

PER Unit Overview Year KS3

PER - Year 7 – Christian Love - Autumn Term part 1 and most of Autumn part 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>How Christian teachings impact on the life of a Christian.</p>	<p>Knowledge: Basic facts about Christianity, how love is taught in the Bible, the work of Christians who were inspired to carry out charitable acts, the Beatitudes, the work of Christian charities.</p> <p>Understanding: Students will understand how the Bible inspires people to carry out acts which helps other people. They will be able to understand why these inspirational Christians were willing to dedicate their lives to helping people. They will understand how Christian charities help those in need and why they help everyone</p> <p>Skills: Defining key Christian terms, describing and explaining key beliefs, forming logical chains of reasoning, debating and analysing, applying knowledge</p>	<p>Research is carried out using a range of courses of information and is consistently relevant to the objective.</p> <p>Links are made consistently between religion and individual, community, national and international life.</p> <p>Students will be able to use Christian terminology correctly and with confidence.</p> <p>Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed into social/historical context, which can be used to evaluate the writing.</p> <p>There will be a logical chain of reasoning in verbal tasks and red pen tasks.</p> <p>Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence.</p> <p>Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation.</p> <p>Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further.</p>	<p>KS2 curriculum covers:</p> <ul style="list-style-type: none"> ➤ The importance of Jesus ➤ Death & resurrection ➤ Teachings ➤ Parables <ul style="list-style-type: none"> • In primary school, the teaching of religious facts, concepts and understanding is often taught by non-specialists, including learning mentors. Knowledge is often varied amongst students • Students will generally have some understanding of key people (Jesus, God, angels) and a basic understanding of how this links into behaviours (praying, charity) 	<p>BBC Bitesize</p> <p>Poor kids – media server</p> <p>Growing up poor – media server.</p> <p>My life my religion – media server</p>

PER - Year 7 – Islam - End of Autumn Term part 2 and Spring term part 1 and beginning of Spring part 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The key beliefs and practises of Islam</p>	<p>Knowledge: The life of Muhammad, the Five Pillars, Allah, Mosque, Qur'an, Jihad</p> <p>Understanding: Students will understand how the life and experiences of Muhammad links to the creation of Islam. They will be able to understand how each of the Five Pillars is independently important in the life of a Muslim, including how it affects the daily / yearly / life of a Muslim. They will be able to describe the nature of Allah through different characteristics. They will understand why a Mosque has been designed with key structures in place. They will understand how the Qur'an is treated by believers and the importance of respect. They will understand how the media has changed attitudes to the word 'Jihad', the history behind this change and the Islamic definitions in terms of Greater and Lesser Jihad.</p> <p>Skills: Defining key Islamic terms, describing and explaining key beliefs, forming logical chains of reasoning, debating and analysing, applying knowledge</p>	<ul style="list-style-type: none"> • Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Students will be able to use Islamic terminology correctly and with confidence. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed into social/historical context, which can be used to evaluate the writing. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation. • Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further. 	<p>KS2 curriculum covers:</p> <ul style="list-style-type: none"> ➢ The life of Muhammad ➢ The revelation and beliefs about the Qur'an ➢ The Five Pillars ➢ Features of and what happens inside a mosque <ul style="list-style-type: none"> • In primary school, the teaching of religious facts, concepts and understanding is often taught by non-specialists, including learning mentors. Knowledge is often varied amongst students • Students will generally have some understanding of key people (Muhammad, Allah) and a basic understanding of how this links into behaviours (praying, charity, fasting) 	<p>BBC Bitesize</p> <p>www.islamreligion.com</p> <p>Year 7 Islam Textbook</p> <p>www.islamreligion.com</p> <p>A very British Ramadan – media server.</p> <p>My life my religion – media server</p> <p>Make me a Muslim – media server</p>

