

RE KS3 Curriculum Map

<p><b>Endeavour Federation Curriculum vision</b></p> 	<p>At the Endeavour Federation, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all students having the opportunity to study a range of subjects, following bespoke pathways. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum.</p> <p>We believe in all our students and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.</p>
<p><b>RE curriculum vision</b></p> 	<p>The RE curriculum is planned to ensure that students make progress in their learning and gain a broad knowledge and understanding of RE. The curriculum intends to provide the structures and support systems that will enable the teaching of RE in a manner that is coherent, progressive, pedagogically and philosophically sound, and that will promote the cognitive, spiritual, moral, social and cultural development of all learners.</p> <p>Resources are differentiated and engaging to ensure that all of our students are inspired to learn and to foster an enjoyment of RE.</p> <p>We provide our young people with the skills to cope and succeed in the wider world by embedding cultural capital and celebrating diversity through a wide range of texts and resources. Literacy and communication skills are developed throughout the curriculum and assessment is used regularly to ensure RE targets are achieved and exceeded.</p>

Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and Communication
				

Curriculum 'at a glance'

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	What is so radical about Jesus?	What is so radical about Jesus?	Should religious buildings sold to feed the starving?	Should religious building be sold to feed the starving?	What is good and what is challenging about being a teenage Sikh/Buddhist/Muslim in Britain today?	What is good and what is challenging about being a teenage Sikh/Buddhist/Muslim in Britain today?
Year 8	Is death the end? Does it matter?	Is death the end? Does it matter?	How can people express the spirituality through music and art?	How can people express the spirituality through music and art?	Does religion help people to be good?	Does religion help people to be good?
Year 9	Why is there suffering? Are there any good solutions?	Why is there suffering? Are there any good solutions?	: What difference does it make to believe in...?	: What difference does it make to believe in...?	Is religion a power for peace or a cause of conflict in the world today?	Is religion a power for peace or a cause of conflict in the world today?
Year 10	Religious teachings about peace and justice violence including violent protest forgiveness and reconciliation	Religious teachings about peace and justice violence including violent protest forgiveness and reconciliation	Terrorism War and Nuclear war	Terrorism War and Nuclear war	The end term is to recap and to dive into consolidating a deeper understanding of the topics that have been taught. Ensuring that all have a good understanding and able to verbalise and express how they view these topics with intertwining their own views.	The end term is to recap and to dive into consolidating a deeper understanding of the topics that have been taught. Ensuring that all have a good understanding and able to verbalise and express how they view these topics with intertwining their own views.
Year 11	<i>Good and evil intentions and actions. Reasons for crime Is crime ever evil?</i>	Good and evil intentions and actions. Reasons for crime Is crime ever evil?	The aims of punishment The treatment of criminals Prison	Corporal punishment Community service Forgiveness	The death penalty	The end term is to recap and to dive into consolidating a deeper understanding of the topics that have been taught. Ensuring that all have a good understanding and able to verbalise and express how they view these topics with intertwining their own views.

