



ABINGDON

KS3 RE

YEAR GROUP/PATHWAY: KS3		SUBJECT AREA: RE		
	Year 7	Year 8	Year 9	
Autumn	The development of religion/ Christianity	Hinduism	Life after death	
Knowledge	<p>Core:</p> <ul style="list-style-type: none"> How did Jesus Change Lives? Why are presents given at Christmas – and what might Jesus think about it? <p>Extended:</p> <ul style="list-style-type: none"> Why is light an important sign at Christmas? 	<p>Core:</p> <ul style="list-style-type: none"> What helps Hindus to worship? What does it mean to be a Hindu? <p>Extended:</p> <ul style="list-style-type: none"> Do our actions influence our future? 	<p>Core:</p> <ul style="list-style-type: none"> Is Christian worship the same all around the world? Comparative: How do people celebrate new life? <p>Extended:</p> <ul style="list-style-type: none"> Comparative: is death the end? 	
Skills/purpose	<p>Core:</p> <p>To explore some of the most important miracles of Jesus, and how people were changed physically and emotionally by encountering him, but also how these encounters demonstrate, for Christians, that Jesus is God's Son – and is still changing lives today.</p> <p>To explore the tradition of present-giving at Christmas, through the account of the birth of Jesus. Through this unit, pupils will consider the symbolism of the gifts brought by the Magi, and their meaning for Christians, and evaluate whether different ways of giving at Christmas</p>	<p>Core:</p> <p>To provide a broad understanding of how Hindus worship the supreme divine reality (Brahman) who is represented in different forms, and what helps them to do this. Pupils will use images and stories to draw meaning to support this understanding.</p> <p>To investigate the religious practices of Hindus and how these influence home and family life, linking them with important Hindu beliefs.</p> <p>Extended: This unit provides pupils with knowledge and understanding of the</p>	<p>Core:</p> <p>To show pupils a variety of current Christian worship styles and formats drawn from differing cultural contexts and enable them to find the common beliefs and stories expressed in such rituals, music, and images/artefacts.</p> <p>To investigate why welcoming a new life might be so important for people, religious or nonreligious. During this unit, pupils should also be given opportunities to evaluate the differences between different practices and what motivates people to make the choices they do.</p>	



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	<p>now might better express the 'spirit' of Christmas.</p> <p>Extended: To explore the concept of light as a theme during Christmas but also beyond that, into the lives of Christians, and the belief in Jesus as the 'light of the world'. For some pupils, there will be opportunity to reflect on light as a theme across different religions.</p>	<p>importance of Hindu belief in the idea of dharma, karma the atman and reincarnation.</p>	<p>Extended: This unit provides opportunities for pupils to consider this key religious and philosophical questions relating to life after death. It provides opportunity to compare and contrast different views and encourages pupils to consider their own thoughts, ideas and beliefs about this.</p>
Vocabulary	<p>Christians</p> <p>Jesus</p> <p>Miracle</p> <p>Bible</p> <p>present (gift) (frankincense myrrh gold)</p> <p>symbol</p> <p>religion</p>	<p>Hindu, Hinduism, India</p> <p>Aum/Om (symbol)</p> <p>Reincarnation, Karma</p> <p>Brahman (Supreme God), Krishna; Rama; Ganesh; Durga; Lakshmi, Vedas (Gods)</p> <p>Puja (prayers)</p> <p>Mandir (Hindu temple)</p> <p>Rangoli</p> <p>Rakhi</p> <p>Raksha Bandhan</p> <p>Holi</p> <p>Diwali (Diwali)</p>	<ul style="list-style-type: none"> Culture Catholic, Church of England, festival All Souls Day, All Saints Day Dia de los Muertos christening life after death Spiritual existence belief Soul opinion viewpoint
Outdoor Learning suggestions	<p>Visit a local Christian place of worship / arrange a visit (or refer to church visit at Christmas if this is occurring).</p>	<p>Visit to a Hindu temple</p>	
Spring	Judaism	Christianity	Islam
Knowledge and purpose	<p>Core:</p> <ul style="list-style-type: none"> Introduction to Jewish beliefs. 	<p>Core:</p> <p>Introduction to christian beliefs.</p>	<p>Introduction to Islam</p> <p>How can a mosque help us to understand the Muslim faith?</p>



