



Verulam School: Key Stage 3 CURRICULUM INFORMATION

Department: Religious Education
Subject Leader: Miss Nicholls (LGN)

Subject Vision: To be inclusive of the six major world religions, plus Humanism, atheism and agnosticism, whilst promoting acceptance of all; so that students develop keen insight into religious worldviews and individual morality in contemporary British society.

All KS3 students receive 2 hours per fortnight of Religious Education.

	YEAR 7					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Unit Title	<p>Religion and sport Using sport as an analogy, students will be (re)introduced to some key aspects of religion.</p> <ul style="list-style-type: none"> • League tables/ religious groupings • Stadiums/ Places of worship • Star players / key religious figures • Team logos / religious symbols 	<p>Religious worldviews Students will be taught a lesson about religious beliefs and practices across the six main religious worldviews:</p> <ul style="list-style-type: none"> • Hinduism • Judaism • Buddhism • Christianity • Islam • Sikhi(sm) 	<p>Religious philosophy Students will question God's existence and explore different philosophical ideas.</p> <ul style="list-style-type: none"> • What is philosophy? • Different types of truth • Origins of the world • Cosmological argument • Design argument • Evolution • Pantheism 	<p>What is God like? Students will consider different beliefs concerning the nature of God.</p> <ul style="list-style-type: none"> • Ancient gods and goddesses – Greek, Roman, Egyptian, Norse, etc. • Hinduism – Brahman (the ultimate reality, is Hinduism monotheistic or polytheistic?) • Judaism – God • Buddhism – no Creator god 	<p>Religious experience Students will consider the validity of claims from people that have 'met' God.</p> <ul style="list-style-type: none"> • Hinduism – Vedic texts, milk miracle • Judaism – Kabbalah, mysticism • Buddhism – enlightenment • Christianity – visions St Bernadette and St Teresa • Islam – angels, the night of power 	<p>Religious founders As a result of a (possible) religious experience, students will learn from these experiences why and how religions have been founded.</p> <ul style="list-style-type: none"> • Hinduism – indigenous • Judaism – Abraham • Buddhism – the Buddha • Christianity – Jesus • Islam – Prophet Muhammad

	<ul style="list-style-type: none"> Sports kit / religious clothing and identity Merchandise / religious artefacts 			<ul style="list-style-type: none"> Christianity – the Trinity Islam – Tawhid Sikhi(sm) – Waheguru 	<ul style="list-style-type: none"> Sikhi(sm) – Guru Nanak and the snake 	<ul style="list-style-type: none"> Sikhi(sm) – Guru Nanak
YEAR 8						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Unit Title	<p>Religious authority 1: Holy Books Students will be able to read religious scripture and analyse religious language.</p> <ul style="list-style-type: none"> Religious language and hermeneutics Hinduism – Vedas Judaism – Torah / Tanakh Buddhism – the Tripitaka Christianity – New Testament Islam – Qur’an Sikhi(sm) – Guru Granth Sahib 	<p>Religious authority 2: religious leadership and community life Students will consider the work of religious leaders within their respective communities.</p> <ul style="list-style-type: none"> Hinduism – priests and swamis Judaism – rabbi Buddhism – the Dalai Lama Christianity – Pope, leadership hierarchy Islam – Imam, ummah Sikhi(sm) – granthi 	<p>Food laws (including fasting) Students will look at food laws and consider the relationship between food and fasting.</p> <ul style="list-style-type: none"> Hinduism – why Hindus won’t eat beef Judaism – kosher Buddhism – monk precept 6, veganism Christianity – Lent, should Christians keep kosher? Islam - Ramadan Sikhi(sm) – vegetarianism 	<p>Religious festivals Students will study key religious festivals and the origins of them.</p> <ul style="list-style-type: none"> Hinduism – Diwali and Holi Judaism – Pesach, Shavuot, Sukkot Buddhism – Wesak Christianity – Christmas and Easter Islam – Eid ul-Fitr, Eid ul- adha Sikhism – Vaisakhi 	<p>Rites of passage Students will journey through life from birth to death by studying how religions mark significant life stages.</p> <p>Birth</p> <ul style="list-style-type: none"> Christianity – infant baptism Islam – Aqiqah <p>Growing up</p> <ul style="list-style-type: none"> Hinduism – sacred thread ceremony Judaism – Bar/Bat Mitzvah Buddhism – ordination 	<p>Life after death? Continuing rites of passage, students will compare religious funeral rites looking at burial and cremation and beliefs about the afterlife.</p> <ul style="list-style-type: none"> What is death? Brain dead? Case studies. Near death experiences – evidence of an afterlife? Funerals/ burials – Judaism, Christianity, Islam Funerals/ cremation – Hinduism,