		Term 1		Term 2		Term 3	
Weeks		7	7	6	6	6	7
Year 7	<i>Core Knowledge/ Skills and Concepts</i>	<p>What is so radical about Jesus? This term addresses the following sub questions:</p> <p>F2: Which people are special and why?</p> <p>L2.3 Why is Jesus inspiring to some people?</p> <p>U2.2 What would Jesus do? Can we live by the Values of Jesus in the twenty-first century?</p> <p>What is so radical about Jesus?</p>		<p>3.6: Should religious buildings be sold to feed the starving? This term addresses the following sub questions:</p> <p>F3: Which <i>places are special and why?</i></p> <p>1.5: <i>what makes some places sacred?</i></p> <p>L2.4: <i>Why do people pray?</i></p> <p>U2.4: <i>If God is everywhere, why go to a place of worship?</i></p>		<p>3.8: What is good and what is challenging about being a teenage Sikh/Buddhist/Muslim in Britain today? This term addresses the following sub questions:</p> <p>F5 Where do we belong?</p> <p>1.7: What does it mean to belong to a faith community?</p> <p>L2.7/8: What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today?</p> <p>U2.6: What does it mean to be a Muslim in Britain today?</p>	
	<i>How will it be assessed?</i>	<p>Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.</p>		<p>Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.</p>		<p>Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.</p>	
	<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	<ul style="list-style-type: none"> <li>➤ The overall faith and worldview is based on Christianity</li> <li>➤ The key question will focus on <b>believing</b></li> <li>➤ The teaching is based on religious and non-religious beliefs</li> <li>➤ Support in expressing and communicating their views With links to the present day</li> </ul>		<ul style="list-style-type: none"> <li>➤ The overall faith and worldview of: Muslims, Sikhs, Christians</li> <li>➤ The key question will focus on <b>expressing</b></li> <li>➤ The teaching is based on religious and non-religious beliefs, helping them gain and understand the curriculum</li> <li>➤ The teaching moves from special religious people to religious buildings</li> <li>➤ Understanding what has made these buildings sacred</li> <li>➤ An opportunity is created for pupils to form an opinion if they think religious buildings need to be used for feeding the hungry or for other charitable functions</li> </ul>		<ul style="list-style-type: none"> <li>➤ The overall faith and worldviews: Sikhs or Buddhists</li> <li>➤ The key question will focus on <b>believing</b></li> <li>➤ Teaching is based on what it is like to have a faith</li> <li>➤ Faith in today's society</li> <li>➤ Religious buildings and their uses today</li> </ul>	
	<i>Weekly Focus</i>	<p>1 Give a supported view as to how radical Jesus' views were towards women (A2).</p> <p>2 Consider the question of who Jesus came to save and evaluate a variety of answers (B3).</p> <p>3 Express insight into the question of how radical Jesus was, in the light of different views (according to the gospels) (B1)</p> <p>4 Evaluate different views on whether Christians have been radical enough (C3).</p> <p>5 Revision session</p> <p>6 End of topic assessment</p>		<p>1 Explain how welcoming and charitable actions can be seen as worship (A2)</p> <p>2 Explain and interpret a range of understandings of worship (A1)</p> <p>3 Consider the key question and evaluate a variety of answers (B3)</p> <p>4 Express insight into the purpose of worship, in light of different views (C3)</p> <p>5 Observe and comment on the function of worship in the lives of believers (B2)</p> <p>6 Draw general conclusions about the purpose of worship across traditions, in light of positive and negative views (C1)</p>		<p>1 Appreciate what is good about being a teenage Sikh, Buddhist or Muslim in Britain today and appraise what challenges are involved (A3)</p> <p>2 Investigate and explain what Sikh, Buddhist or Muslim teenagers say about Western values and express their own views (C3)</p> <p>3 Explain how ancient spiritual practices still sustain believers (A2)</p> <p>4 Offer explanations to account for how and why teenagers have to hold multiple religious and social identities in a diverse society (B2).</p> <p>5 Examine and evaluate British society's treatment of immigrant religious groups (C2)</p> <p>5 Revision through games</p>	

