

RE Landgate School Long Term Planning KS3 2019-2022 (based on Wigan Agreed Syllabus)

<p>Key Stage 3</p>	<p>Key stage 3 Intent: 'Students should extend and deepen their knowledge and understanding of a range of religions and worldviews, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They should draw on a wide range of subject-specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions' (NCFRE p24).</p> <p>A balanced curriculum would include:</p> <p>a. Learning about the nature of religion and belief, exploring questions about the nature, truth, meaning and value of religion and belief b. Learning about Christianity: in-depth and systematic study of the key theological ideas and the diversity of ways in which these are expressed. c. Learning about at least one other religion and/or non-religious worldview: an in-depth and systematic study of the key ideas and beliefs and exploring a diversity of ways in which these are expressed.</p>
	<p>Key Stage Opportunities:</p> <ul style="list-style-type: none"> • Topic based RE curriculum • RE to be taught on a weekly basis by designated RE teacher • Outdoor learning opportunities • Educational visits • Visitors to school • Engagement with Achievement assemblies held on a half termly basis • Daily opportunities provided for individual reflection

		Year A 2019-20	Year B 2020-2021	Year C 2021-2022
Autumn 1	Key Focus:	How is religion expressed in the Arts?	How do people respond to Moral Issues?	What are the main features of religious communities?
	Key vocabulary list:	Arts, creativity, music, drawing, painting, sculpture, dance, expression, emotion, feeling, worship, awe, wonder, reflect, impression, stained glass windows, statues, icons, calligraphy, mosaic, religion, belief	moral, morality, right, wrong, choice, decision, belief, individual, community, society, law, viewpoint, influence, war, animal rights, euthanasia, capital punishment, abortion, poverty, legality, debate, analyse, evaluate	religion, religious, community, relationship, secular, rites, symbolism, worship, beliefs, festivals, initiation, belonging, diversity
	Key Skills: Key Knowledge:	<ol style="list-style-type: none"> To demonstrate knowledge and understanding of the place and function of the Arts in religious worship. To identify and explain how the Arts can express religious belief. To demonstrate knowledge and understanding of the work of religious artists. To enable pupils to have the opportunity to express their own spirituality through art. To enquire into artists' impressions of Jesus used in religion and evaluate whether it is acceptable to use images in worship. To enquire into the acceptability of some forms of religious expression in religious worship. To enquire into the cultural influences on religious art and its use. 	<ol style="list-style-type: none"> To demonstrate knowledge and understanding of key arguments surrounding moral issues with reference to religion and belief. To identify and explain the nature of a moral issue. To enquire into, ask questions and suggest reasons with regard to moral issues. To be able to explain what things influence someone's ability to make a moral decision? To enable pupils to analyse and evaluate the arguments from religion and belief that relate to moral issues. To formulate their own reasoned opinion and personal response to a moral issue. To explain the consequences and influence of moral decisions on individuals, communities, society and the law. 	<ol style="list-style-type: none"> To demonstrate knowledge and understanding of the six major world religions represented in the UK and their distinctive characteristics and symbols. To identify and be able to explain the distinctive features of religious communities. To explore concepts such as belonging, transition, initiation, acceptance and symbolism in relation to religious communities. To be able to explain what religion is and make links between religious belief and practice. To demonstrate knowledge and understanding of the diverse nature of religious communities and the value of religion in society today. To enquire into the challenges faced by religious communities

