

MARRIOTTS SCHOOL

RELIGIOUS EDUCATION DEPARTMENT

KEY STAGE 3 - LONG TERM PLAN

<u>YEAR</u>	<u>AUTUMN TERM</u> <u>UNIT 1</u>	<u>SPRING TERM</u> <u>UNIT 2</u>	<u>SUMMER TERM</u> <u>UNIT 3</u>
<u>YEAR 7</u>	<p><u>WE LOVE R.E.</u> To introduce the 6 main religions and give students the opportunity to explore the concept of belonging and to recognise how this concept is an important element in Religious faiths and communities. Unit Covers - 3.1, 3.2, 3.5, 3.8, 3.10, 3.14, 3.16</p> <ul style="list-style-type: none">• AO1 and AO2• Tolerance• How people belong - including British Values	<p><u>JUDAISM</u> To introduce Judaism and give the students an opportunity to see faith in action. To explore the idea of faith in the home and outside (worship) - to include dietary laws, clothing and how this can affect lifestyles. Unit covers - 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.9, 3.10, 3.12, 3.13, 3.14, 3.15</p> <ul style="list-style-type: none">• AO1 and AO2• Founders as a source of inspiration• Key beliefs and practices - worship• Dietary Laws and influence of beliefs	<p><u>LIFE OF JESUS</u> To see Jesus as the founder of one of the major world religions - Christianity, and to question the evidence of his existence. Students will look at his teachings leading to his death and resurrection. Unit covers - 3.2, 3.3, 3.6, 3.9, 3.10, 3.12, 3.14, 3.16, 3.19</p> <ul style="list-style-type: none">• AO1 and AO2• Students to see Jesus as the founders of the worlds major religion• His life and teachings, leading to his death and resurrection• Christianity in Britain today - beliefs and influences

<p><u>YEAR 8</u></p>	<p><u>ULTIMATE QUESTIONS</u> Unit covers - 3.1, 3.2, 3.3, 3.15, 3.16, 3.17, 3.19, 3.21</p> <ul style="list-style-type: none"> • AO1 and AO2 • Raises questions and suggests religious, philosophical and moral answers to a wide range of ultimate questions • Morals - Matters of right and wrong • Religious views about moral and ethical issues 	<p><u>RELIGION AND THE ENVIRONMENT</u> Unit covers - 3.1, 3.2, 3.3, 3.5, 3.7, 3.9, 3.12, 3.15, 3.20, 3.22</p> <ul style="list-style-type: none"> • AO1 and AO2 • The importance of the environment, and mans responsibility to care for it. • Religious issues and problems • Builds on the 'Ultimate Questions' unit and discusses our responsibilities • Deep thinking skills 	<p><u>IS RELIGION DANGEROUS?</u></p> <ul style="list-style-type: none"> • Explores issues of peace and conflict with reference to Christianity, Sikhism and Islam • Non-religious views of life may also be studied, if appropriate. • The philosophical and moral issues of pacifism, self-defence and justice are explored. • Peace and conflict • Question the role of religion. <ul style="list-style-type: none"> • Beliefs about God and humanity and the impact on our attitudes to war and peace.
<p><u>YEAR 9</u></p>	<p><u>rites of passage (1)</u> Unit covers - 3.2, 3.3, 3.5, 3.6, 3.11, 3.12</p> <ul style="list-style-type: none"> • AO1 and AO2 • Life Maps • Covering different religious rites of passage • Birth • Initiation ceremonies • Age of being culpable • Begin to question cultural differences 	<p><u>rites of passage (2)</u> Unit covers - 3.2, 3.3, 3.5, 3.6, 3.11, 3.12</p> <ul style="list-style-type: none"> • AO1 and AO2 • Covering different religious rites of passage • Arranged Marriage • Partnerships • Marriage/Divorce • British values 	<p><u>rites of passage (3) - leading into Introduction to Philosophy</u> Unit covers - 3.2, 3.3, 3.5, 3.6, 3.11, 3.12</p> <ul style="list-style-type: none"> • AO1 and AO2 • Covering different religious rites of passage • Death rituals • Funerals • Life after Death • Religious answers

- This long term plan is based on the Hertfordshire Agreed Syllabus 2012 - 2017.

- The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."
- We aim to offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.
- Marriotts is situated in an area which is not greatly culturally diverse. We will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.