



RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

R.E. OVERVIEWS FOR KEY STAGE 3

Five models illustrating how the nine pairings of conceptual areas can be used to construct an RE curriculum for Key Stage 3, with possible learning enquiries identified.

Model 1

This overview is based on three learning enquiries per year group, each lasting a term. Across Key Stage 3, all nine pairings of the conceptual areas are covered with equal weighting.

Learning enquiry exemplars (written up in detail elsewhere in the Key Stage 3 support materials) are underlined.

	Autumn	Spring	Summer
Year 7	<p><u>Conceptual areas 3 and 4</u></p> <p>✝ Learning enquiry focused on Christianity: - Christianity: a global brand! combined with 60 minute makeover!</p>	<p><u>Conceptual areas 2 and 4</u></p> <p>✝ ॐ Learning enquiry focused on Christianity and Hinduism: - Should Christians adapt to fit with culture or 'stand out from it'? combined with <u>How do we pass on tradition?</u></p>	<p><u>Conceptual areas 3 and 6</u></p> <p>☾ Learning enquiry focused on Islam: - Islam: image and appearance (combining Don't judge by appearances and Are images dangerous?)</p>
Year 8	<p><u>Conceptual areas 2 and 6</u></p> <p>✝ ✨ Learning enquiry focused on Christianity and Judaism: - Time for God? combined with Should one day be holy?</p>	<p><u>Conceptual areas 2 and 5</u></p> <p>☸ Learning enquiry focused on Buddhism: - <u>True escapism?</u> (linked with When is a Buddhist a Buddhist?)</p>	<p><u>Conceptual areas 1 and 4</u></p> <p>ॐ ☾ Learning enquiry focused on Hinduism and Islam: - Culture, religion and identity (combining Culture or religion? and Being a British Muslim)</p>
Year 9	<p><u>Conceptual areas 1 and 6</u></p> <p>👤 ✨ Learning enquiry focused on Humanism and Judaism: - In pursuit of happiness? combined with Aren't the Ten Commandments a bit outdated?</p>	<p><u>Conceptual areas 1 and 5</u></p> <p>👤 ✝ Learning enquiry focused on Christianity and elements of Humanism: - Is there more to life than meets the eye? (science and religion)</p>	<p><u>Conceptual areas 3 and 5</u></p> <p>ॐ ☸ Learning enquiry focused on Hinduism and Sikhism: - Who or what is God? combined with How would you describe God?</p>

Model 2

This overview is based on half termly learning enquiries. Each year has a 'theme' and focuses on one particular conceptual area. All conceptual areas have equal weight.






















Learning enquiry exemplars (written up in detail elsewhere in the Key Stage 3 support materials) are underlined.

	<i>Possible half termly learning enquiries</i>	<i>Possible half termly learning enquiries</i>	<i>Possible half termly learning enquiries</i>	<i>Possible half termly learning enquiries</i>	<i>Possible half termly learning enquiries</i>	<i>Possible half termly learning enquiries</i>
<p>Year 7 theme: CHANGING THE WORLD!</p> <p>Focus on conceptual area 1: Beliefs, teachings and sources</p>	<p>✝ Focus on Christianity: - <u>A new start?</u> (see suggested learning enquiries for conceptual areas 1 & 4)</p>	<p>☾ Focus on Islam: - Being a British Muslim (see suggested learning enquiries for conceptual areas 1 & 4)</p>	<p>✝ Focus on Christianity: - Is everything forgivable? (see suggested learning enquiries for conceptual areas 1 & 6)</p>	<p>☯ Focus on Humanism: - In pursuit of happiness? (see suggested learning enquiries for conceptual areas 1 & 6)</p>	<p>ॐ Focus on Hinduism: - Where am I going? What am I doing? Will it ever end? (see suggested learning enquiries for conceptual areas 1 & 5)</p>	<p>✝ Focus on Christianity: - Is there more to life than meets the eye? (see suggested learning enquiries for conceptual areas 1 & 5)</p>
<p>Year 8 theme: MAKING MY MARK!</p> <p>Focus on conceptual area 2: Practices and ways of life</p>	<p>☸ Focus on Buddhism: - How can I make my mark on the world? (see suggested learning enquiries for conceptual areas 2 & 4)</p>	<p>✝ Focus on Christianity: - Should Christianity adapt to fit with culture or stand out from it? (see suggested learning enquiries for conceptual areas 2 & 4)</p>	<p>✡ Focus on Judaism: - Should one day be holy? (see suggested learning enquiries for conceptual areas 2 & 6)</p>	<p>☯ Focus on Humanism and different religions: - If all religious rituals and ceremonies were banned... (see suggested learning enquiries for conceptual areas 2 & 6)</p>	<p>☯ Focus on Sikhism: - What should I follow? (see suggested learning enquiries for conceptual areas 2 & 5)</p>	<p>ॐ Focus on Hinduism: - When is a Hindu a Hindu? (see suggested learning enquiries for conceptual areas 2 & 5)</p>
<p>Year 9 theme: EXPRESS MYSELF!</p> <p>Focus on conceptual area 3: Expressing meaning</p>	<p>☸ Focus on Buddhism: - The power of image (see suggested learning enquiries for conceptual areas 3 & 4)</p>	<p>☾ Focus on Islam: - The power of words (see suggested learning enquiries for conceptual areas 3 & 4)</p>	<p>✝ Focus on Christianity: - What does the Bible say about ? (see suggested learning enquiries for conceptual areas 3 & 6)</p>	<p>☯ Focus on Sikhism: - What does it mean to have faith? (see suggested learning enquiries for conceptual areas 3 & 6)</p>	<p>✡ Focus on Judaism: - Time to take responsibility? (see suggested learning enquiries for conceptual areas 3 & 6)</p>	<p>✝ Focus on Christianity: - Do miracles happen? (see suggested learning enquiries for conceptual areas 3 & 5)</p>