			<p>8. To demonstrate knowledge and understanding of key concepts from religion and belief that can be applied to moral issues.</p>	<p>practising their faith in a secular society or different culture.</p>
	<p>Key Opportunities:</p>	<ul style="list-style-type: none"> • Wiltshire Resources • Wigan Resources • Holocaust Art by David OLere and Alfred Gluck. • 'Hello God' – Dolly Parton • The Message Trust – Christian pop band 'Twelve 24' • NATRE music website • Catherine Stephenson – A religious artist. http://request.org.uk/life/art-and-the-christian-faith-catherine-stephenson/ <ul style="list-style-type: none"> • Possibly complete an Art RE project with Judith Dale 	<ul style="list-style-type: none"> • The film 'Liar, Liar.' - 'Is it ever right to tell a lie?' • 'Death Row America' - A documentary by Trevor McDonald • The film 'Dr. Dolittle' - How humans are different and the same as animals • Wigan resource • 'EastEnders ' TV Series - Euthanasia 'Dot and Ethel' • Wiltshire KS3 Scheme: Good and bad, right and wrong. How do I decide? <ul style="list-style-type: none"> • Interviewing different faith groups and their responses to moral issues 	<ul style="list-style-type: none"> • Theatre of Learning –'The Island' by Sue Philips. • http://www.theatreoflearning.org/free.html • Wigan Resources • Liverpool Community Spirit homes of hospitality. http://www.liverpoolcommunityspirit.org/ • Think RE website • rsrevision.com • True Tube • TES <ul style="list-style-type: none"> • Visiting local communities

Autumn 2	Key Focus:	How do Christians put their beliefs into practise?	Who was Jesus?	What does it mean to be a Christian?
	Key vocabulary list:	Christianity, Christians, beliefs, values, stewardship, role model, fruits of the spirit, love, forgiveness, salvation, charity, respect, empathy, pacifism, vocation	Christian, Jesus, teacher, preacher, leader, Son of God, Trinity, Father, Son, Holy Spirit, crucifixion, resurrection, miracles, saviour	Christian, beliefs, practices, rituals, life, symbolism, meaning, church, Bible, prayer, worship, lifestyle
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> 1. To demonstrate knowledge and understanding of key beliefs in the Christian faith and how Christians interpret them and put them into action in their lives today. 2. To explain the beliefs about God in Christianity. 3.. To be able to explore and explain key teachings in Christianity, such as the sanctity of life, forgiveness, stewardship, salvation and their implications for the individual, communities and society. 4. To enable pupils to analyse and evaluate the arguments from religion and belief that relate to the Christian beliefs in evangelism, pacifism and forgiveness. 5. To explain the work and motivation of Christians and Christian organisations who have put their faith into action. 6. To demonstrate knowledge and understanding of faith and belief and be able to give examples from 	<ol style="list-style-type: none"> 1. To demonstrate knowledge and understanding of the life and ministry of Jesus. 2. To explore significant events in the life of Jesus such as the crucifixion and resurrection and their importance in the Christian faith. 3. To analyse and evaluate the different perceptions of Jesus past and present. 4. To conduct an investigation into an aspect of Jesus' life and work. 5. To be able to explain the importance of Jesus in the lives of believers today. 6. To examine the evidence of Jesus' existence and the many claims made about him. 7. To consider the influence and legacy of Jesus in the contemporary world. 	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of the beliefs and practices of the Christian religion. 2. To gain knowledge and understanding of the distinctive features of Christian worship and be able to explain their symbolism and meaning. 3. To gain knowledge of the distinctive features of a church as a reflection of Christian beliefs and its role and importance in Christian life. 4. To enable pupils to identify and explain diversity within the Christian religion and the reasons for it. 5. To enable pupils to understand the importance of the Bible as a source of authority in Christian life and consider its relevance in the contemporary world. 6. To enquire into the relationship between Christianity and British culture and the challenges the

