



# THE ARNEWOOD SCHOOL

## KEY STAGE 3 RELIGIOUS STUDIES



### Implementation:

Pupils' transition to KS3 will include developing the skills of an enquiry-based approach where pupils first attend to their own experience of particular concepts, before enquiring into religious as well as non-religious ways of living, represented in Great Britain and beyond.

### Year 7:

Half term	Curriculum focus	Landmark assessment
Autumn 1	Pupils will learn about the nature of belief and the different responses to the question of suffering. They will learn how to engage in dialogue with empathy when considering one of the ultimate questions of life.	Why would an omnibenevolent God allow suffering?
Autumn 2	Pupils will learn about the concept of the sacred and what 'awe and wonder' means to both religious and non-religious people. They will learn to appreciate the depth and meaning people give to objects and aspects of life.	Is the sacred only for the religious person?
Spring 1	Pupils will learn about Gotama Buddha and impermanence. They will learn about the choices he made and understand his teachings with a view to challenging ideas that may be different from their own.	To what extent are the five precepts of Buddhism important in a contemporary society?
Spring 2	Pupils will learn about sangha and the value of community for Buddhists. They will compare and contrast different rituals and practice within a range of different Buddhist groups.	How does the Sangha reflect Buddhist teachings and practice?
Summer 1	Pupils will learn about the historical and religious roots of the Jewish people. They will evaluate the challenges of keeping the covenant and being the 'chosen people'.	How far was Abraham's covenant more important than the one given to Moses? (or) To what extent is the covenant of circumcision relevant for today?





Summer 2	Pupils will learn about the value of remembrance in Judaism and how this is celebrated in festivals. They will learn to manage an independent research project of their choice and assess its religious importance.	Are festivals relevant for today or just a memory of the past?
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Co-Curricular: Pupils will develop skills of literacy and oracy through dialogue with other people and independent research. Pupils will develop their knowledge of significant historical events in Jewish history.

**Year 8:**

Half term	Curriculum focus	Landmark assessment
Autumn 1	Pupils will learn about what it means to be human. They will evaluate whether or not you have to be religious to have a soul.	What arguments both for and against are there to support life after death?
Autumn 2	Pupils will learn about what it means to be a Muslim. They will explain the meaning behind key concepts such as identity, Islam, Ummah and Jihad. .	Should Muslim women be allowed to wear the veil?
Spring 1	Pupils will learn about one or more of the Five Pillars of Islam. They will consider the impact they have on the lives of Muslims today.	Pupils may choose one or more of the Five Pillars to explore and evaluate their religious importance today.
Spring 2	Pupils will learn about the key concepts of Christianity: Incarnation, Crucifixion and Resurrection. They will consider how something so old can still be relevant today.	Which one of the concepts is the most important and why?
Summer 1	Pupils will learn about the teachings of Jesus on love (agape), forgiveness and reconciliation. They will explore the challenge of each teaching for today's living.	How far are the teachings of Jesus relevant for today's living?
Summer 2	Pupils will complete an independent enquiry of a key individual who has been challenged by concepts in summer 1. For example, Martin Luther King and Corrie Ten Boom	Independent enquiry chosen by the student to explore the concept of love and forgiveness in action.

Co-Curricular: Pupils will explore the concept of identity in their own lives and the lives of others with particular reference to the social, moral, spiritual and cultural element of learning. (PSHE in the curriculum)