				7 End of topic assessment		6 End of topic assessment	
<i>Weeks</i>		7	7	6	6	6	7
<b>Year 8</b>	<i>Core Knowledge/ Skills and Concepts</i>	3.4: Is death the end? Does it matter? This term addresses the following sub questions:  U2.3 What do religions say to us when life gets hard?		3.7: How can people express the spirituality through music and art? This term addresses the following sub questions:  U2.5: Is it better to express your beliefs in arts and architecture or in charity and generosity?		3.10: Does religion help people to be good?  This term addresses the following sub questions:  1.8 <i>How should we care for others and the world, and why does it matter?</i>  L2:9 <i>What can we learn from religions about deciding what is right and wrong?</i>  U2.7 What matters most to Christians and Humanists	
	<i>How will it be assessed?</i>	Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.		Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.		Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.	
	<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	<ul style="list-style-type: none"> <li>➤ The overall faith and worldview is based on: Christians, Buddhists and nonreligious worldviews e.g. Humanists</li> <li>➤ The key question will focus on <b>believing</b></li> <li>➤ The pupils will have explored about the Christian, Sikh and Buddhist faiths.</li> <li>➤ They should have started to develop informed opinions</li> <li>➤ Year 8 is about deepening these opinions and trying to formulate how someone with faith may have similar or different views</li> <li>➤ How different faith views life after death</li> </ul>		<ul style="list-style-type: none"> <li>➤ The overall faith and worldview is based on: (2 or 3): Buddhists, Christians, Jewish, Muslims</li> <li>➤ The key question will focus on <b>expressing</b></li> <li>➤ The pupils are to look at religious and non-religious beliefs, helping them gain and understand the knowledge in order to be able to express and communicate about both</li> <li>➤ After having thought through such a deep topic of the afterlife the pupils will be looking at how different faiths express themselves through music and art</li> <li>➤ This flows into looking into charity and generosity</li> <li>➤ The opportunity is given to help pupils to form their own opinions respectfully</li> <li>➤ The question will be posed how can they take part in charitable work and the importance of the work</li> </ul>		<ul style="list-style-type: none"> <li>➤ The overall faith and worldview: Christians, Muslims, Sikhs, Buddhist, nonreligious ethical views</li> <li>➤ The key question will focus on <b>living</b></li> <li>➤ Pupils are taught to consider religious and non-religious beliefs in order to be able to express and communicate their opinion</li> <li>➤ This last term focused more around the non-faith views and how this links to deciding what is right or wrong</li> <li>➤ Pupils will explore how having a faith or not having a faith impacts their lives.</li> </ul>	
	<i>Weekly Focus</i>	1 Explain a range of beliefs regarding the possibility of life after death (A2). 2 Account for the roots of these diverse beliefs (B1). 3 Judge the importance of this life compared to the hope of an afterlife, offering different views (C1) 4 Evaluate the impact of differing views of life after death on how individuals view Earthly life (C3) 4 Explain interpretations of views of life after death; literal or metaphorical, =acknowledging diversity within traditions (A2) 5 Analyse what visions of life after death reflect about an individual's view of existence (C1)		1 Outline the features of one religious art form and say why it is important to members of that faith (A1). 2 Present a variety of interpretations of 'spiritual' and how these are expressed (A3). 3 Explain the impact of music and art in helping people to express ideas beyond words (A2). 4 Interpret a range of views on the importance of the spiritual within religion and nonreligious worldviews (C1). 5 Express insights into how far growing up in a tradition will shape the way someone sees all aspects of life (B1).		1 Give examples of ways in which religious and non-religious principles guide people in living good lives (B2). 2 Analyse examples of religious and non-religious principles and come to a view of what is 'good' (C1). 3 Formulate an account of how religious teachings help people to be good (A2). 4 Weigh up the value of religion in benefitting individuals and society (B2). 5 Justify a supported response to the question of whether religion helps people to be good (C3).	

