

## RELIGIOUS STUDIES DEPARTMENT KEY STAGE 3 CURRICULUM OVERVIEW

The Religious Studies department key stage 3 curriculum is designed to implement the Academy’s vision of “Deepening Learning, Raising Aspiration”, in line with the OAT curriculum strategy of “Teach, Develop, Change”. Our curriculum is carefully designed to build resilience, aspiration and independence in our learners.

Our Key Stage 3 RS curriculum follows the Essex Agreed Syllabus and takes a thematic approach in exploring worldviews. We have chosen this due to our student’s needs and their location. Rivers is situated in rural Essex countryside where the majority of the population is white British with either Christian or no faith. Due to this it was important that we explored a range of diverse cultures, beliefs and values so that our students are exposed to a global view needed to prepare them for an increasingly globalised and multi-cultural society. The Education Act of 1944 made the study of Religion the only compulsory subject in school however a recent survey from the National Association of Teachers of Religious Education (NATRE) shows a growing problem with parents taking their children out of RS lessons with particular objections to Islam. More than 10% of those withdrawing are open about the fact that they are doing so for racist or Islamophobic reasons. In 2017, the RE Council set up an independent commission to review RE where much anecdotal evidence of Islamophobically-inspired withdrawal was heard. Teachers up and down the country have stories of parents not wishing their children to learn about “that terrorist religion”. This conflicts with the duty of schools to promote “British Values” of tolerance and respect and to challenge extremism. One teaching union recently passed a motion condemning “racist” parents who pull their children out of RE lessons. The union has urged the government to put a stop to it. Parents in Essex, specifically Thurrock a former stronghold of UKIP supporters, are withdrawing their children from religious education lessons on Islam and stopping them from visiting mosques on school trips. The report, from the standing advisory council for religious education (SACRE), a body that advises on RE in schools, calls for the “nature and extent” of withdrawals to be investigated. It says: “Parents have objected to the teaching of Islam and withdrawn children from lessons and visits to places of worship. The outcome [is that] those children, who arguably are those that most need to be taught about Islam, are no longer being taught about it.” At Ormiston Rivers withdrawal requests such as this are rare at key stage 3, however they are more common at key stage 4 from parents which their children to focus on core subjects rather than RS. Due to this we have designed our curriculum to be wide ranging across many diverse religious beliefs and cultures with an academic focus which pushes skills of critical analysis needed for future studying at GCSE, A Level and at degree level. We hope to sow the seeds of critical questioning and thinking outside of the box whilst empathising with different viewpoints which they are not exposed to due to the geographical area they live in.

**Spiritual, moral, social and cultural development** – We are concerned about pupils’ ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences. (*OFSTED School Inspection Handbook – July 2014*) Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

**Personal development and well-being** The RS curriculum plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 RELIGIOUS STUDIES OVERVIEW

Year  
7

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

## The Beginning of the World Worldviews

Diversity

## The Beginning of Humanity Worldviews

Diversity

Autumn

Judaism, Christianity & Islam - People of the Book  
Hinduism  
Chinese  
Atheism & Humanism

Judaism – The Story of Abraham & Moses  
Christianity - The Story of Jesus  
Islam – The story of Muhammad  
Buddhism – The story of Siddhartha Gautama  
Atheism & Humanism

## Sources of Wisdom & Authority

Diversity

## Religious Experiences

Diversity

Spring

Judaism - Torah  
Christianity - Bible  
Islam - Qur'an  
Sikhism – Guru Granth Sahib

Judaism – Joseph's Dreams  
Christianity - Jesus' Miracles  
Buddhism – Siddhartha's Enlightenment  
Islam – Muhammad's Night of Power

## Sacred Spaces

Diversity

## Festivals and Ceremonies

Diversity

Summer

Buddhism and Borobodor  
Christianity and Art  
Islam and Mecca  
Christianity and Art  
People of the Book and Jerusalem

Humanist Rites of Passage  
Hindu Festivals  
Buddhist Festivals  
Muslim Festivals  
Christian Festivals

