

## ACLE ACADEMY KS3 CURRICULUM MAP

SUBJECT: Character and Culture- RS	Unit Autumn 1	Unit Autumn 2	Unit Spring 1	Unit Spring 2	Unit Summer 1	Unit Summer 2
Year 7- Programme of study	<i>Is anybody out there?</i>	<i>How did the universe come to be?</i>	<i>What is the story of Judaism?</i>	<i>How do Sikhs create a strong community?</i>	<i>What do Buddhists believe?</i>	<i>What do Buddhists believe? (continued)</i>
Progression of subject knowledge and skills	<i>Demonstrate knowledge and understanding of religion and belief, including: beliefs, practices and sources of authority, influence on individuals, communities and societies, similarities and differences within and/or between religions and beliefs. To start to analyse and evaluate aspects of religion and belief, including their significance and influence.</i>	<i>To describe creation stories, To compare and contrast creation stories, To assess the scientific validity of creation stories, To explain why religious people care about the environment, To explain scientific theories on life</i>	<i>To describe the key beliefs on Judaism, To describe key events in the Torah, To explain the significance of Jewish beliefs and stories, To assess to what extent Jews are chosen by God</i>	<i>To describe the Key beliefs of Sikhism, To explain how Sikhs create a strong community, To assess the best way of serving your community?</i>	<i>To describe the story of the buddha, To explain How the buddha became enlightened, To apply Buddhist teachings to your own life, To assess the validity of Buddhist teachings on suffering</i>	
Year 8 – Programme of study	<i>How can religious places of worship and religious leaders support expression of faith?</i>	<i>What is prejudice?</i>	<i>Why is Christianity the way it is today?</i>	<i>What does religion teach about poverty?</i>	<i>What does it mean to be a Hindu?</i>	<i>Is there life after death?</i>

Progression of subject knowledge and skills	Begin to contextualise and evaluate the impact of beliefs on individual, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs.	To describe the different types of prejudice, to explain the origins of anti-semitism, to explain how historical figures fought prejudice, to describe religious attitudes towards homophobia, to assess the best methods of fighting prejudice	To describe the key/defining events in the history of Christianity, to explain their significance, to assess which event is the most important	To describe and analyse key religious teachings on poverty, to evaluate the best methods of tackling poverty	To describe key Hindu beliefs, to apply Hindu practices to your own life, To evaluate which gods are the most important in Hindu life	To describe different religious beliefs on life after death, to explain why people believe in an afterlife, to assess evidence for and against life after death
Year 9 – Programme of study	<i>Expression of Faith Perceptions of Religion</i>	→	<i>Ethics and Values Is it ever right to take a life?</i>	→	<i>Meaning and Purpose Does God Exist? What does philosophy teach us?</i>	→
Progression of subject knowledge and skills	Contextualise, analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs.		Learning about different key religious beliefs. Exploring some of the potential issues of putting these beliefs into practice in 21st C.  To explain why the sanctity of life is an important religious belief, to explain arguments for and against selected ethical issues (abortion, euthanasia, capital punishment) To assess the validity of these arguments		To explain why people believe and don't believe in God, To assess arguments for and against God  To describe and explain different philosophical theories, to apply philosophical theories to your own life, To assess the validity of philosophical theories	