

# KS3 RPE Curriculum

In RPE, we aim to introduce students to a wide range of religions and philosophical questions – Including what does it mean to do good, creation myths, medical ethics and the relevance of the Old Testament to Christians. They study religious themes as follows:

- Year 7 – Philosophical Questions
- Year 8 – Genesis and Moses
- Year 9 – Medical Ethics

With this foundational knowledge, students then move on to comparing the world religious through a lens of different themes such as life after death, Jesus as Messiah, and the nature of the family in the 21<sup>st</sup> century. Over the course of KS3 they will examine:

- Year 7 – Creation Myths and Life after Death
- Year 8 – Jesus as Messiah
- Year 9 – What is the purpose of the family in the 21<sup>st</sup> century?

During KS3, we will also end the year off with the following topics respectively:

- Year 7 – Religious festivals and rites of passage
- Year 8 – Jewish traditions
- Year 9 – Suffering and the problem of evil

Students will be exposed to a wide range of ethical and philosophical issues throughout KS3, encouraging them to consider ‘ultimate questions’ from different points of view.

Thinking outside the box is the core of the RPE curriculum, and we encourage students to approach each topic with an open mind throughout KS3. Learning about different worldviews and utilising them to form their own coherent opinion is the end goal of KS3 RPE. We encourage students to share their opinions respectfully whilst being tolerant of others, and for them to apply lessons learnt into their own personal lives, which is the heart of cultural capital at Alec Hunter Academy.

Embedded into the study of religions and the development of our students as independent informed thinkers, is the modelling of how to structure a verbal argument, with listening skills being essential in order to consider other points of view. Students will also work on key writing skills in order to formulate their answers into higher order thinking.

## KS3 Curriculum

At Key Stage 3 students have 2 hours of taught content per fortnight in Years 7 & 8 and 1 hour a fortnight taught content in Year 9. In KS3 students are taught in form groups.

### TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

	<b>Year 7 Course Outline</b> <i>Introduction to Philosophy</i>	<b>Year 8 Course Outline</b> <i>Messiah</i>	<b>Year 9 Course Outline</b> <b>Religion and Life</b>	<b>Opportunities beyond the classroom</b>
<b>Autumn Term</b>	<p><i>Knowledge:</i> Students are introduced to philosophical questions such as what it means to truly be good, and how do we reconcile the existence of God with evil and suffering. Students will move on to looking at 'ultimate questions' and will attempt to view these from different perspectives. We focus on using visual and verbal illusions for these to get students thinking in a new way.</p> <p>Students will then examine common reasons for doubting the existence of God, such as miracles and unanswered prayers.</p> <p>Students will finish this term by looking at how religion is portrayed in the media, both in positive and negative ways. We will also do a relevant lesson on Christmas in the last week.</p> <p><i>Key Skills:</i></p>	<p><i>Knowledge:</i> During this unit, students will examine the creation story found in Genesis. They will learn about philosophical concepts that relation to creation such as design theory and causation.</p> <p>Students will then move on to studying some key figures in Genesis and in the early Old Testament. This will include figures such as Adam and Eve, Abraham and Moses.</p> <p>Students will look at the life of Abraham, his two sons Isaac and Ishmael, and the impact that his family has on the rest of the Bible.</p> <p>Students will explore the life of Moses and his role in freeing the Israelite slaves from Egypt. In each of these cases, students will need to evaluate the lives of these</p>	<p><i>Knowledge:</i> During this unit, students will explore current medical issues such as euthanasia and abortion. Students will look at case studies of how these issues are handled by governments and societies and begin to form opinions on how they may legislate these procedures.</p> <p>Students will then move on to looking at different ideas of how life exists. This will involve comparing scientific and religious views on creation, as well as examining the theory of evolution from a scientific and religious point of view.</p> <p>Finally, students will look at animal testing and consider how morally and ethically correct it is for animals to be used for testing not only medicine, but also cosmetic products as well.</p>	<p>Visits to places of Worship/ Sacre Sites.</p> <p>Opportunities to speak to people of faith.</p> <p>Create opportunities for expression through art, music, literature, dance.</p> <p>Opportunities for Cross Curricular activities.</p>

