

What are the aims and intentions of this curriculum?

The aim of our Key Stage 3 Curriculum is to ensure that students will gain knowledge about a wide range of the different religious and non-religious beliefs and practices in the world and learn to respect and tolerate different beliefs and cultures that may be different than their own. The skills that will be taught will be transferable across the whole curriculum to support the transition to GCSE.

| Term | Topics | Knowledge and key terms | Skills developed | Assessment |
|----------|---------------------------------|---|---|---|
| Autumn 1 | Introduction to Citizenship | Students will be introduced to the main themes and skills that they will be using/learning in more depth throughout KS3 and 4. The central themes are; What is Citizenship? Our Rights Living in Society – benefits, challenges and solutions Sustainability Becoming an 'Active Citizen' | Understanding what Citizenship is all about Independent learning Learning how to work with others – problem solving, collaboration Planning, preparing and presenting group work Evaluating your own and others work – giving constructive feedback | Active Citizenship presentation |
| Autumn 2 | Introduction to World Religions | Students will gain an understanding of the six major religions in the world and to evaluate why people may have no faith or struggle to believe in a deity. Key terms: Judaism, Sikhism, Christianity, Hinduism, Buddhism, Islam, Atheist, and Agnostic. | Develop an understand the main six religions in the world and gain a deeper understanding why people are religious or not religious and evaluate the reasons why this could occur. Students will conduct surveys and will gain interpret data collected. | Identifying symbols and key characteristics of the six major religious. Students will evaluate "Is it hard to be religious in the 21 st century?" |
| Spring 1 | Human Rights | Students will be learning about; What are our Human Rights? Why were they created in the first place? Which rights might conflict one another? Equality and Human Rights Child Soldiers and Human Rights Women's Rights | Empathy eg. What is like to go without some of your Human Rights? What is like to live as a 'Child Soldier'? How to effectively carry out research/data handling How to express a coherent, structured and fact based opinion | Black Lives Matter campaign – opinion on its purpose/value/importance |
| Spring 2 | Rites of Passage | Students will study the different types of Rites of Passage from a religious and secular perspective. Key terms: Christening, Aqeeqah, Weddings, Funerals. | Develop an understanding for the changes that occur in life and analyse the importance of these secular or religious events. | Create and pitch to the class a card for the rite of passage for birth with a written speech. |

| | | | | |
|-----------------|------------|---|--|--|
| Summer 1 | The Island | Students to use a creative writing to explore themes of Religion and Human Rights. Key terms: Survival of the fittest, anarchy, dictatorship, democracy. | Develop the skill of creative writing and map reading, evaluate the purpose of laws, the need for religion and develop the skill of empathy. | Project based learning. Students will have a collection of tasks incorporating skills across Humanities. |
| Summer 2 | Judaism | Students will understand the beliefs and practices of Judaism. Key terms: Abrahamic, Torah, Jewish, Kosher. | Develop an understanding of the origins of the Abrahamic faiths and analyse different religious stories and practices from Judaism. | To assess the importance of Jewish beliefs and practices for Jewish people. |