

**Sir John Cass Red Coat School Programme of Study – Key Stage 3**

**Subject: RE**

Year 7	Year 8	Year 9
<p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <p>Term 1 – students study a unit entitled Introduction to RE, examining religions in the local area, and their own beliefs. This then leads on to a unit on ‘Ultimate questions.’</p> <p>Term 2 &amp; 3 – students study a unit on the bible and then study some key stories from the Old testament including Moses and Joseph.</p>	<p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <p>Across the 3 terms students study units on Sikhism, Christianity and Islam</p>	<p><b><u>Topics Covered/ Areas of Focus:</u></b></p> <p>Term 1 &amp; 2 – students study units on Buddhism, Sikhism and Hinduism.</p> <p>Term 3 – students start the AQA GCSE Full Course in Religious Studies, specification B (Christianity and Islam)</p>
<p><b><u>Skills Development &amp; Expected Progress:</u></b></p> <ul style="list-style-type: none"> <li>• Ensure pupils learn about and from religion and develop knowledge that religion and faith have the capacity to change lives.</li> <li>• Develop pupils’ understanding of scripture and the skills to interpret texts and their meanings through critical engagement.</li> <li>• Be inclusive so that pupils learn about Christianity, Islam and other faiths, non-religious views and celebrate diversity.</li> <li>• Think theologically exploring questions of life and death, meaning and purpose.</li> <li>• Reflect critically on the truth claims of Christian belief. They should explore how Christianity is relevant today and face the challenge of Jesus’ teaching in a pluralist and post-modern society. A similar approach should be taken to explore other major faiths such as Islam.</li> <li>• Develop a sense of themselves as significant, unique and precious. It should encourage pupils to explore their own beliefs (whether they are religious or non-religious), in light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic and extremist narratives.</li> <li>• Experience the breadth and variety of the Christian community.</li> <li>• Engage in thoughtful dialogue with other faiths and traditions. To teach pupils to develop respect for others, including people with different faiths and beliefs, and help to challenge prejudice. Develop this through experiential learning opportunities</li> <li>• Become active citizens, serving their neighbour in a diverse community.</li> <li>• Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions the examine these questions, fostering personal reflection and</li> </ul>		

spiritual development.

- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a sense of awe and wonder and mystery.

### **Assessment:**

Assessment is carried out regularly in line with the schools assessment policy and is monitored by the head of RE and SLT line manager.

### **Literacy:**

Through the development of literacy skills, with a particular focus on oracy and extended writing, pupils are prepared for the academic rigour of the university and the workplace.

Emphasis on literacy and oracy development through group work.

### **Numeracy:**

Analysing data

### **ICT:**

Independent learning – research.

Lesson work in VLE

### **Life in Modern Britain:**

#### Topics covered in the Old Testament Stories:

Free will and individual liberty, democracy and British values, rule of law in British society, British values of freedom and individual liberty. Fighting oppression.

#### Topics covered in Ultimate Questions:

British life and individual liberty.

### **Life in Modern Britain:**

#### Topics covered in Islam:

Freedom to practice your faith in Britain. Respect peoples beliefs and practices. Submission is personal and needs to be balance. Britain is well known for its charity giving. Compare this with zakat. Religious pilgrimage can change people’s lives, need to respect this. Being different. British culture is very diverse. Respect and tolerance for all. The law of the UK and Sharia should both respect liberty. Places of worship allow different communities to come together and

### **Life in Modern Britain:**

#### Topics covered in Judaism:

British values and democracy opposed to all injustice. Individual liberty. Rule of law in Britain. Need for law in democracy. Living in Britain/ British values opposed to all prejudice and discrimination. Individual liberty and mutual respect and tolerance of others, their beliefs and practices. Persecution is wrong in British society.