	<ul style="list-style-type: none"> <li>• explain</li> <li>• compare and contrast</li> <li>• express</li> <li>• investigate</li> <li>• make links</li> <li>• reflect</li> <li>• application to one's own and others' lives</li> </ul>	<p><i>people and consider if their actions were justified.</i></p> <p><i>Key Skills:</i></p> <ul style="list-style-type: none"> <li>• Investigate</li> <li>• Evaluate</li> <li>• Reflect</li> <li>• Application to one's own and others' lives</li> <li>• Analyse</li> <li>• Show insight</li> </ul>	<p><i>Key Skills:</i></p> <ul style="list-style-type: none"> <li>• Investigate</li> <li>• Evaluate</li> <li>• Reflect</li> <li>• Application to one's own and others' lives</li> <li>• Analyse</li> <li>• Show insight</li> </ul>	
Spring Term	<p><i>Knowledge:</i></p> <p><i>Students will start several smaller scale enquiry units. They will be comparing different religious views on various themes. The enquiries in this term will be creation myths. This will involve them thinking about the creation stories found in Hinduism and Christianity, and how much in common these faiths have about creation.</i></p> <p><i>They will then look at an enquiry based around life after death. Student will study the afterlife from a Jewish and Buddhist perspective. They will evaluate the ideas of reincarnation and heaven and decide which seems like a more just system.</i></p> <p><i>Students will examine the different holy books that exist within Hinduism, Sikhism and Islam. With this knowledge, they will be assessed on what is required for a holy book to be considered authentic and believable. What features must it possess?</i></p>	<p><i>Knowledge:</i></p> <p><i>Students will use their understanding of the Old Testament to begin to critically examine why Jesus is considered to be the Messiah by Christians.</i></p> <p><i>Students will explore the early ministry of Jesus, by looking at key events such as his birth, baptism and the temptations. They will link these events to Christian understanding of the Messiah.</i></p> <p><i>Students will then examine the final events of Jesus' life that take place during Holy Week: The Last Supper, the crucifixion, the resurrection and the ascension of Jesus.</i></p> <p><i>Students will work towards answering the key question of "Was Jesus more than just a man" during this unit.</i></p> <p><i>Key Skills:</i></p>	<p><i>Knowledge:</i></p> <p><i>In this term, students will look at the changes that have occurred in family life. This will involve looking at different types of families that exist in Britain, and how this differs to life in the early 20<sup>th</sup> century. They will also explore religious views towards modern relationships, and they will briefly touch on elements of human sexuality.</i></p> <p><i>In the second half of this term, students will examine the different rights and responsibilities that we have in Britain through a religious lens and look at things such as prejudice and discrimination in the workplace.</i></p> <p><i>Key Skills:</i></p> <ul style="list-style-type: none"> <li>• Investigate</li> <li>• Evaluate</li> <li>• Reflect</li> </ul>	<p>Visits to places of Worship/ Sacre Sites.</p> <p>Opportunities to speak to people of faith.</p> <p>Create opportunities for expression through art, music, literature, dance.</p> <p>Opportunities for Cross Curricular activities.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer Term</b></p>	<p><i>Knowledge:</i></p> <p><i>Students will continue their enquiry-based units for this term. Students will learn about the different rites of passages that exist within the world faiths. They will look at concepts such as brit milah, Bar Mitzvah, and confirmation from a Jewish and Christian perspective. They will use this knowledge to consider what kind of rituals they think should be in place to commemorate different stages of our lives.</i></p> <p><i>Students will end the summer term by examining different places of worship. This will include the history of each place of worship and the different rituals that take place inside them.</i></p> <p><i>Key Skills:</i></p>	<p><i>Knowledge:</i></p> <p><i>Using their knowledge about the development of Judaism from the Old Testament and Christianity from the New Testament this year, students will then take a closer look at Judaism. They will examine Jewish rituals and how Judaism differentiated itself from Christianity during the early period of Christianity.</i></p> <p><i>Students will then look at some current rituals and sacraments that take place in modern Judaism. This will include events such as Hannukah.</i></p> <p><i>To end this term, students will look at what it means to be 'Messiah'. They will use their understanding about Jesus being the Messiah in Christianity to develop their own ideas about what Messiah should be like and incorporate</i></p>	<p><i>Knowledge:</i></p> <p><i>In this final term, students will use the knowledge they have acquired across Key Stage 3 to explore the problem of evil and suffering. If God is all powerful and all loving, why does suffering still occur? Why do people have to go through the medical procedures explored during our first unit?</i></p> <p><i>Students will also look at case studies during this topic by looking at events such as the Holocaust.</i></p> <p><i>The last unit of Key Stage 3 will involve students exploring revelation and the existence of God. This will include the methods of communication that God attempts to make with human beings.</i></p> <p><i>Key Skills:</i></p>	<p>Visits to places of Worship/ Sacre Sites.</p> <p>Opportunities to speak to people of faith.</p> <p>Create opportunities for expression through art, music, literature, dance.</p> <p>Opportunities for Cross Curricular activities.</p>

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<b>Key Independent Learning Resources</b>			<b>GREAT READS</b>	

[www.reonline.org.uk](http://www.reonline.org.uk)  
<https://classroom.thenational.academy/>

Christianity:

[www.request.org.uk](http://www.request.org.uk)  
[www.biblegateway.com](http://www.biblegateway.com)

Judaism:

[www.jewish.co.uk](http://www.jewish.co.uk)  
[www.jwol.org.uk](http://www.jwol.org.uk)  
[www.annefrank.org](http://www.annefrank.org)  
[www.torahtots.com](http://www.torahtots.com)

Islam:

[www.islam.org](http://www.islam.org)  
[www.quranbrowser.org](http://www.quranbrowser.org)  
[www.islamicart.com](http://www.islamicart.com)

Hinduism:

[www.hindunet.org](http://www.hindunet.org)  
[www.hinduismtoday.com](http://www.hinduismtoday.com)  
<http://iskconuk.com>  
[www.hinduacademy.org](http://www.hinduacademy.org)  
[www.bhagavad-gita.org](http://www.bhagavad-gita.org)

Buddhism:

[www.buddhanet.net](http://www.buddhanet.net)  
[www.clear-vision.org](http://www.clear-vision.org)  
<http://thebuddhistcentre.com>

Sikhism:

[www.sikhs.org/english/frame.html](http://www.sikhs.org/english/frame.html)  
[www.sikhiwiki.org](http://www.sikhiwiki.org)

“Does my Head look big in this?”

“The complete Philosophy Files”

“I am Malala”

“A Monster Calls” (death and bereavement)

“The Lion, the Witch and the Wardrobe” (a lot of parallels to Christianity)– CS Lewis

“The Philosophy Files”

“The Philosophy Gym”