

# KS3 Long Term Plan

## 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
Yr. 7 Autumn 1	<p><b><u>CREATION &amp; COVENANT</u></b></p> <p>w/b 4th September to w/b 16<sup>th</sup> October = 7 weeks</p>		<ol style="list-style-type: none"> <li>1. Blue Book Extended Writing Task: <u>What do the creation stories teach us about God and humans?</u></li> <li>2. Key Word Test</li> <li>3. End of topic subject knowledge test</li> </ol>
Yr. 7 Autumn 2	<p><b><u>PROPHECY &amp; PROMISE</u></b></p> <p>w/b 30th October to w/b 11<sup>th</sup> December =7 weeks</p>		<ol style="list-style-type: none"> <li>1. Blue Book Extended Writing Task : <u>Explain the role of scripture and tradition for Catholics, and the impact this has on how Catholics practice their faith.</u></li> <li>2. Key Word Test</li> <li>3. End of topic subject knowledge test</li> </ol>
Yr. 7 Spring 1  Yr7 Parents Eve – Wed 10 <sup>th</sup> Jan 2024	<p><b><u>GALILEE TO JERUSALEM</u></b></p> <p>w/b 2nd Jan to w/b 5th February =6 weeks</p>		<ol style="list-style-type: none"> <li>1. Blue Book Extended Writing Task: <u>Pick two of the titles that Jesus is known as throughout the Bible. Explain what those titles tell us about Jesus. Why do you think he was known by so many different names?</u></li> <li>2. Key Word Test</li> <li>3. End of topic subject knowledge test</li> </ol>
Yr. 7 Spring 2	<p><b><u>DESERT TO GARDEN</u></b></p> <p>w/b 19th February to w/b 25th March</p>		<ol style="list-style-type: none"> <li>1. Blue Book Extended Writing Task: <u>Explain why many Catholics believe the Eucharist is the most important practice. Why do some Christians have other views?</u></li> </ol>

	=6 weeks		<ol style="list-style-type: none"> <li>2. Key Word Test</li> <li>3. End of topic subject knowledge test</li> </ol>
Yr. 7 Summer 1	<p><b><u>TO THE ENDS OF THE EARTH</u></b></p> <p>w/b 15th April to w/b 20<sup>th</sup> May =6 weeks</p>		<ol style="list-style-type: none"> <li>1. Blue Book Extended Writing Task: <u>Why is the Holy Spirit important to Christians? How might a Christian show its importance in how they express their beliefs?</u></li> <li>2. Key Word Test</li> <li>3. End of topic subject knowledge test</li> </ol>
Yr. 7 Summer 2	<p><b><u>DIALOGUE &amp; ENCOUNTER</u></b></p> <p>w/b 3rd June to w/b 24th June =4 weeks</p> <p><b><u>Relationships &amp; Sex Education(RSE) :</u></b></p> <p>w/b 1st July to w/b 15th July =3 weeks (approx. 7 lessons needed)</p>	Skill Development:	<ol style="list-style-type: none"> <li>1. Blue Book Extended Writing Task: TBC</li> <li>2. Key Word Test</li> <li>3. End of topic subject knowledge test</li> </ol> <p><b>*YR 7 INTERNAL EXAMS W/B 17<sup>TH</sup> JUNE AND W/B 24<sup>TH</sup> JUNE*</b> RE will be an in-class assessment.</p>
Yr. 8 Autumn 1	<p><b><u>PILGRIMAGE:</u></b></p> <p>w/b 4th September to w/b 16<sup>th</sup> October = 7 weeks</p>	<p>Skill Development: <b>Reflection-</b> to ponder on feelings, relationships, experience ultimate questions, beliefs and practices of pilgrims.</p> <p><b>Application-</b> apply what has been learnt from pilgrimage through newspaper article. <u>Interleaved content:</u> Pilgrimage Topic Lourdes Newspaper Article Class Assessed Task assessment.</p>	<ol style="list-style-type: none"> <li>1. Blue Book Class Assessed Task: Pilgrimage</li> <li>2.</li> <li>3. Key Word Test</li> <li>4. End of topic subject knowledge test</li> </ol> <p>Progress Diaries</p>
Yr. 8 Autumn 2	<p><b><u>JESUS OF NAZARETH:</u></b></p> <p>w/b 30th October to w/b 11<sup>th</sup> December</p>	<p>Skill Development:</p> <p><b>Interpretation-</b> to draw meaning from religious texts about Jesus.</p> <p><b>Empathy-</b> consider the thoughts,</p>	<ol style="list-style-type: none"> <li>1. Blue Book Class Assessed Task: Images of Jesus</li> <li>2. Key Word Test</li> <li>3. End of topic subject knowledge test</li> </ol>

