PSRE Learning Plan- Key stage 3

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	**Religion: What's it all about?**	**Healthy Relationships and Personal Safety**	**How did it all begin?**	**Life, death and beyond – what's next?**	**Hinduism**	**Healthy Living.**
Threshold concept explored	Diversity, sources of authority, symbolism, interpretation.	Empathy, Emotional awareness, Understanding of others, Tolerance and respect, Acceptance.	Diversity, secular beliefs, sources of authority, interpretation and symbolism.	Diversity, secular beliefs, sources of authority, interpretation, symbolism and influence.	Sources of authority, interpretation, symbolism and influence.	Empathy, Emotional awareness, Understanding of others, Tolerance and respect, Acceptance.
Building on	Work from KS2 which is diverse. Individual students' knowledge and understanding of religion and the view of what it means to be human, their world.	Building from Primary education where the students would have learnt that bullying has a negative and often long-lasting impact on mental wellbeing.	Learning from Term 1 and some of the 6 world religions. Address students religious and secular beliefs. Be aware of diversity amongst each other.	Learning from Term 1 and Term 3. The history of religion included the ancient Egyptians and their practices to ensure immortality in the after death. Term 3 the link between life (how it all began) and death.	Religious belief and belief in action. The impact of sources of authority and the power of symbolism.	From primary learning about a healthy diet, how to stay safe in the sun, good oral and body hygiene.
Leading to	Knowledge and understanding of how religion began, how it grew and became diverse.	Students should understand what makes a healthy friendship and what characteristics make unhealthy friendships. The students will also be able to identify what constitutes as bullying and cyberbullying.	The understanding that there are multiple views and beliefs about how the world began – a different lens to looks through!	Students questioning and listening to different beliefs, including secular beliefs. Considering the existence of previous lives lived.	Deeper knowledge of one religion and the foundations of Hinduism. Understanding the importance of the worship.	Gain the understanding of how best to keep our bodies and mind healthy both mentally and physically by exploring a range of topics.
How will you know how you are doing and how to improve it?	Summative assessments with both teacher feedback, written and verbal and DIRT. Recognition of the Threshold Concepts and their use in their work. Assessment frameworks. Each student to have a flight path, criteria for success.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.	Summative assessments (including artwork) with both teacher feedback, written and verbal and DIRT. Recognition of the Threshold Concepts and their use in their work. Assessment frameworks. Each student to have a flight path, criteria for success.	Key word sheets and recall. High level questioning with reference to new Blooms thinking skills (all KS3 students have in their exercise books). Verbal and written feedback. Reflecting and referring to students' flight paths in their exercise books.	Summative assessments with both teacher feedback, written and verbal and DIRT. Recognition of the Threshold Concepts and their use in their work. Assessment frameworks and each student to have a flight path, criteria for success.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.

Experiences to look out for	Art, 'my lens', my view of the world and my beliefs.	Role play	Art expression of student's views/beliefs and Aboriginal art.	Art expression and interpretation.	Visit to Mandir in London.	Practicing first aid.
A link to useful resources (to be added 2022-23)	KS3 Religious Studies - BBC Bitesize	What is a healthy relationship? - BBC Bitesize	Creation of the world - The world - GCSE Religious Studies Revision - WJEC - BBC Bitesize Is the Earth sacred? – KS3 Religious Studies – BBC Bitesize - BBC Bitesize	What happens when we die? – KS3 Religious Studies – BBC Bitesize - BBC Bitesize	Facts about Hinduism – KS3 Religious Studies – BBC Bitesize	What is a healthy lifestyle? - BBC Bitesize
Threshold Concepts for Successful Lives link	Independence Resilience	Independence Success Mindset	Metacognition Mindset	Success Metacognition	Resilience Success Mindset	Mindset Independence Resilience