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	<ul style="list-style-type: none"> • How can a synagogue help us to understand the Jewish faith? • What are important times for Jews? <p>Extended: How important are the home and traditions for Jews?</p>	<p>Easter: What happened and what matters most to Christians? How does lent help Christians prepare for Easter?</p> <p>Extended: How do Christians know what happened at Easter?</p>	<p>How do the Pillars of Islam help Muslims live a good life?</p> <p>Extended: How does Ramadan and the Hajj help Muslims to develop discipline in their everyday life?</p>
<p>Skills/purpose</p>	<p>Core: To explore the key features of a synagogue and investigate what they reveal about Jewish Beliefs.</p> <p>To investigate some of the major Jewish festivals, to explore their links with Jewish history.</p> <p>Extended: This unit provides pupils with knowledge and understanding of the importance of tradition within Judaism, especially as it is reflected through the home. It relates this to the importance of mizvot for Jews as well as the importance to the Torah.</p>	<p>Core: To give pupils opportunities to set out the sequence of events from Palm Sunday to Easter Day and the symbols associated with them, and to reflect on what each of these events might mean for Christians.</p> <p>To consider Christian practices during Lent across the world, giving pupils opportunities to explore the common themes within Lent and to reflect on why a period of preparation for Easter might be important for Christians.</p> <p>Extended: To especially develop pupils' skills of investigation and evaluation, as they look at the four Gospel accounts of the Easter narrative.</p>	<p>Core: To explore the key features of a mosque and investigate what they reveal about Muslim beliefs. Muslim beliefs about and practices associated with prayer (salah) should be a focus within this unit.</p> <p>To explore the key beliefs and practices of Islam through investigating the five 'pillars.' It is important that pupils are given opportunities during this unit to reflect on how the pillars of Islam affect the way that Muslims live their lives, and also to make connections between Islam and the other religions they have studied.</p> <p>Extended: This unit examines what it means to be a Muslim in today's society including how Ramadan and the Hajj provide opportunities to express self-discipline and help Muslims live out their faith in daily life.</p>



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Vocabulary	<ul style="list-style-type: none"> Judaism, Jew, synagogue Torah Bar / Bat Mitzvah <ul style="list-style-type: none"> Pesach (Passover) Rosh Hashanah (New Year) Yom Kippur (Day of Atonement) 	Resurrection Holy week Palm Sunday Easter Day Lent	<ul style="list-style-type: none"> Islam, Muslim, mosque, Qur'an Almsgiving (Zakah) Muslims Pilgrimage (Hajj) The Five Pillars (or duties) Eld-ul-Fitr Shahadah (There is no God but Allah and Prayer (Salah and wudu) Fasting (Sawm) - Ramadan
Outdoor Learning suggestions	Visit a synagogue	Easter activities out of doors. Make a natural wreath, decorate an Easter tree etc.	Visit a Mosque
Summer	Sikhism	Buddhism	Comparative Unit / Humanism
Knowledge	Core: What do Sikhs value? Extended: How is equality expressed within the Sikh Dharam?	Core: What is the Buddhist way of life? Extended: How do Buddhists apply the Buddhist teaching about suffering	Core: Comparative ASU: How did it all begin? (include response of non-religious groups including Humanism) Extended: How do Humanists answer the big questions
Skills/Purpose	Core: To explore the key beliefs of Sikhism, in particular introducing the importance of equality. Pupils should gain a general insight into what Sikhs value, and how they express this through their community life and the wearing of the Five Ks Extended: This unit provides pupils with knowledge and understanding of the	Core: To introduce pupils to the principal beliefs and practices of Buddhism. Extended: This unit examines Buddhist teaching about suffering through the Four Sights and how it is still relevant today.	Core: To begin to investigate the ways in which people from religious and non-religious perspectives try to answer the question of how the world began – and evaluate whether pupils think it's possible to know for sure. Extended: This unit provides opportunities for pupils to consider how humanists come to decisions about moral and ethical issues. This unit is provided



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	<p>importance of equality within the Sikh community and how that is expressed through service, sharing and honest work in daily life. It relates these values to Sikh teaching and practice linking them with the Guru's teaching, the langar and with being part of the Khalsa.</p>		<p>as an example of a non-religious approach to life and living. It extends pupils understanding of non-religious worldviews.</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> Sikh, Sikhism, equality, Ghuru, Khalsa 	<ul style="list-style-type: none"> Siddhartha Gautama Nirvana Buddha Four Noble Truths enlightenment meditation Eightfold Path wheel of life rebirth suffering (dukkha) 	<p>Religious Non-religious Ethical Humanist Belief</p>
<p>Outdoor Learning suggestions</p>	<p>Visit a Sikh temple</p>	<p>Visit a Buddhist temple</p>	