	=7 weeks	feelings, experiences, beliefs and values of Christians on viewing Jesus and see the world through their eyes. <u>Interleaved content:</u> Jesus of Nazareth topic Images of Jesus Class Assessed Task assessment.	<b>Progress Diaries</b>  4.
Yr. 8 Spring 1	<b><u>JUDAISM:</u></b>  w/b 2nd Jan to w/b 5th February =6 weeks	<b><u>Skill Development:</u></b> <b>Investigation-</b> gather information on Judaism from a variety of sources and ask relevant questions. To know what may be appropriate information when creating Torah brochure. <b>Understanding-</b> to demonstrate and convey acquired meaning by applying to tasks linked to Judaism topic. <u>Interleaved content:</u> Judaism topic Torah Brochure Class Assessed Task assessment.	<b>1. Blue Book Class Assessed Task: Torah Brochure</b> <b>2. Key Word Test</b> <b>3. End of topic subject knowledge test</b>  <b>Progress Diaries</b>
Yr. 8 Spring 2  <b>Yr8 Parents Eve - Wed 28<sup>th</sup> Feb 2024</b>	<b><u>PASCHAL MYSTERY:</u></b>  w/b 19th February to w/b 25th March =6 weeks  <b><u>Relationships &amp; Sex Education:</u></b>	<b><u>Skill Development:</u></b> <b>Empathy-</b> to consider the thoughts, feelings, experiences, beliefs and values of witnesses present during Jesus' trial by putting yourself in 'their shoes'. <b>Interpretation-</b> to draw meaning from symbols, stories, works of art and poetry in the Paschal Mystery. <u>Interleaved content:</u> Paschal Mystery topic Jesus TRIAL Diary Entry Class Assessed Task assessment.	<b>1. Blue Book Class Assessed Task: Jesus' Trial</b> <b>2. Key Word Test</b> <b>3. End of topic subject knowledge test</b>  <b>Progress Diaries</b>
Yr. 8 Summer 1	<b><u>THE MASS:</u></b>  w/b 15th April to w/b 20 <sup>th</sup> May =6 weeks	<b><u>Skill Development:</u></b> <b>Expression-</b> to explain concepts, rituals and practices and identify and express matters of deep concern in relation to the Mass. <b>Synthesis-</b> to link significant features of the Mass and church building in a coherent pattern and make links between them and religious experience. <u>Interleaved content:</u> The Mass topic Save Our Church Speech Class Assessed Task assessment.	<b>1. Blue Book Class Assessed Task: Save the church speech</b> <b>2. Key Word Test</b> <b>3. End of topic subject knowledge test</b>  <b>Progress Diaries</b>
Yr. 8 Summer 2	<b><u>MAKE POVERTY HISTORY:</u></b>  w/b 3rd June to	<b>Skills for development:</b> <b>Investigation-</b> to gather information from a variety of sources and ask relevant	<b>1. Blue Book Class Assessed Task: Exemplary Christian</b> <b>2. Key Word Test</b>

w/b 24th June =4 weeks	questions in order to know why your chosen person is an exemplary Christian. <b>Expression-</b> identify and express matters of deep concern by a variety of means, not only through words on world poverty. <u>Interleaved content:</u> Make Poverty History topic Exemplary Christian Class Assessed Task assessment.	<p><b>3. End of topic subject knowledge test</b></p> <p>Progress Diaries</p> <p><b>*YR 8 INTERNAL EXAMS W/B 26<sup>TH</sup> JUNE AND W/B 3<sup>RD</sup> JULY*</b></p>
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## Year 9

