

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.	✓ 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.	✓ 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.	✓ 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 – PREP FOR GCSE
TERM ONE	What is religion and worldviews?	Is the UK growing more secular?	Islam
TERM TWO	Christianity	Hindu Dharma (Sanatana Dharma)	Moral Dilemmas
TERM THREE	Christianity	Hindu Dharma (Sanatana Dharma)	Christianity and Judaism in the modern world
TERM FOUR	Judaism	Sikhi	Faith on Film
TERM FIVE	Judaism	Spirited Arts	Buddhism
TERM SIX	Worldviews in Modern Britain	Spirited Arts	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 are religions and worldviews? Exploration around faith, what matters to students		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: - 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 ...Where are Christians? Who is Jesus, Miracles, Christmas – different ways that Christians celebrate	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 ...Temptations of Christ; 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: reflect on what influences them to act in a particular way
TERM FOUR	Judaism – the story of Abraham – make links to Christianity and Islam The stories of Moses and Isaac			Element 1: Making sense of beliefs Element 3: Making connections		So that students can: - make connections with modern events - make sense of what inspires other people
TERM FIVE	Judaism – Festivals: Hannukah, Passover, Shabbat Rise of antisemitism		Wk 3 - Judaism knowledge test	Element 1: Making sense of beliefs Element 2: Understanding the impact Element 3: Making connections		So that students can: - develop understanding of what influences different cultures - get a sense of a multi-cultural Britain and wider world
TERM SIX	Worldviews in Modern Britain – Statistics of modern faiths, Humanism, atheism, spiritualism, paganism	Knowledge organiser for test	Wk6 – Worldviews 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: - 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	Is the UK growing more secular?... Suggestions: King's coronation speech regarding "defender of Faith(s), consideration of term dates. Faith schools, politics, ethics, faith in sport, celebrity etc., comparison with other nations e.g. popularity of Pope Leo	Knowledge organiser for test	Wk5 – Belief in God	Element 1: Making sense of beliefs Element 3: Making connections		So that students can: • broaden their knowledge of different beliefs • develop empathy skills • identify different interpretations/viewpoints
TERM TWO	Hinduism – World place, basic beliefs, Ganesh / Gods, Diwali and Holi – visit from Laksi	Diwali celebrations – Yellow Week 11/11 – Act of Remembrance Inter-faith Week activities	Wk7 – Suffering end of unit test	Element 1: Making sense of beliefs Element 3: Making connections	History – teach Holocaust in-depth in Year 9	So that students can: • put religious ideas in a specific historical context
TERM THREE	Hinduism – Belief in reincarnation, importance of the Ganges and its alternatives, Hinduism in modern GB	Guest speaker Making lanterns / rangolis		Element 1: Making sense of beliefs Element 2: Understanding the impact		So that students can: • broaden their knowledge of different beliefs • understand Britain's multicultural place in the world
TERM FOUR	Sikhism... The 5Ks, why have Sikhs settled in Britain? How do Sikhs practise their faith in Britain? Gurus How do Hindus and Sikhs get along in India	Knowledge organiser for test Intro Spiritual Arts Comp - get students to start putting together ideas	Wk 5 – Sikhism end of topic test	Element 1: Making sense of beliefs Element 2: Understanding the impact Element 3: Making connections		So that students can: • broaden their knowledge of different beliefs • understand Britain's multicultural place in the world
TERM FIVE	Spiritual Arts Competition https://www.natre.org.uk/uploads/NATRE%20News/2023/Spirited-Arts-2024-themes.pdf			Element 1: Making sense of beliefs		So that students can: • broaden their knowledge of different beliefs
TERM SIX	Spiritual Arts Competition https://www.natre.org.uk/uploads/NATRE%20News/2023/Spirited-Arts-2024-themes.pdf		Wk 5 – End of year test	Element 1: Making sense of beliefs		So that students can: • 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	Islam ...the stories of Muhammad (PBUH), 5 pillars, Ramdan and Hajj, practices of British Muslims, Sunni vs Shi'a	Make a prayer flag to reflect your hopes and dreams. Knowledge organiser for test	Wk 6 Asst – Islam end of unit test	Making sense of beliefs Element 3: Making connections		So that students can: • broaden their knowledge of different beliefs • Stretch their creativity
TERM TWO	Moral Dilemmas in contemporary matters... Medical ethics e.g. JW, family life – marriage, children (LDS), Just War – can you have a Just War in a nuclear age? Jihad	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: • consider their own and others' perspectives • broaden their knowledge of different beliefs
TERM THREE	Christianity and Judaism in the modern world Jewish sects – Chasidic movement, liberal, reform Christian – Amish, scientology, LDS	Guest speaker or visit to Cathedral and Synagogue	Wk 4 - test	Element 2: Understanding the impact Element 3: Making connections		So that students can: • understand Britain's relationship with other countries • gain knowledge beneficial for taking the GCSE
TERM FOUR	Faith on Film – explore how religious ideas are brought to life. Are they positive or negative views? Suggestions: J – Prince of Egypt C – The Lion, the Witch and the Wardrobe H – Slumdog Millionaire S – Bend it Like Beckham M – The Kite Runner B – Seven Years in Tibet	Knowledge organiser for test		Element 1: Making sense of beliefs		So that students can: • understand Britain's relationship with other countries • gain knowledge beneficial for taking the GCSE
TERM FIVE	Buddhism – Life in India / Nepal, Traditions, meditation, making of a lotus flower or prayer mat, Life of Buddha			Element 1: Making sense of beliefs Element 2: Understanding the impact Element 3: Making connections	Y8 - Partition (Hist)	So that students can: • 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 Satmar Community snake handlers etc from Peter Owen Jones' <i>Around the World in 80 Faiths</i>	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: • understand Britain's relationship with other countries • broaden their knowledge of different beliefs