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 RELIGIOUS STUDIES OVERVIEW

## Autumn Half Term 1

Block 1 – Weeks 1 to 4	Block 2 – Weeks 5 to 6
<p><b>The Beginning of the World Worldviews</b> – AT1 Exploring the fundamental beliefs of different religious groups on the creation of the world. AT2 the meaning of teachings and the impact of these beliefs on the way of life for people today.</p>	<p>Assessment focusing on religious terminology, this will be teacher marked so students will have specific targets to be working towards in the next half term. Then teacher feedback and respond to teacher marking (Directed Improvement Reflection Time).</p>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <p><b>Key Skills:</b> compare and contrast, empathise, explain, express, interpret, make links, reflect</p> <p><b>Interleaving:</b> The topic will build from prior learning in KS2 on Genesis’ creation story in the Bible and how this can be interpreted literally and non-literally, The Trimurti: Brahma (creator), Vishnu (preserver) and Shiva (destroyer), Humanist ideas that science provides the most reliable source of knowledge about the world.</p> <p><b>Essex Agreed Syllabus Link:</b> Beliefs, Teachings &amp; Sources &amp; Questions of Meaning, Purpose &amp; Truth</p>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>● All tasks are differentiated so students can choose the task suitable to their ability.</li> <li>● Students are encouraged to complete Stretch &amp; Challenge tasks</li> <li>● Further reading available through the classroom library</li> </ul>

## Autumn Half Term 2

Block 3 – Weeks 7 to 9	Block 4 = Weeks 10 to 12
<p><b>Beginning of Humanity Worldviews</b> – AT1 Exploring the nature of the founding fathers of religion with their key stories. AT2 Students explore the core teaching of each religion and why it is important to religious people today.</p>	<p>Assessment focusing on religious terminology and quotations from sources of wisdom, this will be peer assessed so can reflect on their own analysis skills of written work and to share ideas with their colleagues. Then teacher feedback and respond to teacher marking – DIRT</p>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <p><b>Key Skills:</b> apply to one’s own and other’s lives, compare and contrast, empathise, explain, express, interpret, make links, reflect</p> <p><b>Interleaving:</b> The topic will build from prior learning in KS2 on the importance of Jesus, Buddha’s life story, the part played by the city of Makkah and the Ka’aba in the life of the Prophet Muhammad</p> <p>This is interleaved by building upon religious terminology and reflecting on the meaning of quotations and empathising with believers, this learning is imperative for the understanding of all other beliefs within the religion.</p> <p><b>Essex Agreed Syllabus Link:</b> Beliefs, Teachings, Sources &amp; Questions of Meaning, Purpose &amp; Truth and Values &amp; Commitments</p>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>● All tasks are differentiated so students can choose the task suitable to their ability.</li> <li>● Students are encouraged to complete Stretch &amp; Challenge tasks</li> <li>● Further reading available through the classroom library</li> </ul>

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 RELIGIOUS STUDIES OVERVIEW

## Spring Half Term 1

### Block 1 – Weeks 1 to 4

**Sources of Wisdom & Authority** AT1 – Students explore the core beliefs around sacred texts such as origins, nature and purpose. AT2 – students explore the challenges of belonging to a religion in the contemporary world but also how holy books can inspire and influence pupils in terms of their way of life.

#### Notes/Links/Interleaving

**Key Skills:** discern, apply to one’s own and other’s lives, empathise, evaluate  
**Interleaving:** The topic will build from prior learning in KS2 on the Sefer Torah, the importance of the Bible for Christians, the content of the Bible: Old and New Testaments, the four Gospels, the Old Testament corresponds to the Tenakh, the holy book of Jews the revelation of the Qur’an to the Prophet Muhammad, the content of the Qur’an. This is interleaved by building upon religious terminology and reflecting on the meaning of quotations and empathising with believers, this learning is imperative for the understanding of all other beliefs within the religion.

**Essex Agreed Syllabus Link:** Beliefs, Teachings, Sources & Questions of Meaning, Purpose and Truth & Identity, Diversity & Belonging

### Block 2 – Weeks 5 to 6

Assessment focusing on religious terminology and quotations from sources of wisdom, this will be teacher marked so students will have specific targets to be working towards in the next half term. Then teacher feedback and respond to teacher marking – DIRT.

#### Additional Higher Content

- All tasks are differentiated so students can choose the task suitable to their ability.
- Students are encouraged to complete Stretch & Challenge tasks
- Further reading available through the classroom library

## Spring Half Term 2

### Block 3 – Weeks 7 to 9

**Religious Experiences** – AT1 Students are introduced to key people within different religions and how they have interacted with God. AT2 – students explore the impact of these stories and significance for religious people today. They then learn about what religious people are taught from these stories.