Model 3

This overview is based on RE being taught in blocks (e.g. 3 times a week for 3 weeks) in a carousel with other humanities subjects. In addition, there are RE learning days throughout the year. Outlined here are four units per year, each about 8-10 hours long, plus three learning days. There is a theme for each year to keep the continuity between the different blocks of RE time.

Learning enquiry exemplars (written up in detail elsewhere in the Key Stage 3 support materials) are underlined.

	<i>Unit 1</i>	<i>Learning day</i>	<i>Unit 2</i>	<i>Learning day</i>	<i>Unit 3</i>	<i>Learning day</i>	<i>Unit 4</i>
Year 7 theme: POWER AND AUTHORITY	<u>Conceptual areas 1 and 5</u>  Learning enquiry focused on Sikhism: - Where do we get authority from?	<u>Conceptual areas 3 and 4</u>  Learning enquiry focused on Buddhism: - The power of image	<u>Conceptual areas 3 and 6</u>  Learning enquiry focused on Islam: - Are images dangerous?	<u>Conceptual areas 2 and 6</u>  Learning enquiry focused on Islam: - The power of food	<u>Conceptual areas 2 and 4</u>  Learning enquiry focused on Judaism: - The power of symbols	<u>Conceptual areas 3 and 4</u>  Learning enquiry focused on Islam: - The power of words	<u>Conceptual areas 1 and 6</u>  Learning enquiry focused on Christianity: - Is the Bible dangerous?
Year 8 theme: COMMUNITY AND IDENTITY	<u>Conceptual areas 3 and 4</u>  Learning enquiry focused on Christianity: - A global brand!	<u>Conceptual areas 2 and 6</u>  Learning enquiry focused on Humanism and different religions: - Community research project	<u>Conceptual areas 2 and 4</u>  Learning enquiry focused on Christianity: - Is Britain a Christian country?	<u>Conceptual areas 3 and 4</u>  Learning enquiry focused on Christianity: - 60 minute makeover	<u>Conceptual areas 2 and 4</u>  Learning enquiry focused on Hinduism: - How do we pass on tradition?	<u>Conceptual areas 2 and 4</u>  Learning enquiry focused on Sikhism: - Building a gurdwara in ...	<u>Conceptual areas 2 and 6</u>  Learning enquiry focused on Islam: - <u>Will Rahema go on Hajj?</u>
Year 9 theme: MEANING AND REVELATION	<u>Conceptual areas 3 and 6</u>  Learning enquiry focused on Christianity: - Is it worth it?	<u>Conceptual areas 1 and 5, and 3 and 6</u>  Learning enquiry focused on Buddhism and Judaism: - Why is there suffering?	<u>Conceptual areas 3 and 5</u>  Learning enquiry focused on Buddhism and Hinduism: - Is death the end?	<u>Conceptual areas 1 and 5</u>  Learning enquiry focused on Judaism: - <u>Where do people experience God?</u>	<u>Conceptual areas 1 and 5</u>  Learning enquiry focused on Hinduism: - Does God communicate to people?	<u>Conceptual areas 2 and 5</u>  Learning enquiry focused on Humanism: - Complementary or contradictory? (religion and science)	<u>Conceptual areas 2 and 5</u>  Learning enquiry focused on Christianity: - <u>Does prayer work?</u>

