RE. KEY STAGE 3 CURRICULUM OVERVIEW 2026 - 2027

	Autumn 1	Autumn 2	Spring	Summer
YEAR 7 CONTENT	**3.3 What is so radical about Jesus?**	**3.6 Should religious buildings be sold to feed the starving?**	**3.8 What is good and what is challenging about being a teenage Sikh/Buddhist/Muslim in Britain today?**	**3.11 What difference does it make to believe in...?**
Key New Knowledge	Explore how Jesus challenged religious authorities and social expectations. Learn how Jesus responded to inequality, injustice, wealth and poverty. Consider Jesus as a pacifist and the Christian tradition of non-violent resistance.	Explore the purpose of worship and the role of places of worship. Learn how mosques and gurdwaras support worship, charity and community. Compare the value of religious buildings with charitable action and helping people in need.	Explore how Sikh, Buddhist and Muslim teenagers express faith in Britain today. Consider religious and social identity, belonging and challenges for young people. Explore stereotypes, Islamophobia, mindfulness and maintaining religious traditions.	Explore key Buddhist, Christian and Jewish beliefs and how they shape identity. Learn about impermanence and anatta, Jesus as Messiah and atonement, and Jewish Torah and identity. Consider how religious beliefs can influence responses to suffering and everyday life.
Assessment	End of term retrieval quiz.	End of term retrieval quiz.	End of term retrieval quiz.	End of term retrieval quiz.
Other Curriculum References	English: character, viewpoint, debate and use of evidence from texts. History: Jesus in historical context; Roman/Jewish society. PSHE/RSE: equality, justice, values and respectful disagreement. Citizenship: inequality, social justice and peaceful action.	Citizenship: charity, community responsibility and social justice. Maths: interpreting costs/data linked to charitable giving and buildings. Geography: global poverty and humanitarian work. PSHE: empathy, responsibility and helping others.	PSHE/RSE: identity, belonging, stereotypes, prejudice and wellbeing. Citizenship: diversity, British society and challenging discrimination. English: discussion, media literacy and evaluating representation. Computing/Media: stereotypes and representation in media.	PSHE: identity, resilience, values and responses to difficult experiences. English: comparing viewpoints and justifying opinions. Citizenship: social justice, responsibility and community. History: religious traditions and the development of belief.

	Autumn 1	Autumn 2	Spring	Summer
YEAR 8 CONTENT	**3.2 Does living biblically mean obeying the whole Bible?**	**3.4 Is death the end? Does it matter?**	**3.7 How can people express the spiritual through music and art?**	**3.10 Does religion help people to be good?**
Key New Knowledge	Explore the different types of writing and commands found in the Bible. Learn how Christians interpret biblical teachings and apply them to modern life. Consider Jesus' teachings about loving God and loving your neighbour and whether non-Christians can "live biblically".	Explore Christian beliefs about life after death and resurrection. Learn about Buddhist samsara, karma and Nirvana. Compare religious beliefs with Humanist views and consider how beliefs about death affect the way people live.	Explore meanings of spirituality and spiritual experience. Learn how Muslim, Christian, Buddhist, Jewish and Sikh traditions express belief through art and music. Consider how music and visual art can communicate ideas and experiences beyond words.	Explore religious teachings that encourage loving, charitable and moral actions. Compare religious moral guidance with non-religious ethical principles. Consider Sikh sewa, Buddhist moral action and Islamic submission when evaluating what it means to be good.
Assessment	End of term retrieval quiz.	End of term retrieval quiz.	End of term retrieval quiz.	End of term retrieval quiz.
Other Curriculum References	English: interpreting different text types, inference and argument. History: biblical texts in historical and cultural context. PSHE/RSE: values, decision-making and applying moral principles. Citizenship: authority, justice and ethical decision-making.	PSHE: bereavement, meaning, beliefs and respectful discussion of sensitive issues. English: comparing viewpoints and supporting conclusions. Science: distinction between scientific questions and religious/philosophical beliefs about death. Music: funeral music and how it communicates beliefs and emotions.	Art & Design: religious imagery, symbolism, mandalas and visual expression. Music: religious music, mood, worship and spiritual expression. English: interpreting symbolism and communicating ideas beyond literal meaning. PSHE: identity, emotion, mindfulness and personal reflection.	PSHE/RSE: choices, values, relationships, empathy and responsible behaviour. Citizenship: morality, charity, community and social responsibility. English: debate, evaluation and justified conclusions. Philosophy/Ethics: religious and non-religious approaches to goodness.

	Autumn 1	Autumn 2	Spring	Summer

YEAR 9 CONTENT	3.1 Do we need to prove God's existence?	3.5 Why is there suffering? Are there any good solutions?	3.9 Should happiness be the purpose of life?	3.12 Is religion a power for peace or a cause of conflict in the world today?
Key New Knowledge	Explore reasons why people believe or do not believe in God. Learn about rational arguments for God's existence and compare these with personal religious experience. Consider Buddhist and Humanist perspectives and evaluate the relationship between faith and proof.	Explore different causes and types of suffering. Learn Christian responses through Genesis, Job and the life, death and resurrection of Jesus. Compare Christian ideas with Buddhist teachings about dukkha and craving and evaluate possible solutions.	Explore different meanings of happiness, including pleasure, life satisfaction and flourishing. Compare Christian, Humanist and Buddhist perspectives on happiness and the good life. Consider spiritual, secular, material and ethical approaches to finding happiness.	Explore causes of conflict and the meaning of active peace and non-violence. Learn how religious communities and charities work for peace. Consider examples of religion and conflict and compare approaches such as lesser jihad and Just War.
Assessment	End of term retrieval quiz.	End of term retrieval quiz.	End of term retrieval quiz.	End of term retrieval quiz.
Other Curriculum References	English: constructing arguments, evaluating evidence and debating viewpoints. Science: evidence, proof and the limits of scientific enquiry. Maths: logical reasoning and evaluating arguments. PSHE: personal beliefs, identity and respectful disagreement.	PSHE: resilience, coping, empathy and responses to suffering. History: biblical and religious responses to suffering in context. Geography: poverty, inequality and global experiences of suffering. English: comparison, evaluation and evidence-based conclusions.	PSHE: wellbeing, aspirations, values and ideas of a fulfilling life. Citizenship: individual wellbeing, community and responsibility to others. English: philosophical discussion and evaluation of competing viewpoints. Maths: interpreting measures/data relating to happiness and wellbeing.	History: religious conflict, persecution, war and peace movements. Citizenship: conflict resolution, human rights, tolerance and active citizenship. Geography: global conflict, communities and humanitarian action. PSHE: managing conflict, prejudice and respectful dialogue. English: balanced argument and evaluation of evidence.