

# Roundwood Park School



## PRE

### Knowledge Outline for KS3 PRE

In PRE we aim to promote a lifelong love of learning through **ASPIRE**. PRE allows students to **question, explore and gain knowledge** of the **core beliefs and values** of world religions, key philosophical questions and ethical topics. It allows them to develop their **evaluative skills** and establish **informed opinions** on these topics and gain informed knowledge relevant to the **world they live in**. PRE gives students the chance to **question, be curious and debate** issues and beliefs that surround them throughout their lives. PRE allows students to develop “**the self**” and **be respectful** to others who are different to them in beliefs, views and practice. It gives them the tools to **be informed** about the world around them

By the end of KS 3 they will know the **historical context** and **core beliefs of the 6 major world religions** so they have the factual knowledge needed to confront inaccuracies and misconceptions in an ever media driven world, and have knowledge needed **to live in a multi religious society**. Ultimate philosophical questions and ethics dilemma gives students a chance to **questions and form opinions** on moral and social matters that often impact our world. They will leave having the confidence and religious literacy to debate and articulate those view with others and embodying the character of a Roundwood Park leaver.

### Herts Agreed Syllabus states

The programmes of study set out eight key areas which aim to enable pupils to develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. Developing religious and theological literacy through religions and worldviews - permeates all areas of the programmes of study. The following eight key areas of RE may be taught in any order:

All eight areas of the programmes of study must be visited across each key stage.

1. Belief and practices
2. Sources of wisdom
3. Symbols and actions
4. Prayer, worship and reflection
5. Identity and belonging
6. Ultimate questions
7. Human responsibility and values
8. Justice and fairness

Key

Literacy: Reading opportunities, Key words and Sources of Wisdom and authority

Super Curriculum

Year / term	Unit of work	Core Knowledge Year 7	Intent and Skills of Year 7 PRE
YEAR 7 AUTUMN TERM 1	Religion = <b>Judaism</b>	<p>Who is Abraham and why is he significant? How are Judaism, Islam and Christianity connected? Who is Moses and why is he significant? What are the 10 plagues and why are they important today? What is Passover and why is it important to Jews? What are the 10 commandments and are they relevant today? HL mini assessment – world religions chart KO/ and key words and Who was the better leader and why Assessment - on line quiz <b>Super Curriculum</b> – watch Prince of Egypt or go to the west end, visit a place of worship, Visit a key religious event (such as Chinese New Year).</p>	<p>Students will know how to question and understand the importance of <b>others views and beliefs</b> in the context of the world they live in. To have the opportunity to <b>study beliefs and philosophies that challenge</b> them and develop their curiosity about the ultimate questions in life.</p> <p>6-world religion – key beliefs, founders</p> <p>Core beliefs in Christianity and Hinduism – concepts and misconceptions</p>
YEAR 7 AUTUMN TERM 2	Religion = <b>Christianity</b>	<p>What is belief and do all people have beliefs? What are the metaphorical and literal interpretation of the creation story? Who is Jesus – messiah, man, miracle maker? what does the evidence say? What is the Bible? HL mini assessment – denomination tree Assessment – on line quiz <b>Super Curriculum</b> – visit a place of worship, look at st albans cathedral and their events page, read the lion the witch and the wardrobe, Visit a key religious event (such as Chinese New Year).</p>	<p><b>Key philosophical and religious language – omnipotence, omniscience, omnibenevolent, omnipresent, theist, atheist, covenant, metaphorical, literal, sacrifice, messiah, denomination, determinism, trimurti, deity, blasphemy, Gospel, Testament,</b></p>
YEAR 7 SPRING TERM 1	Ethics = <b>Prejudice and Discrimination</b>	<p>What is prejudice and discrimination and why does it happen? What is the declaration of human Rights and what impact does it have on society? Who was Martin Luther King and what impact did he have with challenging racism What does Christianity teach and how can we this in our own lives HL mini assessment – human rights / UDHR Assessment – on line quiz <b>Super Curriculum</b> - read Wonder, watch Hidden figures or Salma,</p>	<p>Key philosophical and ethical concepts – free will and determinism, prejudice and discrimination</p> <p><b>Yr 7 will be able to use:-</b></p>
YEAR 7 SPRING TERM 2	Philosophy = <b>Ultimate questions</b>	<p>What is philosophy - Plato What are ultimate/philosophical questions?? What makes us human? What makes us different to robots? What is uncertainty? HL mini assessment – watching Assessment – on line quiz <b>Super Curriculum</b> – use the links to Ted and YouTube of philosophy</p>	<p>point explain structure as the basis of creating an <b>argument</b> for and against with a conclusion, <b>beginning to evaluate information</b> on its value and importance and setting out work clearly</p>
YEAR 7 SUMMER TERM 1	Religion = <b>Hinduism</b>	<p>How is symbolism used in religion What is a deity? What is the trimurti and why is it important to Hindus? Who are rama and sita and how is the story relevant today? How do Hindu's worship using the puja tray? Hw mini assessment – create a shrine Assessment – on line quiz and EXAM</p>	<p>planning, monitoring and improving own learning and work, being independent learnings, listening to others and asking questions</p>

