

# 1. CURRICULUM INTENT OVERVIEW PLAN

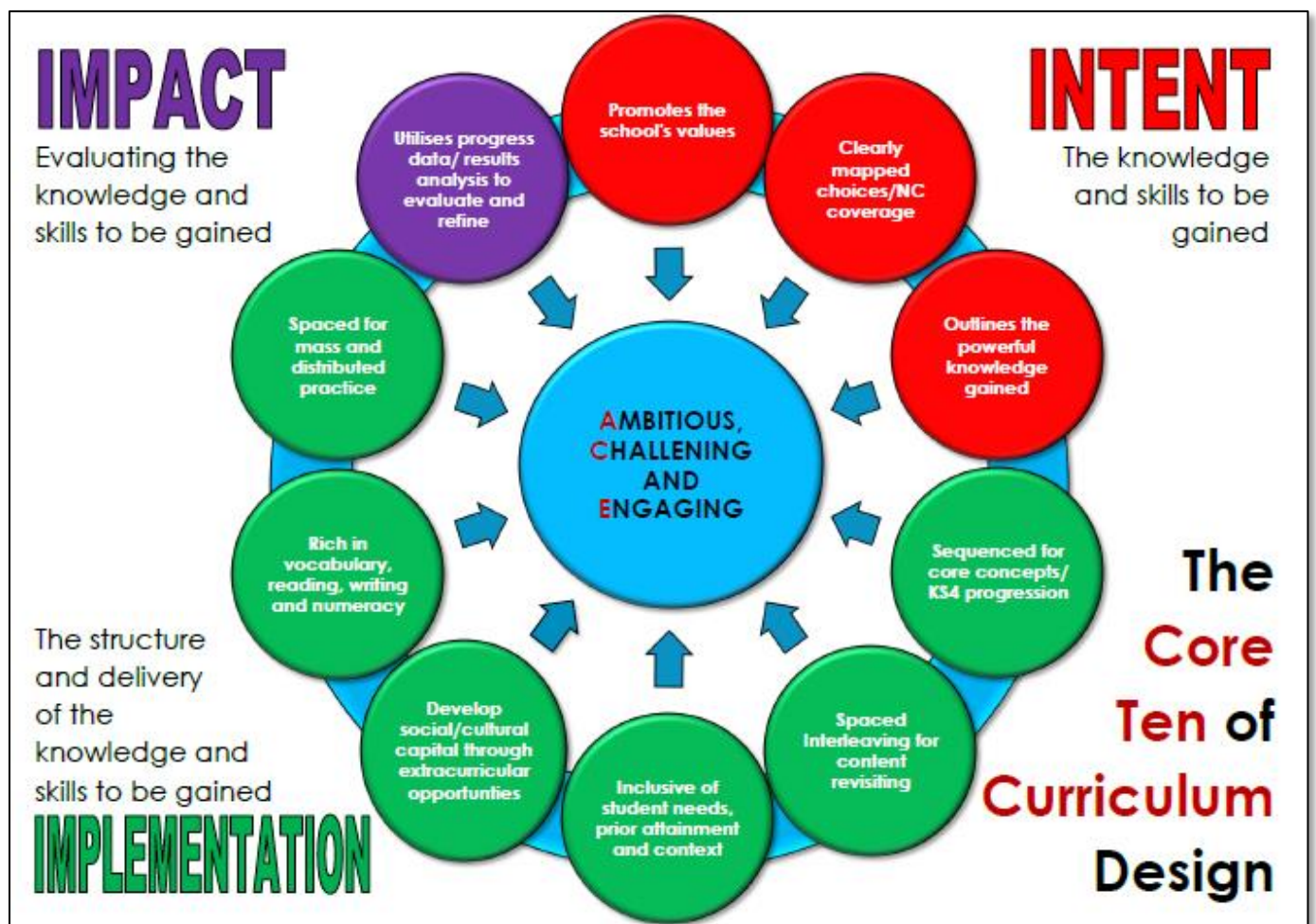
## Key Stage 3

Subject: Religious Studies

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## THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS3)

**Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.**

**How are you trying to accomplish this, with this Programme of Study (PoS)?**

**DEFINITION:** Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

The main objective of Religious Studies at Amington is to provide varied and enriching lessons that effectively prepare our students for life in a culturally diverse modern world. We aim to promote an awareness of the usefulness of Religious Studies to everyday living, to encourage enthusiasm and interest in the study of other people's beliefs and to promote mutual respect, tolerance and understanding across different cultures and communities.

Britain is now a very diverse society; finding out about the beliefs and lifestyles of all people makes us think about what we believe and reflect on our own choices. This helps us to develop our own ideas and opinions, and ultimately shapes who we are. Learning to express our own beliefs and to listen to the views of others is an important life skill and this is something that Religious Studies staff have a passion for.

**Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?**

- Knowledge of the main beliefs and practises of the main religions in the world today.
- An understanding of the importance and influence of religion in society
- Tolerance and respect for people who do not share the same beliefs or outlook on life
- An understanding of the values and traditions of other cultures
- An enquiring mind able to make reasoned decisions and informed judgements about religious and moral issues.
- Consideration of our local context, and furthering our links in the community links e.g. visiting local sites of Religious significance.

**Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?**

- Ambitious – Critical analysis of challenging world views.
- Brave – Encountering challenging approaches to issues that they do not agree with.
- Kind – Promoting mutual respect and kindness towards those different from ourselves.

