

KS3 Curriculum Overview

PCRE

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2022-2023

Curriculum Intent including key skills and key concepts

Rationale for KS 3 Curriculum

Overview
We aim to provide an ambitious curriculum that is intellectually and personally enriching. We give opportunities for students to understand their own belief systems and worldviews and those of others. Students will be prepared to engage in a diverse world and should have the skills to engage in respectful dialogue with academics with informed judgements, empathy and personal insight. PCRE aims to equip our students with the skills and knowledge that allows them to flourish and make safe and healthy and informed choices so that they may have 'life in all its fullness'.

Year 7: Beliefs

In year 7, students examine questions of truth and ways of knowing through the study of Humanism, Christianity, Sikhism and Islam. They explore their own story which may be based on their own experiences and context.

- What is truth and belief?
- What is philosophy?
- What makes us special?
- How are beliefs shown in ceremonies?
- What are Abrahamic beliefs and how do they inform Christian beliefs today?
- What does it mean to be a teenager today?
- How does the Buddha's teachings and experiences have meaning for people today?

Year 8: Communities

Year 8 builds on the foundations created in Year 7 by examining how beliefs are connected to actions and behaviour. This is achieved through studying how worldviews and religious practices are seen in communities around the world.

- What is a Worldview?
- What is the role of religion for Muslims?
- How does the life of Jesus unite Christians?
- How are beliefs expressed in practice?
- Respect for myself and others
- The global community
- The world of work
- How is community cohesion challenged?

Year 9: Values

Students in Year 9 will be able to use their knowledge of beliefs, traditions and worldviews to explore values of truth, justice and knowledge in our world today. Students will be given the tools and knowledge to respond to these issues while reflecting on their own moral development and personal beliefs.

- Human rights and responsibilities
- Prejudice and discrimination
- Wealth and poverty
- Medical ethics
- Christian beliefs and values (GCSE)
- Muslim beliefs and values (GCSE)
- Valuing life and self-worth

The KS3 curriculum is a journey of enquiry into belief and truth, what this means for student's personal and moral development as well as the impact it has on society.

This enquiry is based on developing an in-depth understanding of religious and non-religious worldviews how these are applied in actions, practices and ideas.

Students are required to be religiously literate, using religious vocabulary in both verbal and written work.

The KS3 curriculum allows students to search with an open mind – evaluating their own and other's beliefs. Students are taught to use sources of authority to support explanations.

Student's PSHE needs are embedded throughout KS3 and supports and builds on the RE they are taught.

Relevant Department Interventions and Support and Access Arrangements

Access arrangements – a normal way of working. Available to students with AA for all assessments and extended writing.

Strong links and support from NATRE membership and LTRE through hub leader Joe Matthews.

Curriculum is planned using the Devon Locally Agreed Syllabus

Department CPD online exam training - Edexcel

Membership to PSHE Association

RSE Statutory Guidance 2020

Enrichment Opportunities

Year 7

- Buckfast Abbey: RE:Connect
- Lee Abbey –Easter Experience
- PSHE Performance (mental health and online safety messages)
- Chaplaincy visits

Year 8

- Gideons visit – Understanding Christianity
- Chaplaincy visits
- Spirited Poetry competition - NATRE

Year 9

- Magistrates visits: Citizenship/Careers
- Chaplaincy visits

Links to Key Stage 4 and 5

- KS3 introduces students to how beliefs and teachings are important using a range of sources of wisdom and authority as evidence (AO1)
- Evaluation and analysis (AO2) of beliefs and arguments are embedded through KS3 through debates, class discussions, homework and written tasks.
- Key vocabulary from the GCSE specification is used throughout KS3 to allow students to familiarise themselves with it in preparation for KS4.
- Similarities and differences within religious beliefs are investigated with provision for judgements to be made.
- Promotion of safe and healthy relationships is taught in preparation for additional material on sexual health, personal safety regarding drugs and alcohol and marriage and the family in KS4

The GCSE units Christian Beliefs and Muslim Beliefs are taught in the Spring term. This builds on the knowledge and understanding students have previously explored in KS3 but they are now equipped with the skills to do so at a higher level with advanced skills.

Attached Documentation

Document	Tick if present
Department Improvement Plan	
Exam Review	
Curriculum and Progression Map for Year 7-13	
Dept Assessment Calendar 7-9	
Assessment Tasks & Criteria	
Terminal Assessment(s)	
Schemes of Work Year 7-9	

SEND

- The PCRE department's intent is to create a curriculum that is accessible yet challenging for all.
- We implement this through universal provision, using 1st high-quality teaching which includes, but is not limited to scaffolding and chunking tasks appropriately.
- At times this 1st high-quality teaching is also supplemented through in class Learning Support Assistants (LSAs).
- This often includes 'additional and different' teaching strategies and/or resources that support SEND students.
For example, providing lists of keywords for topics, extra time to complete tasks.
- Furthermore, we strive to raise aspirations for all students, including those with SEND, through a level of support that gradually increases their independence over time. This is modelled through our schools 'I do, we do, you do' approach.
- We also use Dual coding techniques. Eg use of pictures/symbols in resources and KOs.

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- The PCRE department's intent is to strive to break down barriers and create opportunities to allow all students, including those from a disadvantaged background to reach their full potential and live life in all its fullness.
- We implement this by delivering a curriculum that inspires our young people to raise their aspirations, by developing excellent working relationships and by delivering lessons that are welcoming, relevant and challenging.
- Furthermore, our universal provision, uses 1st high-quality teaching which includes, but is not limited to scaffolding and chunking tasks appropriately.
- We offer extra-curricular opportunities such as the Spirited Arts competition, visitors such as the magistrates and enrichment through pastor lesson visits