

KS3 RE Curriculum Plan (3-year KS3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>LAS Additional What is Religion? What is Belief? <i>Believing, Living, Thinking</i></p> <p>[How do we know? What is a truth claim? What is belief? How do different people define the term 'religion'?]</p> <p>B1a, B1b, B2b L1, L2, L4b T2, T3a, T3b</p>	<p>LAS Compulsory God – Christianity <i>Believing</i></p> <p>[What do Christians believe are the key attributes of God and how do they reason about the existence of God? What do Christians believe about God's relationship with/to humanity? What sources of authority do Christians use to inform their beliefs about God? In what diverse ways do Christians demonstrate their beliefs about God?]</p> <p>B1a, B1b, B2a L2 T1, T2, T3a, T3b</p>	<p>LAS Compulsory Community – Christianity <i>Living</i></p> <p>[What kinds of Christian experiences are there? What range of Christian denominations are there in the UK and what are the similarities/differences in their expression of faith? How does a person become a Christian?]</p> <p>L1, L2, L3, L4a, L4b T1, T3a, T3b</p>	<p>LAS Compulsory God – Hinduism <i>Believing</i></p> <p>[What do Hindus believe about Brahman? What is the significance of murtis? What do Hindus believe about the relationship between individual deities and Brahman? In what way is the Hindu belief about the cyclical nature of the universe reflected by belief in the Trimurti?]</p> <p>B1a, B1b, B2a, B2b L2 T1, T2, T3a, T3b</p> <p>OR</p> <p>LAS Compulsory God – Islam <i>Believing</i></p> <p>[How do Muslim beliefs connect with the Muslim understanding of</p>	<p>LAS Compulsory Community – Hinduism <i>Living</i></p> <p>[Why might some Hindus choose to pursue the path of renunciation – sannyasa? What practical implications do some Hindu practices have for life in modern Britain? What is the significance of the Kumbh Mela?]</p> <p>L1, L2, L3, L4a, L4b T1, T3a, T3b</p> <p>OR</p> <p>LAS Compulsory Community – Islam <i>Living</i></p> <p>[How diverse in Islam in the UK and how important is this in the context of the Ummah</p>	<p>LAS Additional Philosophy and Religion: What is a 'good' life? <i>Believing, Living, Thinking</i></p> <p>[What does the term 'good' mean? How do different religious and non-religious traditions define 'goodness'? What sources of authority provide religious and non-religious people with guidance on how to live a 'good' life?]</p> <p>B1a, B1b, B2b L1, L2, L4b T2, T3a, T3b</p>

KS3 RE Curriculum Plan (3-year KS3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				<p><i>Allah? What sources of authority do Muslims use to inform their beliefs about Allah? In what diverse ways do Muslims demonstrate their beliefs about Allah?]</i></p> <p>B1a, B1b, B2a, B2b L2 T1, T2, T3a, T3b</p>	<p><i>(global Muslim community)? What practical implications do some Muslim practices have for life in modern Britain?]</i></p> <p>L1, L2, L3, L4a, L4b T1, T3a, T3b</p>	
<p>Why this? Why now?</p>	<p><i>This unit lays down some of the foundations for studying religion and worldviews at KS3. It introduces key vocabulary and builds on learning from KS2 about the way in which belonging to a community can shape a worldview and the way in which different people reason about the world around them.</i></p>	<p><i>This unit examines some of the core concepts and beliefs associated with a Christian worldview, and the ways in which different Christians express them in their lived reality. This builds on learning about Christian worldviews at KS2, including key beliefs about God, humanity and the world, sources of authority, and practices associated with worship, festivals, rites of passage and social action. It also lays down a platform for the study of Christian worldviews at KS4.</i></p>	<p><i>This unit takes a closer look at the richness and complexity of a Christian worldview with an emphasis on the diversity within Christianity. This builds on learning from the previous term. It also builds on learning at KS2, which explores different ways in which Christians around the world celebrate key festivals, worship, participate in rites of passage and engage in social action. In addition, it lays down a platform for the study of Christian worldviews at KS4.</i></p>	<p><i>This unit examines some of the core concepts and beliefs associated with a Hindu or Muslim worldview, and the ways in which different Hindus or Muslims express them in their lived reality. This enables students to compare and contrast with a Christian worldview based on prior learning in the year. It also builds on learning about Hindu and Muslim worldviews at KS2, including key beliefs about God, humanity and the world, sources of authority, and practices associated with worship, festivals,</i></p>	<p><i>This unit takes a closer look at the richness and complexity of a Hindu or Muslim worldview with an emphasis on the diversity within Hinduism or Islam. This builds on learning from the previous term. It also builds on learning at KS2 that explores different ways in which Hindus and Muslims around the world celebrate key festivals, worship, participate in rites of passage and engage in social action. In addition, it lays</i></p>	<p><i>This unit explores morality and the range of ways in which humans understand the term ‘good’. It draws on learning from across the year and also builds on learning in KS2, which explored different ways in which religious and non-religious articulate what it means to live a ‘good’ life. In this unit, students are expected to understand and be able to show more developed and complex processes of reasoning than would be expected at KS2.</i></p>

