

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 8

In the first unit of Year 8 we study myths and legends and how they shape their societies. This includes the themes of heroes and monsters, heroines, deceit, legitimacy and the value of the world. We do this by examining a series of different myths from various cultures such as the Asanti, the Ancient Greeks, the Caddo nation and Norse myth. The purpose of this unit is to teach students the importance of story in society, how it creates and illustrates key ideas and how we can learn about a society from its stories. This will also teach them how to critically analyse a variety of texts as well as giving them knowledge of some of the most important and enduring myths and stories that humans have told. This unit will allow them to use knowledge from previous years as well as allow them to reexamine the importance of religion and belief in society,

In our second unit we study Islam. Students will learn about the key beliefs and practises of Islam such as the five pillars, the Night of Power and the importance of the Ummah. We study Islam as it is one of the most important world religions and understanding gives students a key insight into the lives and beliefs of over a billion people in the world. We study Islam in Year 8 as it allows students to build on their previous studies of Judaism and Christianity and can be used in upcoming thematic units of work.

In our third unit we study religion and violence . Here we study the human and religious relationship with violence answering questions like “Are humans naturally violent?”, “What can justify war?”, “Can there be a holy war?” and “Should protest ever be violent?”. This will require students to use their understanding of religious beliefs to give various points of view on these questions before providing their own answers. In a similar way to the third unit this allows students to see how religion is a key part of global issues of violence in a variety of ways. It will also use their religious knowledge to help them evaluate important ethical questions.

In our fourth unit we study the Holocaust and the underlying factors that enabled it. In this unit we focus on the history of Judaism in Europe, the history of anti-semitism in Europe and how it was used and enflamed by the Nazis. We then look at Holocaust resistance and the effect of the Holocaust on Judaism. Finally we ask how we as individuals and as a society can help prevent history from repeating itself. This unit will use previous learning on Judaism from Year 7. The purpose of this unit is to educate students about a key event in the history of humanity, invite thought on what the event tells us about humanity and ensure students can recognise and respond to the evils of prejudice.