

RE at KS3

The teaching of RE in Brighton and Hove is guided by the Standing Advisory Council for RE (SACRE) and refers to the Agreed Syllabus for RE (which is available from the B&H Council website). The teaching of RE in KS3 at Blatch is focused on students understanding what religion is and what it means to be religious, understanding the major beliefs and practices of the world's largest religions and the role of religion in the world and its impact on wider issues. In short, students will be able to know what a religious group's view on a given issue might be, using their understanding of that group's beliefs and how they apply to that issue. The curriculum also gives students the chance to reflect and develop their own spiritual, moral and social values.

RE in Year 7

The first unit in Year 7 is titled "What does it mean to be religious?". In this we focus on the key features of religious practice such as worship, prayer and holy places. We end with lessons on the importance of religion in the modern world as a global force and also as a key pillar of local communities. The purpose of this unit is to give students a clear idea of how religion influences people's behaviour. The learning from this unit will be used throughout KS3 as the key themes introduced will be referred back to often. This unit is designed to recap and deepen learning from primary school about RE so no previous subject knowledge is required but at the same time students with extensive RE learning in primary school will be stretched and challenged by the depth of the content.

The second unit is on Jewish beliefs. In this unit students will learn about the history of Judaism, key ideas in Judaism such as the Messiah and the Temple and Jewish beliefs about holy scripture, law, prayer and the synagogue. This unit allows students to apply their learning from unit one to a specific religion. The reason we begin with Judaism is it is a foundational religion to two they will study later on in KS3: Christianity and Islam. Studying Judaism first allows them to understand key themes that these religions inherit from Judaism. Later in Year 7 we study "Judaism in the Modern World". The reason we do not go straight into it is that research shows "interleaving" topics throughout the year helps students retain information better.

The third unit is titled "Religion and the Environment". In this unit we explore how various religions respond to environmental issues. The purpose of this unit is for students to understand how religious ideas and beliefs learnt about in unit one and two apply to real life issues, what religions and religious people actually do about it and how the secular ideas we have about the world (such as "What makes humans special?" and "Whose world is it?") can be traced back to religious sources. This unit will help them to reflect and develop their own ideas on the environment and understand a key modern issue along with the application of religious ideas.

In the fourth unit we study Jesus and what Christians believe about him. The focus will be on important moments in the life of Jesus, what Christians believe about them and how that influences their actions today. This includes the Incarnation, the Crucifixion and the Resurrection. This unit allows students to build on their understanding of religion and religious beliefs including Jewish ideas of Messiahship. Further to this students will critically examine the key ideas of the most popular religion in the world (about a third of all people in the world are Christian).

By the end of Year 7 students will have a clear idea of what it means to be religious, the key beliefs and practices of a major religion and how religious ideas interact with one of the most important issues in the world today.