

## Holywell School Curriculum Overview

### Key Stage 3 Curriculum Overview

#### RE

#### Curriculum Intent

RE is a vital part of the Holywell Middle school curriculum with cross-curricular links to not only the other Humanities subjects but also to English, Art, Music and Drama. As a Church of England School providing a values-based education, we place great emphasis on the development of mutual respect and kindness. We have created a school that is both welcoming and caring towards everyone who joins us. These values are embodied within the RE curriculum as we seek to explore further students' understanding of and respect for other cultures and religions, while still retaining Christianity as the underlying belief system of the school community.

Students are encouraged not only to learn about aspects of religion, belief and worship, but also to identify, cross-examine and refine their own beliefs in the light of their learning. All this takes place within a safe and caring environment in which students can explore their thoughts and feelings with growing confidence, encouraged by both their peers and teachers.

Term	Year 7	Year 8
<b>Autumn term</b>	<p><b><u>Islam</u></b>                      The life of Mohammad – including the Qur’an and Sunnah                      The 5 Pillars of Islam – considering struggles to adhere to these in a non-Muslim country                      Islamic culture – family life [including caring for elderly, marriage and divorce], diet [including no alcohol, halal/haram], hijab etc                      The mosque – key features and role in life of believers</p>	<p><b><u>The Nature of God</u></b>                      The complex nature of God                      Attributes of God                      Holy Trinity, 99 Names of Allah, Trimurti                      Arguments for the existence of God                      teleological arguments                      Miracles and angel sightings                      Free will defence                      Arguments against the existence of God                      Big Bang and Evolution                      The Problem of Evil                      Parable of the gardener</p>
Evidence of learning	<p>ASSESSMENT – EVALUATE – Which has more value to Muslims, Allah, Mohammad or the Qur’an?                      ASSESSMENT – KNOWLEDGE/UNDERSTANDING/EVALUATE – Is it harder to follow the rules of Islam in a non-Muslim country?</p>	<p>ASSESSMENT – EVALUATE – How effective are religions at making it easier to understand the complex nature of God?                      ASSESSMENT –KNOWLEDGE/UNDERSTANDING/EVALUATE – Does God exist?</p>
Links to prior learning	<p>Year 5 unit on faith – prayer and pilgrimage                      Year 6 unit on Sikhism – selfless service, 5K’s role of the gurdwara</p>	<p>Year 5 unit on Judaism – Genesis 1-2                      Year 6 unit on the teachings of Jesus                      Year 7 unit on Islam [99 names of Allah]                      Year 7 unit on Life after Death                      Year 6 Science summer term - evolution</p>