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment
Yr. 9 Autumn 1	<p><u>Philosophy of Religion:</u></p> <p>w/b 4th September to w/b 16<sup>th</sup> October = 7 weeks</p>	<p><u>Skill Development:</u> <b>Analysis-</b> to draw out essential ideas, distinguish between opinion, belief and fact and distinguish between key features of different beliefs (theist, agnostic &amp; atheist) on the question of evil &amp; suffering. <b>Evaluation-</b> 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&amp; suffering. <u>Interleaved content:</u> Philosophy of Religion topic Problem of Evil &amp; Suffering Class Assessed Task assessment.</p>	<p>1. <b>Blue Book Class Assessed Task: Problem of Evil &amp; Suffering</b></p> <p>2. <b>Key Word Test</b></p> <p>3. <b>End of topic subject knowledge test</b></p> <p>Progress Diaries</p>
Yr. 9 Autumn 2	<p><u>Relationships:</u></p> <p>w/b 30th October to w/b 27<sup>th</sup> November =5 weeks</p> <p><u>Relationships &amp; Sexual Education:</u> <u>w/b 4<sup>th</sup> Dec = 2 weeks</u></p>	<p><u>Skill Development:</u> <b>Investigation-</b> gather information from a variety of sources and ask relevant question regarding vocation within Catholic Christianity. <b>Application-</b> apply what has been learnt from a Catholic wedding ceremony and marriage as a sacrament to CAT.</p>	<p>1. <b>Blue Book Class Assessed Task: Modern Day Prophecy</b></p> <p>2. <b>Key Word Test</b></p> <p>3. <b>End of topic subject knowledge test</b></p> <p>Progress Diaries</p>

		<u>Interleaved content:</u> Relationships topic Marriage Advertisement Class Assessed Task assessment.	
Yr. 9 Spring 1  <b>Yr9 Parents  Eve – Wed  7<sup>th</sup> Feb</b>	<u>Islam:</u>  w/b 2nd Jan to w/b 5th February =6 weeks	Skill Development: <b>Interpretation-</b> draw meaning from artefacts, symbols, stories, works of art and poetry and suggest meanings of religious texts in Islam. <b>Synthesis-</b> 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. <u>Interleaved content:</u> Islam topic Pillars of Islam Class Assessed Task assessment.	<ol style="list-style-type: none"> <li>1. <b>Blue Book Class Assessed Task: Five Pillars of Islam</b></li> <li>2. <b>Key Word Test</b></li> <li>3. <b>End of topic subject knowledge test</b></li> </ol> <b>Progress Diaries</b>  <b>*Internal Yr9 Exams w/b 15<sup>th</sup> Feb*</b>
Yr. 9 Spring 2	<u>Environmental Ethics:</u>  w/b 19th February to w/b 25th March =6 weeks	Skill Development: <b>Evaluation-</b> draw conclusions by referring to different views 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. <b>Self-Understanding-</b> to examine your own beliefs in regards to the topic of stewardship and ethical issues regarding the preservation of our planet. <u>Interleaved content:</u> Environmental Ethics topic Stewardship Rules Class Assessed Task assessment.	<ol style="list-style-type: none"> <li>1. <b>Blue Book Class Assessed Task: Stewardship Rules</b></li> <li>2. <b>Key Word Test</b></li> <li>3. <b>End of topic subject knowledge test</b></li> </ol> <b>Progress Diaries</b>
Yr. 9 Summer 1	<u>Introduction to GCSE RE</u>  2 weeks 'introductory' lessons (on the shared area)  Start Catholic 'Beliefs & Teachings'	Skill Development: <b>Introduction and practice of skills for GCSE start: Outline, Explain and Evaluate</b> AO1-Describe, explain and analyse, using knowledge and understanding. AO2-Use evidence and reasoned argument to express and evaluate personal	<b>Keyword Test</b>

		responses, informed insights and differing viewpoints.	
Yr. 9 Summer 2	<b>Finish Catholic 'Beliefs &amp; Teachings'</b>	<b>Skill Development:</b> <b>Introduction and practice of skills for GCSE start:</b> <b>Outline, Explain and Evaluate</b> 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.	<b>Interleaving Subject Knowledge Quiz</b>

