 7 - KEY BRITISH FAITHS	YEAR 8 - THE BIG QUESTIONS	YEAR 9 - Preparation for GCSE
TERM ONE	Christianity	Is there a God or Gods?	Buddhism
TERM TWO	Christianity	Why is there suffering?	Moral Dilemmas
TERM THREE	Christianity	Sikhism	Islam
TERM FOUR	Hinduism	Sikhism	Islam
TERM FIVE	Hinduism	Spiritual Arts Competition	Islam
TERM SIX	Hinduism	Spiritual Arts Competition	Beyond the Big Six

YEAR 7: 2 lessons per fortnight

	TOPIC	ILT / OUTSIDE LEARNING / MAT	ASSESSMENT	G.A.S. CURRICULUM AND SKILLS LINK	CROSS CURRICULAR LINK	WHY? [From 'The Aims of RE' in GAS.]
TERM ONE	Baseline Assessment What do students know about Christianity ? Where in the world are Christians? What are the main Gospels surrounding Jesus - parables, miracles		Wk1 – Baseline Asst.	Element 1: Making sense of beliefs Element 3: Making connections Skills to be embedded in main teaching, rather than as a discrete unit		So that students can: <ul style="list-style-type: none"> correct any misconceptions they have about Jesus i.e. to know that he was a real historical figure learn to be tolerant of others' beliefs learn that the more knowledge you have about something, the better informed you can be in discussion develop skills important to the study of RS develop biblical literacy
TERM TWO	Christianity ...Temptations, including Botticelli's <i>Temptation of Christ</i> and Matthew 4:1-11 How is Christmas spent around the world by different Christians?	Encourage participation in Art's Christmas Card competition Christmas boxes (SG) Inter-faith Week activities	Wk5 – Christianity and <u>key skills</u> test (test should include finding certain passages in the bible)	Element 1: Making sense of beliefs Ability to find out information from sources (e.g. the Bible)	English – finding metaphor in literature e.g. The Lion, The Witch and The Wardrobe, or The Return of the King	
TERM THREE	Christianity ...What is important about Lent? How do Christians around the world celebrate Easter?	Try to give up something for Lent! Record progress about success / failure and the reasons for this. Knowledge organiser for test	Wk6 – Christianity end of unit test	Element 1: Making sense of beliefs Compare different sources of information and comment on their similarities / differences		So that students can: <ul style="list-style-type: none"> reflect on what influences them to act in a particular way
TERM FOUR	Hinduism ...Where in the world are Sikhs? What stories and festivals influence the Hindi community? Focus in on Ganesh. Holi - Friday 14th March 2025 Why and how is Holi celebrated	Make / design a rangoli Guest speaker?		Element 1: Making sense of beliefs Element 3: Making connections		So that students can: <ul style="list-style-type: none"> make connections with modern events make sense of what inspires other people
TERM FIVE	Hinduism ...Why do Hindus go on pilgrimage? Case study of the Ganges and why this is important to the faith. Compare with how British Hindus worship.		Wk 3 - Hindu knowledge test	Element 1: Making sense of beliefs Element 2: Understanding the impact Element 3: Making connections		So that students can: <ul style="list-style-type: none"> develop understanding of what influences different cultures get a sense of a multi-cultural Britain and wider world
TERM SIX	Hinduism ...What is Diwali? What are Hindu beliefs about reincarnation?	Research on the Hindu god of their choice Knowledge organiser for test	Wk6 – Hinduism end of unit test	Element 1: Making sense of beliefs	History – the Vikings (T1 / Y7) and the belief in many different gods	So that students can: <ul style="list-style-type: none"> develop understanding of what influences different cultures get a sense of a multi-cultural Britain and wider world