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Links to future learning	Year 8 unit on Hinduism – culture and rules for believers GCSE study of Islam, Islamic beliefs and practices	Year 8 unit on Hinduism GCSE units on Christian and Islamic beliefs and practices Year 8 Science – Atoms, elements and components [Big Bang Theory]
Protected Characteristics	Mutual respect and tolerance-students will learn to respect those of different views. It is important to understand the beliefs and culture of different people living in our country and working alongside us. Teaching that it is insulting to Muslims to ask them to draw or depict Allah or Mohammad. Teaching the importance of the hijab in protecting the ‘modesty’ of Muslim women and girls.	Mutual respect and tolerance-students will learn to respect those of different views. The right to religious freedom is important here to be actively promoted. The rights of parents as to how they want to raise their children spiritually needs to also be respected-the classroom allows for debates but not personal challenging of views. This unit is really important in helping students to reflect on and cement their own personal views on big questions.
<b>Spring term</b>	<b><u>Salvation</u></b> Common beliefs about Life after Death Biblical teaching about life after death How to get to heaven Historic ideas – relics, pardons, good works, missionaries, monks etc Justification by faith alone – Isaiah 53, John 14:6, St Paul Connecting belief to action	<b><u>Hinduism</u></b> Hindu Origins - cultural and historical influences – pagan elements Hindu Beliefs Reincarnation, the atman and moksha Karma, dharma The caste system Hindu practices and rites of passage–comparison with Christianity Puja Welcoming babies into the faith, sacred thread ceremony, Hindu weddings
Evidence of learning	ASSESSMENT – EVALUATE – What happens when we die? ASSESSMENT – CONNECTION – How does belief in salvation affect the way Christians live their life?	ASSESSMENT – EVALUATE – Should the caste system be abolished? ASSESSMENT – COMPARE – How and why are Hindu and Christian rites of passage similar/different
Links to prior learning	Year 5 - Life of Jesus – crucifixion and resurrection Year 5 – Faith – concept of faith and belief Year 6 – Teachings of Jesus	Year 7 – Life after Death - reincarnation Year 5 unit on Life of Jesus - baptism Year 6 unit on rites of passage Year 6 history – Anglo Saxons, Vikings and Ancient Maya
Links to future learning	Year 7 – Racism and Discrimination – connecting belief and action Year 8 - nature of God – atheism Year 8 - Hinduism - reincarnation GCSE unit on Christian beliefs and practices Year 7 English – persuasive writing ‘Balloon Debate’	GCSE Unit – Religion and Life
Protected Characteristics	This is a sensitive topic as student may have recently suffered the loss of a loved one. Students need to be aware of the need for sensitivity and compassion when discussing these issues. Mutual respect and tolerance-students will learn to respect those of different views.	This unit covers the sensitive topic of what happens when we die – be aware of students who may be upset by the concept of life after death, reincarnation etc. Mutual respect and tolerance-students will learn to respect those of different views. It is important to ensure students understand the historical context and cultural difference between the West and the East and accept these views as

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		'different' rather than condemning them. Students should be encouraged to identify positives as well as negatives.
<b>Summer term</b>	<p><b><u>Racism and Discrimination</u></b>            Definition of terms            Stereotyping, prejudice and discrimination            Evidence of racism – Stephen Lawrence, Black Lives Matter etc            Campaigners for Justice – M L King, Ghandi, Mandela            Religion and Racism            Sacred teachings            Action in the world today            What more can be done? Allocating blame, suggesting solutions</p>	<p><b><u>Justice and Poverty</u></b>            Injustice in the world - Examples of injustice, focusing on the problem of homelessness            Christian teaching/action            The parable of the sheep and the goats            Modern Christians campaigning against injustice and poverty            THE HISTORY OF CHRISTIANITY            Jesus' ascension, Pentecost and the martyrdom of the apostles            The Great Schism            Martin Luther, the Protestant Reformation and further denominational splits and differences</p>
Evidence of learning	<p>ASSESSMENT – EVALUATE – To what extent does racism exist in Britain today            ASSESSMENT – CONNECTION – How and why do Christians work to end racism in the world today?</p>	<p>ASSESSMENT – CONNECTION – How and why do Christians put the parable of the sheep and the goats into practice in the world today?            ASSESSMENT – KNOW/UNDERSTAND – Why does diversity exist in the modern Christian church. Is ecumenicalism a good idea?</p>
Links to prior learning	<p>Year 5 – Life of Jesus – prejudice against Romans            Year 6 – Teachings of Jesus            Year 6 – Sikhism – teachings of Nanak, persecution of Sikhs            Year 7 – Islam – prejudice and discrimination against Muslims</p>	<p>Year 6 unit – Teachings of Jesus            Year 7 unit – Racism and discrimination            Year 7 RE – Easter trial of the apostles            Year 7 History – Henry VIII and the English Reformation            Year 7 English – persuasive writing 'Balloon Debate'            Year 8 English – 'Stone Cold'</p>
Links to future learning	<p>Year 8 – Modern day Christians who campaign for justice            Year 8 – Hinduism – beliefs [linked to Ghandi]            Year 8 – Justice and Poverty – teachings, who is to blame, linking belief to action            YEAR 8 HISTORY – Transatlantic Slave Trade</p>	<p>GCSE thematic studies – all units - especially Christianity Beliefs and Practices</p>
Protected characteristics	<p>Racism is a sensitive topic – students need to be aware of racial differences within their own classroom and tailor their comments and observations appropriately to ensure all feel comfortable with the discussions.</p>	<p>Mutual respect and tolerance-students will learn to respect those of different views.</p>
<p><b>Spirituality</b></p>		
<p><b>Spiritual Capacities</b> - Year 7 unit on Salvation allows students to explore how to get to heaven, good works etc. The unit on Racism and Discrimination encourages students to empathise with others, evaluate the response of Christians [and other believers] to the problem and create their own ideas on how to eliminate racism and discrimination in the future. Our year 8 unit on Hinduism concentrates on the atman's capacity to improve and grow as it moves up the samsara towards moksha. The final Year 8 mini project on the history of Christianity allows students to understand how and why denominational differences developed.</p>		

