

## KEY STAGE THREE CURRICULUM MAP

## SUBJECT: Religious and Values Education

We follow the RE Today Syllabus, in line with the Sefton Standing Advisory Council on Religious Education (SACRE), which is the body which determines the content of Religious Education across the Local Authority. Timings are approximate as term lengths can differ. Some units will take more than a half term to deliver.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Christianity	Christianity	Sikhi	Non-religious world views	Buddhism	Moral authority
<b>YEAR 7</b>	<b>KNOWING WHAT</b> (information, facts & content)	<ul style="list-style-type: none"> <li>The composition of the Bible</li> <li>Christian beliefs about the nature of God, including a focus on the Trinity</li> <li>The impact of these beliefs on Christians today</li> </ul>	<ul style="list-style-type: none"> <li>Beliefs about the Incarnation</li> <li>The 'I am' statements and the miracles of Jesus and what they tell Christians about him</li> <li>The impact of these beliefs on Christians today</li> </ul>	<ul style="list-style-type: none"> <li>Sikh beliefs about God</li> <li>Leadership including that of Guru Nanak and the Guru Granth Sahib</li> <li>Sikh teachings about duty, commitment, service and equality.</li> <li>The influence of Sikh teachings and beliefs on Sikhs living in Britain today</li> </ul>	<ul style="list-style-type: none"> <li>The range of beliefs and attitudes encompassed by the terms 'atheist' and 'agnostic'</li> <li>Sources of authority for non-religious people</li> <li>Ways in which non-religious people put their beliefs into action, in particular Humanist principles and practices</li> </ul>	<ul style="list-style-type: none"> <li>Key Buddhist teachings, including their origins with the Buddha</li> <li>Variety within Buddhist traditions</li> <li>The impact of Buddhist beliefs and teachings on Buddhists today</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Religious and non-religious sources of moral authority</li> <li>How these affect the lives of individuals</li> </ul>

Methods and processes are developed and used in all units. Year 7 expectations are outlined below.						
<b>KNOWING HOW</b> (methods and processes)	<b>Students will learn how to</b>		<b>Year 7</b>			
	Use subject specific vocabulary accurately in context.		Understand the meaning of topic specific key terms and sometimes use them unprompted in oral and written answers.			
	Express knowledge, understanding and opinions orally with clarity and precision.		With prompting if necessary, give full sentence verbal responses which make the meaning clear.			
	Express knowledge, understanding and opinions in writing with clarity and precision.		Write accurate, full sentence responses with support e.g. writing frames, sentence starters.			
	Draw together knowledge from different topics and wider learning, including the identification of common themes, similarities and differences.		Identify basic links with different topics and wider learning when prompted by specific questioning. <i>e.g. find a link/similarity/ difference between the teachings of Guru Nanak and Jesus.</i>			
	Analyse a range of textual and other sources including an understanding of the role of metaphor and symbolism in expressing abstract concepts.		With extensive support through modelling and questioning, suggest meaning for some key sources including scriptural passages, religious symbols, non-religious text and statistics.			
	Apply religious teachings and philosophical concepts to real-life contemporary issues.		When questioned directly, make links between religious teachings and non-religious world views and people's attitudes and behaviour. <i>e.g. how do Sikhs show that Guru Nanak's teaching about service is important to them?</i>			
	Create and sustain evidence-based lines of argument		Give simple reasons to support views and opinions and with support, develop them in more detail with further evidence or explanation.			
	Evaluate arguments, including the use of counter-argument and the construction of a justified conclusion.		With prompting, show awareness of reasons for different points of view. <i>e.g. Why might someone disagree with this view?</i>			
	Work both independently and in collaboration with others.		Complete short, appropriately differentiated independent tasks after modelling and questioning. With guidance, participate in tightly focused paired and group work showing the ability to listen and respond to the ideas of others.			
Show respect for views, opinions, attitudes and beliefs which are not their own, including how to respectfully disagree.		This is developed throughout. Initially, students reflect on what is important to them and how they value it and are encouraged to extend that appreciation to how others feel about their beliefs, lifestyles and behaviours. Teachers model respectful disagreement and challenge disrespect when it emerges. As students get older, we expect and see a growing ability to express disagreement respectfully using reasoned argument and showing sensitivity towards the views of others.				
<b>ASSESSMENT</b> opportunities	Knowledge test	Cumulative knowledge quiz and deep marked written task	Cumulative knowledge quiz and deep marked written task	Deep marked task	Cumulative end of year assessment including knowledge quiz and extended writing task.	Peer and teacher assessed task

