



KS3 Curriculum Overview

Religious Studies

Curriculum Intent

Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views. It plays an important part in preparing young people for life in modern Britain. Its importance is increasing as globalisation has created greater links and migration between societies of different faiths and cultures. By the end of Year 9, students will be able to talk with fluency and understanding about religion and belief.

How does the KS3 curriculum build on that from KS2?

Students are introduced to the six main world religions (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism) and humanism in varying depth at Key Stage 1 and Key Stage 2. The Key Stage 3 curriculum ensures that students develop their knowledge and understanding of these religions and secular beliefs, focusing on key beliefs and sources of authority, so that by the end of Year 7, all students have the same core knowledge and understanding.

What do students *do* with this knowledge or these skills?

Students use their understanding of religious beliefs and secular worldviews to explore how they influence people's behaviour and the way in which they address the 'Big Questions,' such as creation and the afterlife. Students compare different religious practices and how they can shape the lives of individuals, communities, societies and cultures. Additionally, students make reasoned and informed judgements about religious issues and religious and non-religious responses to the 'Big Questions.'

How does the KS3 curriculum align to the National Curriculum?

Our curriculum follows the Cambridgeshire Agreed Syllabus for Religious Education.

What new knowledge or skills are students taught?

Term	Year 7	Year 8	Year 9
Autumn	<p>Beliefs</p> <ul style="list-style-type: none"> Jewish beliefs Christian beliefs 	<p>Behaviour</p> <p>Worship (incl. Puja); Pilgrimage; Festivals (incl. Ramadan, Eid; Diwali); Ceremonies (incl. baptism, funerals)</p>	<p>Belief - What do Christians believe?</p> <p>Nature of God; The Trinity; Nicene Creed; Creation; commandments; judgement (sin and salvation)</p>
Spring	<p>Beliefs</p> <ul style="list-style-type: none"> Islamic beliefs Sikh beliefs 	<p>Religious and Cultural Literacy</p> <p>Adam and Eve; Noah's Ark; The Good Samaritan; The Sheep and the Goats; The Lost Sheep; The Lost Son; Ibrahim's obedience.</p>	<p>Behaviour - How do Christians behave?</p> <p>Worship and prayer; sacraments – baptism and the Eucharist; festivals</p>
Summer	<p>Beliefs</p> <ul style="list-style-type: none"> Hindu beliefs Buddhist beliefs Secular beliefs – humanism 	<p>'Big Questions'</p> <p>Creation and evolution Environment (incl. climate change) Judgement, death and afterlife</p>	<p>The role of the Church – how does the Church connect with the community?</p> <p>The role of the Church in the local community; mission and evangelism; the worldwide Church</p>
Rationale for this sequencing	<p>Students are introduced to the 6 main world religions and the humanist worldview. This is in response to the fact that most students arrive in Year 7 with very limited RS knowledge. The Year 7 course builds the foundations for Year 8 and 9 – students must know about key religious beliefs and sources of authority before they can consider how these influence behaviours.</p>	<p>Students explore how the religious beliefs that they studied in Year 7 influence believers' actions (behaviour) and their responses to 'Big Questions'. Revisiting these beliefs allows them to extend their understanding. The study of Bible stories develops religious and cultural literacy, with a strong cross-curricular link to English literature and development of students; cultural capital.</p>	<p>Students deepen their understanding of Christianity, reflecting the fact that the main religious tradition in Great Britain is Christianity. This enables students to develop an understanding of religious beliefs and practices in depth and consider the different approaches to faith within a religion.</p>