

KS3 Long Term Plan 2020-2021

Subject: RE



Statement of Intent:

At KS3 RE our aim is to convey how religion plays an important role in preparing pupils for their future, employment, and lifelong learning. We ensure this by creating an engaging and diverse curriculum.

We believe that RE is a subject for all pupils, whatever their own family background and personal beliefs and practices.

The RE department enacts this by allowing pupils to develop religious literacy; to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom; to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures; to develop attitudes of respect towards other people who hold views and beliefs different from their own; to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

We believe that the RE curriculum helps young people understand that others may hold beliefs different to their own. We wish to educate how and why these differ. It also gives students the opportunity to state and explore their own beliefs. This then helps all learners understand, have sympathy with, or identify with other people. Our approaches are unified by the intent of promoting peace and community cohesion among a student body holding various beliefs.

We live in a world where young people are exposed to many conflicting and persuasive ideas. Good Religious Education can help students address and challenge the many issues which they face by giving them the tools to analyse and question these issues for themselves and develop their confidence to articulate their own point of view. Our curriculum is founded on good practice with clear lines of progression and it is our quest to provide outstanding Religious Education to our students.

We believe that religious education offers a space where by reflecting on their own beliefs, values and experiences in the light of their study, pupils can grow intellectually and spiritually alike.

Statement of Implementation:

We ensure that pupils know and understand the fundamental precepts of Catholic Christianity and other religions and worldviews that are prevalent in society through classwork, discussions, research, monitoring progress and assessments.

Embedding religious literacy, which is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views is implemented through teacher input and assessment.

Pupils are enabled to visit places of worship by planning visits to religious buildings of other faiths.

We promote pupil's curiosity by encouraging them to share their own beliefs and express ideas and insights about the nature, significance, and impact of religion and worldviews on their beliefs. This is implemented by combining information about religious and non-religious worldviews with the skills required to express insights into their nature, significance and impact.

Progression is ensured by designing, monitoring and updating our curriculum which increases the range, accuracy, and sophistication of skills required, as well as advancing the pupils' ability to apply their knowledge and understanding to enquiries.

Expected outcomes would focus primarily on skills and applications through interleaving and formal assessments.

The curriculum in each year group builds on previous skills and learning to fully embed them ready for KS4 – we strive to make RE engaging and enjoyable and promote the love of learning.

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment (date and nature of assessment)
Yr. 7 Autumn 1	Community: w/b 3/9, w/b 7/9, w/b 14/9,w/b 21/9, w/b 28/9, w/b5/10, w/b12/10 and w/b 19/10 (7 1/2 WEEKS – 21(23) lessons)	Skill Development: Understanding- to demonstrate and convey acquired meaning by applying to tasks linked to Community topic. Application- to apply what has been learnt from term topic to being a participant in the community of St Paul’s Catholic College. Interleaved content: Community topic Sacraments Class Assessed Task assessment.	w/b 28/9-Blue Book Class Assessed Task: Sacraments w/b 5/10-Key Word Test w/b 19/10-End of topic test w/b 19/10-Progress Diaries
Yr. 7 Autumn 2	Prophecy: w/b 2/11, w/b 9/11, w/b 16/11, w/b 23/11, w/b 30/11, w/b 7/11, w/b 14/11(7 Weeks 21)	Skill Development: Expression- to explain concepts, rituals and practices identify and express matters of deep concern in today’s society by creating a Modern Day prophecy speech. Analysis- to draw out essential ideas for the topic of Prophecy and distinguish between opinion, belief and fact. Interleaved content: Prophecy topic Modern day Prophecy Class Assessed Task assessment.	w/b 23/11-Blue Book Class Assessed Task: Modern Day Prophecy w/b 30/11-Key Word Test w/b 14/12- End of topic test w/b/ 14/12-Progress Diary
Yr. 7 Spring 1	Reconciliation: w/b 4/1, w/b 11/1, w/b 18/1, w/b 25/1, w/b 1/2, w/b 8/2 (6 weeks- 18 lessons)	Skill Development: Interpretation- to draw meaning from artefacts, symbols, stories, works of art and poetry in the Catholic faith. To suggest fundamental meaning of the Catholic sacrament of Reconciliation. Application- to apply what has been learnt from Reconciliation topic to a new situation in real life. Interleaved content: Reconciliation Topic Reconciliation Story board ‘Prodigal Son’ Class Assessed Task assessment.	w/b 25/1 Blue Book Class Assessed Task: Prodigal Son storyboard w/b 1/2-Key Word Test w/b 8/2-End of topic test w/b 8/2-Progress Diary