		<b>Super Curriculum</b> - What is in the news about religion. Keep up to date on the bbc app, Visit a key religious event (such as Chinese New Year).	
<b>YEAR 7 SUMMER TERM 2</b>	<b>Philosophy = Religion &amp; Art</b>	What is the role of art in religion? Understand the messages behind various religions artwork Can religious art be blasphemous? HL mini assessment: <b>Complete tasks from the super curriculum</b> <b>Super Curriculum</b> -visit an art gallery or church and take pictures of the religious art, find out some facts about their meaning and history	

Year / term	Unit of work	<b>Core Knowledge Year 8</b>	<b>Intent and Skills of Year 8 PRE</b>
<b>YEAR 8 AUTUMN TERM 1</b>	Religion - <b>Buddhism</b>	<b>Who was Buddha?</b> What is reincarnation and Karma and how does to effect the life of a Buddhist What are the <b>4 noble truths</b> , why are they important to Buddhist lives and what are their impact What is <b>the eight fold path</b> , why are they important to Buddhist lives and what are their impact How do Buddhist meditate and why? HL mini assessment – Snakes and ladders reincarnation and Karma Assessment – on line quiz <b>Super Curriculum</b> - get out and about in nature, walk, explore and adventure, try the art of meditation and find a new way to relax <a href="https://www.youtube.com/watch?v=98ficcEu-ns">https://www.youtube.com/watch?v=98ficcEu-ns</a> , Visit a key religious event (such as Chinese New Year).	<i>Students will know how to question and understand the importance of <b>others views and beliefs</b> in the context of the world they live in. To have the opportunity to <b>study beliefs and philosophies that challenge</b> them and develop their curiosity about the ultimate questions in life.</i>  <i>6-world religion – key beliefs, founders</i>  <i>Core beliefs in Buddhism and Islam – concepts and misconceptions</i>
<b>YEAR 8 AUTUMN TERM 2</b>	Philosophy and Ethics – <b>The problem of Evil – problems and solutions</b>	What is moral and natural evil? Are lives based on free will or are lives predetermined What are <b>the theodicies</b> ? What are the strengths and weaknesses of each argument? Are there any solutions to the problem of evil? HL mini assessment- Holocaust memorials and the importance of memorials for society Assessment – on line quiz <b>Super Curriculum</b> - read The Complete Philosophy files by Stephen Law, chapters you are interested in in Sophie’s World by Jostein Gaarder, Online research – What happen in Ann Franks life, how did she live and what were the issues they faced? <a href="https://www.annefrank.org/en/">https://www.annefrank.org/en/</a>	<b>Key philosophical and religious language – Akashi, reincarnation, karma, theodicies, fasting, teleological, cosmological, moral, salvations, atonement</b>  <i>Key philosophical and ethical concepts –the problem of evil and arguments for the existence of God</i>
<b>YEAR 8 SPRING TERM 1</b>	Religion – <b>Islam the foundations</b>	What are the <b>6 beliefs</b> ? What are the <b>5 pillars</b> of Islam and how are they lived out today for Muslims How do the 5 pillars impact Muslims lives today? HL mini assessment – create a time line on the history of Islam / life of Muhammed Assessment – on line quiz <b>Super Curriculum</b> - Watch Ted Ed lectures and summaries your learning <a href="https://ed.ted.com/featured/uZfxcJ8Z">https://ed.ted.com/featured/uZfxcJ8Z</a> , Visit a key religious event (such as Chinese New Year).	<b>Yr 8 will be able to use-</b>
<b>YEAR 8 SPRING TERM 2</b>	Philosophy – <b>The arguments for and against Gods existence</b>	What is the concept of God? Why do people believe and not believe in God? Which is the strongest argument? What is the <b>cosmological argument</b> for the existence of God? How credible is it? What is the <b>teleological argument</b> for the existence of God? How credible is it? What is the <b>moral argument</b> for the existence of God? How credible is it? How can religion and science be compatible?	<b>point explain evidence</b> and creating an <b>argument</b> for and against with a conclusion that is justified and developed towards the

