



Religious Studies, Philosophy and Ethics KS3

The KS3 course includes the study of all 6 major world religions and Humanism / worldviews and designed around the study of 7 themes: origins of religion, nature of God, sources of authority/teachings, worship (including rituals and rites of passage), diversity within/between religions, philosophy and ethics

Judaism	Christianity	Islam	Sikhism	Hinduism	Buddhism	Humanism/Worldviews
Origins	Nature of God	Authority / Teachings	Worship, Rituals, Rites	Diversity	Philosophy	Ethics

Year 7: Beliefs

Judaism				Christianity				Islam				Sikhism				Hinduism				Buddhism				Humanism /Worldviews							

Year 8: Behaviour, Big Questions and The Bible

Creation				Worship				Festivals				Pilgrimage				The Bible				Life after Death							

Year 9: Ethical Decisions

Crime and Punishment						Environmental Ethics						Social Justice and Equality					

How is KS3 Religious Studies, Philosophy and Ethics assessed?

- AO1** Demonstrate knowledge and understanding of religion and beliefs (assessed through multiple-choice questions and short answer questions)
- AO2** Analyse and evaluate aspects of religion and belief (assessed through essay-style questions)

In Year 7, you are assessed on AO1 only.

In Years 8 and 9, you are assessed on AO1 (50% of your grade) and AO2 (50% of your grade)

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Intent		What new knowledge/content do we introduce?			How does this curriculum go beyond the Locally Agreed Syllabus? How does going beyond the Locally Agreed Syllabus ensure challenge?
By the end of KS3 students are able to...		Year 7	Year 8	Year 9	
<ul style="list-style-type: none"> demonstrate knowledge and understanding of the principal world religions and worldviews in the UK demonstrate understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures demonstrate attitudes of respect towards other people who hold views and beliefs different from their own make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the UK demonstrate religious literacy by talking fluently about key religious beliefs and behaviours 	Autumn	Belief What do Jews believe? What do Christians believe?	Behaviour and 'Big Questions' How was the universe created? Why is it still changing? Why do religious believers worship in different ways? Are there any similarities in worship? Are religious festivals just an excuse for a holiday? Why do religious believers go on pilgrimages?	Ethical theme – Crime and Punishment What are religious and moral laws? How do laws relate to religious teachings? How and why do we punish lawbreakers? How does this fit with religious teachings from Christianity and Islam? Are some crimes unforgiveable? Should the death penalty be abolished?	We go beyond the Locally Agreed Syllabus by: <ul style="list-style-type: none"> teaching explicitly about diversity within and between religions including an introduction to philosophical theories such as the ontological and teleological arguments focusing explicitly on ethical decision-making in context ensuring that students reflect on their own personal worldview
	Spring	Belief What do Muslims believe? What do Sikhs believe	Religious and Cultural Literacy: The Bible Judgement and rescue: Adam and Eve; Noah's Ark; Moses and the escape from Egypt Sacrifice: The Passover Lamb; Abraham and Isaac Parables: The Good Samaritan; The Sheep and the Goats; The Lost Sheep	Religion, Ethics and Environment How do we make ethical decisions? Should all religious believers be vegetarian? Should people take more care of the planet? Should religious believers work harder to tackle the issues of climate change?	
	Summer	Belief What do Hindus believe? What do Buddhists believe? What do Humanists believe?	Behaviour and 'Big Questions' What happens after we die? Is there an afterlife? Why do different religions and worldviews conduct funerals so differently?	Social Justice and Equality: Anti-Racist RS What can we learn from statues? How bad is racism in our community? How can I express my vision for justice and equality?	
	Rationale for this sequence	Students are introduced to the 6 main world religions and the humanist worldview. This is in response to the fact that most students arrive in Year 7 with very limited RS knowledge. The Year 7 course builds the foundations for Year 8 and 9 – students must know about key religious beliefs and sources of authority before they can consider how these influence behaviours and answers to the 'Big Questions'.	Students explore how the religious beliefs that they studied in Year 7 influence believers' actions (behaviour) and responses to ' Big Questions '. Students compare religious practices and explore how they shape the lives of individuals, communities, societies and cultures. The study of Bible stories develops religious and cultural literacy , with a strong cross-curricular link to English literature. Students encounter philosophical concepts (eg. ontological and teleological arguments).	Students make reasoned and informed judgements about religious issues and religious and non-religious responses to the ' Big Questions ' and ethical decisions. Students deepen their understanding of Christianity, reflecting the fact that the main religious tradition in Great Britain is Christianity. They also further their understanding of Islam, the second largest religion in our local area.	

	How does the KS3 Curriculum build on previous learning at KS2?	The vast majority of students arrive in Year 7 with a very limited knowledge of religion, despite the Agreed Syllabus at KS2 requiring them to study all six major world religions. The Year 7 course therefore gives students an overview of the key beliefs of the six major world religions and the humanist worldview to ensure that all students have this basic knowledge before they begin to explore how belief influences people's behaviour and the way in which they draw answer the 'Big Questions'. Key ideas are frequently revisited via interleaved homework and distributed practice to ensure that students actively retrieve ideas from their growing knowledge of religion.	
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