Model 4

This overview is based on coverage of the cross curricular dimensions in Years 7 and 8 (as found in the new secondary national curriculum: the one left out is enterprise). The model would be suitable for a school developing a curriculum which is based on cross curricular work at Key Stage 3.

Learning enquiry exemplars (written up in detail elsewhere in the Key Stage 3 support materials) are underlined.

	<i>Autumn – possible learning enquiries</i>	<i>Spring – possible learning enquiries</i>	<i>Summer – possible learning enquiries</i>
Year 7	<p><u>Cross curricular dimension: identity and cultural diversity</u></p> <p>✚ Is Britain a Christian country? (see suggested learning enquiries for conceptual areas 2 & 4)</p> <p>☾ Being a British Muslim (see suggested learning enquiries for conceptual areas 1 & 4)</p> <p>☞ The challenges of being a Sikh (see suggested learning enquiries for conceptual areas 1 & 4)</p>	<p><u>Cross curricular dimension: healthy lifestyles</u></p> <p>⊛ Self indulgence or self denial? (see suggested learning enquiries for conceptual areas 3 & 6)</p> <p>✚ How do I live my life? (see suggested learning enquiries for conceptual areas 1 & 6)</p> <p>☞ - What is happiness? (see suggested learning enquiries for conceptual areas 1 & 5)</p>	<p><u>Cross curricular dimension: globalisation and sustainable development</u></p> <p>⊛ How can I make my mark on the world? (see suggested learning enquiries for conceptual areas 2 & 4)</p> <p>⊛ Don't tread on the ants! (see suggested learning enquiries for conceptual areas 3 & 6)</p> <p>✚ - What does the Bible say about ... the environment? (see suggested learning enquiries for conceptual areas 3 & 6)</p>
Year 8	<p><u>Cross curricular dimension: technology and media</u></p> <p>✚ Should Christianity adapt to culture or stand out from it? (see suggested learning enquiries for conceptual areas 2 & 4)</p> <p>✚ A global brand! (see suggested learning enquiries for conceptual areas 3 & 4)</p> <p>✚ 60 minute makeover! (see suggested learning enquiries for conceptual areas 3 & 4)</p>	<p><u>Cross curricular dimension: creativity and critical thinking</u></p> <p>⊛ The power of image (see suggested learning enquiries for conceptual areas 3 & 4)</p> <p>☾ The power of words (see suggested learning enquiries for conceptual areas 3 & 4)</p> <p>☆ The power of symbols (see suggested learning enquiries for conceptual areas 2 & 4)</p>	<p><u>Cross curricular dimension: community participation</u></p> <p>- Community research project could be undertaken</p> <p>ॐ How do we pass on tradition? (see suggested learning enquiries for conceptual areas 2 & 4)</p> <p>☞ A duty to serve (see suggested learning enquiries for conceptual areas 1 & 6)</p>
Year 9	<p><u>Focus: learning outside the classroom</u></p> <p>ॐ Is the world sacred? (see suggested learning enquiries for conceptual areas 1 & 6)</p> <p>☾ What makes something 'sacred'? (see suggested learning enquiries for conceptual areas 3 & 5)</p> <p>☞ Are sacred sites worth fighting for? (see suggested learning enquiries for conceptual areas 3 & 6)</p>	<p><u>Focus: moral issues</u></p> <p>✚ Is everything forgivable? (see suggested learning enquiries for conceptual areas 1 & 6)</p> <p>ॐ Can violence ever be justified? (see suggested learning enquiries for conceptual areas 1 & 6)</p> <p>ॐ The big dilemma? (see suggested learning enquiries for conceptual areas 3 & 6)</p>	<p><u>Focus: science and religion</u></p> <p>✚ Can everything be explained? (see suggested learning enquiries for conceptual areas 3 & 5)</p> <p>☞ Complementary or contradictory? (see suggested learning enquiries for conceptual areas 2 & 5)</p>

Model 5

This overview focuses on taking religions individually, rather than a more thematic approach. There are four units per year each of about 9 weeks. Suggestions have been made as to how units in the support materials could be combined to make new units.

