

# Stockton-on-Tees Locally Agreed Syllabus for Key Stage 3 Religious Education 2023-2028

## Programme of Study and planning steps

### What do students gain from RE at this key stage?

Students should extend and deepen their knowledge and understanding of a range of religions and beliefs, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and beliefs 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 beliefs 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.

#### Aims:

*The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

#### RE teaching and learning should enable pupils to ...

A. make sense of a range of religious and non-religious beliefs	B. understand the impact and significance of religious and non-religious beliefs	C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied
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### End of key stage outcomes

#### More specifically students should be taught to:

<ul style="list-style-type: none"> <li>give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied</li> </ul>	<ul style="list-style-type: none"> <li>give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities)</li> </ul>	<ul style="list-style-type: none"> <li>give coherent accounts of the significance and implications of the beliefs and practices studied in the world today</li> </ul>
<ul style="list-style-type: none"> <li>taking account of context(s), explain how and why people use and make sense of texts/ sources of authority differently</li> </ul>	<ul style="list-style-type: none"> <li>show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today</li> </ul>	<ul style="list-style-type: none"> <li>evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world</li> </ul>
<ul style="list-style-type: none"> <li>in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas</li> </ul>		<ul style="list-style-type: none"> <li>respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses</li> </ul>

These general outcomes are related to specific content within the unit outlines on pp.95-112.

## Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims, Sikhs and Buddhists**. Pupils should also encounter non-religious worldviews such as Humanism, and may encounter other religions and worldviews in thematic units where appropriate.

### Unit key questions

<b>3.1 What does it mean for Christians to believe in God as Trinity? [God]</b>	<b>3.10 What is good and what is challenging about being a Muslim teenager in Britain today? [Iman/ibadah/Akhlaq]</b>
<b>3.2 Should Christians be greener than everyone else? [Creation]</b>	<b>3.11 What is good and what is challenging about being a Jewish teenager in the UK today? [People and the Land]</b> <i>Optional unit for schools teaching Judaism at GCSE</i>
<b>3.3 Why are people good and bad? [Fall]</b>	<b>3.12 How are Sikh teachings on equality and service put into practice today? [God/the Gurus/values/Panth]</b>
<b>3.4 Does the world need prophets today? [People of God]</b>	<b>3.13 What difference does it make to be non-religious in Britain today?</b>
<b>3.5 What do people do when life gets hard? [Wisdom]</b>	<b>3.14 Good, bad; right, wrong: how do I decide?</b>
<b>3.6 Why do Christians believe Jesus was God on Earth? [Incarnation]</b>	<b>3.15 How far does it make a difference if you believe in life after death?</b> <i>Christians, Muslims, Hindus, non-religious worldviews</i>
<b>3.7 What is so radical about Jesus? [Gospel]</b>	<b>3.16 Why is there suffering? Are there any good solutions?</b> <i>Christians, Hindus/Buddhists, non-religious worldviews</i>
<b>3.8 The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha]</b>	<b>3.17 Should happiness be the purpose of life?</b> <i>Christians, Buddhists, non-religious worldviews</i>
<b>3.9 Why don't Hindus want to be reincarnated and what do they do about it? [Samsara/moksha/Brahman/atman/karma/dharma]</b> <i>Optional unit for schools teaching Hinduism at GCSE</i>	<b>3.18 How can people express the spiritual through the arts?</b> <i>Religious and non-religious worldviews</i>

There are sufficient questions here to have one per half-term in a three-year KS3. Teachers should select the questions that they think will work best for their school and context, ensuring a balanced programme that enables students to build on prior learning and gain a coherent understanding of the religions and beliefs studied. The suggested content in the unit outlines on the following pages include key information that is also found in the GCSE specifications. Teachers should see KS3 learning as laying the foundations for learning at KS4 and beyond.



## Planning steps

Teachers should have the principal aim of RE at the forefront of their minds as they plan their RE.

*The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

### Step 1: Unit/key question

- Select a unit/key question from p.90.
- Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.

### Step 2: Use learning outcomes

- Use the learning outcomes from column 1 of the unit outlines on pp.95-112, as appropriate to the age and ability of your students.
- Being clear about these outcomes will help you to decide what and how to teach.

### Step 3: Select specific content

- Look at the suggested content for your key question, from column 2 in the unit outlines.
- Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that students achieve the learning outcomes.

### Step 4: Assessment: write specific pupil outcomes

- Turn the learning outcomes into pupil-friendly 'I can', 'You can' or 'Can you ...?' statements.
- Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want students to know, be able to understand and do as a result of their learning.
- These 'I can'/'You can'/'Can you ...?' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

### Step 5: Develop teaching and learning activities

- Develop active learning opportunities, using some engaging stimuli, to enable students to achieve the outcomes.
- Be clear about the knowledge you want them to gain, integrating it into their wider understanding in RE and life. Be clear about the skills you want students to develop.
- Make sure that the teaching and learning activities allow pupils to process the knowledge and understanding, thinking hard and practising these skills as well as showing their understanding.