	<p>the Christian faith and their own experience.</p>		<p>Christian faith faces in the 21st century. 7. To enquire into a current affair or moral issue relating to Christianity.</p>
<p>Key Opportunities:</p>	<ul style="list-style-type: none"> • The 'leap of faith' in the film 'Indiana Jones and the last crusade.' • BBC Interview with Gee Walker. https://www.youtube.com/watch?v=fgQyBLWFDBI • Tribute to Billy Graham (You tube) https://www.youtube.com/watch?v=iVuT8upZh7M • The film, 'The cross and the switchblade' which tells the story of Nicky Cruz. • The scene where the Amish refuse to fight even in the film 'Witness.' https://www.youtube.com/watch?v=o07ecRzkLuM 	<ul style="list-style-type: none"> • Liverpool Community Spirit – Homes of Hospitality. • The Turin shroud – YouTube • Dynamo – 'Walking on water' an illusion. • 'Miracle of Peckham' from the TV series 'Only Fools and Horses.' • 'He's alive' by Dolly Parton. (Peter's story). • The song, 'Jesus was no ordinary man' https://www.youtube.com/watch?v=GtcAJVVCHd8 	<ul style="list-style-type: none"> • The film 'Bruce Almighty' – The prayer scene. • 'The Vicar of Dibley' – The Arrival of the new vicar. • Open Doors website – The story of Brother Andrew • The film 'Chariots of Fire' –The Eric Liddell story • The Message Trust – A Christian pop band. • Ned Flanders 'Guide to Christianity.' • The musical 'Sister Act' - Styles of worship.

Spring 1	Key Focus:	What does it mean to be a Buddhist?	What does it mean to be a Muslim?	What does it mean to be Jewish?
	Key vocabulary list:	Buddhism, Buddha, Four Noble Truths, Eightfold Path, worship, symbolism, morality, enlightenment, dukkha, rebirth, karma, samsara, moksha, nirvana, mantras, puja, Sangha, mudras, mandalas, dharma chakra, lotus flower, flame, vajra, materialism, retreat, reflect, meditate	Muslim, Islam, Allah, Muhammad, Prophets, Five Pillars of Islam, rituals, pilgrimage charity, prayer, fasting, ummah, Shahadah, Salah, Zakah, Saum, Hajj, dedication, Qur'an, Mosque, Mecca, Ramadan, arranged marriage	Judaism, Jews, beliefs, anti-Semitism, community, belonging, Synagogue, Rabbi, worship, prayer, rituals, Holocaust, Torah, Sabbath, Shabbat, festivals, rites of passage, Brit Milah, Bar Mitzvah, Shabbat, Kosher
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of the beliefs and practices of Buddhism and the diversity of practice within the Buddhist faith. 2. To gain knowledge and understanding of the impact Buddhist beliefs have on a Buddhist's daily life. 3. To describe and explain the life of the Buddha and the origins of the Buddhist faith. 4. To explore the significance of the Four Noble Truths and the Eightfold Path in the context of Buddhist belief and practice. 5. To gain knowledge and understanding of the five precepts and be able to explain their influence on moral decisions. 6. To gain knowledge and understanding of the distinctive 	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of the beliefs and practices of the Islamic religion. 2. To gain knowledge and understanding of the Five Pillars of Islam and their spiritual value and importance in the religion of Islam. 3. To explore concepts such as charity, prayer, fasting, pilgrimage and ummah in the context of Islamic belief and practice. 4. To enquire into the role of the mosque, the home and the Quran in Islamic life and worship. 5. To compare the practice of Islam in an Islamic country and its practice in a secular society or different culture. 6. To enquire into the challenges faced by the Islamic faith in the 21st Century. 7. To enquire into a current or moral issue relating to Islam. 	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of the beliefs and practices of the Jewish faith and their impact on Jewish daily life. 2. To enquire and understand the diversity of belief and practice in the Jewish religion. 3. To conduct an enquiry into a current or moral issue related to the Jewish faith. 4. To conduct an investigation into anti-semitism and the impact of the Holocaust on the Jewish community, past and present. 5. To enquire into the importance of the home and synagogue in Jewish life and worship. 6. To gain know and understanding of significant features of Jewish life, such as rites of passage, family and festival celebrations.

