



love the journey

Curriculum Implementation 2025-26

Secondary

LCA Strand	Humanities
Subject	RS
Key Stage	Key Stage 3 (Chapter 7-9)

What are the key concepts taught?

In R.S, we explore a wide range of concepts, varying from topic specific content to concepts related to the study of the discipline.

Key topic specific concepts include:

- Faith
- Worship
- Community
- Sacraments
- Pilgrimage/Hajj
- Monotheistic
- Holy books
- Festivals
- A Prophet
- Guru
- Poverty
- Charity
- Blasphemy
- Prayer
- Sin
- Forgiveness
- Halal and Haram
- Tolerance
- Free will
- Spiritual
- Creation
- Justice
- Equality
- Discrimination
- Taxation
- Legacy
- Ceremony

Key subject disciplinary concepts include:

- Importance
- Consequence
- Significance

	<ul style="list-style-type: none"> • Change • Similarity and difference • Analysis • Evaluation • Judgement
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What is the sequencing of units?	<p>Ch7 Ch7 begin their study by considering what is R.S and why we should learn about it in school. This leads to a focus upon God and truth.</p> <p>Ch7 then have a brief introduction to the following religions: Christianity, Islam, Judaism, Sikhism, Hinduism and Buddhism. The intention is that pupils are aware of each religion and the basic principles. This feeds into the more in-depth Ch8 study on 4 of the religions.</p> <p>Ch7 then encounter some philosophy. They learn about Plato and Aristotle as well as considering utilitarianism.</p> <p>Ch8 Ch8 begins with a study on Islam this seeks to build upon the foundations of Ch7 learning and develop understanding further. It will also require the recall of previous learning and teachers will adapt to ensure pupils go deeper. Topics include the 5 Pillars, Allah, The prophet's, the Qur'an, prayer and life as a Muslim. Ch8 then progress to a study of Sikhism, this includes the origins of the religion and key beliefs, the 5 K's, Amrit and ceremonies, the holy texts, worship and life as a Sikh and the importance of fellowship.</p> <p>Ch8 then undertake a study of Judaism. This study includes the origin of the religion and the key beliefs, the synagogue, the holy books, worship and ceremonies and celebrations.</p> <p>Ch8 then study Christianity, this build upon what has been learned in Ch7 and aims to go deeper. Topics of study will include Jesus and the role of the disciples, the church, worship and the holy book, ceremonies and celebrations, the divisions within Christianity.</p> <p>Ch8 then explore a number of moral issues, these can include abortion, euthanasia, war, rights and equality.</p> <p>Ch9 Ch9 build upon their studies in Ch7 and Ch8 by considering the philosophical side of R.S. Pupils are encouraged to consider 'big questions' and think deeply about their response. Pupils are encouraged to develop their own reasoned and informed judgements.</p> <p>Ch9 fuse their learning from Ch7 and Ch8 together to now consider how a Muslim's view of abortion might differ to that of an Atheist or think about how a Sikh might approach a moral</p>
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	dilemma in comparison to a Christian. In this, Ch9 explore morality and what influence religion has had upon us and other societies and cultures.
How do we encourage pupils to see the links between different units and concepts?	<p>A significant part of R.S is the links and patterns that emerge. Studies of religions such as Islam and Christianity appear in more than one year groups learning. The links here are fostered through recall of previous learning and building that into deeper studies.</p> <p>Comparisons are made between different religions so that pupils may understand the similarities and differences that exist.</p> <p>Studies of moral issues can be linked to different religions. Pupils consider how a religion might view an issue and how a tolerant and open society will treat religious views.</p>
What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?	<p>Adaptive teaching methods are deployed to challenge every student at an appropriate level. Frequent strategies include scaffolding, modelling, revisiting specific concepts or language and through questioning.</p> <p>School policies are followed such as 'Quality First,' Champion Teaching' and SEND profiles. Teachers work with LSA's to get the best out of targeted students.</p> <p>Stretch and challenge is evident through questioning, challenge tasks, live marking and instant feedback.</p>
What are the planned opportunities for retrieval and reflection by pupils?	<p>Every lesson begins with a 'Do Now' activity, the vast majority of these require retrieval from the previous lesson or prior learning.</p> <p>Many tasks within lessons require short term retrieval. Others require more medium to long term thinking.</p> <p>The sequencing of the curriculum means that students must be able to see the connections. Teachers plan questioning around this and expect pupils to recall details from previous lessons or previous years.</p>
What are the opportunities for feed forward by the teacher post assessment outcomes?	<p>Teachers provide feedback to each class and demonstrate how to move forward. Individual conversations take place with pupils who are underachieving.</p> <p>Pupils reflect upon their outcomes and discuss this with their peers and feedback to the teacher. This informs future planning and can lead to a revisit of a topic/skill.</p>
What are the planned opportunities for developing Reading?	<p>Reading is an integral part of R.S. Almost every lesson will require some form of reading. In R.S, the aim is to facilitate reading for purpose and enable pupils to understand the significance of the text.</p> <p>Reading tasks are planned and encourage pupils to see the link between the wording of the question and the content of the</p>

	<p>reading. Religious texts are frequently deployed and require the pupils to read in order to gain an understanding.</p> <p>Sometimes pupils are expected to read aloud, on other occasions there will be silent reading followed by questioning and there will also be examples of the teacher reading to the pupils in order to model and demonstrate what our expectations are. Discussions follow on from this reading and allow teachers to judge levels of understanding and develop strategies to make even further progress.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy: Pupils may be provided an ideal sentence or a paragraph or words they should use when constructing an argument. Modelling is used. Challenging vocab will be discussed and defined and there will be an expectation to use it in writing, this includes words in other languages/names/places. Live marking allows for instant correction of capitalisation, spelling, punctuation.</p> <p>Numeracy: Chronology is frequently discussed and used within teaching. Pupils must have an awareness of context in order to answer questions. Data is analysed when teaching a variety of topics and may be displayed in tables, charts or graphs.</p> <p>Oracy: Discussion based activities are frequent and permit pupils to develop confidence in constructing a reasoned argument. Reading aloud is frequent. Pair and group activities are regularly used to allow pupils to discuss academic matters with their peers. Group presentations are used to enhance confidence, enhance understanding and develop the required skills. Discussion based activities are frequently used to take our pupils beyond the syllabus.</p> <p>SMSC: R.S affords many opportunities to engage with SMSC. Pupils study a range of societies, as such they are exploring issues such as rights, religious beliefs, persecution, discrimination, racism, gender roles, welfare, colonialism, democracy, free will, choice etc. Personal experiences of those who encountered the above will be used and pupils have the opportunity to learn from those who engage in religious practice.</p> <p>Moral issues are explored throughout KS3 and the idea of an open and tolerant society is at the heart of pupil learning.</p>
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