					<ul style="list-style-type: none"> Sikhi(sm) – turban tying ceremony 	<p>Buddhism, Sikhism</p> <ul style="list-style-type: none"> Life after death – concepts of heaven and hell Life after death – rebirth and reincarnation
YEAR 9						
Term	Autumn 1	Autumn 2	Spring 1 <i>*This has been delayed until the Summer term 2024 due to current conflict. The department wishes to provide accurate and neutral information.</i>	Spring 2 <i>Spring 1 2024</i>	Summer 1 <i>Spring 2 2024</i>	Summer 2 <i>Summer 1 2024</i>
Topic/Unit Title	<p>Religion and the media Students will analyse different media sources and their portrayal of religious worldviews using Home - Religion Media Centre.</p> <ul style="list-style-type: none"> Religious broadcasting Religious characters in TV and film e.g. Bollywood News articles Song lyrics 	<p>Religious laws Students will investigate religious laws and consider the influence religion has concerning UK law.</p> <ul style="list-style-type: none"> Hinduism – dharma Judaism – 613 mitzvot Buddhism – precepts Christianity – the golden rule Islam – Shari’ah law 	<p>Jerusalem Students will consider historic and current conflict in the holy city and possible resolutions for peace amongst Jews, Christians and Muslims.</p> <ul style="list-style-type: none"> Hinduism in Israel (Hare Krishnas) History of Judaism and temple in Jerusalem Buddhism in ancient Israel and Arabia 	<p>Jesus across religions Students will investigate the person of Jesus through different religious worldviews.</p> <ul style="list-style-type: none"> Hinduism – Jesus as guru, Christians in India Judaism – concept of Messiah, the historic Jesus, Jesus the Rabbi Buddhism – was Jesus a Buddhist? 	<p>The problem of evil and suffering Students will be able to recognise what suffering is, causes of evil, and provide supporting examples, according to religious worldviews.</p> <ul style="list-style-type: none"> Hinduism – Ahimsa Judaism – the book of Job Buddhism – four noble truths Christianity – the suffering of Jesus Islam – Greater and lesser Jihad 	<p>Responses to evil and suffering Students learn how religions respond to evil and suffering with regards to ethical dilemmas:</p> <ul style="list-style-type: none"> Hinduism – ahimsa Judaism – Jewish responses to the Holocaust – ‘God on trial’ Buddhism – the noble eightfold path / self-

	<ul style="list-style-type: none"> • Blasphemy 	<ul style="list-style-type: none"> • Sikhism – Rehat Maryada 	<ul style="list-style-type: none"> • The birth of Christianity following Jesus' crucifixion • Islam in Israel – the crusades, the six-day war • Sikhi(sm) – did Guru Nanak visit Jerusalem? 	<ul style="list-style-type: none"> • Christianity – the Son of God, the Trinity • Islam – prophethood of Isa • Sikhism – comparison of Jesus with Guru Nanak 	<ul style="list-style-type: none"> • Sikhi(sm) – the 5 evils/thieves 	<p>immolating monk</p> <ul style="list-style-type: none"> • Christianity – intercessionary prayers / food banks • Islam – Zakat • Sikhi – sewa
--	---	---	--	---	---	---