RELIGIOUS EDUCATION & WORLDVIEWS KEY STAGE 3 CURRICULUM OVERVIEW

By the end of Key Stage 3, students should:

Know	*Students will understand that religious and non-religious worldviews have origins in a time and place, and they develop over time. They will also understand that individual worldviews are made of many threads, for example, age, gender, sexuality, religion, spirituality, etc. Students will understand the importance of critically engaging with the ways in which context affects the experience of a group or an individual within a group. Students understand that different individuals/ communities make ethical/moral choices differently based on context and that humans justify their (positive and negative) moral/ethical choices by referring to their worldview.*
Do	*Students understand that theology, the human/social sciences and philosophy are all interested in asking questions about religious and non-religious worldviews. Students will use hermeneutical skills to critically engage with key texts. They will analyse a range of data about ways of living, taking a 'hermeneutics of suspicion' approach to their own act of analysis. Students will be able to construct coherent lines of reasoning and can critically analyse the reasoning of others, including making appropriate judgements about evidence and argumentation.*
Appreciate	*Students will appreciate that worldviews articulate formal and informal beliefs/concepts abut meaning and purpose, and that they can be interpreted in diverse ways by those within and outside these worldviews. They will appreciate that power, authority and influence are rooted in a time and a place and can change over time and that power and influence in religious and non-religious worldviews can be used positively and negatively.*

Curriculum coverage

	Topic	*Sub topic*	*Coverage*	
Year 7	**Worldviews Topic: What is a worldview?**	*What is a worldview?*	*What is a personal worldview?* *What is an organised worldview?*	*What is your "why" behind your worldview?*
		What is religion?	*The contested term of religion* *Dharmic and Abrahamic religions and their views of religion*	*Key thinkers view of religion*
		How do we study religion?	*Questions about religions*	*Methods of studying religion*
	Existence Topic: Why is there something rather than nothing?	*What are people's different worldviews?*	*What are people's different worldviews?*	
		What do Christians believe about the existence of the universe?	*Is the Bible a source of authority to Christians?* *What do Christians say about how the world began using Genesis 1?*	*What do Christians say about how the world began using Genesis 2?*
		What do Muslims believe about the existence of the universe?	*What do Muslims say about how the world began?*	*Is the Qur'an a source of authority to Muslims?*
		What do non-religious people believe about the existence of the universe?	*What do different non-religious people say about how the world began?*	*What do humanists believe about how the world began?*
		What are our worldviews about existence?	*What can we learn from studies about our own worldviews?*	
	Humanity Topic: What is a human being?	*How does worldview influence our view of humanity?*	*How does our worldview influence our view of humanity?*	
		How does religion influence our view of being a human being?	*Judaism as an organised worldview including their persecution* *Christians as an organised worldview* *Muslims as an organised worldview*	*Hindu as an organised worldview* *Humanists as an organised worldview* *Comparison of organised view*
		How do we judge the value of life?	*What makes humans different to animals?* *Are some people more important than others?*	*What is the role of a human?*

Curriculum coverage				
	Topic	***Sub topic***	***Coverage***	
Year 8	**Context Topic** **Why does context matter?**	*How can historical context, contemporary context and religious views influence how Jesus is portrayed?*	*Who is Jesus?* *Jesus for Gospel Writers* *Jesus for Historians*	*Jesus for Contemporary Christians* *Jesus for Muslims*
		How can culture, art and politics influence how Jesus is portrayed?	*Jesus for Different Cultures* *Jesus for Artists*	*Jesus for Feminists*
	Change Topic **Can religion change?**	*Has Islam changed over time and how?*	*How did Islam begin?* *How did Islam rise to influence?* *Development of Sunni and Shia*	*Geographical spread of Islam* *Is Islam the same?*
		Has Hinduism changed over time and how?	*How did Hinduism begin?* *Sacred texts and practices in Hinduism*	*Reform movements in Hinduism*
		Using Islam and Hinduism, how does religion change?	*Modern interpretations of Islam and Hinduism*	*Conclusion: Can religion change?*
	Time Topic **Do things always change & get better over time?**	*How has the treatment of women changed over time within Christianity?*	What can Julian of Norwich teach us about women's roles in early Christianity? What does "better" mean?	How did religion influence the treatment of women during the witch trials?
		How has the treatment of women changed over time within Christianity?	What made Khadijah a significant figure in Islam? Was Aisha a feminist figure?	Have women's rights improved in Saudi Arabia?
		How has the treatment of women changed and improved over time?	How do Christian and Muslim views on women compare?	How are women shaping religion today?

Curriculum Coverage continued:				
	Topic	***Sub Topic***	***Coverage***	
Year 9	**Good Rules Topic Can you do good by breaking the rules?**	*What are the key rules that govern how religious & non-religious people live their lives?*	Morality & Rules	Ten Commandments
		How do Christians believe God wishes them to interact with Him?	No Other Gods No Idols	No Lord's Name in Vain Sabbath Importance
		How should religious & non-religious people treat other people?	Honour Do Not Kill Adultery	Thou Shall Not Steal False Witness & Covet
	Good Power Topic Does great power come with great responsibility?	*Do people have power and responsibility?*	Introduction to power and responsibility Do humans have the power to break the rules?	Was power & responsibility used for the right reason in the Crusades?
		How does the Holocaust demonstrate powerlessness, power and responsibility?	Judaism & the Holocaust – powerlessness, responsibility & the bystander	What responsibility did religions have in responding to the Holocaust?
		How does power cause damage to others?	Cambodia & the Khmer Rouge – when power destroys	Do we have power to inflict our values on other people?
		Who has power? Who has responsibility?	Whose power? Whose responsibility? What does Islam teach? Greater and lesser Jihad	What are the problems that come in the future?
	Good Life Topic What is a good life?	*How do the Abrahamic religions view the 'good life'?*	Living the good life Christian ideas on living the good life	Islamic ideas on living the good life
		How do the Dharmic religions view the 'good life'?	Dharmic ideas on living the good life	Buddhist ideas on living the good life
		How does philosophy view the 'good life'?	Ancient Greek philosophy and the good life	What can philosophy teach us about the good life?
		How do we understand and develop our own understanding of the 'good life'?	Know thyself Celebrations and togetherness	Foundations for a good life

Wider Key Stage 3 Curriculum

There will be a REW competition run during the year the year
Students will be set a minimum of one interleaving targeted homework each unit