

Key Stage 3 Religious Education Curriculum for years 7 and 8

A common misconception in the world today is that there is no longer a need to study Religions given that Science and Rationality have dominated our thinking since the seventeenth century. However, the study of Religions could not be more important. After all, religion has been one of the most resilient forces of history. Take, for example, the current problems in the Middle East, the debates about Abortion, Euthanasia and the death penalty. These are in some way rooted in religious beliefs. Religions also ask very deep questions about human existence. Why are we here? What will happen to us when we die? What is the meaning of life? It would be inconceivable to study other subjects without an understanding of the influence of religion on the lives of people.

Religious Education Curriculum Overview Year 7

- 7.1. What is so radical about Jesus? (Believing)
- 7.2. Should religious buildings be sold to feed the starving? (Expressing - Christianity / Islam / Sikhism).
- 7.3. What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? (Living)
- 7.4. Does living biblically mean obeying the whole Bible? (Believing)
- 7.5. How can people express the spiritual through the Arts? (Expressing - Buddhism / Christianity / Judaism / Islam / Sikhism).
- 7.6. Does Religion help people to be good? (Living - Buddhism / Christianity/ Islam / Sikhism / Humanism)

Religious Education Curriculum Overview Year 8

- 8.1. Do we need to prove God's existence? (Believing – Christianity / Buddhism / Muslim / Humanist).
- 8.2. Why is there suffering? Are there any good solutions? (Believing – Christianity and Buddhism).
- 8.3. Is death the end? Does it matter? (Believing - Christian / Buddhist / Humanist).
- 8.4. Should happiness be the purpose of life? (Living – Christianity / Buddhism / Humanism).
- 8.5. Is religion a power for peace or a cause of conflict in the world today? (Living – Christianity / Islam / Humanism).
- 8.6. What difference does it make to believe in ... ? (Living - Buddhism / Christianity / Judaism / Islam / Sikhism)

How can you help?

- ✓ Ensure your child puts their very best effort into their Homework.
- ✓ Encourage them to ask for help if they are stuck.
- ✓ Check your child's planner to see if they have any Homework.
- ✓ Make sure your child revises well for their tests and end of year exams.

Assessment

Students in Key Stage 3 will be taught one lesson of Religious Education every week. Students will complete two assessed assignments every half term on the topic being studied. The first will be an extended piece of work and the second will take the form of a test in exam conditions.

The National Curriculum

The Key Stage 3 Religious Education Curriculum is designed by the Local Authority through its local SACRE (Standing Advisory Council on Religious Education). Our local SACRE is based on a partnership between Coventry and Warwickshire. Information about the curriculum can be found at:

<https://www.warwickshire.gov.uk/sacre>

**Year 7 RE Curriculum Objectives
Autumn 1 (1/2 termly delivery)
What is so radical about Jesus?**

Explain why one action or teaching of Jesus was radical

Offer a view of how Jesus's radical message should affect Christians today

Give a supported view as to how radical Jesus' views towards women were

Give a supported view as to how radical Jesus' views towards wealth and poverty were

Consider the question of who Jesus came to save and evaluate a variety of answers.

Express insight into the question of how radical Jesus was, in light of different views.

Explain, with reference to historical context, how radical Jesus was.

Evaluate different views on whether Christians have been radical enough.

**Year 7 RE Curriculum Objectives
Autumn Term 2 (1/2 termly delivery)
Should religious buildings be sold to feed the starving?**

Explain how religious practices based in particular buildings assist worship.

Consider the question: what is worship?

Explain and interpret a range of understandings of worship.

Explain how welcoming and charitable actions can be seen as worship.

Consider the key question and evaluate a variety of answers.

Express insight into the purpose of worship, in light of different views.

Observe and comment on the function of worship in the lives of believers.

Draw general conclusions about the purpose of worship across traditions, in light of positive and negative views.

Year 7 RE Curriculum Objectives

Spring 1 (1/2 termly delivery)

What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?

Explain how Muslim, Buddhist and/or Sikh teenagers express their faith in Britain today.

Give examples of some challenges faced by Muslim, Buddhist and/or Sikh teenagers in Britain and how they respond.

Appreciate what is good about being a teenage Sikh, Buddhist or Muslim in Britain today and appraise what challenges are involved.

Investigate and explain what Sikh, Buddhist or Muslim teenagers say about Western values and express their own views.

Explain how ancient spiritual practices still sustain believers.

Offer explanations to account for how and why teenagers have to hold multiple religious and social identities in a diverse society.

Examine and evaluate British society's treatment of immigrant religious groups.

Year 7 RE Curriculum Objectives

Spring 2 (1/2 termly delivery)

Does living biblically mean obeying the whole Bible?

Outline ways in which Christians interpret the Bible as a guide for living

Give a reason for why the Gospels have particular authority for Christians.

Interpret different biblical commands and how Christians might put them into practice.

Enquire into the meaning of both 'love God' and 'love thy neighbour' in today's world.

Examine the impact the commandment to love God and love one's neighbour has on individuals and communities.

Formulate a reasoned answer to the question: does living biblically mean obeying the whole Bible?

Account for some of the ways different Christian traditions value the Bible.

Justify a view as to whether non-Christians can 'live biblically.'

Year 7 RE Curriculum Objectives

Summer 1 (1/2 termly delivery)

How can people express the spiritual through the Arts?