#### Notes/Links/Interleaving

**Key Skills:** analyse, respond critically, show insight, synthesise, empathise  
**Interleaving:** The topic will build from prior learning in KS2 on the importance of Jesus’s miracles seen in his birth, actions, teaching, death and resurrection, Buddha’s Enlightenment and Nirvana/Nibbana, the revelation of the Qur’an to the Prophet Muhammad. This is interleaved by building upon religious terminology and reflecting on the meaning of quotations and empathising with believers, this learning is imperative for the understanding of all other beliefs within the religion.

**Essex Agreed Syllabus Link:** Beliefs, Teachings, Sources & Questions of Meaning, Purpose and Truth & Identity, Diversity & Belonging, Expressing Meaning

### Block 4 = Weeks 10 to 12

Assessment focusing on religious terminology and quotations from sources of wisdom, this will be peer assessed so can reflect on their own analysis skills of written work and to share ideas with their colleagues. Then teacher feedback and respond to teacher marking – DIRT

#### Additional Higher Content

- All tasks are differentiated so students can choose the task suitable to their ability.
- Students are encouraged to complete Stretch & Challenge tasks
- Further reading available through the classroom library

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 RELIGIOUS STUDIES OVERVIEW

Summer Half Term 1	
Block 1 – Weeks 1 to 4	Block 2 – Weeks 5 to 6
<p><b>Sacred Spaces</b> – AT1 Students learn holy places and sites of interest to different groups of people with faith, this is also when we visit St Mary’s Church as a school trip. AT2 students appreciate a range of artistic and symbolic expression, the inadequacy and limitations of words in attempting to express things of a spiritual nature.</p>	<p>Assessment focusing on religious terminology and quotations from sources of wisdom, this will be teacher marked so students will have specific targets to be working towards in the next half term. Then teacher feedback and respond to teacher marking – DIRT</p>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <p><b>Key Skills:</b> discern, empathise, express, investigate, make links, reflect, synthesise</p> <p><b>Interleaving:</b> The topic will build from prior learning in KS2 on the importance of equality in Sikhism, features of the gurdwara, synagogue, church and mosque and what happens in there, the Buddha image, Buddhist shrines, Buddhist devotional practices, including meditation. This is interleaved by building upon religious terminology and reflecting on the meaning of beliefs and empathising with believers, this learning is imperative for the understanding of all other beliefs within the religion.</p> <p><b>Essex Agreed Syllabus Link:</b> Beliefs, Teachings, Sources &amp; Questions of Meaning, Purpose and Truth &amp; Identity, Diversity &amp; Belonging, Expressing Meaning</p>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>● All tasks are differentiated so students can choose the task suitable to their ability.</li> <li>● Students are encouraged to complete Stretch &amp; Challenge tasks</li> <li>● Further reading available through the classroom library</li> </ul>

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 RELIGIOUS STUDIES OVERVIEW

Year  
8

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

## Evil and Suffering

Diversity

## Worship

Diversity

Autumn

The Problem of Evil  
Jewish and Christian solutions to evil  
The Holocaust  
Islam and Extremism  
Humanist responses

Christian Worship  
Buddhist Worship  
Muslim Worship  
Sikhism Worship

## Social Action and Community

Diversity

## Ancient Religions

Diversity

Spring

Christian Aid  
Muslim Charities  
Sikhism and Sewa  
Non-religious charities - We Day

Egyptian Mythology  
Greek Mythology  
Paganism  
Influence of Christianity

## War and Peace

Diversity

## Greek Philosophy

Diversity

Summer

Christian Attitudes to War  
Muslim Attitudes to Peace  
Holy War  
EDL and Protesting

