**RS Department**

**KS3 Curriculum Overview 2018-2019**

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|  | **TERM 1** | | | | | | | | | | | | | | | **TERM 2** | | | | | | | | | | | | **TERM 3** | | | | | | | | | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
| **7** | The Island: Survival & Community | | | | | | | The Island: Leadership and Birth | | | | | | | | The Island:  Birth and Law | | | | | | The Island: Death | | | | | | The Island: Sacred Spaces | | | | | | | The Island: Festivals and Celebration | | | | | | |
| **8** | The Life of Jesus | | | | | | | | | | | | | | | Muslims in Britain | | | | | | | | | | | | Inspirational Individuals | | | | | | | | | | | | | |
| **9** | The Existence of God | | | | | | | Medical Ethics | | | | | | | | Holocaust | | | | | | | | | | | | GCSE Islam | | | | | | | | | | | | | |

**YEAR 7 – THE ISLAND**

Over the course of the year, Year 7 pupils will be taken on a journey… they begin this journey shipwrecked on an unknown island after a luxury cruise liner goes AWOL. As pupils are taken on an imaginary journey they begin to explore concepts including survival, community, leadership, authority, and rites of passage, as part of what it means to be human.

The Island story allows pupils to understand human needs more astutely, so they begin to unravel how and why beliefs shape humans’ lives, and the important role religions provide in giving people a framework for living. Each concept studied provides a platform for pupils to contextualise their understanding in different faiths and cultural traditions. For example, when learning about the concept of **Leadership** pupils will look at how we choose leaders in the UK, and what the roles, responsibilities and expectations of a good leader are. We then look at the different leadership structures, roles, responsibilities and expectations of religious leaders in Judaism, Christianity and Islam before evaluating the importance these leaders have in their respective communities.

Learning thematically in this way allows us to inter-leave concepts, as well as providing opportunities for linking concepts to modern British life and values.

**YEAR 8**

**THE LIFE OF JESUS**

In the Year 8 Autumn Term pupils will explore the big question of ‘Who is Jesus?’. This question is contextualised through an examination of two concepts central to the Christian faith: forgiveness and love.

**BEING MUSLIM & BEING BRITISH**

In the Spring Term pupils will look at the concepts of Stereotyping, Media, Modesty and The Five Pillars in order to gain an understanding of what it means to be a Muslim, and evaluate the challenges faced by British Muslims today.

**INSPIRATIONAL INDIVIDUALS**

In the Summer Term Year 8 pupils will investigate the concept of inspiration though a study of Mohandas Gandhi, Martin Luther King and Malala Yousafzai. For each individual, pupils will learn about how their respective faiths (Hinduism, Christianity and Islam) influenced their life and actions.

**YEAR 9**

**THE EXISTENCE OF GOD**

In this unit pupils get their first real taste of ‘brain ache’ as they get to grips with some of the major arguments for the existence of God. They will explore the causation and design arguments, understanding the premises of both before then being giving the opportunity to critically evaluate the logic and reasoning behind them. If their brains are wanting more by the end, they should definitely be considering an A-Level in Philosophy!

**MEDICAL ETHICS**

In this short unit, pupils’ will firstly examine how people make moral decisions (touching on absolutism, relativism, utilitarianism, and deontology and egoism) before applying their understanding to the ethical topic of saviour siblings. Pupils will also apply Christian ethical arguments to the topic in preparation for GCSE.

**JUDAISM & THE HOLOCAUST**

During the Spring Term we study the origins of Judaism, investigating the concepts of Monotheism, Covenant and Persecution in order to understand the history of the Jewish people. This helps to set the scene for pupils’ study of the Holocaust, considering whether factors such as Jewish integration in Europe pre-1939 contributed to the Jews being seen as ‘a people apart’. Within the Spring Term we run a Holocaust Memorial Day where all Year 9 pupils are taken off timetable for the day. We have been privileged over the last six years to welcome Walter Kammerling, a Holocaust survivor, into Cams Hill to speak to pupils about his family’s experiences during this period.

**AQA GCSE RELIGIOUS STUDIES SPECIFICATION A: ISLAMIC BELIEFS**

During the Summer Term of Year 9 we begin the GCSE course. All pupils at Cams Hill sit the full course GCSE at the end of Year 11. We start with a study of the key beliefs of Islam looking at the nature of Allah, tawhid (oneness), and how Allah communicates with humans (risalah).