	6 Revision 7 End of topic assessment	6 revision 7 End of topic assessment	6 Offer reasons for a range of ways in which religion inspires moral behaviour, and sometimes immoral behaviour (B2). 7 End of term assessment
<b>Weeks</b>	<b>7</b>	<b>7</b>	<b>6</b>
<b>Core Knowledge/ Skills and Concepts</b>	3.5: Why is there suffering? Are there any good solutions?  This term addresses the following sub questions:  <b>U2.3</b> What do religions say to us when life gets hard?	3.11: What difference does it make to believe in...? This term addresses the following sub questions: <b>F6:</b> What is special about our world?  <b>1.8</b> How should we care for others and the world, and why does it matter?  U2.8 What difference does it make to believe in ahimsa, grace, and/or Ummah?	3.12: Is religion a power for peace or a cause of conflict in the world today?
<b>How will it be assessed?</b>	Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.	Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.	Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.
<b>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</b>	<ul style="list-style-type: none"> <li>➤ The overall faith and worldview: Christians, Buddhists</li> <li>➤ The key question will focus on <b>believing</b></li> <li>➤ Religious and non-religious beliefs are taught</li> <li>➤ Going deeper into different faiths</li> <li>➤ Suffering is taught and may develop an awareness about themselves and their own families</li> <li>➤ How a faith can play a part or not</li> <li>➤ The challenge is set for the pupils to consider if they have answers to the suffering</li> </ul>	<ul style="list-style-type: none"> <li>➤ The overall faith and worldview: (to be chosen 2 or 3) Buddhists, Christians, Jewish people, Muslims and Sikhs</li> <li>➤ The key question will focus on <b>expressing</b></li> <li>➤ Religious and non-religious beliefs are taught</li> <li>➤ The pupils will get the opportunity to think about how faith will help or hinder people</li> <li>➤ It will widen their understanding of different faiths and non-faith and this in turn support making an informed opinion from a place of deeper understanding</li> </ul>	<ul style="list-style-type: none"> <li>➤ The overall faith and worldview: Christians, Muslims, Humanists/ non-religious</li> <li>➤ The key question will focus on <b>living</b></li> <li>➤ The pupils are to look at religious and non-religious beliefs a helping them gain and understand the knowledge in order to be able to express and communicate</li> <li>➤ They move on to learning about conflicts and how these conflicts relates to some faiths</li> <li>➤ Power and peace is discussed</li> </ul>
<b>Weekly Focus</b>	<p>1 Give well-informed insights into two Christian views about why people suffer, supported by evidence from biblical texts (B1).</p> <p>2 Contrast two views of why we suffer from two different traditions (A1).</p> <p>3 Argue the case that religions do or do not offer good solutions as to why we suffer (C1).</p> <p>4 Consider and weigh up how far religious answers to the question of suffering are universally useful (A2).</p> <p>5 Evaluate critically the idea that suffering is a natural human state to which there is no solution (C1).</p>	<p>1 Explain how they would affect someone's life (B2).</p> <p>2 Offer a justified view as to what difference these concepts make to someone's personal identity or <i>sense of self</i> (B2).</p> <p>3 Offer critical and personal insights into how far believing in the concept would help someone faced with suffering (C1).</p> <p>4 Offer critical and personal insights into how far believing in the concept offers hope (C1).</p> <p>5 Offer a justified view as to how many of these ideas are <i>human</i> values and how many are <i>religious</i> values, and what difference that makes (B1).</p>	<p>1 Present a coherent account of why some see religion as a power for peace, supported by evidence (A2).</p> <p>2 Present a coherent account of why some see religion as a cause of conflict, supported by evidence (A2).</p> <p>3 Consider and evaluate views of religion in relation to peace and conflict, based on evidence and reasoning (B3).</p> <p>4 Examine and evaluate the ways diverse religious communities are affected by others views of the impact of their religion on the world (C2).</p> <p>5 Express well-informed insights into the nature of peace: active non-violence or passive absence of war? (C3)</p>

