

		<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Notes</u>
<u>Key Stage 3 Religious Education</u>	<u>Year 7</u>	What is Religion? <ul style="list-style-type: none"> • Is football a religion? (Baseline assessment). • What is the difference between fact, opinion and belief? • Why is it important to see things from the point of view of others? • How do we know what we know? 	Why do Muslims go to Mecca on Hajj? <ul style="list-style-type: none"> • What special journeys have we been on? Why are they special? • What is Hajj? • Why is Hajj so important for Muslims? (Assessment) • How are Hajj and a pilgrimage to Lourdes alike? 	Why is Jesus important for Christians? <ul style="list-style-type: none"> • What do Christians believe about the birth of Jesus? • Are the teachings of Jesus good even if you are not a Christian? • What do Christians believe about the miracles of Jesus? • Why was Jesus crucified? • The assessment for this scheme of work is a Project in which students create a piece of art for a Church, reflecting Christian beliefs about the importance of Jesus for Christians. 	The Key Stage 3 RE schemes of work are planned in line with the North Tyneside Locally Agreed Syllabus. Students are assessed according to 2 Assessment Objectives: AT1- Learning about Religions AT2- Learning from Religions. In Years 7 and 8, students will have a Home Learning Project to complete over a week. The Year 7 project is about Christmas and the Year 8 project is about rites of passage and worship in a religion of their choice. In Year 9, home learning is set weekly.
	<u>Year 8</u>	Does God exist? <ul style="list-style-type: none"> • Do religious experiences prove that God exists? (Assessment) • If God does exist, what would God be like? • Does evil and suffering prove that God doesn't exist? 	Why is Sewa so important for Sikhs? <ul style="list-style-type: none"> • What is Sewa? • Why do Sikhs believe it is important to help others? • Are all charities equally worthy? • Why do Sikhs believe it is important to stand up for what they think is right? (Assessment for this unit is a test at the end of the scheme of work). 	Do animals have rights? <ul style="list-style-type: none"> • How do humans use animals? Are these uses ethical? • What do Christians believe about the use of animals for medical testing? Why do they believe this? • What do Buddhists believe about the use of animals? Why do they believe this? Do animals have the same rights as humans? (Assessment)	

	<u>Year 9</u>	<p>Why do science and evil pose a threat to religious belief?</p> <ul style="list-style-type: none"> • What do different Christians believe about the origins of the universe and human life? • What does science teach about the origins of the universe and human life? • Does the universe prove that God exists? (Assessment) 	<p>Why are the mitzvah (commandments) so important for Jews?</p> <ul style="list-style-type: none"> • What are the mitzvah? • How do the mitzvah affect the way that Jews live their lives? • Do all Jews follow all the mitzvah? (Assessment) • Is it good to follow rules even if the consequences of following the rules are not good? • Are the mitzvah out of date? 	<p>Is there a life after death?</p> <ul style="list-style-type: none"> • SOLE – is there a life after death? • What do Jews believe about life after death? • What happens at a Jewish funeral? • Is the purpose of a Jewish funeral to comfort the living or to show respect for the dead? • What is the soul? • What do Plato, Aristotle, Buddhists, Christians and Atheists believe about the soul? • What does Harry Potter teach about the soul? • Is the soul in Harry Potter distinctly Christian? (Assessment) 	<p>In Years 7, 8 and 9, students have a RE curriculum day as well where their normal lessons are suspended for them to focus on a RE topic in depth. The Year 7 curriculum day is about Christmas (supporting students with their home learning project). The Year 8 curriculum day is about Sikhism and involves a trip to the Gurdwara and the Year 9 curriculum day is about Holocaust remembrance and the lessons that humanity needs to learn from events such as the Holocaust.</p>
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