**KS3 Curriculum Choices – what topics are taught and does it ensure breadth and depth, as well as meet the legal requirements of the National Curriculum (NC)? *(Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)***

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Unit/Topic	Looking for God	Key Religious Figures	Places of worship	Beliefs and Practices: Christianity	Beliefs and Practices: Christianity 2	Beliefs and Practices: Islam
	KS3 NC covered	Truth, Origins, Revelation, Miracles	Jesus, Moses, Muhammad, Buddha, Guru Nanak, Vyasa	Churches, Synagogues, Mosques, Gurdwaras, Hindu and Buddhist Temples.	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	Jesus, Christianity and History, Forgiveness, St Paul, The Resurrection	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.
8	Unit/Topic	Beliefs and Practices: Hinduism	Beliefs and Practices: Buddhism	Religion and Nature	Beliefs and Practices Judaism	Beliefs and Practices Sikhism	Role Models and Religion

	<b>KS3 NC covered</b>	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	People and Animals, Environmental issues	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	Sacred Texts, Prayer, Daily Life, Festivals, Ceremonies.	Martin Luther King, Muhammad Ali, Malala, Corrie Ten Boom, Gandhi
9	<b>Unit/Topic</b>	<b>A Holy Place: Jerusalem</b>	<b>Beyond the 6</b>	<b>Is it ever right to Kill?</b>	<b>Being a Muslim in Britain today</b>	<b>The Power of Suffering</b>	<b>What happens when we die?</b>
	<b>KS3 NC covered</b>	Holy Places, History of Jerusalem, Christianity, Islam, Judaism, Conflict and Peace	Mormanism, Humanism, Pagan Religions, Scientology, Jediism	War, Medical Ethics, Euthanasia, Pacifism	Clothing, Food, Impact of 9/11, Being a Muslim	Causes of Suffering, Solutions to the problem of suffering.	Life After Death, Funeral Rites,

<b>National Curriculum content missing from this PoS and why?</b>	<b>Content taught in addition to the National Curriculum and why?</b>
N/A – RE has never had specified contents from a National Curriculum but only guidelines published both on an LA/National level. This PoS aims to include major beliefs and practices from the ‘6 major’ world religions with a focus on Christianity as the ‘major religious tradition in Britain today’ following this guidance and in preparation for the AQA GCSE course undertaken by our students.	N/A as explained opposite.

**Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)**

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<b>Powerful Knowledge</b>	Introduction to critical philosophical analysis. Opportunity to explore own personal beliefs.	Introductory knowledge of the central figures behind major world traditions	Introduction to the basic religious practices and worship places.	Introduction to the major religious tradition in British society as defined by the GCSE exam board.	Continued from previous term...	Introduction to a growing religious tradition in British society. Engaging with people from different religions
	<b>Why it is important to know</b>	To encourage critical thinking and analysis and existential thinking.	Understand the history/philosophies that still permeate through modern societies.	To enrich understanding of the world around us.	To understand modern religious beliefs and practices	To encourage in depth analysis of modern Christian philosophy.	To understand modern religious beliefs and practices
8	<b>Powerful Knowledge</b>	Introduction to a religious tradition in British society. Engaging with people from different religions	Introduction to a religious tradition in British society. Engaging with people from different religions	To evaluate how religions apply modern religious thinking to a major world issue.	Introduction to a religious tradition in British society. Engaging with people from different religions	Introduction to a religious tradition in British society. Engaging with people from different religions	To introduce how modern influencers have been inspired by their religious beliefs.

	<b>Why it is important to know</b>	To understand modern religious beliefs and practices.	To understand modern religious beliefs and practices.	To evaluate how different people react to major world issues.	To understand modern religious beliefs and practices.	To understand modern religious beliefs and practices.	To evaluate the role in religious belief in the context of modern ethical issues.
9	<b>Powerful Knowledge</b>	To introduce the conflicts that often exist within modern religious thinking.	To introduce faith positions beyond mainstream religious thought.	To apply critical thinking to modern ethical dilemmas.	To confront issues of religious extremism and modern prejudices in British society today. Engaging with people from different religions	To evaluate ethical issues posed by 'the problem of evil'	To evaluate the role of religious belief in a major philosophical question
	<b>Why it is important to know</b>	To critically evaluate the role that faith can play in modern world conflict.	Understand the history/philosophies that still permeate through modern societies.	To evaluate how different people react to major world issues.	To evaluate how minority groups are treated in British society and how this fits with 'British' values.	To evaluate how different people react to suffering.	To understand how faith positions interact with the possibility of life beyond death.

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**How does the Curriculum Intent meet the ACE curriculum design?**

<b>Ambitious</b>	Students are encouraged to gain a deep understanding of religious and philosophical examples to maximise their progress.
<b>Challenging</b>	Students are challenged to empathise with views other than their own and critically evaluate their own ideas.
<b>Engaging</b>	The course content has been chosen to include issues relevant to students own understanding about the world.

**What are the current strengths of the Curriculum Intent?**

The curriculum includes a variety of different beliefs and traditions with a focus on what is relevant in a local context. It seeks to build a firm knowledge and skills base to ensure both cross-curricular success and a firm progression towards KS4 and GCSE RS: Philosophy and ethics. The curriculum is successful at interleaving powerful knowledge throughout KS3 in order to embed this knowledge into students learning. Throughout the curriculum there is ample opportunity to provide enrichment opportunities to provide cultural/ social capital and embed important values for being a British citizen in the 21<sup>st</sup> Century.

**What specific actions have to be taken in response to the above? Please consider:**

- KS3 Curriculum content changes;
- Powerful knowledge changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

- Explore potential links with faith communities in the local area for enrichment opportunities.
- Give further consideration to elaborating on the powerful knowledge gained e.g. engaging with people from different religions
- Ensure resources are collected and available to allow implementation of the intent pan over the upcoming year.