Aristotle  
Plato  
Socrates

# ORMISTON RIVERS ACADEMY– KEY STAGE 3 RELIGIOUS STUDIES OVERVIEW

Autumn Half Term 1	
Block 1 – Weeks 1-4	Block 2 – Weeks 5-6
<p><b>The Problem of Evil &amp; Suffering</b> – AT1 Students are introduced to the problem that evil presents to religion with application to historical events such as the Holocaust, radicalisation of Islam and The Ku Klux Klan. AT2 students explore the challenges of belonging to a religion in the contemporary world, questions of identity and belonging and responses to questions of meaning, purpose and truth.</p>	<p>Assessment focusing on religious terminology and quotations from sources of wisdom, this will be peer assessed so can reflect on their own analysis skills of written work and to share ideas with their colleagues. Then teacher feedback and respond to teacher marking – DIRT.</p>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <p><b>Key Skills:</b> show insight, reflect, respond critically, analyse</p> <p><b>Interleaving:</b> The topic will build from prior learning in KS2 and year 7 by developing the five pillars of Islam and the nature of Muhammad, Humanist values of people, creation story from Genesis. This is interleaved by building upon religious terminology and reflecting on the meaning of belief and empathising with believers, this learning is imperative for the understanding of all other beliefs within the religion.</p> <p><b>Essex Agreed Syllabus Link:</b> Beliefs, Teachings, Sources &amp; Questions of Meaning, Purpose and Truth &amp; Identity, Diversity &amp; Belonging, Expressing Meaning, Practices and Ways of Life</p>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>● All tasks are differentiated so students can choose the task suitable to their ability.</li> <li>● Students are encouraged to complete Stretch &amp; Challenge tasks</li> <li>● Further reading available through the classroom library</li> </ul>
Autumn Half Term 2	
Block 3 – Weeks 7-10	Block 4 = Weeks 11-12
<p><b>Worship</b> – AT1 Students consider the different ways that religious people show love and devotion. AT2 – students explore their own ways of life and those of others, literal and figurative uses of language.</p>	<p>Assessment focusing on religious terminology and quotations from sources of wisdom, this will be teacher marked so students will have specific targets to be working towards in the next half term. Then teacher feedback and respond to teacher marking – DIRT</p>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <p><b>Key Skills:</b> discern, empathise, evaluate, explain, express, interpretation</p> <p><b>Interleaving:</b> The topic will build from prior learning in KS2 and year 7 by developing sacred spaces, festivals and the founding fathers of worldviews and religion, The Five Ks and the turban, the Five Pillars of Islam, Humanist ceremonies, congregational puja. This is linked to future learning by building upon religious terminology and reflecting on the meaning of belief and empathising with believers, this learning is imperative for the understanding of all other beliefs within the religion.</p> <p><b>Essex Agreed Syllabus Link:</b> Beliefs, Teachings &amp; Sources, Practices and Ways of Life, Expressing Meaning, Identity, Diversity &amp; Belonging, Questions of Meaning, Purpose &amp; Truth and Values &amp; Commitments</p>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>● All tasks are differentiated so students can choose the task suitable to their ability.</li> <li>● Students are encouraged to complete Stretch &amp; Challenge tasks</li> <li>● Further reading available through the classroom library</li> </ul>

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Spring Half Term 1	
Block 1 – Weeks 1-4	Block 2 – Weeks 5-6
<p><b>Social Action and Community</b> – AT1 Students learn about how different faiths show kindness and generosity to their communities. They should consider how their faith influences their motivations. They also look at non-religious reasons for showing kindness through social action.</p>	<p>Assessment focusing on religious terminology and quotations from sources of wisdom, this will be peer assessed so can reflect on their own analysis skills of written work and to share ideas with their colleagues. Then teacher feedback and respond to teacher marking – DIRT.</p>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <p><b>Key Skills:</b> analyse, investigate, make links, show insight, empathise</p> <p><b>Interleaving:</b> The topic will build from prior learning in KS2 and year 7 by developing Humanism’s The Golden Rule: treat others as you would like them to treat you, the key teachings of Jesus, Muhammad and Guru Nanaak. This is linked to future learning by exploring the impact of religions today, the value of human life and following the example of prophet’s teachings.</p> <p><b>Essex Agreed Syllabus Link:</b> Beliefs, Teachings &amp; Sources, Practices and Ways of Life, Expressing Meaning, Identity, Diversity &amp; Belonging, Questions of Meaning, Purpose &amp; Truth <b>and</b> Values &amp; Commitments</p>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>● All tasks are differentiated so students can choose the task suitable to their ability.</li> <li>● Students are encouraged to complete Stretch &amp; Challenge tasks</li> <li>● Further reading available through the classroom library</li> </ul>
Spring Half Term 2	
Block 3 – Weeks 7-10	Block 4 = Weeks 11-12
<p><b>Ancient Religions</b> – AT1 students will explore ancient religions, how they have become more or less extinct in modern day society, comparing how Christianity has become the dominant religion in the Western world. AT2 – students will learn from by engaging with philosophical views on meaning and truth, ideas and beliefs held by others.</p>	<p>Assessment focusing on religious terminology and quotations from sources of wisdom, this will be teacher marked so students will have specific targets to be working towards in the next half term. Then teacher feedback and respond to teacher marking – DIRT</p>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <p><b>Key Skills:</b> analyse, compare and contrast, evaluate, explain, make links, reflect</p> <p><b>Interleaving:</b> The topic will build from prior learning in KS2 and year 7 by developing and extending understandings of worldviews and to broaden student’s knowledge of diverse groups and beliefs. This is linked to future learning by building the history of philosophical and religious thought, how Christianity was shaped by ancient religious beliefs.</p> <p><b>Essex Agreed Syllabus Link:</b> Beliefs, Teachings &amp; Sources, Practices and Ways of Life, Expressing Meaning, Identity, Diversity &amp; Belonging, Questions of Meaning, Purpose &amp; Truth <b>and</b> Values &amp; Commitments</p>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>● All tasks are differentiated so students can choose the task suitable to their ability.</li> <li>● Students are encouraged to complete Stretch &amp; Challenge tasks</li> <li>● Further reading available through the classroom library</li> </ul>



