**KEY STAGE 3 CURRICULUM OVERVIEW 2024 – 2025**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** |  | **Summer** |
| **YEAR 7 CONTENT** | **3.3 What is so radical about Jesus?** | **3.6 Should religious buildings be sold to feed the starving?** | **3.8 What is good and what is challenging about being a teenage Sikh/Buddhist/Muslim in Britain today?** |  | **3.11 What difference does it make to believe in…?** |
| **Key New Knowledge** | To learn about who Jesus clashed with in authority  To learn about how Jesus was seen by his followers  To learn about Christian roots on non-violence resistance | To find out about the work of Islamic Relief Charity  To find out about Sikh’s three duties: Nam japna, Kirt Karna and Vand Chakna.  To Explain how the gurdwara helps Sikhs in their relationship with God.  Find out how much Christian cathedrals cost in upkeep | To Find out about what it means to become amritdhari in Sikhism.  To learn about Buddhists websites designed for Buddhist teens, such as ClearVision,  To learn about the term British Islam • |  | To understand how Buddhists believes and respond in their own lives  To understand how Christians believes and respond in their own lives  To understand how Jewish people s believe and respond in their own lives |
| **Assessment** | End of term retrieval quiz. | End of term retrieval quiz. | End of term retrieval quiz. |  | End of term retrieval quiz. |
| **YEAR 8 CONTENT** | **3.2 Does living biblically mean obeying the whole Bible?** | **3.4 Is death the end? Does it matter?** | **3.7 How can people express the spiritual through music and art?** |  | **3. 10 Does religion help people to be good?** |
| **Key New Knowledge** | To Explore some of the variety of writings in the Bible, Old and New Testaments  To Consider moral commands from the Old and New and Look at modern problems, from declaring war on repressive regimes to supporting homeless drug addicts, and apply this moral code.  To find examples of modern religious hypocrisy, e.g. a rich church which ignores world poverty. | To learn about The Nicene Creed  To explore the kinds of music, hymns and songs used at Christian and secular funeral services.  To find out about the Buddhist concept of samsara,  To learn about Humanist ethics | To Explore a range of definitions of ‘spiritual’ and ‘spirituality’,  To explore ways in which Muslim art overcomes the prohibition on picturing God  To find out about sand mandalas, representations of the universe to aid meditation in Tibetan Buddhism.  Jewish people: Listen to some klezmer, the music of Ashkenazi Jewish communities. |  | To explore religious rules which generate loving, charitable actions in the world.  To compare religious moral rules with non-religious moral principles.  To find out what ‘good’ involves in Buddhist communal life.  To consider the importance of submission in Islam (translation: ‘Islam’ = submission).? |
| **Assessment** | End of term retrieval quiz. | End of term retrieval quiz. | End of term retrieval quiz. |  | End of term retrieval quiz. |

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| **YEAR 9 CONTENT** | **3.1: Do we need to prove God’s existence?** | **3.5: Why is there suffering? Are there any good solutions?** | **3.9: Should happiness be the purpose of life?** |  | **3.12: Is religion a power for peace or a cause of conflict in the world today?** |
| **Key New Knowledge** | To Find out about Aquinas’ five proofs for God’s existence  To consider a Buddhist response, where belief in a creator God is rejected by the Buddha. For most Buddhists, the question of suffering, and how to overcome it  To compare different atheist Humanist views of God: on the one hand, if God helps people live good lives, some Humanists have no problem with religious belief. However, some Humanists would rather get rid of religion altogether. | Explore different causes and types of suffering: emotional, physical, existential. And consider how suffering differs around the world  To explore a philosophical approach: how can a good God allow suffering?  To explore Buddhist understanding of suffering | To explore what people mean by happiness.  To learn what Christians believe is happiness according to the Bible  To understand about happiness in non-religious worldviews. |  | To learn about conflict in everyday life, its causes and consequences.  To find out about active non-violence. For example, the city of Luton’s annual Peace Walk,  To Find out about the practical work done by a number of religious charities around the world  To learn that some atheists argue that religion causes conflict. |
| **Assessment** | End of term retrieval quiz. | End of term retrieval quiz. | End of term retrieval quiz. |  | End of term retrieval quiz. |

**KEY STAGE 4 CURRICULUM OVERVIEW 2024 – 2025**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **YEAR 10 CONTENT** | Christianity  The nature of God  Creation | Christianity  Creation  Jesus Christ and Salvation | Christianity  Jesus Christ and Salvation | Religion Peace and conflict | Religion Peace and conflict | Islam |
| **Key New Knowledge** | God as omnipotent, loving and just, and the problem of evil and suffering.  The oneness of God and the Trinity: Father, Son and Holy Spirit.  Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). | Beliefs and teachings about the Incarnation and Jesus as the Son of God.  Beliefs and teachings about the crucifixion, resurrection and ascension | Beliefs and teachings about:  sin, including original sin  The means of salvation, including law, grace and Spirit  The role of Christ in salvation including the idea of atonement. | Peace and justiceForgiveness and reconciliationViolence including violent protestTerrorismWarNuclear warThe just war theory | The holy war  Religious understanding of and attitudes to pacifism  Religion and belief as a cause of war and violence  Religion and peace-making in the 21st century  Religious responses to victims of war  Recap and revision on unit | Sunni and Shi’a core beliefs  Tawhid  The nature of God  Angels |
| **Assessment** | Retrieval Task  End of Topic test / Quiz | Retrieval Task  End of Topic test / Quiz | Retrieval Task  End of Topic test / Quiz | Retrieval Task  End of Topic test / Quiz | Retrieval Task  End of Topic test / Quiz | Retrieval Task  End of Topic test / Quiz |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **YEAR 11 CONTENT** | Islam | Relationship and families | Relationship and families | **Revision** | **Revision** |  |
| **Key New Knowledge** | Predestination and human freedom  Life after death (Akhirah)  Risalah  The Qur’an  Holy Books  The Imamate in Shi'a Islam | Human sexuality including heterosexual and same-sex (homosexual) relationships.  Sexual relationships before and outside of marriage. Contraception and family planning. The nature and purpose of marriage.  Same-sex marriage and cohabitation.  Divorce, including reasons for divorce, and remarrying. | Ethical arguments relating to divorce, including those based on the sanctity of marriage vows and compassion.  The nature of families including; the role of parents and children, extended families and the nuclear family.  The purpose of families, including: procreation, stability and the protection of children, educating children in a faith.  Contemporary family issues including same-sex parents and polygamy.   * Gender roles. * Gender equality. * Gender prejudice and discrimination including examples. |  |  |  |
| **Assessment** | Retrieval Task  End of Topic test / Quiz | Retrieval Task  End of Topic test / Quiz | Retrieval Task  End of Topic test / Quiz | Retrieval Task  End of Topic test / Quiz | Retrieval Task  End of Topic test / Quiz | Retrieval Task  End of Topic test / Quiz |