Learning enquiry exemplars (written up in detail elsewhere in the Key Stage 3 support materials) are underlined>.

	<i>Unit 1 (about 9 weeks) Possible learning enquiries</i>	<i>Unit 2 (about 9 weeks) Possible learning enquiries</i>	<i>Unit 3 (about 9 weeks) Possible learning enquiries</i>	<i>Unit 4 (about 9 weeks) Possible learning enquiries</i>
Year 7	<p>✝ Christian focus: FAITH</p> <ul style="list-style-type: none"> - <u>A new start?</u> (see suggested learning enquiries for conceptual areas 1 and 4) - Linking with elements of Is it worth it? (see suggested learning enquiries for conceptual areas 3 and 6) 	<p>☾ Muslim focus: TEACHINGS</p> <ul style="list-style-type: none"> - <u>Do I have to?</u> (see suggested learning enquiries for conceptual areas 2 and 5) - Linking with elements of I didn't mean to! (see suggested learning enquiries for conceptual areas 2 and 5) 	<p>☸ Buddhist focus: HUMANITY</p> <ul style="list-style-type: none"> - <u>What goes around comes around ...</u> (see suggested learning enquiries for conceptual areas 3 and 4) - Linking with Who am I? (see suggested learning enquiries for conceptual areas 1 and 4) 	<p>✝ Christian focus: WORSHIP</p> <ul style="list-style-type: none"> - <u>So what exactly is worship?</u> (see suggested learning enquiries for conceptual areas 2 and 6) - Linking with 60 minute makeover (see suggested learning enquiries for conceptual areas 3 and 4)
Year 8	<p>☾ Muslim focus: FREEDOM</p> <ul style="list-style-type: none"> - <u>Am I really free?</u> (see suggested learning enquiries for conceptual areas 1 and 5) - Linking with What are you striving for? (see suggested learning enquiries for conceptual areas 1 and 6) 	<p>✝ Christian focus: CULTURE</p> <ul style="list-style-type: none"> - <u>Is Britain a Christian country?</u> (see suggested learning enquiries for conceptual areas 2 and 4) - Linking with Should Christianity adapt to fit with culture or stand out from it? (see suggested learning enquiries for conceptual areas 2 and 4) 	<p>☸ Sikh focus: BELONGING</p> <ul style="list-style-type: none"> - <u>The challenges of being a Sikh</u> (see suggested learning enquiries for conceptual areas 1 and 4) - Linking with Is membership important? (see suggested learning enquiries for conceptual areas 3 and 4) 	<p>✡ Jewish focus: IDENTITY</p> <ul style="list-style-type: none"> - <u>A chosen people</u> (see suggested learning enquiries for conceptual areas 2 and 5) - Linking with The nature of identity (see suggested learning enquiries for conceptual areas 2 and 4)
Year 9	<p>☸ Humanist focus: HAPPINESS</p> <ul style="list-style-type: none"> - <u>What is happiness?</u> (see suggested learning enquiries for conceptual areas 1 and 5) - Linking with In pursuit of happiness? (see suggested learning enquiries for conceptual areas 1 and 6) 	<p>ॐ Hindu focus: JOURNEY</p> <ul style="list-style-type: none"> - <u>Following a path</u> (see suggested learning enquiries for conceptual areas 2 and 6) - Linking with elements of Duty or choice? (see suggested learning enquiries for conceptual areas 2 and 4) 	<p>✝ Christian focus: AUTHORITY</p> <ul style="list-style-type: none"> - <u>Is the Bible dangerous?</u> (see suggested learning enquiries for conceptual areas 1 and 6) - Linking with What does the Bible say about ...? (see conceptual areas 3 and 6) 	<p>☸ Buddhist focus: SUFFERING</p> <ul style="list-style-type: none"> - <u>Why is there suffering?</u> (see suggested learning enquiries for conceptual areas 1 and 5) - Linking with Is death the end? (see suggested learning enquiries for conceptual areas 3 and 5)