



Curriculum overview KS3

Subject: RPE	Components of [subject]			‘Core’ knowledge Specialist vocabulary Specialist beliefs Specialist practices Sources of wisdom Impact of belief on Individuals and society	‘Hinterland’ knowledge Sacred texts and religious stories Depictions of religion in the wider world Certain applications of RPE in the world Where RPE links to English, History, Art, Music Academy values and British values
	What new knowledge do we introduce?			Essential knowledge needed to be successful	What do students <i>do</i> with this knowledge?
	Year 7	Year 8	Year 9		
Autumn 1 <i>September - October</i>	Introduction to RPE: What’s the point and purpose?	Identity: Who are we?	‘God’: Does the idea of ‘God’ make sense in modern Britain?		<i>Overall, knowledge in RPE provides students with steppingstones towards ‘flexible knowledge’. This allows students to move to the ‘place beyond’ and give their learning more meaning. For example, flexible knowledge of ‘omnipotence’ enables students to consider why an omnipotent and omnibenevolent God might allow evil in the world. Sacred texts and sources of wisdom provide students with a textual</i>
Autumn 2 <i>November - December</i>	The Island: What is a society?	Judaism: What contributes to Jewish identity?			
Spring 1 <i>January - February</i>	Heroes: How do people but their faith into Action?	Good and Evil: What causes ordinary people to do appalling things?	Relationships: What issues are raised between relationships and religion in modern Britain?		
Spring 2 <i>March - April</i>	Jesus: Was he just an ordinary man?	War, Peace and Justice: Is war ever just?			
Summer 1 <i>April - May</i>	Buddhism: Is it the religion of happiness?	Philosophy and Ethics: What does it mean to be	Islamophobia: How can tolerance be promoted in		



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		a young philosopher?	modern Britain?	<i>those around them in a pluralist, contemporary society. Understanding of key religious figures (Siddhartha Gautama, Guru Nanak, Jesus), including their historical and geographical context, ensure students know about origins of religion and belief. Knowledge in Year 7 deliberately allows students to engage in more meaningful learning throughout Year 8 and Year 9. For example, knowledge of the formation of society in Year 7 is synthesised further when considering the problem of Islamophobia in modern Britain in Year 9.</i>	<i>illustration of religions' responses to ethical problems. For example, knowledge about the story of Job in Christianity enables students to create links between the nature of God, the nature of belief and challenges to belief in the modern world. Close links with History, Geography and English (reformation, the Church, Holocaust) enable students to understand RPE as part of the wider curriculum as well as an integral cog of living in society.</i>
Summer 2 <i>June - July</i>	Sikhism: Is it the religion of equality?	Life and Death: Is there an afterlife?			
How is student progress assessed? <i>Lessons will begin with low-stakes quizzing ('do now') task, with the purpose of a daily review of previous knowledge. As these tasks are used over time, students' ability to 'forget' knowledge becomes lessened ('forgetting curve' (Ebbinghaus, 1913)). In lessons, questioning is purposeful and targeted, tailored to students' individual learning needs, using data to inform this questioning. Understanding is frequently checked in lessons, not only to ensure students' understanding of tasks,</i>			Opportunities Trips and visits <ul style="list-style-type: none"> • Cambridge Buddhist Centre/ Ipswich Gurdwara (Year 7) • Cambridge Eco Mosque/ Cambridge University Seminar 		Resources <ul style="list-style-type: none"> • PPTs • Lesson resources • Knowledge Organisers Recommended resources <ul style="list-style-type: none"> • Collins KS3 world religions



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<p><i>but also to check students' understanding of knowledge. Responses will then, consequently, inform further planning.</i></p> <p><i>In every Year, students will sit one knowledge assessment at the end of every Term. This gives objective data of students' substantive knowledge and, as these are used Term after Term, and Year after Year, this enables staff to track knowledge being learnt and whether knowledge has moved from working memory to long-term memory. For example, the end-of-Term knowledge assessment in Year 8, Term 2 will contain previously learnt knowledge from Year 7 and Year 8 combined, as well as including the most-recently learnt knowledge.</i></p>	<p>(Year 9)</p> <p>Enrichment</p> <ul style="list-style-type: none">• <i>Philosophy Leaders (SAA)</i>• <i>Rock Solid (SAA)</i>• <i>CU (NA)</i>• <i>YfC visits (NA)</i>	<p><i>series</i></p>
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