		<p>features of Buddhist worship and symbolism. 7. To enquire into a current or moral issue relating to Buddhism.</p>		<p>7. To enable pupils to understand the challenges faced by the Jewish community in the modern world</p>
	<p>Key Opportunities:</p>	<ul style="list-style-type: none"> • Wigan Resources • RSrevision • The Simpsons – Lisa becomes a Buddhist • Think RE Books by Heinemann • The Manchester Buddhist Centre <ul style="list-style-type: none"> • Visit to Buddhist temple • Buddhist visitor to school 	<ul style="list-style-type: none"> • Storylines in the Soaps: The Masoods in 'East Enders.' • The Hijab: 'Tonight' with Trevor McDonald/Sharia Khan. • 'Waterloo Road' - Wearing of the Hijab • Holy cribs: The Mosque True Tube • Think RE 3 Islamophobia; The hijab • Pilgrimage to Mecca with Amir Khan • 'A very British Ramadan' – Channel 4 documentary • The Hajj – 'The greatest trip on earth.' (Channel 4) <ul style="list-style-type: none"> • Visiting a local mosque • Muslim visitor to school 	<ul style="list-style-type: none"> • 'Strictly Kosher' - TV Series about the Manchester Jewish community • 'Fiddler on the Roof' – Explores arranged marriage and marrying outside the faith • 'Escape from Sobibor' - The true story of Holocaust survivors • The Art work of David Olere - Holocaust survivor • Wiltshire Resources: Scheme of work on the Holocaust • The Jewish museum in Manchester <ul style="list-style-type: none"> • Visiting a local synagogue • Jewish visitor to school (tamars jewish adventures)

Spring 2	Key Focus:	How can people and communities live together?	How do people respond to Ultimate Questions?	What are the different views surrounding Creation?
	Key vocabulary list:	community, society, engagement, involvement, prejudice, discrimination, reconciliation, forgiveness, equality, sanctity of life, morality, harmony, Martin Luther King, campaign, equality, freedom	arguments, issues, debate, expression viewpoint, empathise, analyse, evaluate, formulate, opinion, personal response, concepts, response, thoughts, feelings, beliefs, atheist, agnostic, theist	Creation, viewpoint, religion, belief, Fall, salvation, world, formation, incarnation, resurrection, Big Bang Theory, Science Vs Religion, stories, myths
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> 1. To demonstrate knowledge and understanding of different types of prejudice and discrimination and their implications for the individual, community and society. 2. To explain ways in which prejudice and discrimination can be overcome and people and communities can live together. 3. To enquire into the work of famous individuals who have fought against prejudice and discrimination. 4. To demonstrate knowledge and understanding of key concepts such as reconciliation, forgiveness, equality and the sanctity of life in enabling people and communities to live together. 5. To demonstrate knowledge and understanding of teachings from Christianity and other religious traditions with regard to prejudice and discrimination. 	<ol style="list-style-type: none"> 1. To demonstrate knowledge and understanding of key arguments and issues surrounding ultimate questions with reference to religion and belief. 2. To identify and explain the nature of an ultimate question and give examples. 3. To enquire into, ask questions, suggest reasons and share views with regard to ultimate questions. 4. To demonstrate knowledge and understanding of key concepts from religion and belief that can be applied to ultimate questions. 5. To enable pupils to analyse and evaluate the arguments from religion and belief that relate to ultimate questions. 6. To formulate reasoned opinions and personal responses to ultimate questions. 7. To be able to explain the responses from religion and belief with regard to ultimate questions and their influence on individuals, communities, society and the law. 	<ol style="list-style-type: none"> 1. To develop an understanding of the concept of creation. 2. To appreciate the world by exploring the many amazing things it contains, including images, story and music. 3. To identify and explore ideas for creating the perfect world. 4. To demonstrate knowledge and understanding of different religious views of the creation story and acknowledge other views about how the world began. 5. To identify ways in which religious people and organisations make a response to God by caring for the world. 6. To identify ways in which mankind is harming our world and explore possible solutions. 7. Enquire into festivals in different religious traditions that celebrate and give thanks for the world.