KS3 RE Curriculum Plan (3-year KS3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				<i>rites of passage and social action. In addition, it lays down a platform for the study of Hindu and Muslim worldviews at KS4.</i>	<i>down a platform for the study of Hindu and Muslim worldviews at KS4.</i>	
Year 8	<p>LAS Compulsory Being Human – Christianity <i>Believing</i></p> <p><i>[What core Christian beliefs/teachings influence Christian action in the world? How and why are Christians engaged in social action? What is the role of Christian missionaries and evangelists in the 21st century?]</i></p> <p>B1a, B1b, B2b L1, L2, L4b T2, T3a, T3b</p>	<p>LAS Compulsory Being Human – Hinduism <i>Believing</i></p> <p><i>[What affects Hindu beliefs and attitudes towards others and the environment? In what ways do the four varnas (social classes) impact upon Hindu society? How and why do Hindus engage in social action? What are the four paths (margas)?]</i></p> <p>B1a, B1b, B2b L1, L2, L4b T2, T3a, T3b</p> <p>OR</p> <p>LAS Compulsory Being Human – Islam</p>	<p>LAS Additional Prejudice and Discrimination <i>Believing, Living, Thinking</i></p> <p><i>[What do various religious/belief traditions say about the place and purpose of human beings in the world? How do religious and belief traditions approach issues of gender, age, sexuality, etc.? How do prejudice and discrimination affect/appear within particular religious/belief traditions? What is the relationship between public religious literacy and issues of prejudice and discrimination in relation to religion and belief?]</i></p> <p>B1a, B1b, B2a, B2b L1, L2, L3, L4 T1, T2, T3a, T3b</p>	<p>LAS Additional Religion, Belief and Creativity <i>Believing, Living, Thinking</i></p> <p><i>[What different methods of communication and means of expressing knowledge, beliefs and feelings do human beings utilise? How do humans use creative expression and the creative arts to express their understanding of matters of belief and religion?]</i></p> <p>B1a, B1b, B2a, B2b L1, L2 T1, T2, T3a, T3b</p>		

KS3 RE Curriculum Plan (3-year KS3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p><i>Believing</i></p> <p><i>[What core Muslim beliefs/teachings influence Muslim action in the world? How and why do Muslims engage in social action? Why do Muslims understand struggle/effort (jihad) to be a key feature of their faith?]</i></p> <p>B1a, B1b, B2b L1, L2, L4b T2, T3a, T3b</p>				
Why this? Why now?	<p><i>This unit explores in detail Christian beliefs about humanity and the relationship between human beings and God, and human beings and the natural world. It emphasises the diversity of ways in which Christians interpret key sources of authority and act in the world. This builds on learning about Christian beliefs about humanity, God and the</i></p>	<p><i>This unit explores in detail Hindu or Muslim beliefs about humanity and the relationship between human beings and God, and human beings and the natural world. It emphasises the diversity of ways in which Hindus or Muslims interpret key sources of authority and act in the world. It offers students the opportunity to compare and contrast with a Christian worldview based on</i></p>	<p><i>This unit builds on learning in the previous term by exploring ways in which beliefs about human beings impact on the way in which humans treat each other across a range of religious and non-religious worldviews. This will lay down foundations for this theme to be studied as part of the GCSE Religious Studies syllabus, where relevant.</i></p>	<p><i>The learning in this year has focused on the ways in which a person's beliefs underpin their action in the world. This unit explores different ways in which religious and non-religious people express their beliefs, with a focus on the creative arts. This builds on learning from KS2, where pupils have had the opportunity to explore some of the ways in which religious and non-religious people express themselves creatively.</i></p>		

