**Curriculum aims**

**Key Stage 3**

REP is an approach to Religious Education in which we learn both about and from beliefs, cultures and traditions. The KS3 curriculum reflects that the main religious tradition of the UK is Christian, but also takes into account the teachings and practices of other main religions in the UK and explores belief and spirituality. Students develop skills of understanding and evaluation as they look at ethical decision making and philosophical issues. It allows students to explore, to reflect on and to respond to human experience, drawing on their study of religious beliefs, teachings and practices. The subject allows them to analyse and reflect on the bigger questions which can affect our society and the world we live in and develop the ability to form reasoned and informed judgments and opinions on religious and ethical issues.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Why REP?</th>
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| In year 7, students have 1 lesson of REP per fortnight, placed into mixed ability groups. | • What are the key beliefs of the word religions?  
• What is God like?  
• Philosophy of Religion: Has the world been designed?  
• Philosophy of Religion: How did the world start? (Cosmological Argument)  
• Philosophy of Religion: Why are people moral (good)? Moral Argument  
• Festivals  
• Why do religious people celebrate?  
• Researching Festivals – significance of religious festivals  
• Festival Activities  
• Symbolism in Religious Festivals  
• Christmas – Commercial or Christian?  
• True Meaning of Christmas |

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<tr>
<th>Year 8</th>
<th>Islam</th>
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| In year 8, students have 1 lesson of REP per fortnight, placed into mixed ability groups. | • What are the 5 pillars of Islam?  
• Salah – Second Pillar of Islam  
• How does the Mosque help Muslims demonstrate their belief in Allah?  
• Life of Muhammad  
• How do Muslims demonstrate their belief in Allah?  
• Is it a religious duty to give to charity?  
• What is the significance of the Hajj? |

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<tr>
<th>Year 8</th>
<th>Rites of Passage</th>
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|  | • The Importance of Parables  
• Exploring complex narratives – Story of Joseph (Judaism) and Story of Guru Gobind Singh (Sikhism)  
• Exploring in detail the parable of the prodigal son  
• The Good Samaritan  
|  | • Celebrating Milestones and Landmarks  
|  | • Initiation rites: Sikh Naming and Christian Infant Baptism  
|  | • Adulthood rites of passage |

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<tr>
<th>Year 8</th>
<th>Identity</th>
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|  | • What is the purpose of humanity?  
• Are humans made in the ‘image of God?’  
• Islamic Creation Stories  
• Are humans fulfilling their purpose?  
• What does Science say about humanity?  
|  | **Experiencing God**  
• Experiencing God  
• How do miracles help people experience God?  
• Different Types of Religious Experiences – Conversion  
• The difference between regular and special experiences?  
• Critical Investigation: The different ways people experience God |

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<tr>
<th>Year 8</th>
<th>Judaism</th>
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|  | • How has the Jewish identity changed?  
• How did Moses shape the Jewish Identity?  
• How did the last plague affect the Jewish Identity?  
• The importance of the Torah  
• Is it possible to believe in God after Holocaust?  
|  | **Religion and Society**  
• How important is Religion in Modern Britain?  
• Introduction to Christian denominations  
• What links Christians together?  
• What are the different non-religious views in society?  
• The Ramayana: Key Meanings |

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<tr>
<th>Year 8</th>
<th>Spirited Arts – Where is God?</th>
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|  | • Are religious buildings still significant?  
• Is religion portrayed positively in the media?  
• Can modern media technology play a helpful part in the religious life of believers?  
• Is art an effective way to learn about religion?  
• Why might art be useful in Hinduism?  
|  | • What do people believe about God?  
• Exploring different representations of God.  
• Does God tell us what is right?  
• Is God with us when we suffer?
### Curriculum Content

#### Year 9

In Year 7, students have 1 lesson of REP per fortnight, placed into mixed ability groups.

**Sikhism**
- What are the key beliefs in Sikhism
- How do key Sikh beliefs compare to my own beliefs?
- The way Sikhs live their lives
- The Importance of Khalsa

**Religion and Social Change**
- Religion and Social Change – How much impact does religion have upon equality?
- Equal rights for everyone? (Views on authority and church views on homosexuality)
- How did Gandhi use his religious principles to challenge inequality?
- How did Martin Luther King Jr use both religious and political views to challenge racism?
- Malcolm X – a different response to inequality
- Oscar Romero profile – how did he use his faith to change social inequality

#### Key Stage 4

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues, building on the KS3 curriculum. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

**Religion and Media**
- Is the media useful to religion?
- How does art help people to understand religion?
- Can media teach us themes without us realising it?
- Why can the use of religion in the media be seen as controversial?
- Can we learn anything of value about Christianity from a programme like the Simpsons?

**Buddhism**
- Why is the Buddha so significant?
- What can the Buddha teach people about following Buddhism?
- How do Buddhists worship?
- Why is Wesak an important festival?
- What is Enlightenment?

#### Years 10 & 11

Students have 5 lessons of RS a fortnight (6 if in Year 11).

**Students study the AQA A GCSE Religious Studies specification.**

This GCSE consists of two exams. Each exam has 4 elements, each worth 25% of the exam.

**Exam Paper 1: The study of religions**
- Christianity: Beliefs and Teaching
- Christianity: Practices
- Sikhism: Beliefs and Teachings
- Sikhism OR Islam: Practices

**Exam Paper 2: Ethical Themes**
- Relationships and Families
- Religion and Life
- The Existence of God and Revelation
- Crime and Punishment

**All students will sit 3 sets of mock examinations:**
- Year 10: May
- Year 11: October & March

Final Examinations take place in June of year 11.