<p>Key Opportunities:</p>	<ul style="list-style-type: none"> • Song: 'Dr. King', by Mason Jennings • Song: 'It don't matter if you're black or white' by Michael Jackson • 'Hairspray': A musical about segregation in America • 'Billy Elliot': "Boys don't do ballet." • 'Escape from Sobibor' – A film about the Holocaust • 'Show Racism the Red Card.' A charity fighting racism • 'Colour Blind.' – A film based on the life of Anthony Walker 	<ul style="list-style-type: none"> • The Simpsons episode - 'Bart sells his soul.' • Wigan Resources • The film, 'Creation' - The Story of Charles Darwin • Think RE Books • The story of Job animation. (YouTube) • Wiltshire resources KS3 scheme, module 7, Science and religion on the origins of the universe • 'The Watchmaker' animation (Kids4truth.org.) 	<ul style="list-style-type: none"> • 'How can I look after the world' PowerPoint. • 'The Most Magnificent Thing' by Ashley Spires. • 'The Trouble with Dad' by Babette Cole. • 'Picturing Creation' pack by Kate Neal. • 'The snowman' by Raymond Briggs. • 'In the Beginning' by Steve Turner • Developing Primary RE Series – Stories about God) • Twinkle – Creation PowerPoint • Kids4truth - Creation animation • The Magician's Nephew – Creation (YouTube) • 'The film, 'Charlie and the chocolate factory.' • 'If I ruled the world' by Tony Bennett with slideshow <ul style="list-style-type: none"> • Interviewing people of different faith groups in regards to their views about creation
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Summer 1	Key Focus:	What does it mean to be a Sikh?	What does it mean to be a Hindu?	How are beliefs represented through religious texts?
	Key vocabulary list:	Sikhism, Five Ks, Temple, Gurdwara, Gurus, worship, beliefs, rituals, Sewa, Sangat, Golden Temple of Amritsar, Langar, Kesh, Kara, Kangha, Kirpan, Kachera, citizenship, community, sharing	Hindu, faith, beliefs, rituals, deities, God in multiple forms, polytheism, rites of passage, celebrations, culture, caste system, reincarnation, karma, rebirth, Brahman, Trimurti, Diwali, Holi, Gandhi, Madir, arranged marriages	beliefs, values, religious texts, represent, guidance, source, standard for living, rules, responsibility, meaning
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> 1. To enable pupils to gain knowledge and understanding of the beliefs and practices of the Sikh religion. 2. To gain knowledge and understanding of the five K's and their importance and influence in Sikh life. 3. To explain the life of Guru Nanak and the origins of the Sikh faith. 4. To explore the concepts of sharing and service in the context of Sikh belief and practice. 5. To enable pupils to gain knowledge and understanding of the Khalsa and its origins. 6. To enable pupils to gain knowledge and understanding of the distinctive features of Sikh worship and rites of passage. 7. To enquire into the challenges faced by the Sikh faith in the 21st Century. 8. To enquire into a current moral issue relating to Sikhism. 	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of the beliefs and practices of Hinduism. 2. To gain knowledge and understanding of the impact Hindu beliefs and practices have on a Hindu's daily life. 3. To enquire into the relationship between Hinduism and the culture of India and the challenges the Hindu faith faces in the 21st century. 4. To explore the significance of beliefs about God and reincarnation in the context of Hindu belief and practice. 5. To gain knowledge and understanding of the distinctive features of Hindu worship, their symbolism and meaning. 6. To gain knowledge and understanding of significant features of Hindu life, such as rites of passage, family and festival celebrations. 7. To enquire into a current or moral issue relating to Hinduism 	<ol style="list-style-type: none"> 1. To give pupils the opportunity to reflect on and discuss books that are special to them. 2. To recognise and determine the characteristics that make a religious text. 3. To describe how and why religious texts are important to believers. 4. To identify the special texts in different religious traditions and describe how people show respect for them. 5. To explain the meanings of the stories from religious texts and explore the principles for living which they teach. 6. To explore a story from a religious text that provides inspiration and guidance. 7. To identify how religious meaning is expressed through different types of language, for example parables, poems, psalms and prayers.