Outline the features of one religious art form and say why it is important to members of that faith.

Illustrate definitions of 'spirituality' with examples.

Explain the impact of music and art in helping people to express ideas beyond words, including beliefs.

Present a variety of interpretations of the 'spiritual' and explain how these are expressed.

Consider how far music and art help believers understand big ideas in their tradition.

Investigate and explain how and why music and art are important ways of expressing the spiritual.

Explain and interpret the influence of a wide range of cultural expression through the arts in different religions.

Express insights into how far growing up in a tradition will shape the way someone sees all aspects of life.

Interpret a range of views on the importance of the spiritual within religion and non-religious worldviews.

Year 7 RE Curriculum Objectives

Summer 2 (1/2 termly delivery)

Does Religion help people to be good?

Respond thoughtfully to religious and nonreligious sources of moral guidance.

Describe religious teachings which encourage loving actions.

Give examples of ways in which religious and non-religious principles guide people in living good lives.

Analyse examples of religious and non-religious principles and come to a view of what is 'good.'

Formulate an account of how religious teachings help people to be good.

Weigh up the value of religion in benefitting individuals and society.

Justify a supported response to the question of whether religion helps people to be good

Offer reasons for a range of ways in which religion inspires moral behaviour, and sometimes immoral behaviour.

**Year 8 RE Curriculum Objectives
Autumn 1 (1/2 termly delivery)
Do we need to prove God's existence?**

Explain one argument for the existence of God.

Contrast one argument for the existence of God with a non-theistic worldview.

Give an account of God's existence using a rational argument.

Explain a worldview which does not set out to prove God's existence.

Offer reasons as to why we do or do not need to prove God's existence.

Evaluate whether God's existence can ever be proven.

Analyse the value of proof and faith in this debate.

Justify a view as to the value of the attempt to prove God's existence using rational arguments.

**Year 8 RE Curriculum Objectives
Autumn 2 (1/2 termly delivery)
Why is there suffering? Are there any good solutions?**

Outline two religious views of why humans suffer.

Present at least two solutions offered by religions to suffering, with examples.

Give well-informed insights into two Christian views about why people suffer, supported by evidence from biblical texts.

Contrast two views of why we suffer from two different traditions.

Argue the case that religions do or do not offer good solutions as to why we suffer.

Consider and weigh up how far religious answers to the question of suffering are universally useful

Evaluate critically the idea that suffering is a natural human state to which there is no solution.

Offer theological, philosophical and/or psychological reasons for arguing that religions exist to help humans cope with suffering, fear and despair.

**Year 8 RE Curriculum Objectives
Spring 1 (1/2 termly delivery)
Is death the end? Does it matter?**

Explain one answer to the question: is death the end?

Observe how beliefs about death have an impact on how someone lives their life.

Explain a range of beliefs regarding the possibility of life after death.

Account for the roots of these diverse beliefs.

Judge the importance of this life compared to the hope of an afterlife, offering different views.

Evaluate the impact of differing views of life after death on how individuals view earthly life.

Explain interpretations of views of life after death; literal or metaphorical, acknowledging diversity within traditions.

Analyse what visions of life after death reflect about an individual's view of existence.

**Year 8 RE Curriculum Objectives
Spring 2 (1/2 termly delivery)
Should happiness be the purpose of life?**

Explain a Christian view of how to achieve happiness.

Compare a Christian view to a Buddhist or Humanist view of how to achieve happiness.

Formulate an account of how happiness could be derived from God.

Analyse non-religious values and offer an account of 'secular happiness.'

Consider and weigh up arguments equating happiness with the end of craving.

Weigh up the value of action in contributing to happiness.

Offer reasons for differing views of the importance of spiritual and earthly happiness.

Evaluate religious and non-religious commentaries on the types of happiness pursued by others

**Year 8 RE Curriculum Objectives
Summer 1 (1/2 termly delivery)
Is religion a power for peace or a cause of conflict in the world today?**

Explain reasons why religion can be seen as a power for peace in the world.

Express insight into the reasons why religion can be seen as a cause of conflict in the world.

Present a coherent account of why some see religion as a power for peace, supported by evidence.

Present a coherent account of why some see religion as a cause of conflict, supported by evidence.

Consider and evaluate views of religion in relation to peace and conflict, based on evidence and reasoning.

Examine and evaluate the ways diverse religious communities are affected by views of the impact of their religion on the world.

Express well-informed insights into the nature of peace: active non-violence or passive absence of war?

Offer a well-informed personal response to the role of conflict in the human condition; an aberration or a necessary evil?

**Year 8 RE Curriculum Objectives
Summer 2 1/2 termly delivery)**

What difference does it make to believe in ... ?

Outline two of these key concepts (as chosen from content).

Explain how they would affect someone's life.

Offer a justified view as to what difference these concepts make to someone's personal identity or sense of self.

Offer a justified view as to what difference these concepts makes to someone's actions.

Offer critical and personal insights into how far believing in the concept would help someone faced with suffering.

Offer critical and personal insights into how far believing in the concept offers hope.

Offer a justified view as to how many of these ideas are human values and how many are religious values, and what difference that makes.

Evaluate whether there is anything for nonreligious people to learn from these beliefs and practices, or whether religious commitment to any of these faiths is necessary to benefit from these concepts