# ORMISTON RIVERS ACADEMY– KEY STAGE 3 RELIGIOUS STUDIES OVERVIEW

Summer Half Term 1	
Block 1 – Weeks 1-4	Block 2 – Weeks 5-6
<p><b>War and Peace</b> – AT1 Students are considering contrasting religious views on war and peace, holy war and assessing the validity of the arguments being made. They are given the chance to see how religions spread peace in times of war. AT2 students explore ideas and beliefs and the implications of holding them.</p>	<p>Assessment focusing on religious terminology and quotations from sources of wisdom, this will be peer assessed so can reflect on their own analysis skills of written work and to share ideas with their colleagues. Then teacher feedback and respond to teacher marking – DIRT.</p>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <p><b>Key Skills:</b> analyse, apply to one’s own and other’s lives, interpret, investigate  <b>Interleaving:</b> The topic will build from prior learning in KS2 and year 7 by developing and extending understandings of how belief impacts actions made in daily life. Also the idea of how religion creates identity and a sense of belonging which guides actions. This is linked to future learning by introducing the concepts of sanctity of life needed when exploring ethical issues of euthanasia, abortion and war in GCSE.  <b>Essex Agreed Syllabus Link:</b> Beliefs, Teachings &amp; Sources, Practices and Ways of Life, Expressing Meaning, Identity, Diversity &amp; Belonging, Questions of Meaning, Purpose &amp; Truth <b>and</b> Values &amp; Commitments</p>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>● All tasks are differentiated so students can choose the task suitable to their ability.</li> <li>● Students are encouraged to complete Stretch &amp; Challenge tasks</li> <li>● Further reading available through the classroom library</li> </ul>
Summer Half Term 2	
Block 3 – Weeks 7-10	Block 4 = Weeks 11-12
<p><b>Greek Philosophy</b> – AT1 Students will look at the great philosophical works in uncovering the truth about the nature of God’s existence. AT2 – Students will explore responses to questions of morality, ethics, values and commitments.</p>	<p>Assessment focusing on religious terminology and quotations from sources of wisdom, this will be teacher marked so students will have specific targets to be working towards in the next half term. Then teacher feedback and respond to teacher marking – DIRT</p>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <p><b>Key Skills:</b> analyse, compare and contrast, evaluate, interpret, respond critically  <b>Interleaving:</b> The topic will build from prior learning in KS2 and year 7 by developing and extending understandings of beliefs and teachings of God and exploring questions about the nature of morality, an appreciation that religious thought is not constricted to the six world faiths. This is linked to future learning by developing skills of critical analysis needed for evaluation essays.  <b>Essex Agreed Syllabus Link:</b> Beliefs, Teachings &amp; Sources, Practices and Ways of Life, Expressing Meaning, Identity, Diversity &amp; Belonging, Questions of Meaning, Purpose &amp; Truth <b>and</b> Values &amp; Commitments</p>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>● All tasks are differentiated so students can choose the task suitable to their ability.</li> <li>● Students are encouraged to complete Stretch &amp; Challenge tasks</li> <li>● Further reading available through the classroom library</li> </ul>