<p>Yr. 7 Spring 2</p>	<p><u>Easter People:</u> w/b 22/2, w/b 1/3, w/b/ 8/3, w/b 15/3, w/b/22/3, w/b 29/2 (6 Weeks-18 lessons)</p>	<p>Skill Development: Expression- to explain concepts, rituals and practices. To identify and express matters of deep concern by a variety of means, not only through words and respond to religious issues through creating Article on Jesus' Ascension. Interpretation- to draw meaning from religious language in the Gospels and convey in your own words. Interleaved content: Easter People Topic Ascension Newspaper Article Class Assessed Task assessment.</p>	<p>w/b 8/3-Blue Book Class Assessed Task: Ascension Newspaper article w/b 15/3/2-Key Word Test w/b 29/2-End of topic test w/b 29/2-Progress Diary</p>
<p>Yr. 7 Summer 1</p>	<p><u>Prayer:</u> w/b 19/4, w/b 26/4, w/b 3/5, w/b 10/5, w/b 17/5, w/b 24/5 (6 weeks-18 lessons)</p>	<p>Skill Development: Expression- to explain concepts, rituals and practices identify and express matters by a variety of means, not only through words by creating My Image of Mary drawing with symbols. Explanation-to describe in more detail how you perceive Holy Mary and why. Interleaved content: Prayer topic My Image of Mary Class Assessed Task assessment.</p>	<p>w/b 3/5-Blue Book Class Assessed Task: My Image of Mary w/b 10/5-Key Word Test w/b 17/5-End of topic test w/b 17/5-Progress Diary</p>
<p>Yr. 7 Summer 2</p>	<p><u>Hinduism:</u> w/b 7/6, w/b 14/6, w/b 21/6, w/b 28/6 (4 weeks, 12 lessons) <u>Relationships & Sex Education:</u> w/b 5/7, w/b 12/7 (2 Weeks-6 lessons)</p>	<p>Skill Development: Empathy- consider the thoughts, feelings, experiences, beliefs and values of Hindus and see the world through their eyes. To develop the power of the imagination by putting yourself in the perspective of a Hindu living in the UK. Reflection- to think and speak carefully about religious and spiritual topics concerning other peoples' faith. Interleaved content: Hinduism topic</p>	<p>w/b 14/6-Blue Book Class Assessed Task: Being a Hindu in the UK w/b 21/6-Key Word Test w/b 28/6-End of topic test w/b 28/6-Progress Diary</p>