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**Spiritual Experiences** - Year 7 explore what happens when we die and learn about humanist beliefs, reincarnation, near death experiences, heaven, purgatory and hell. They are encouraged to reach their own informed opinion. In Year 8 students learn about arguments for and against the existence of God, including miracles and angel sightings. They explore the problem of evil and the freewill defence alongside other explanations for evil. Again, they are encouraged to reach and justify personal, informed opinions.

**Spiritual Understanding** – The year 7 unit on Islam encourages students to understand the huge commitment made by Muslims to their religion and the reasons for this. Our ‘Salvation’ unit helps students to understand the full purpose of Jesus’ life and death and the impact it has had on mankind. Our year 8 unit on ‘Nature of God’ explores his complex character and conflicting roles and responsibilities. Students examine the Holy Trinity in detail and explore the concept of God the Holy Spirit working inside us. They also evaluate how successfully religions attempt to make it easier to comprehend God. When studying the unit ‘Justice and Poverty’ students reflect on everyday sacrifices that believers are willing to make because of their religious beliefs

**Spiritual Responses** – Year 7 students reflect on whether or not they could have ever made the same sacrifices and endured suffering in the way Jesus did. They also reflect on the issue of racism and discrimination and how unfair it is and what more could be done to reduce or eliminate it in the future.

During the Hinduism unit, Year 8 students reflect on their own dharma and karma and consider the impact they have on their friends, family and the wider world. When learning about Christians such as Abbe Pierre, Elizabeth Fry, Dietrich Bonhoeffer etc students are encouraged to consider whether they would ever feel able to make similar sacrifices.

### **Reading in the curriculum (Literacy & Vocabulary)**

Students are encouraged to read, comprehend and analyse primary and secondary sources in every unit  
The scheme of work has built in feedback lessons that involve detailed comprehension activities centred around lengthy pieces of writing  
Students are often set reading and comprehension homework to supplement their classroom learning

### **Safeguarding including safety in the curriculum**

Ensuring students are seated in a way that takes account of safeguarding notes and which promotes positive learning and social outcomes

### **How we track your progress**

Linking to the progress descriptors all students’ progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments/quizzes

### **Parents/Carers can support their child by:**

Checking Satchel One for the homework that is being set and ensuring it is completed. Listening to students read aloud and discussing important ideas with them. Encouraging students to read related material at home or explore related websites. Help students to develop independent working skills and resilience. Taking students to relevant museums, living history experiences and encouraging them to read around the subject at home by exploring related websites or selecting relevant non-fiction library books. Ensuring there is a quiet place to concentrate and study at home, away from any distraction.

### **Sustainability within the subject**

The unit Justice and Poverty looks at suffering caused by geographical and environmental problems such as draught and famine. Students consider the need for developed countries to help LEDCs.

### **Careers Links**

Aid/charity worker, church organisation worker, youth worker, life coach, community development officer, social worker, healthcare professional, counsellor, sales and marketing, civil service, administration, librarian, law enforcement, diplomat, media consultant, researcher