

# KS3 Religious Studies

## Course outline for Key Stage 3:

In yr 7, 8 and 9 students will explore a range of religious and non-religious beliefs under the Three strands of Theology, Philosophy and Human Social Sciences. They will learn in greater depths about the religious and cultural perspectives of Sikhism, Hinduism, Judaism, Islam and Christianity. The Theological strand will be taught alongside the Philosophical and Human social science, allowing students to consider their own and other's responses to thought provoking issues such as What is Ethics and morality? What are the arguments for the existence of God and why do people commit crimes. In lessons, students will have the opportunity to learn through a variety of styles including independently and in groups, writing and performing speeches, debating certain topics, developing their ICT Skills through the use of technology and then presenting their ideas to the class.

Through extending writing practice, students will develop skills of analysis and evaluation, whilst learning to understand and incorporate religious beliefs and sacred text. Students will also learn how to work independently, research, and think critically about what they are learning through independent homework tasks set online.

The skills and knowledge gained in KS3 provide an enjoyable and strong foundation for their progression into KS4, allowing for links across the curriculum. Please see below for the topics studied in each term.

	Year 7	Year 8	Year 9
<b>Autumn 1 &amp; 2</b>	<p><b>The Big Story of Christianity.</b></p> <p>Knowledge and understanding of the Christian worldview. Ability to recall and interpret Bible stories and link to key Christian beliefs.</p>	<p><b>Discovering Islam</b></p> <p>Knowledge and understanding of the Islamic worldview. Ability to recall and interpret Islamic teachings and link to key beliefs in everyday life.</p>	<p><b>Religion, Crime and Punishment (GCSE Unit)</b></p> <p>Knowledge and understanding of the moral and ethical arguments relating to Crime and the treatment of criminals. Analysis and evaluation of the religious points of views.</p>
<b>Spring 1</b>	<p><b>Who are Sikhis and what do they believe?</b></p> <p>Knowledge and understanding of the Sikhi worldview. Ability to recall and interpret stories from the Guru Granth Sahib and relate to core Sikhi belief.</p>	<p><b>Ultimate Questions</b></p> <p>Critical thinking and evaluation of philosophical questions. Ability to interpret ideas presented and give an opinion.</p>	<p><b>Christian beliefs and Practice. (GCSE Unit)</b></p> <p>Knowledge and understanding of the key Christian beliefs, teachings and practices. Application of teachings and practice to exam questions.</p>



	Year 7	Year 8	Year 9
<b>Spring 2</b>	<p><b>Introduction to Ethics</b></p> <p>Develop knowledge and understanding of different ethical issues. Analysis of ethical dilemmas and relate own life and the life of others. Develop oracy skills through discussion and debate.</p>	<p><b>Hinduism</b></p> <p>Knowledge and understanding of the Hindu worldview. Ability to recall and interpret key beliefs and teachings and link to everyday life.</p>	<p><b>Christian beliefs and Practice. (GCSE Unit)</b></p> <p>Knowledge and understanding of the key Christian beliefs, teachings and practices. Application of teachings and practice to exam questions.</p>
<b>Summer 1</b>	<p><b>What are the main beliefs of Judaism?</b></p> <p>Knowledge and understanding of Judaism as a worldview.</p>	<p><b>Does it make sense to believe in God?</b></p> <p>Develop knowledge and understanding of different Philosophical arguments. Evaluation of a variety of ideas presented.</p>	<p><b>Buddhist beliefs</b></p>
<b>Summer 2</b>	<p><b>Spirited Arts</b></p> <p>Critical thinking around a religious or non-religious worldview. Creative response to a topic. Independent work.</p>	<p><b>Is religion a source of Good?</b></p> <p>Develop knowledge and understanding of various Moral and social current affairs.</p>	<p><b>What does it mean to live the 'Good life'?</b></p> <p>Develop knowledge and understanding of different Philosophical arguments. Evaluation of a variety of ideas presented.</p>



#### Assessment and feedback:

Through the year lessons allow students to deepen their knowledge and understanding of topics covered through DO NOW activities that practices recall. Students complete two formal assessments per unit, one during the middle of the topic that is peer/self-assessed and the final assessment at the end of the unit that is Teacher assessed. All assessments allow students to develop their skills of recall, critical thinking and evaluation. Feedback is regularly provided either through the DO NOW recall activities or at the end of unit.

#### How parents/carers can help:

- Encourage your child to complete the additional 'Challenge activities' provided by teacher alongside every lesson.
- Check and ensure child spends quality time on homework.
- Encourage your child to show an interest in world affairs by watch, listening or the news.
- Take your child to places where they can learn more about the world and different cultures, for example the Museum, Space centre, National parks, Festivals.

#### Points of contact:

Your child's Religious Studies teacher  
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