		Being a Hindu in the UK Class Assessed Task assessment.	
Yr. 8 Autumn 1	<u>Pilgrimage:</u> w/b 3/9, w/b 7/9, w/b 14/9,w/b 21/9, w/b 28/9, w/b5/10, w/b12/10 and w/b 19/10 (7 1/2 WEEKS – 21 (23) lessons)	Skill Development: Reflection- to ponder on feelings, relationships, experience ultimate questions, beliefs and practices of pilgrims. Application- apply what has been learnt from pilgrimage through newspaper article. Interleaved content: Pilgrimage Topic Lourdes Newspaper Article Class Assessed Task assessment.	w/b 28/9-Blue Book Class Assessed Task: Pilgrimage w/b 5/10-Key Word Test w/b 19/10-End of topic test w/b 19/10-Progress Diaries
Yr. 8 Autumn 2	<u>Jesus of Nazareth:</u> w/b 2/11, w/b 9/11, w/b 16/11, w/b 23/11, w/b 30/11, w/b 7/11, w/b 14/11(7 Weeks 21 lessons)	Skill Development: Interpretation- to draw meaning from religious texts about Jesus. Empathy- consider the thoughts, feelings, experiences, beliefs and values of Christians on viewing Jesus and see the world through their eyes. Interleaved content: Jesus of Nazareth topic Images of Jesus Class Assessed Task assessment.	w/b 23/11-Blue Book Class Assessed Task: Images of Jesus w/b 30/11-Key Word Test w/b 14/12- End of topic test w/b/ 14/12-Progress Diary
Yr. 8 Spring 1	<u>Judaism:</u> w/b 4/1, w/b 11/1, w/b 18/1, w/b 25/1, w/b 1/2, w/b 8/2 (6 weeks-18 lessons)	Skill Development: Investigation- gather information on Judaism from a variety of sources and ask relevant questions. To know what may be appropriate information when creating Torah brochure. Understanding- to demonstrate and convey acquired meaning by applying to tasks linked to Judaism topic. Interleaved content: Judaism topic Torah Brochure Class Assessed Task assessment.	w/b 25/1 Blue Book Class Assessed Task: Torah Brochure w/b 1/2-Key Word Test w/b 8/2-End of topic test w/b 8/2-Progress Diary
Yr. 8 Spring 2	<u>Paschal Mystery:</u> w/b 22/2, w/b 1/3, w/b/ 8/3, w/b 15/3, w/b/22/3, w/b 29/2 (4 Weeks-12 lessons)	Skill Development: Empathy- to consider the thoughts, feelings, experiences, beliefs and values of witnesses present during Jesus' trial by putting	w/b 8/3-Blue Book Class Assessed Task: Jesus' Trial w/b 15/3/2-Key Word Test w/b 29/2-End of topic test

	Relationships & Sex Education: w/b/22/3, w/b 29/2(2 Weeks-6 Lessons)	yourself in 'their shoes'. Interpretation- to draw meaning from symbols, stories, works of art and poetry in the Paschal Mystery. Interleaved content: Paschal Mystery topic Jesus TRIAL Diary Entry Class Assessed Task assessment.	w/b 29/2-Progress Diary
Yr. 8 Summer 1	The Mass: w/b 19/4, w/b 26/4, w/b 3/5, w/b 10/5, w/b 17 5, w/b 24/5 (6 weeks-18 lessons)	Skill Development: Expression- to explain concepts, rituals and practices and identify and express matters of deep concern in relation to the Mass. Synthesis- to link significant features of the Mass and church building in a coherent pattern and make links between them and religious experience. Interleaved content: The Mass topic Save Our Church Speech Class Assessed Task assessment.	w/b 3/5-Blue Book Class Assessed Task: Save the church speech w/b 10/5-Key Word Test w/b 17/5-End of topic test w/b 17/5-Progress Diary
Yr. 8 Summer 2	Make Poverty History: w/b 7/6, w/b 14/6, w/b 21/6, w/b 28/6, w/b 5/7, w/b 12/7, w/b (6 weeks-18 lessons)	Skills for development: Investigation- to gather information from a variety of sources and ask relevant questions in order to know why your chosen person is an exemplary Christian. Expression- identify and express matters of deep concern by a variety of means, not only through words on world poverty. Interleaved content: Make Poverty History topic Exemplary Christian Class Assessed Task assessment.	w/b 28/6-Blue Book Class Assessed Task: Exemplary Christian w/b 12/7-Key Word Test w/b 12/7-End of topic test w/b 28/6-Progress Diary

Year 9 Finishing and reviewing KS3 and preparing students for KS4

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment (date and nature of assessment)
Yr. 9 Autumn 1	Philosophy of Religion: w/b 3/9, w/b 7/9, w/b 14/9,w/b 21/9, w/b 28/9, w/b5/10, w/b12/10	Skill Development: Analysis- to draw out essential	w/b 28/9-Blue Book Class Assessed Task: Problem of Evil &Suffering

