

**KS3 Tear 7 Curriculum Overview: Religious and Ethics**

Term / Length of Unit	Outline	Assessment	Home Learning	Communication skills	Numeracy	End Points – PEPE structure
<p align="center"><b>Autumn 1</b></p> <p>What is religion and where did it come from?</p>	<p>A brief history of ancient religion, for example Greeks, Romans, Zoroastrianism and then monotheism of Judaism. (see knowledge organiser for the key facts and keywords. These will be available as we teach the topic)</p>	<p>‘Religion is a force for good in the world.’</p>	<p>Quizzes set to recap and help with keywords and content.</p>	<p>Written structure needed for RE Point, explanation, point, explanation</p>	<p align="center">Dates</p>	<p>Practised extended written piece.</p> <p>Written assessed piece.</p> <p>Being able to write in a PEPE structure using religious/ethical facts.</p> <p>Forming and explaining their own point of view through a persuasive argument.</p>
<p align="center"><b>Autumn 2</b></p> <p>Religious connections</p>	<p>To assess whether religion is important, gives us an identity and why there might be religious decline. (see knowledge organiser for the key facts and keywords. These will be available as we teach the topic)</p>	<p>‘Religion is not needed in 2023’ (whatever the year)</p>	<p>Quizzes set to recap and help with keywords and content</p> <p>Interviewing family and friends about their beliefs</p>	<p align="center">Debating Class survey Written</p>	<p align="center">Creating a bar-chart for the belief survey</p>	<p>Practise extended written piece.</p> <p>Written assessed piece.</p> <p>Forming and explaining their own point of view through a persuasive argument.</p>

<p>Spring 1 Human Rights – The Island topic</p>	<p>To introduce what human rights are work in groups to create an Island with beliefs and practices.</p> <p>(see knowledge organiser for the key facts and keywords. These will be available as we teach the topic)</p>	<p>Presentation of their Island and explanations</p>	<p>Reflection diary</p>	<p>Group skills Listening to others Problem solving</p>	<p>10 commandments Getting into groups of a certain number</p>	<p>Creating rules and a belief system for their island.</p> <p>Problem solving</p> <p>Working together in a civilised way</p> <p>Show LEARN</p> <ul style="list-style-type: none"> <li>- They can Listen to the speaker</li> <li>- Engage in every lesson as a team</li> <li>- Arrive ready to learn</li> <li>- Respect each other’s views and ideas</li> <li>- No excuses and all play an active role fulfilling their role.</li> </ul> <p>Forming and explaining their own point of view through a persuasive argument.</p>
<p>Spring 2 Human Rights – The Island topic</p>	<p>To introduce what human rights are work in groups to create an Island with beliefs and practices.</p> <p>(see knowledge organiser for the key facts and keywords. These will be available as we teach the topic)</p>	<p><u>‘Communities are important to our world’.</u></p>	<p>Reflection diary</p>	<p>Working as a group</p>		<p>Practise extended written piece.</p> <p>Written assessed piece.</p> <p>Forming and explaining their own point of view through a persuasive argument.</p>

<p>Summer 1 The experience of festivals and worship – <u>experiential learning</u></p>	<p>Pupils will focus on beliefs and worship of people within the Hindu, Jewish, Sikh and Muslim faith. Pupils will create blessing bags, be able to visit a place of worship, experience Holi and see virtual a tour of a synagogue.</p> <p>(see knowledge organiser for the key facts and keywords. These will be available as we teach the topic)</p>	<p>Festivals bring everyone together, whether you are religious or not.</p>	<p>Quizzes set to recap and help with keywords and content.</p>	<p>Respect of other people’s beliefs and practices in what I say and do</p>		<p>Used and developed their social skills to complete set tasks in the set amount of time.</p> <p>Forming and explaining their own point of view through a persuasive argument.</p>
<p>Summer 2 Inspirational leaders</p>	<p>Pupils will learn about different inspirational leaders from different faiths and explore whether it is their duty as a religious person or whether all people should be an inspirational leader. These include, Sergy Brin, Thich Nhat Hanh, Jane Goodall and various Hindu leaders.</p> <p>(see knowledge organiser for the key facts and keywords. These will be available as we teach the topic)</p>	<p>Religious people have more of a responsibility to inspire change in the world.</p>	<p>Your own project on a famous leader who inspires you.</p>	<p>Delivering the presentation</p> <p>Debating</p> <p>Examining inspirational qualities and rationalising them</p>	<p>Dates of birth, wars etc.</p>	<p>To formulate an evaluative written piece, looking from different perspectives and using real world examples.</p> <p>Forming and explaining their own point of view through a persuasive argument.</p>