PSRE Learning Plan- Key stage 3

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	The Problem of Evil	Martin Luther King and the moral universe.	Jesus: Rebel or revolutionary.	Jesus: Rebel or revolutionary.	PSHE Relationships and Sex Education.	PSHE Relationships and Sex Education.
Threshold concept explored	Influence, interpretation, sources of authority, misconceptions, understanding of others, diversity.	Influence, interpretation, symbolism and sources of authority.	Interpretation, influence, sources of authority, diversity, misconceptions, symbolism.	Interpretation, influence, sources of authority, diversity, misconceptions, symbolism.	Empathy, Emotional awareness, Understanding of others, Tolerance and respect, Acceptance.	Empathy, Emotional awareness, Understanding of others, Tolerance and respect, Acceptance.
Building on	Links to learning that happens in Term 2, 3 and 4. The impact of believing in Jesus even when you are faced with acts of evil, discrimination and prejudice. The importance of free will and choice. Introducing the concept of theodicies and counter arguments. Introducing key authority figures in Christian belief.	Learning in Term 1, 2 and 3. The impact of religious belief on individuals and humanity. The importance of interpretation and influence within Christianity.	Term 1 and Christianity and the belief in monotheism. The Messiah and the importance the Bible, including the Old and New Testaments.	Term 1 and Christianity and the belief in monotheism. The Messiah and the importance the Bible, including the Old and New Testaments.	Developing learning from Year 7 about relationships. Building on from MLK lessons on identity and discrimination.	Learning from primary school on health, puberty, and menstruation. Year 7 how to keep our bodies healthy.
Leading to	Development of students critical thinking and reasoning skills, and ability to engage with philosophical and ethical discussions. Understanding of philosophical ideas like moral and natural evil, omnipotence, omnibenevolence, and theodicies.	Understanding the impact that religious belief can have (Christianity) within society when belief is put into action. Recognition of segregation and the inequality in American society during MLK's lifetime.	A deep understanding of the man called Jesus and what society was like when he was alive. The history of the Holy Land and the Roman Empire. Linking Jesus' life with the life of MLK and the reward of an afterlife.	A deep understanding of the man called Jesus and what society was like when he was alive. The history of the Holy Land and the Roman Empire.	Understanding what makes a positive and respect relationship while discussing peer pressure and marriage options. Understanding the law around sex and what consent is.	Learning about sex safe, contraception and consent. Gain knowledge on about our health and learn about our bodies through menstruation and

						prevention from illnesses.
How will you know how you are doing and how to improve it?	Summative assessments with both teacher feedback, written and verbal and DIRT. Key word sheets and recall. High level questioning with reference to new Blooms thinking skills (all KS3 students have in their exercise books). Verbal and written feedback. Reflecting and referring to students' flight paths in their exercise books.	Key word sheets and recall. High level questioning with reference to new Blooms thinking skills (all KS3 students have in their exercise books). Verbal and written feedback. Reflecting and referring to students' flight paths in their exercise books.	Key word sheets and recall. High level questioning with reference to new Blooms thinking skills (all KS3 students have in their exercise books). Verbal and written feedback. Reflecting and referring to students' flight paths in their exercise books.	Summative assessments with both teacher feedback, written and verbal and DIRT. Students' recognition of the Threshold Concepts and their use in their work. Assessment frameworks. Each student to have a flight path, criteria for success.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.
Experiences to look out for			Rebel or revolutionary board game			Contraception explanation.
A link to useful resources	The Problem of Evil - Religious Studies: KS3 Why do people suffer? – KS3 Religious Studies – BBC Bitesize The Problem of Evil - TrueTube	MLK - A World of Difference.pdf MLK - People Power.pdf	New Testament Timeline.pdf Old Testament Timeline.pdf	Jesus the Revolutionary - Part 1 - YouTube Jesus the Revolutionary - Part 2 - YouTube	Protected characteristics (equalityhumanrights.com) Healthy vs Unhealthy Relationships - YouTube	Contraception: Unsure Which Type is Right For You? – Brook
Threshold Concepts for LM's	Independance Resilience Mindset	Resilience Mindset	Resilience Mindset	Independence Mindset	Mindset Independence Resilience	Mindset Independence Resilience

PSRE Learning Plan- Key stage 3

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Medical Ethics and moral action – you decide.	War and Evil	Islam and the Five Pillars	Understanding Religious Diversity	PSHE. Drugs and Alcohol.	PSHE/ RSE.
Threshold concept explored	Interpretation, diversity, misconceptions, secular beliefs, influence and sources of authority.	Sources of authority, influence, interpretation, diversity, secular beliefs and symbolism.	Sources of authority, interpretation, influence, misconceptions, diversity and symbolism.	Misconceptions, sources of authority, influence, secular beliefs, diversity, interpretation and symbolism.	Empathy, Emotional awareness, Understanding of others, Tolerance and respect, Acceptance.	Empathy, Emotional awareness, Understanding of others, Tolerance and respect, Acceptance.