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>How and why people should complete acts of kindness and the impact these have.</p>	<p>Knowledge: Religious and secular teachings on how to treat people. What the concept of pay it forward is and the benefits of it. Examples of inspirational people who have applied this concept. To know what a role model is.</p> <p>Understanding: Students will understand how religious teachings and humanist beliefs can have a positive impact on society. They will understand the difference between a hero and a role model. They will understand through reflection how this concept could have an impact on their lives and the lives of those around them.</p> <p>Skills: Research and presentation skills:</p> <ul style="list-style-type: none"> • The key knowledge about AND impact of people • The visual presentation of the PowerPoint AND the verbal delivery of the presentation. 	<ul style="list-style-type: none"> • Students will be able to use religious and secular terminology correctly and with confidence. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. • There will be a logical chain of reasoning in their presentation. • Arguments will have supporting evidence. • Comparisons and judgements may be made. • Students will create a PowerPoint that is concise and articulated clearly. • Students will with confidence and articulate clearly. 	<ul style="list-style-type: none"> • Often in primary school students are taught key moral values. • Students will draw on the knowledge from the Christian and Islam modules studied earlier in the year – For example in Christianity students learn about key teachings such as “love thy neighbour” and in Islam they learn about the key act of giving “Zakat”. 	<p>Film pay it forward – media server.</p>

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>How religion has both a positive and negative impact on the world</p>	<p>Knowledge: The background information on modern day terrorist attacks, the history of the KKK as well as the modern-day KKK, modern day warfare including the rules behind a just war and a holy war, why some people choose to forgive, how the Golden Rule is used by different religions</p> <p>Understanding: Students will understand how religion can be seen to have both a positive and negative impact on the world. They will understand that often 'religious impacts' have other factors behind them such as political factors – as seen in terrorism, KKK and modern-day warfare. They will understand the religious rules behind a just war and holy war and how this applies to real life conflict (ie Syria). They will understand that religion has a positive impact on the world in terms of people forgiving the 'unforgiveable' and through use of the Golden Rule</p> <p>Skills: Describing and explaining key historical events, describing and explaining key beliefs, forming logical chains of reasoning, debating and analysing, applying knowledge</p>	<ul style="list-style-type: none"> • Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed into social/historical context, which can be used to evaluate the writing. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation. • Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further. 	<p>KS2 curriculum covers:</p> <ul style="list-style-type: none"> ➤ Humanism – life without religion ➤ Golden Rule <ul style="list-style-type: none"> • In Year 7 Term 1, students looked at Christian beliefs on love and charity, which helps explain forgiveness and attitudes to war • In Year 7 Term 2, students looked at Islam, which helps explain holy war through recapping Jihad • The Golden Rule shows students the overlap between different religions, as studied in primary school and Year 7 	

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The key beliefs and practises of Sikhism</p>	<p>Knowledge: Basic facts about Sikhism, how it was formed, the important leaders, the formation of the Khalsa, the 5Ks, the holy book, the Gurdwara, the purpose and importance of selfless service</p> <p>Understanding: Students will understand how the life and experiences of Guru Nanak links to the creation of Sikhism. They will understand how each of the ten human gurus added to the religion and why the final guru was a book. They will understand the purpose and importance of the Khalsa and how this links to modern day practises. They will understand the purpose and importance of the 5Ks and how this impacts on Sikhs today. They will understand the importance of equality and respect as a key teaching in Sikhism, being able to understand how this links through the Gurdwara and the selfless service (Seva)</p> <p>Skills: Defining key Sikh terms, describing and explaining key beliefs, forming logical chains of reasoning, debating and analysing, applying knowledge</p>	<ul style="list-style-type: none"> • Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Students will be able to use Sikh terminology correctly and with confidence. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed into social/historical context, which can be used to evaluate the writing. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation. • Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further. 	<p>KS2 curriculum covers:</p> <ul style="list-style-type: none"> ➤ The first and final Gurus ➤ The formation of the Khalsa ➤ The 5Ks ➤ The Mool Mantra ➤ The importance of equality ➤ The Guru Granth Sahib ➤ Inside the Gurdwara <ul style="list-style-type: none"> • The idea of equality and respect links to the topic in Year 7 Term 3, where the concept of Pay It Forward is discussed 	<p>BBC Bitesize</p> <p>Y8 Sikhism Textbook BBC Bitesize</p> <p>Y8 Sikhism Textbook</p> <p>My life my religion – media server</p> <p>Bend it like Beckham</p> <p>The History of the turban – SharePoint</p> <p>The selfless Sikh – media server</p>