YEAR 8 – The BIG Questions

	TOPIC	ILT / OUTSIDE LEARNING / MAT	ASSESSMENT	CURRICULUM LINK	CROSS CURRICULAR LINK	WHY?
TERM ONE	<p>Is there a god or gods?... What and why do people believe? Religious and non-religious beliefs on different topics e.g. creation; Christian beliefs about God</p>	<p>Diwali celebrations – Yellow Week</p> <p>Knowledge organiser for test</p>	Wk5 – Belief in God	<p>Element 1: Making sense of beliefs</p> <p>Element 3: Making connections</p>		<p>So that students can:</p> <ul style="list-style-type: none"> • broaden their knowledge of different beliefs • develop empathy skills • identify different interpretations/viewpoints
TERM TWO	<p>Why is there suffering?... the Holocaust and the lessons it can teach us Recap key knowledge of Christianity and Judaism from Y7 Responses to suffering – charities, remembrance</p>	<p>Refer to Christmas boxes (Y7)</p> <p>11/11 – Act of Remembrance</p> <p>Inter-faith Week activities</p>	Wk7 – Suffering end of unit test	<p>Element 1: Making sense of beliefs</p> <p>Element 3: Making connections</p>	History – teach Holocaust in-depth in Year 9	<p>So that students can:</p> <ul style="list-style-type: none"> • put religious ideas in a specific historical context
TERM THREE	<p>Sikhism...the importance of Guru Nanak's life and teachings and the Ten Gurus Where in the world are Sikhs?</p>	<p>Guest speaker</p> <p>Making lanterns / rangolis</p>		<p>Element 1: Making sense of beliefs</p> <p>Element 2: Understanding the impact</p>		<p>So that students can:</p> <ul style="list-style-type: none"> • broaden their knowledge of different beliefs • understand Britain's multicultural place in the world
TERM FOUR	<p>Sikhism...The 5Ks, why have Sikhs settled in Britain? How do Sikhs practise their faith in Britain?</p> <p>How do Hindus and Sikhs get along in India (chance for retrieval to Y7 Hinduism)</p>	<p>Knowledge organiser for test</p> <p>Intro Spiritual Arts Comp - get students to start putting together ideas</p>	Wk 5 – Sikhism end of topic test	<p>Element 1: Making sense of beliefs</p> <p>Element 2: Understanding the impact</p> <p>Element 3: Making connections</p>		<p>So that students can:</p> <ul style="list-style-type: none"> • broaden their knowledge of different beliefs • understand Britain's multicultural place in the world
TERM FIVE	<p>Spiritual Arts Competition</p> <p>https://www.natre.org.uk/uploads/NATRE%20News/2023/Spirited-Arts-2024-themes.pdf</p>			<p>Element 1: Making sense of beliefs</p>		<p>So that students can:</p> <ul style="list-style-type: none"> • broaden their knowledge of different beliefs
TERM SIX	<p>Spiritual Arts Competition</p> <p>https://www.natre.org.uk/uploads/NATRE%20News/2023/Spirited-Arts-2024-themes.pdf</p>		Wk 5 – End of year test	<p>Element 1: Making sense of beliefs</p>		<p>So that students can:</p> <ul style="list-style-type: none"> • understand Britain's multi-cultural place in the world

YEAR 9 – Preparation for GCSE

	TOPIC	ILT / OUTSIDE LEARNING / MAT	ASSESSMENT	CURRICULUM LINK	CROSS CURRICULAR LINK	WHY?
TERM ONE	Buddhism... teaches through knowledge of a specific country e.g. India or Nepal. Discuss traditions, try some meditation practice, make a lotus flower origami	Make a prayer flag to reflect your hopes and dreams. Knowledge organiser for test	Wk 6 Asst – Buddhism end of unit test	Making sense of beliefs Element 3: Making connections		So that students can: <ul style="list-style-type: none"> • broaden their knowledge of different beliefs • Stretch their creativity
TERM TWO	Moral Dilemmas in contemporary matters... Choose from: Global health, environment / climate, terrorism, unemployment, education, medical ethics	Inter-faith Week activities Knowledge organiser for test	Wk 6 Asst – Dilemmas test	Element 2: Understanding the impact Element 3: Making connections	RSHE	So that students can: <ul style="list-style-type: none"> • consider their own and others' perspectives • broaden their knowledge of different beliefs
TERM THREE	Islam... the stories of Muhammad (PBUH), 5 pillars, tawhid Where in the world are Muslims?	Guest speaker		Element 2: Understanding the impact Element 3: Making connections		So that students can: <ul style="list-style-type: none"> • understand Britain's relationship with other countries • gain knowledge beneficial for taking the GCSE
TERM FOUR	Islam... Differences between Sunni and Shi'a Muslims Why do Muslims complete Hajj (opportunity for comparison with Hinduism)	Knowledge organiser for test	Wk 5 – Islam test	Element 1: Making sense of beliefs		So that students can: <ul style="list-style-type: none"> • understand Britain's relationship with other countries • gain knowledge beneficial for taking the GCSE
TERM FIVE	Islam... How do Muslims practise their beliefs around the world? Britain + Pakistan + Qatar			Element 1: Making sense of beliefs Element 2: Understanding the impact Element 3: Making connections	Y8 - Partition (Hist)	So that students can: <ul style="list-style-type: none"> • understand Britain's relationship with other countries • broaden their knowledge of different beliefs
TERM SIX	Beyond the Big Six... insight into smaller religions, could include Jehovah's Witness, Amish, Scientology, Satmar Community and Church of the Latter-Day Saints	Knowledge organiser for test	Wk 5 – Asst BtBS test	Element 2: Understanding the impact Element 3: Making connections	Geog (Y7 / T2 and T4; Y8 / T4; Y9 / T6)	So that students can: <ul style="list-style-type: none"> • understand Britain's relationship with other countries • broaden their knowledge of different beliefs