

Summer 2024 KS3 RE

How should we care for others and the world, and why does it matter? Christians, Jewish and Muslim people

<p>Subject curriculum intent:</p>	<p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>Know about and understand a range of religions and worldviews.</p> <p>Express ideas and insights about the nature, significance and impact of religions and worldviews.</p> <p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>		
<p>End of KS3 intent/outcome</p>	<p>End of KS4 intent/outcome</p>	<p>End of KS5 intent/outcome</p>	
<p>Students should understand the three main faiths - Christianity, Islam and Judaism and the key beliefs within. They should understand sacred books, sacred texts, and sacred places and sacred times relating to each religion, as well of knowing why these are sacred. Students should show an understanding of the meaning of at least one story from each religion and should be able to relate the teachings of these sacred texts to their lives - knowing how to care for others and our world.</p>	<p>Students should show an understanding of how people of different religions perceive God and how they show their faith. Students should be able to talk about how this may be different in a modern society, what this may mean for people growing up in Britain today, and how religion may help people at different stages of their lives.</p> <p>Students will be to identify a religious festival for Christianity, Islam and Judaism, and will show an understanding of why these are important within each faith.</p>	<p>Students will understand the challenges faced by people of different religions within society today. Students will delve deeper into what it means to be religious, and the affects religion can have on a person's life. Students will investigate big questions surrounding religion's effect on the happiness, suffering, war, and peace that exists in society.</p> <p>Students will look at what living by religion may mean, and whether this means needing to obey all teachings in the sacred book, or by allowing religion to fit around the individual.</p> <p>Students will be able to discuss how they feel about religion and should show an unbiased understanding of both religious and non-religious beliefs.</p>	
<p>Intent for this topic:</p>	<p>Throughout this unit, students will explore the practices of community care among Christian, Jewish, and Muslim traditions, delving into the significance of such practices. They will engage with religious narratives, understanding the connection between these stories and the imperative within faith communities to extend care to others and the environment. Furthermore, students will examine contemporary instances of compassionate actions undertaken by believers of these faiths. Through reflection, some learners may ponder the challenges inherent in consistently making virtuous decisions.</p>		
<p>Core vocabulary needed for this subject/topic:</p>	<p>Christianity, Islam, Judaism, Bible, Quran, Torah</p>		
<p>Vocabulary pupils will have accessed in</p>	<p>Christianity, Islam, Judaism, Bible, Quran, Torah</p>		

other topics or subject areas:				
Key vocabulary taught within this topic:		Religious stories, community, charity, good deed/good choices and helping		
Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	RE	Who is a Muslim and what do they believe?	Autumn/ 2023	Students will have knowledge of basic beliefs of Christians, students should be able to name holy book, place of worship and some key festivals.
KS3	RE	What does it mean to belong to a faith community?	Spring/ 2023	Students will have knowledge of what it means to belong to faith community and that believer try and make good choices.
Links to other subjects: PSHE				

Believing Topic: Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

RRS - UNCRC Relating Articles (Use within your teaching and planning)

- **Article 8 (protection and preservation of identity)** Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.
- **Article 13 (freedom of expression)** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **Article 14 (freedom of thought, belief and religion)** Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Key elements	To know people of faith are encouraged to look after their community and why this is important.			
	B2 Pstep 4-6	B2 Pstep 7-8	B2 Step 1	B2 Step 2
Subject specific knowledge	<p>To know we should care for others.</p> <p>To know we should look after the world.</p> <p>To know examples of how to look after others.</p> <p>To know examples of how to look after the world.</p> <p>To know religions encourages believers to make good choices.</p>	<p>To know that religions encouraged believers to look after others.</p> <p>To know examples of how believers look after others.</p> <p>To know that religions encouraged believers to look after the world.</p> <p>To know examples of how believers look after the world.</p> <p>To know the Holy Books encourages believers to look after the world and each other.</p> <p>To know how to sequence the faith picture stories that link to look after each other/ the world.</p>	<p>To know that religions contain 'golden rules' that believers must try and always follow.</p> <p>To know religious stories encourages believers to look after others.</p> <p>To know religious stories encourages believers to look after the world.</p> <p>To know how believers look after the world and others, while beginning to make links to religious stories.</p> <p>To know that believers share similar morals of making good choices (looking after the community).</p> <p>To know that some people do not like to look after others and the world and explain why this could be a bad thing for the community.</p> <p>To know whether they would find making good choice all the time would be difficult.</p>	<p>To know that religions contain 'golden rules' that believers must try and always follow, and then reflect on whether this would be easy or difficult to do.</p> <p>To know how to retell and compare religious stories that encourages believers to look after others.</p> <p>To know how to retell and compare religious stories that encourages believers to look after the world.</p>