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The key beliefs and practises of Buddhism</p>	<p>Knowledge: Basic facts about Buddhism, how it was formed, the key beliefs, the impact of Karma, the purpose and benefits of meditations, how Buddhists worship</p> <p>Understanding: Students will understand how the life and experiences of Siddhartha Gautama links to the creation of Buddhism. They will understand how the four noble truths cause conflict and why following the Eightfold Path is the Buddhist way of living the best life. They will understand the nature of Karma and how they can apply this concept to their own lives. They will understand how and why Buddhists worship and how they can use meditation techniques to benefit their own lives.</p> <p>Skills: Defining key Buddhist terms, describing and explaining key beliefs, forming logical chains of reasoning, debating and analysing, applying knowledge</p>	<ul style="list-style-type: none"> • Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Students will be able to use Buddhist terminology correctly and with confidence. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed into social/historical context, which can be used to evaluate the writing. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation. • Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further. 	<p>KS2 curriculum covers:</p> <ul style="list-style-type: none"> ➤ The story of the Buddha ➤ The Eightfold Path / Middle Way ➤ Enlightenment & Nirvana ➤ Mediation ➤ Shrines ➤ Image of the Buddha <ul style="list-style-type: none"> • In primary school, the teaching of religious facts, concepts and understanding is often taught by non-specialists, including learning mentors. Knowledge is often varied amongst students • Students will generally have some understanding of key people (Buddha) and a basic understanding of how this links into behaviours (meditation) 	<p>BBC Bitesize</p> <p>My life my religion</p>

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>To reflect on what we consider our reality to be. Whether we are completely free to make decisions or whether we are determined in our actions. What may determine us and whether it is better to be happy but ignorant or feel sadness but have knowledge.</p>	<p>Knowledge: The Truman show, Plato's cave allegory, free will, determinism, compatibilism, the blind men and the elephant, what an optical illusion is.</p> <p>Understanding: Students will need to understand the meaning of Plato's cave and the impact of how we view and approach the world. To understand the difference between the three key words and the implications of these. Students need to understand that people see the world in different ways and that things are not always as they first appear. To understand the message behind and the similarities between The Truman Show, the story of the blind men and the elephant and Plato's cave.</p> <p>Skills: Defining key philosophical terms, describing and explaining key ideas of reality, forming logical chains of reasoning, debating and analysing, applying knowledge</p>	<ul style="list-style-type: none"> • Students will be able to use Philosophical terminology correctly and with confidence. • Descriptions of key ideas will be correct with appropriate detail, backed up with evidence. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating a good understanding of philosophical arguments. • Comparisons and judgements will be made between key philosophical examples to support with evaluation. 	<p>This is an introduction to Philosophy.</p>	<p>The Truman Show</p>

PER - Year 9 – Relationships - Autumn Term part 1 and most of Autumn part 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The different approaches to dealing with key relationship and life issues</p>	<p>Knowledge: The importance of friendship, the different types of love, the importance of commitment, choices behind marriage, attitudes to sexual relationships, attitudes to divorce, religious and non-religious beliefs about the afterlife</p> <p>Understanding: Students will understand the important characteristics of a good friend. They will understand the four types of love and how this links to their own lives. They will understand why commitment is so important in different types of relationships. They will understand why some people choose to get married and others do not. They will understand the reasons behind different attitudes to sexual behaviour. They will understand why some people do not believe in divorce while others accept it. They will understand the different religious and non-religious viewpoints on what happens to us after we die.</p> <p>Skills: Describing and explaining key beliefs, forming logical chains of reasoning, debating and analysing, applying knowledge</p>	<ul style="list-style-type: none"> • Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed into social/historical context, which can be used to evaluate the writing. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation. • Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further. 	<ul style="list-style-type: none"> • The concept of love is covered when studying Christian teachings in Year 7 	<p>Pursuit of Happiness – MediaServer</p> <p>A Very British Wedding – MediaServer</p> <p>Sharing Mum and Dad – MediaServer</p> <p>The Boy Who Lived before - SharePoint</p>