# YEAR 8

**KNOWING WHAT**  
(information, facts & content)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Jesus in the Gospels	Prophets	Islam	Spirituality through the arts	The Fall	Happiness
	<ul style="list-style-type: none"> <li>• Key events and teachings in the life of Jesus which influence Christians to think of him as a rebel or radical</li> <li>• The influence of these teachings and events.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The role of Biblical prophets in announcing God’s message and speaking truth to power</li> <li>• The role of Biblical prophecy in denouncing what is wrong and announcing a better world to come</li> <li>• Examples of modern-day Christians who can be regarded as prophets</li> <li>• Perceptions of Islam in contemporary Britain</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The Islamic community in Britain today, including the roles of faith, worship and good character in the lives of British Muslims</li> <li>• Islamophobia and how it can be challenged</li> <li>• Muslim responses to moral issues, including scriptural teachings and the role and importance of interpretation where specific guidance is not given</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How art forms can be used to express spirituality</li> <li>• Expressions of spirituality through the arts in religions we have studied</li> <li>• Completion of a piece of work expressing students’ own understanding of the spiritual.</li> </ul>	<ul style="list-style-type: none"> <li>• Creation accounts in Genesis 1 and 2.</li> <li>• What it means to believe that humans are made ‘in God’s image’</li> <li>• The account of the Fall from Genesis and how this influences understandings of human sin</li> <li>• The role of Jesus in salvation</li> <li>• The impact of the Fall on the place and treatment of women in society</li> <li>• Secular and religious explanations for why humans can be both good and bad</li> </ul>	<ul style="list-style-type: none"> <li>• The nature of happiness and what makes us happy</li> <li>• Christian beliefs about happiness in relationship to God</li> <li>• Buddhist beliefs about happiness</li> <li>• Secular attitudes towards happiness</li> <li>• A consideration of whether happiness should be the purpose of life.</li> </ul>

Methods and processes are developed and used in all units of work. Year 8 expectations are outlined below.						
<b>KNOWING HOW</b> (methods and processes)	<b>Students will learn how to</b>		<b>Year 8</b>			
	Use subject specific vocabulary accurately in context.		Know and use topic-specific key terms unprompted in oral and written answers and sometimes use more general religious terminology appropriately.			
	Express knowledge, understanding and opinions orally with clarity and precision.		Routinely and without prompting, give full sentence verbal responses, with prompting developing ideas with further explanation.			
	Express knowledge, understanding and opinions in writing with clarity and precision.		Write accurate full sentence responses and develop them in more detail with support.			
	Draw together knowledge from different topics and wider learning, including the identification of common themes, similarities and differences.		Identify basic links with different topics and wider learning and, with or without prompting, identify more general links, similarities and differences between religions and world views, <i>e.g. the value of human life, or respect for holy books.</i>			
	Analyse a range of textual and other sources including an understanding of the role of metaphor and symbolism in expressing abstract concepts.		With some support through modelling and questioning, suggest meaning for some key sources including scriptural passages, religious symbols, non-religious text and statistics.			
	Apply religious teachings and philosophical concepts to real-life contemporary issues.		With some guidance, identify ways in which particular religious teachings and non-religious world views influence people's attitudes and behaviours.			
	Create and sustain evidence-based lines of argument		With support, give reasons to support views and opinions which contain some development including evidence and explanation which draws on their learning.			
	Evaluate arguments, including the use of counter-argument and the construction of a justified conclusion.		Explain reasons for and against a viewpoint and reach a simple conclusion which explains their own opinion.			
	Work both independently and in collaboration with others.		Complete appropriately differentiated independent tasks of increasing length, after modelling and questioning where appropriate. Begin to develop and use simple strategies to overcome difficulties within a task. With guidance, participate in paired and group work which may be focused on more than one discussion point, managing time effectively and listening and responding to the ideas of others.			
Show respect for views, opinions, attitudes and beliefs which are not their own, including how to respectfully disagree.		This is developed throughout. Initially, students reflect on what is important to them and how they value it and are encouraged to extend that appreciation to how others feel about their beliefs, lifestyles and behaviours. Teachers model respectful disagreement and challenge disrespect when it emerges. As students get older, we expect and see a growing ability to express disagreement respectfully using reasoned argument and showing sensitivity towards the views of others.				
<b>ASSESSMENT</b> opportunities	Knowledge quiz on Y7 prior learning and Jesus in the Gospels topic	Cumulative assessment including knowledge quiz on prior learning and deep marked task on Prophets topic	Extended writing task	NATRE Spirited Arts competition entry.	End of year cumulative assessment including knowledge quiz and extended writing.	Peer and teacher assessed task.