<p>Key Opportunities:</p>	<ul style="list-style-type: none"> • Wigan Resources • TES • Film - 'Bend it like Beckham' • Documentary on Sikhism and arranged marriages. • Video - freedom of food http://youtu.be/3izKLMZeSB8 • https://www.youtube.com/watch?v=bFMj5aoZzTw <ul style="list-style-type: none"> • Visit to Sikh Gurdwara 	<ul style="list-style-type: none"> • 'Strange but true' TV Series – Reincarnation • Story of James Leininger - You Tube • The Mandir. – 'Holy Cribs' True Tube • Hindu kids.org website • Hindu gods BBC Class Clips http://www.bbc.co.uk/education/clips/zt734wx • Sacred rivers: Simon Reeves The Ganges <ul style="list-style-type: none"> • Visit to Hindu temple 	<ul style="list-style-type: none"> • Wigan Resources. • Bible resources – RE:start/RE:quest • Developing Primary RE – Words of Wisdom • Exploring Sacred Stories – RE Today • The Brick Testament • Lesson plan on Qur'an similes – Wigan resources • Pathways of Belief – Torah and Qur'an videos • Why is the Bible special? • Bible Storyteller • http://www.biblestoryteller.co.uk/
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Summer 2	Key Focus:	Extended Project: Religion and the Media	Extended Project: Religion and Science	Extended Project: Religion and Global Issues
	Key vocabulary list:	religion, viewpoints, media, society, influence, positive, negative, impact	religion, science, viewpoints, big bang theory, dilemma, choice, faith, explanation, creation	religion, viewpoint, beliefs, opinions, global issues, environment, climate change, global warming, care, concern, compassion, stewardship
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> 1. To understand the different ways in which we communicate (linguistic, visual, musical, physical, etc.) 2. To recognise the challenges of language in expressing meaning 3. To understand the definition of 'media' (print, social, visual, etc.) 4. To gain knowledge of the diverse ways in which religion and non-religious belief systems are presented in the media 5. To understand the diverse ways in which religious and non-religious traditions utilise the media 6. To recognise the influence of the media on public perception of religion/belief and religious literacy 	<ol style="list-style-type: none"> 1. To understand and identify religious and scientific explanations to universal questions 2. To gain understanding of how people use both explanations to answer important questions in their own lives 3. To recognise that people may hold different views from their own in relation to science and religion 	<ol style="list-style-type: none"> 1. To determine what is fair and unfair in their own and other people's lives. 2. To enable pupils to consider examples of injustice and poverty around the world and to determine what could be done about it. 3. To enquire into whether religion can do anything to build a fairer world. 4. To enable pupils to organise a charitable event that raises money or helps a charity fighting injustice in the world. 5. To look at why religions want to help to create a fairer world. Look and consider some of the teachings of Jesus and other religious leaders. 6. To enable students to conduct an enquiry into the work of a religious charity.

	<p>Key Opportunities:</p>	<ul style="list-style-type: none"> • Watching religious films/tv programmes • Newspapers and news items related to religion • Visit to Media City UK • Resources available online 	<ul style="list-style-type: none"> • Interviewing people of different faiths in regard to their views about science • Science and religion issues in the news • Resources available online 	<ul style="list-style-type: none"> • Wigan Resources • 'Love in a box' (Samaritans purse) by Melissa Bester • Charity websites • Shoe box appeal organisation pack • RE Quest What is Samaritan's purse? • Charities – Oxfam, Christian Aid, Cafod and Tzedek. • RE Quest- The Good Samaritan
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