

## 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
Summer 2	Judaism	Students will understand the beliefs and practices of Judaism. <b>Links to Careers as students will gain the understanding of the role of a Rabbi.</b> 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.
Autumn 1	Citizenship taught during this term  Democracy vs Dictatorship	Students will be learning about; What is the difference between a democracy and a dictatorship? Case Study – life in a democracy – your rights and freedoms. Impact on your lifestyle Case Study – life in a dictatorship – your rights and freedoms. Impact on your lifestyle Opinion – which type of government would you favour?	Understanding the key differences between the 2 types of government Considering the impacts these 2 types have socially and economically Compare and contrast the 2 case studies – following independent research on each one Debating which type of government they favour – using their class learning and independent learning through this topic	<b>Think Pink, Go Green</b>
Autumn 2	Citizenship taught during this term  The Island	Students will be learning about; What life would be like if they found themselves stranded on an island in the middle of nowhere – Lord of the Flies scenario. How to survive? How to form a new society? How to work with others? How to problem solve? How to cope as an individual – mentally?	Leadership Problem solving Teamwork Debating Evaluating	<b>Cumulative Test</b>

<b>Spring 1</b>	Buddhism	Students will gain knowledge and understanding of Buddhist beliefs. Links to the PSHE curriculum discussing Mental Wellbeing. Key terms: Eightfold path, Nirvana, Noble Truth	To analyse the importance of animals within different religions and evaluate the treatment of animals from a religious and secular view.	Formative assessment based on an extended piece of writing using a “Think Pink, (teacher marked) Go Green (student response)” feedback sheet.
<b>Spring 2</b>	Citizenship taught during this term  Community Cohesion	Students will be learning about; What is a community/cohesion? What are the key social, environmental and economic issues people are concerned about within communities – focus on Hayes What are the impacts of these issues – focus on transport, crime and pollution How can we ensure that our communities are sustained – focus on different parts of London eg. Olympic Site, Stratford	Define key words to be used within this topic Consider the key issues that need addressing within their local community – rank these issues and justify their ranking. Debate their views. Independently research the impact of the issues locally and across London. Propose sustainable ways to ensure that communities are as a cohesive as possible both now and in the future.	<b>Cumulative Test</b>
<b>Summer 1</b>	Revision lesson	Students will recap what they have learnt in Key Stage 3 ready for end of year exams.	Revision techniques given to students to ensure that they gain the best grade possible.	To assess the academic year in Religious Studies and Citizenship.