

## **KS3 Religious Studies at Penwortham Girls' High School**

### **Year 7 Content: Where do we belong?**

	<b>Autumn Term</b>
<b>Unit 1</b>	<b>The Island: What is religion?</b> – Students know and remember the main characteristics of religion. Students will use this knowledge to identify similarities between religions so that they can explain how religions can exist in harmony.
<b>Unit 2</b>	<b>Do we belong to God?</b> – Students know and remember the main Abrahamic beliefs about the nature of God. They will use this knowledge to evaluate whether followers believe that their life belongs to God.
	<b>Spring Term</b>
<b>Unit 3</b>	<b>Who are the chosen people?</b> – Students know and remember the stories of Prophet Abraham and Prophet Moses. They use this knowledge to evaluate the importance of these prophets to the Jewish religion.
<b>Unit 4</b>	<b>Who was Jesus?</b> - Students know and remember who Jesus is to Christians. They use this knowledge to explain how Christian beliefs about Jesus impacts the Christians today.
	<b>Summer Term</b>
<b>Unit 5</b>	<b>What is the Hindu Dharma?</b> – Students know and remember the diversity of Hindu beliefs and traditions. They use this knowledge to explain how Hinduism has changed over time.
<b>Unit 6</b>	<b>What unites Muslims?</b> – Students know and remember the core beliefs and practices shared by Muslims. They will use this knowledge to explain what it means to be a Muslim.

**Year 8 Content: Where do we find guidance?**

	<b>Autumn Term</b>
<b>Unit 1</b>	<b>How does the covenant impact the lives of Jews today?</b> – Students know and remember the ways in which Jews have been persecuted throughout the ages. Students use this knowledge to explain how their experiences have impacted their faith in contrasting ways.
<b>Unit 2</b>	<b>How do sacred texts influence Hindus today?</b> – Students know and remember the key sacred Hindu texts and stories about Krishna and Moksha. They will use this knowledge to explain how these teachings influence Hindu's to live a good life today.
	<b>Spring Term</b>
<b>Unit 3</b>	<b>How do Guru Nanak's teachings influence Sikhs today?</b> – Students know and remember the key beliefs about and teachings taught by Guru Nanak. Students use this knowledge to evaluate whether modern Sikhism has stayed true to Guru Nanak's intentions.
<b>Unit 4</b>	<b>How do Guru Nanak's teachings influence Sikhs today?</b> – Students know and remember the key beliefs about and teachings taught by Guru Nanak. Students use this knowledge to evaluate whether modern Sikhism has stayed true to Guru Nanak's intentions.
	<b>Summer Term</b>
<b>Unit 5</b>	<b>Why was Jesus considered to be a great leader?</b> – Students know and remember the key events of Jesus' adult life. Students use this knowledge to explain why Jesus was considered to be a good leader.
<b>Unit 6</b>	<b>How should Christians live their life?</b> – Students know and remember key Christian beliefs about the afterlife and key teachings on how to get to heaven. They use the knowledge to explain how Christians should live their life.

### **Year 9 Content: What really matters?**

<b>2023 Only</b> <b>Year 9 Doing</b> <b>Year 8 unit 6.</b>	<b>How should Christians live their life?</b> – Students know and remember key Christian beliefs about the afterlife and key teachings on how to get to heaven. They use the knowledge to explain how Christians should live their life.
<b>Unit 1</b>	<b>Religion in 21st Century: Is religion still important today?</b> This unit briefly recaps Humanism but predominately focuses on Christianity, Atheism and Spirituality. This unit takes students on a time travelling journey from the late medieval ages to present day 21 <sup>st</sup> century Britain. By the end of this unit students should understand the power and influence Christianity has had on British society and culture. After explaining how the scientific revolution has shifted Britain towards secularism; students explore how religion is still present in different ways today such as spiritual practices, hybrid religions and NRMs.
	<b>Spring Term</b>
<b>Unit 2</b>	<b>Who was the Buddha?</b> This unit begins with the educational tales account of the life of the Buddha. The video allows students to visually see the life of the Buddha from birth to enlightenment. Moving forward, students can identify links between the Buddha’s life and Buddhist beliefs (on suffering) and practices today.
<b>Unit 3</b>	<b>Religion and Life: Is life sacred?</b> – Using prior knowledge on the various religious & non-religious beliefs, students explore the meaning of life. The key teaching focused on throughout this module is the “ <i>sanctity of life</i> ”. Students study real life issues such as abortion and euthanasia. After studying these themes and examining different teachings, students evaluate and determine whether they believe life is sacred and belongs to God.
	<b>Summer Term</b>

<b>Unit 4</b>	<b>Crime and Punishment: What is the most effective way to punish criminals?</b> – By the end of this module students should be aware of how Christianity has influenced the criminal justice system and explain contrasting Christian attitudes to crime and punishment. Students explore different crime case studies to enable them to explain the different causes of crime and aims / types of punishment.
<b>Unit 5</b>	<b>How can we tackle Islamophobia?</b> The unit begins with tasks which aim rebuild and retrieve students' prior Islam knowledge. Students then study in depth the concept of Jihad. After the academic study of Jihad, students then look at the how this is misrepresented in the media and the consequences this has had on Muslim's today. This unit aims to demonstrate to students the importance of study religion to prevent prejudice beliefs which lead to discrimination and persecution.