#### Topics covered in Hinduism:

Understanding plurality, diversity and tolerance. Taking

	<p>work together. Islamic values and Sharia law and living in Britain, a democracy.</p> <p>Topics covered in Christianity: British society being based on Christian values, God as unity in plurality – A God who extend to include others. The idea of one and many in Godhead. The idea that good relationships in a united ‘society’ is at the heart of Christian faith. Linked with individual liberty and mutual respect and tolerance of others, their beliefs and practices. Faith as a democratic and a free choice based on evidence. Alcohol in moderation as a liberal value. Individual liberty. Right to believe in what you want. Mutual respect. And tolerance of others. Salvation and army and mission to help all, even the addicted. British values and caring for the environment.</p> <p>Topics covered in Sikhism: Idea of equality and justice. Compare this to British values, individual liberty. Teachings on equality and respect. British values of mutual respect of other people – their beliefs and practices. Belonging to special groups, wearing of special symbols and respecting diversity. Being able to practice your belief freely in a British democracy. Following the British legal framework- can’t carry a sword. Values of equality compared with British values. All faiths as equals. Equality and British values against oppression. Everyone living together peacefully.</p>	<p>responsibility for and looking after the natural world as God is in everything. The importance of environmental laws and not breaking them. Understanding different ideas about the origins on life to encourage respect and tolerance. Discuss reasons why war is fought to encourage individual liberty and democracy. Relate it to the Disability Act and discuss respect and tolerance of others. British values; Mutual respect For all people, Respect for all.</p> <p>Topics covered in Buddhism: One of the many religious faiths in Britain. Tolerance of all beliefs and practices. Rich and poor in British society. British values to help others. Religion and British way of life should be balanced. Individuals should support each other not break rules in order to satisfy needs. Individual liberty. Right to hold your own beliefs. Respect and tolerance for all faiths and practices.</p>
<p><b><u>SMSC:</u></b> Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-base curriculum is essential to promote the spiritual, moral, cultural, social, mental and physical development of pupils and</p>	<p><b><u>SMSC:</u></b> Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-base curriculum is essential to promote the spiritual, moral, cultural, social, mental and physical development of pupils and</p>	<p><b><u>SMSC:</u></b> Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-base curriculum is essential to promote the spiritual, moral, cultural, social, mental and physical development of pupils and</p>

<p>of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.</p> <p>What are ultimate questions?:  Social – Emphasis on literacy and oracy development, group work and philosophy for children sessions  Moral – Exploration of how key questions such as why does suffering exist and do we have free will?  Spiritual – Sense of wonder at what we know of the world, but more importantly the questions we cannot answer  Cultural – Explore through discussion and activity perspective on the ultimate questions</p> <p>Old Testament Stories:  Social – Emphasis on literacy and oracy development. Group work.  Moral – Looking at key questions: ‘was it right for God to destroy the earth with a flood?’ ‘Were Joseph’s brothers right to be jealous?’  Spiritual – A sense of awe and wonder with stories such as the Creation, the Power and might of the Ten Plagues  Cultural – Exploring through discussion and activity.</p>	<p>of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.</p> <p>Christianity:  Social – Emphasis on literacy and oracy development, group project work and role play  Moral – Investigation of Christian views to charity, environment and justice  Spiritual – Visiting St Dunstan’s or St Paul’s  Culture – Understanding idea of different denominations</p> <p>Sikhism:  Social – Emphasis on literacy and oracy development, group work and role play  Moral – Exploration of how Sikhism responds to ethical issues such as treatment of women and equality and caste system  Spiritual – Exploring place of worship and what values they represent and reflect  Cultural – Visit Gurdwara in Mile End and examination of Sikh family life in UK and India</p> <p>Islam:  Social – Emphasis on literacy and oracy development, group work: hajj game making and presentation on UK  Moral – Exploration of how Islam responds to ethical issues  Spiritual – Exploring difference between knowledge and belief and what is prayer  Cultural – ‘What are the challenges and benefits of being a Muslim in the UK?’ project</p>	<p>of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.</p> <p>Hinduism:  Social – Emphasis on literacy and oracy development, group work and role play  Moral- Exploration of how Hinduism responds to ethical issues such as equality, vegetarianism and caste system  Spiritual – Exploring Hindu temple and what values they represent and reflect  Cultural – Visit to Neasden or another Hindu temple, look at ideas of prayer and ritual, examine idea of caste system</p> <p>Buddhism:  Social – Emphasis on literacy and oracy development, group work and role play  Moral - Exploration of issues of precepts, vegetarianism and non-violence, ownership and wealth  Spiritual – Experience meditation either in lesson or on visit  Cultural – Visit Buddhist centre in Bethnal Green and different types of Buddhism</p> <p>Judaism:  Social – Emphasis on literacy and oracy development, group work and role play  Moral – Look at idea of covenant and keeping laws, exploration of Holocaust and moral questions it raises  Spiritual – Empathise and explore horrors of concentration camps and how it would feel  Cultural – Links between kosher and halal foods</p>
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<b><u>Meeting the needs of individual students &amp; Additional Support:</u></b>		
SEN Support G&T student are monitored		
<b><u>Extra-Curricular Activities &amp; Club:</u></b>		
Christian and Muslim Union		
<b><u>Independent Study/ Homework:</u></b>	<b><u>Independent Study/ Homework:</u></b>	<b><u>Independent Study/ Homework:</u></b>
Set weekly		
<b><u>Resources for Learning Support and VLE:</u></b>		
VLE used for lessons and independent learning		