<p>Subject specific skills</p>	<p>Is able to communicate their feelings about what is special about the world.</p> <p>Is able to listen to, and begin to respond to, familiar religious stories, poems and music.</p> <p>Is able to find out about aspects of religion through stories, music or drama, answer questions and communicate their responses.</p> <p>Is able to communicate ideas, feelings or responses to experiences.</p> <p>Is able to communicate simple facts about religion and important people in religions.</p> <p>Is able to be sensitive to the needs and feelings of others and show respect for themselves and others.</p> <p>Is able to evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences.</p>	<p>Is able to talk about how religions teach that people are valuable, giving simple examples.</p> <p>Is able to re-tell Bible stories and stories from another faith about caring for others and the world.</p> <p>Is able to re-tell Bible stories and stories from another faith about caring for others and the world.</p> <p>Is able to explain that they have choices which can involve right and wrong.</p> <p>Is able to display awareness of how their behaviour impacts on themselves and others.</p> <p>Is able to compare what they feel is right and wrong to their peers.</p>	<p>Is able to re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>Is able to ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p>Is able to reflect on similarities and differences within and between different religions, worldviews and sacred places</p> <p>Is able to use creative ways to express their own ideas about the creation story and what it says about what God is like</p> <p>Is able to suggest why belonging to a community of faith may be valuable, both to faith members and in their own lives</p> <p>Is able to demonstrate an awareness of the needs of others.</p> <p>Is able to respond sensitively when discussing different faiths.</p>	<p>Is able to research skills to find out about different religious views.</p> <p>Is able to give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.</p> <p>Is able to use research skills to find out.</p> <p>Is able to Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Is able to use creative ways to express their own ideas about the creation story and what it says about what God is like</p> <p>Is able to talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</p> <p>Is able to list different ways people express their faith</p> <p>Is able to present their own and others' views to challenging</p>

			<p>Is able to talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</p>	<p>questions about belonging, meaning, purpose and truth.</p> <p>Is able to reflect on the significance for faith members of participating in celebrations, worship and the rituals which mark birth and marriage</p> <p>Is able to give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.</p> <p>Is able to identify simple moral issues and consider right or wrong, giving a reason</p> <p>Is able to give a considered reason for a difference</p>
<p>Suggested flow</p>	<p>Given that this unit spans the entire term and encompasses three major religions, it's advisable to divide the planning into segments, dedicating focused time to each religion individually. This approach allows for in-depth exploration and understanding before allocating a week or two for comparative analysis between the religions.</p>			
<p>Suggested teaching activities</p>	<ul style="list-style-type: none"> • Sensory stories • Listen to music • Listen to sermons • Watching religious stories • Explore religions symbols/holy books • Explore picture stories. • Role play • Dress up • Listen to religious music 	<p>Christianity Helping others- The Good Samaritan Looking after the world- The Creation Story</p> <p>Islam Helping others- Abu Bakr and the Old Woman/ The Prophet and the Old Woman Looking after the world- The Prophet and the Ant/ The Crying Camel</p> <p>Judaism</p>		

- Match artefacts to pictures
- Create a story board/comic strip
- Scenario cards

Helping others- The Jewish story of Moses
Looking after the world- The Creation Story

Online resources

<http://rightchoice.wiltshire.gov.uk/Page/10622>

www.retoday.org.uk/syllabus-resources Password: ASyllabusRET!

<https://www.reonline.org.uk/teaching-resources/>

Resources in school

- Holy books
- Picture books
- Holy symbols/ artifacts
- Religious clothing