PER - Year 9 – Equality - End of Autumn Term part 2 and Spring term part 1 and beginning of Spring part 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The problems faced by minority groups in society and how these can be overcome</p>	<p>Knowledge: Definitions and examples of prejudice, discrimination and stereotyping, ageism, racism, sexism, Islamophobia, homophobia.</p> <p>Understanding: Students will understand how and why prejudice, discrimination and stereotyping takes place. They will understand how and why ageism takes place. They will understand how and why racism takes place. They will understand how and why sexism takes place to both older and younger people. They will understand how and why Islamophobia takes place. They will understand how and why homophobia takes place including religious attitudes.</p> <p>Skills: Defining key discriminatory terms, describing and explaining key beliefs, forming logical chains of reasoning, debating and analysing, applying knowledge</p>	<ul style="list-style-type: none"> • Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Students will be able to use discriminatory terminology correctly and with confidence. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed into social/historical context, which can be used to evaluate the writing. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation. • Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further. 	<ul style="list-style-type: none"> • In Year 7 Term 2 and Year 8 Term 1, students studied Islam and how key parts of the religion can be misunderstood and misreported by the media (ie Jihad), linking to Islamophobia • In Year 7 Term 1 and Year 9 Term 1, students studied Christianity, linking to why some Christians have strong viewpoints in relation to sexuality 	<p>Hate on the doorstep – media server</p> <p>Too many immigrants – media server</p> <p>Is Britain Racist? – media server</p> <p>Most hated family – Netflix</p> <p>Louis meets the Nazis – Netflix</p> <p>Simpsons – MyPods and Broomsticks – SharePoint</p>

PER - Year 9 – Who is to blame for the Holocaust? - Summer part 1 and 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>How do people respond to the problem of the Holocaust and what lessons can we learn from it?</p>	<p>Knowledge: Where people faced dilemmas during the Holocaust, the names and actions of rescuers, how the Milgram experiment links to the actions of the Nazis, how propaganda changed attitudes of citizens, how the Holocaust changed religious beliefs, the survivors attitude to forgiveness, modern day genocide</p> <p>Understanding: Students will understand how people faced genuine dilemmas during the Holocaust. They will understand the actions of Holocaust rescuers and their reasons for this. They will understand how Psychology offers an explanation for the actions of the camp guards. They will understand how propaganda changed the attitudes of normal citizens. They will understand that the Holocaust caused different groups of people to question their religious beliefs. They will understand why some survivors chose to forgive and others did not. They will understand that the Holocaust was not the last mass genocide.</p> <p>Skills: Defining key Christian terms, describing and explaining key beliefs, forming logical chains of reasoning, debating and analysing, applying knowledge</p>	<ul style="list-style-type: none"> • Research is carried out using a range of courses of information and is consistently relevant to the objective. • Links are made consistently between religion and individual, community, national and international life. • Descriptions of beliefs will be correct with appropriate detail, backed up with scriptural evidence. These references can also be placed into social/historical context, which can be used to evaluate the writing. • There will be a logical chain of reasoning in verbal tasks and red pen tasks. • Arguments will have supporting evidence, demonstrating an understanding of religious beliefs. Clear articulate points are developed to consider different perspectives and different supporting evidence. • Comparisons and judgements may be made against other beliefs and non-religious points of view to support with evaluation. • Significant contributions to discussions are made, which highlight intelligent and thoughtful listening and show evidence of response to higher order questions, and challenge others to extend the discussion further. 	<ul style="list-style-type: none"> • In primary school, the teaching of the second world war and Holocaust is sporadic, some students know more than others • In Year 8 Term 2, students discuss forgiveness 	<p>Irena Sendler – media server</p> <p>Milgram experiment – SharePoint</p> <p>Pianist – media server</p> <p>The seven dwarfs of Auschwitz – media server</p>