KS3 RE Curriculum Plan (3-year KS3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>world and Christian social action from the previous year and from KS2. It also lays down a platform for the study of Christian worldviews at KS4.</i>	<i>their learning from the previous year and term. It also builds on learning from KS2 about Hindu and Muslim beliefs about humanity, God and the world and Hindu and Muslim social action. It also lays down a platform for the study of Hindu and Muslim worldviews at KS4.</i>				
Year 9	<p>LAS Compulsory Life Journey – Christianity <i>Living</i></p> <p><i>[How do Christians’ beliefs about creation and humanity relate to their understanding of human relationships? How do symbols in the Christian marriage service reflect beliefs about God and humanity? How and why might Christians differ in their understanding of relationships, marriage, sexuality</i></p>	<p>LAS Compulsory Life Journey – Hinduism <i>Living</i></p> <p><i>[What are the stages of life in Hindu belief and how are they reflected in Hindu practice? How do the key features of a Hindu marriage ceremony reflect Hindu beliefs about human relationships? Does sexuality and gender matter in Hinduism? What do Hindus believe about euthanasia, suicide, death and dying?]</i></p>	<p>LAS Additional In-depth study of another religion/belief system: Buddhism or Humanism <i>Believing, Living, Thinking</i></p> <p>[Buddhism: <i>What are the key principles, beliefs and practices of Buddhism? Who is Siddhartha Gautama and what is a Buddha? How do the Four Noble Truths, Five Precepts and the Eightfold Path relate to the concept of nirvana/nibbana? What diverse expressions of Buddhism can be found around the world?</i></p> <p>Humanism: <i>What are the key principles, beliefs and practices of Humanism? What sources of authority underpin a Humanist way of life? How do Humanists mark key events in life? What are atheism, agnosticism and secularism and how do they relate to humanist</i></p>	<p>LAS Additional Religion in the Media <i>Believing, Living, Thinking</i></p> <p><i>[In what diverse ways are religions and belief traditions depicted in the media? What impact does this have on public perception of issues of religion and belief? What is the impact of different forms of media in promoting, disseminating and critically analysing religious beliefs and practices?]</i></p> <p>B1a, B1b L1, L2, L3, L4 T1, T2, T3a, T3b</p>		

KS3 RE Curriculum Plan (3-year KS3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><i>and gender? How do Christians understand death and dying?]</i></p> <p>B1a, B1b, B2a, B2b L2, L3, L4a, L4b T1, T2, T3a, T3b</p>	<p>B1a, B1b, B2a, B2b L2, L3, L4a, L4b T1, T2, T3a, T3b</p> <p>OR</p> <p>LAS Compulsory Life Journey – Islam <i>Living</i></p> <p><i>[How do Muslim beliefs about Allah and humanity relate to a Muslim understanding of human relationships? What are the key features of a Muslim marriage ceremony? How might Muslims differ in their views about relationships, marriage, divorce, sexuality and gender? How do Muslim beliefs about death and the afterlife affect the way Muslims live their lives?]</i></p> <p>B1a, B1b, B2a, B2b L2, L3, L4a, L4b T1, T2, T3a, T3b</p>	<p><i>worldview?]</i></p> <p>B1a, B1b, B2a, B2b L2, L3, L4a, L4b T1, T2, T3a, T3b</p>			

KS3 RE Curriculum Plan (3-year KS3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why this? Why now?	<i>This unit builds on learning from Year 8 by exploring the diverse ways in which Christian interpret key sources of authority and live out their beliefs in the world. It builds on learning from KS2 about key rites of passage in Christianity. It also lays down a platform for the study of Christian worldviews at KS4.</i>	<i>This unit builds on learning from Year 8 by exploring the diverse ways in which Hindus or Muslims interpret key sources of authority and live out their beliefs in the world. It builds on learning from KS2 about key rites of passage in Hinduism and Islam. It also lays down a platform for the study of Hindu and Muslim worldviews at KS4.</i>	<i>This unit enables students to broaden out their learning by studying another religious or non-religious worldview in depth. This builds on prior learning by enabling them to increase the complexity of their schema of knowledge, particularly in relation to the ways in which ways of believing and ways of living fundamentally shape ways of thinking about God, humanity and the world. For some students this may build on learning from KS2 about different religious and non-religious worldviews.</i>		<i>This unit enables pupils to deepen their knowledge and understanding of religion and worldviews by consider the ways in which religious and non-religious communities and individuals present themselves and are presented. This requires students to build on their prior learning about ways of believing, living and thinking by making connections between self-representation and self-identity. Similarly, it builds on prior learning about ways of believing, living and thinking by asking students to make connections between representation of a community by those not within the community and the perceived identity of that community.</i>	

Believing, Living, Thinking refers to the Balanced RE model for RE curriculum. You can find out more about this [here](#).

The purple codes refer to suggested end-of-phase expectations: B = Believing, L = Living, T = Thinking

You can find out more about these end-of-phase expectations [here](#).

For further support please visit the [RE section](#) of the Lincoln Diocesan Board of Education website or contact Gillian Georgiou, the Diocesan RE Adviser, [here](#).