		6 Offer theological, philosophical and/or psychological reasons for arguing that religions exist to help humans cope with suffering, fear and despair (A3). 7 End of topic assessment	6 Evaluate whether there is anything for nonreligious people to learn from these beliefs and practices, or whether religious commitment to any of these faiths is necessary to benefit from these concepts (C3).	6 Offer a well-informed personal response to the role of conflict in the human condition; an aberration or a necessary evil? (C1) 7End of topic assessment			
	<i>Weeks</i>	7	7	6	6	6	7
	<i>Core Knowledge/ Skills and Concepts</i>	Religious teachings about peace and justice violence including violent protest forgiveness and reconciliation	Terrorism War and Nuclear war	The just war theory The holy war religion and belief as a cause of war and violence	Religious responses to victims of war. Religion and peace-making in the 21 <sup>st</sup> century Religious understanding of and attitudes to pacifism	The end term is to recap and to dive into consolidating a deeper understanding of the topics that have been taught. Ensuring that all have a good understanding and able to verbalise and express how they view these topics with intertwining their own views.	
	<i>How will it be assessed?</i>	Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.		Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.		Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.	
	<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	<ul style="list-style-type: none"> <li>➤ This AQA scheme of work follows Manchester agreed syllables</li> <li>➤ It builds on the teaching from year 9 but more exam answering focussed</li> <li>➤ It follows a more in-depth route around terrorism, war and even nuclear war.</li> </ul>		<ul style="list-style-type: none"> <li>➤ After having gained an understanding of war it moves to the understanding of a holy war and the implications</li> <li>➤ This also relates to the 21<sup>st</sup> century</li> </ul>		<ul style="list-style-type: none"> <li>➤ Revision term is about consolidating what was learned in 7, 8 and 9 and the new topics in year 10.</li> </ul>	
<b>Year 10</b>	<i>Weekly Focus</i>	1 Religious teachings about peace and justice 2 Religious teachings about forgiveness and reconciliation. 3 Religious understanding of attitudes to violence and violent protests. 4 Religious understanding of and attitudes to terrorism 5 Religious attitudes to war, including the reasons for war including greed, self-defence and retaliation. 6 Religious attitudes to the use of weapons of mass destruction.		1 What are the criteria for a just war: holy war? 2 What are the criteria for a 'holy war'? 3 Why does religious belief sometimes cause war and violence? 4 What does pacifism mean? What do religions understand about pacifism? 5 To look at the work of individuals who helped make peace because of their religious teachings. 6 To look at a present day religious organisation that helps victims of war.		What have we learnt from this unit?  To look at possible questions on the topic of Religion, Peace and Conflict. Over these weeks and see how they can be answered.	

<i>Weeks</i>	7	7	6	6	6	7
<i>Core Knowledge/ Skills and Concepts</i>	Good and evil intentions and actions. Reasons for crime Is crime ever evil?	Views about people who break the law Views about different types of crime The aims of punishment	The aims of punishment The treatment of criminals Prison	Corporal punishment Community service Forgiveness	The death penalty	The end term is to recap and to dive into consolidating a deeper understanding of the topics that have been taught. Ensuring that all have a good understanding and able to verbalise and express how they view these topics with intertwining their own views.
<i>How will it be assessed?</i>	Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.		Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.		Each lesson will begin with an informal learning activity, active starter game, based on prior learning assessment (e.g.: 5 minute on Kahoot.)There will be a teacher made test at the end of each topic assessing the content they have learned this term. Each pupil will be assessed weekly against the lesson objectives and feedback given through the 'yellow stickers'.	
<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	<ul style="list-style-type: none"> <li>➤ The topics of year 10 were very much based about war and faith</li> <li>➤ This year will be around crime and all that entails</li> <li>➤ What is good and what is classed as evil</li> <li>➤ They will get the opportunity to form informed opinion</li> </ul>		<ul style="list-style-type: none"> <li>➤ They will have looked at crime and made an informed opinion about this</li> <li>➤ This term moves onto the punishment of crime</li> <li>➤ Not just around prison sentences but also corporate punishments</li> <li>➤ This term will also focus on forgiveness and how this links to punishment</li> </ul>		<ul style="list-style-type: none"> <li>➤ After having looked into crime, punishment and forgiveness this term spend time on looking into the death penalty</li> <li>➤ What happens and where and how they can form their own thoughts about it</li> </ul>	
<i>Weekly Focus</i>	1 and 2 Good and evil intentions and actions, including whether it can ever be good to cause suffering.  3 and 4 Reasons for crime, including: poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law.  5 and 6 Good and evil intentions and actions.	1 and 2 Views about people who break the law for the reasons given in lesson  3 and 4 Views about different types of crime, including hate crimes, theft and murder  5 and 6 The aims of punishment, including retribution, deterrence and reformation.	1 and 2 the aims of punishment, including retribution, deterrence and reformation; also including religious attitudes to each  3 and 4 The treatment of criminals, including religious attitudes  5 and 6 Exploring this punishment and religious attitudes to it.	1 and 2 Exploring this punishment and religious attitudes to it, including contrasting views  3 and 4 Exploring this punishment and religious attitudes to it.  5 and 6 Religious attitudes to this, including contrasting views.	1 – 4 The death penalty –  5-6 Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.  7 Exploring this punishment, and in this lesson arguments for, including religious arguments	Pre GCSE and GCSE exams

Year 11