	<p>and w/b 19/10 (7 1/2 WEEKS – 21 (23) lessons)</p>	<p>ideas, distinguish between opinion, belief and fact and distinguish between key features of different beliefs (theist, agnostic & atheist) on the question of evil & suffering.</p> <p>Evaluation- to draw conclusions by reference to different views and using reason to support own ideas and debate issues of religious significance with reference to experience, evidence and argument on evil a& suffering.</p> <p><u>Interleaved content:</u> Philosophy of Religion topic Problem of Evil & Suffering Class Assessed Task assessment.</p>	<p>w/b 5/10-Key Word Test</p> <p>w/b 19/10-End of topic test</p> <p>w/b 19/10-Progress Diaries</p>
<p>Yr. 9 Autumn 2</p>	<p>Relationships: w/b 2/11, w/b 9/11, w/b 16/11, w/b 23/11, w/b 30/11, w/b 7/11, w/b 14/11 (5 Weeks-15 lessons)</p> <p>Sexual Education: w/b 7/11, w/b 14/11 (2 Weeks-6 lessons)</p>	<p><u>Skill Development:</u> Investigation- gather information from a variety of sources and ask relevant question regarding vocation within Catholic Christianity. Application- apply what has been learnt from a Catholic wedding ceremony and marriage as a sacrament to CAT.</p> <p><u>Interleaved content:</u> Relationships topic Marriage Advertisement Class Assessed Task assessment.</p>	<p>w/b 9/11-Blue Book Class Assessed Task: Modern Day Prophecy</p> <p>w/b 16/11-Key Word Test</p> <p>w/b 30/11- End of topic test</p> <p>w/b 30/11-Progress Diary</p>
<p>Yr. 9 Spring 1</p>	<p>Islam: w/b 4/1, w/b 11/1, w/b 18/1, w/b 25/1, w/b 1/2, w/b 8/2 (6 weeks-18 lessons)</p>	<p><u>Skill Development:</u> Interpretation- draw meaning from artefacts, symbols, stories, works of art and poetry and suggest meanings of religious texts in Islam. Synthesis- link significant feature/s of religion together in a coherent pattern and make links between religion and human experience within the five pillars of Islam.</p> <p><u>Interleaved content:</u> Islam topic Pillars of Islam Class Assessed Task assessment.</p>	<p>w/b 25/1 Blue Book Class Assessed Task: Five Pillars of Islam</p> <p>w/b 1/2-Key Word Test</p> <p>w/b 8/2-End of topic test</p> <p>w/b 8/2-Progress Diary</p>
<p>Yr. 9 Spring 2</p>	<p>Environmental Ethics: w/b 22/2, w/b 1/3, w/b/ 8/3, w/b 15/3, w/b/22/3, w/b 29/2 (6 weeks-18 lessons)</p>	<p><u>Skill Development:</u> Evaluation- draw conclusions by referring to different views</p>	<p>w/b 8/3-Blue Book Class Assessed Task: Stewardship Rules</p>

		<p>and using reason to support own ideas on the environment. Debate issues of religious significance with reference to experience, evidence and argument on stewardship in the Bible.</p> <p>Self-Understanding-to examine your own beliefs in regards to the topic of stewardship and ethical issues regarding the preservation of our planet.</p> <p><u>Interleaved content:</u> Environmental Ethics topic Stewardship Rules Class Assessed Task assessment.</p>	<p>w/b 15/3/2-Key Word Test</p> <p>w/b 29/2-End of topic test</p> <p>w/b 29/2-Progress Diary</p>
Yr. 9 Summer 1	<p><u>Introduction to GCSE studies:</u> w/b 19/4, w/b 26/4, w/b 3/5, w/b 10/5, w/b 17/5, w/b 24/5 (6 weeks-18 lessons)</p>	<p><u>Skill Development:</u> Introduction and practice of skills for GCSE start: Outline, Explain and Evaluate AO1-Describe, explain and analyse, using knowledge and understanding. AO2-Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.</p>	<p>w/b 3/5-Interleaving Tasks</p> <p>w/b 10/5-Subject Knowledge Test</p> <p>w/b 24/5-GCSE Skill Assessment</p>
Yr. 9 Summer 2	<p><u>Introduction to GCSE studies:</u> w/b 7/6, w/b 14/6, w/b 21/6, w/b 28/6, w/b 5/6, w/b 12/6 (6 weeks-18 lessons)</p>	<p><u>Skill Development:</u> Introduction and practice of skills for GCSE start: Outline, Explain and Evaluate AO1-Describe, explain and analyse, using knowledge and understanding. AO2-Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.</p>	<p>w/b 14/6-Interleaving Tasks</p> <p>w/b 28/6-Subject Knowledge Test</p> <p>w/b 12/6-GCSE Skill Assessment</p>