Building on	Year 7 and Year 8 learning. The value of life and impact of death from diversity of perspectives.	Year 7 and Year 8 learning. The value of life, moral decision making, the influence of religious belief.	Year 7 learning one of the six main world religions. Abrahamic religions, monotheism. Links to Christianity Year 7 and Year 8 Jesus: Rebel or revolutionary and Judaism.	The influence of religious belief on the lives and actions of believers. For example, the influence of Christianity on Martin Luther King's actions (Year 8). Exploring diversity of religious identity in Britain and expanding on prior knowledge of different religions and what they believe (Year 7 and 8).	In Primary education students would have learnt facts about legal and illegal harmful substances.	More in depth detail about contraception building from basics learn in Year 8. Building from lessons in Year 8 about identity and discrimination when learning about Sexuality, LGBTQ+. Continuing learning about marriage from year 8 however now looking at forced and arranged marriages. Building on importance of consent.
Leading to	Understanding the complexities of ethical decision making, from secular and religious perspectives. Supporting learning in Year 10 Term 1.	Understanding and consideration of the complexities of war and morality of war. The role of religion in historical war and whether religion causes war. Exploring whether God can be blamed for evil events in our world and how free plays a part.	Students understanding the true nature of Islam, from historical foundations to current practice in the 21st century. Foundational knowledge and understanding of Islam to support those learning Islam at GCSE.	An understanding of religious diversity in society through religious interpretation of sources of authority and other religious influences. The impact of religious belief within different societies; for example, blasphemy and LGBT laws. The misconceptions that often arise as a result of religious indifference, including islamophobia and antisemitism.	Understanding facts about specific legal and illegal drugs and their risks including smoking and vaping. Also, how this can affect mental health. Understanding the law relating to supply and possession of illegal substances. Gaining knowledge of the impact of alcohol and the risks. The law and legal limits.	Greater understanding of different ways we are able to identify and how to be tolerant and accepting of people. Understanding how to be aware of what the difference between forced and arranged marriages. Students will learn to how to protect themselves against STIs, unwanted pregnancies. They will also learn about how to keep themselves safe online and what law says about inappropriate images. Learn what sexual exploitation is while reminding the students the importance of consent.
How will you know how you are doing and how to improve it?	Summative assessments with both teacher feedback, written and verbal and DIRT. Students' recognition of the Threshold	Classroom verbal and written feedback. Written reflection and written teacher response. Recall of key words using key word sheets. Interleaving of content (current and previous learning i.e. religious teaching	Summative assessments with both teacher feedback, written and verbal and DIRT. Students' recognition of the Threshold Concepts and their use in their work. Assessment frameworks. Each student to have a flight path, criteria for success.	Classroom verbal and written feedback. Written reflection and extended writing. Recall of key words using key word sheets. Interleaving of content (current and previous learning i.e Islam and the forbidden depiction of the Prophet Muhammad Term 3).	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.	Teacher feedback, written and verbal. DIRT green pen. Self-reflection sheet at the end of the module. Recognition of the Threshold Concepts and their use in their work.

	Concepts and their use in their work. Assessment frameworks. Each student to have a flight path, criteria for success. GCSE style assessments.	on the sanctity of life in Term 1 Medical Ethics).	GCSE style assessments.	Year 9 Assessment examining Year 9 learning and progress.		
Experiences to look out for	A film both divides and unites the audience.					
A link to useful resources (to be added 2022-23)	The debate about abortion - Matters of life and death: Abortion and euthanasia - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize Resources - RE:quest (request.org.uk) (Euthanasia) Church teaching - Developments in bioethics - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize Animal testing: What is it and why are people talking about it? - BBC Newsround	What is Jihad? - TrueTube War is Good for Some - TrueTube Is Peace Possible? - TrueTube Resources - RE:quest (request.org.uk) (Holy war) Resources - RE:quest (request.org.uk) (Pacifism)	How Islam Began - In Ten Minutes - TrueTube The Five Pillars of Islam - TrueTube Islam: Prayer Positions - TrueTube	What does it mean to live in multi-faith society? – KS3 Religious Studies – BBC Bitesize - BBC Bitesize What is Islamophobia? - BBC Newsround A Christian Response to Social Issues: Resources - RE:quest (request.org.uk) "Where does prejudice come from? Why does it exist?" Playlist - BBC Ideas	Alcohol units - NHS (www.nhs.uk) Honest information about drugs | FRANK (talktofrank.com) Is vaping harmful? | Vaping side effects | Cancer Research UK	Information about cancer | Cancer Support UK | Teenage Cancer Trust Gender: What is Gender Identity & is it Different From Sex? (brook.org.uk) Sexually Transmitted Infections (STIs): Worried You have an STI? (brook.org.uk) Child Sexual Exploitation & How to Keep Your Child Safe | NSPCC