		<p>Develop debate skills on the arguments for the existence of God  HL mini assessment – an infographic on why are we here  Assessment – on line quiz  <b>Super Curriculum</b> - - read The Complete Philosophy files by Stephen Law, chapters you are interested in in Sophie’s World by Jostein Gaarder, What is in the news about religion and ethics.  Keep up to date on the bbc app</p>	<p>conclusion, <b>evaluating information</b> on its value and importance and setting out work clearly</p> <p>planning, monitoring and improving own learning and work, being independent learnings and using text to find the answers, listening to others and asking challenging questions</p>
<b>YEAR 8 SUMMER TERM 1</b>	Ethics – <b>The A – Z of religion</b>	<p>A is for atheism  B is for Burka  K is for Kosher  M is for meditation  I is for idols  HL – watching  Assessment – EXAM  <b>Super Curriculum</b> -find inspiring Ted ed that are linked to religion, write a review of what it teaches, What is in the news about religion and ethics. Keep up to date on the bbc app</p>	
<b>YEAR 8 SUMMER TERM 2</b>	Religion – <b>The lion the Witch and the Wardrobe</b> – religious symbolism	<p>How do we see the world and who is in charge of the world today?  What is <b>Salvation and Atonement</b> and how is this shown in the LWW (step)  What is the religious symbolism in the story? Who are the main characters and who do they represent in the Christian story? How is the story a parallel to the Christian <b>holy week</b> story?  What happens after death?  HL mini assessment – <b>complete tasks from the super curriculum</b>  Assessment – d question  <b>Super Curriculum</b> – read the Lion the Witch and the wardrobe, Life of Pi by Yann Martel</p>	
<b>Year / term</b>	<b>Unit of work</b>	<b>Core Knowledge Year 9</b>	<b>Intent and Skills of Year 9 PRE</b>
<b>YEAR 9 AUTUMN TERM 1</b>	Ethics and Religion – <b>Extremism to Humanism</b>	<p>What is extremism?  What is extremism in the uk?  How can do we <b>prevent radical</b>?  What is humanism?  What makes me special?  Do we need God?  What is the <b>golden rule</b>?  How do we know right and wrong?  HL mini assessment – Letter to the PRIME Minister about PREVENT  Assessment – on line quiz  <b>Super Curriculum</b> Read the Book Thief</p>	<p><i>Students will know how to question and understand the importance of <b>others views and beliefs</b> in the context of the world they live in. To have the opportunity to <b>study beliefs and philosophies that challenge</b> them and develop their curiosity about the ultimate questions in life.</i></p> <p><i>6-world religion – key beliefs, founders</i></p> <p><i>Core beliefs in Humanism and Sikhism – concepts and misconceptions</i></p>
<b>YEAR 9 AUTUMN TERM 2</b>	Ethics and Religion – <b>Justice and Child Poverty</b>	<p>What is fair and justice in child labour?  <b>What is child labour and slavery</b>  What are the Christian response to child labour?  <b>What are the charities that help?</b>  Is it good to give?  HL mini assessment – War child research and because, but so response  Assessment – on line quiz  <b>Super Curriculum</b> - Read I am Malala and think about the fairness and justice she has received in her life</p>	<p><b>Key philosophical and religious language</b> – <b>extremism, radicalised, injustice, humanitarian, jihad, pacifism, euthanasia, palliative, dignity, sanctity, sacred, guru, Quality of life, Hospice</b></p>

<p><b>YEAR 9 SPRING TERM 1</b></p>	<p>Ethics and Religion – <b>The ethics of War and Peace</b></p>	<p>What are the causes and consequences of war? What is the <b>just war</b> criteria and can there ever be a just war? What is jihad? What is the greater and lesser jihad? What is pacifism and modern examples? Is it possible to be a pacifist in the 21c – look at <b>Dietrich Bonhoefer</b> HL Mini assessment - What is amnesty international and what work do they do? Assessment – on line quiz <b>Super Curriculum</b> - Read Anne Franks diary How does war impacts a child's life? Why are Anne's diaries an important part of history? look at amnesty international and the global campaigns they run, could you take a stand? Research what is happening in war torn countries today, are they are just wars? Where are their wars today?</p>	<p><i>Key philosophical and ethical concepts – justice, war, charity and euthanasia,</i></p> <p><b>Yr 9 will be able to use -</b></p> <p>the <b>because but so</b> structure in arguments and making sure all answers are <b>justified and developed, evaluating information</b> on its value and importance and setting out work clearly</p> <p>planning, monitoring and improving own learning and work, being independent learnings, finding answers through research and reading, listening to others and giving relevant responses</p>
<p><b>YEAR 9 SPRING TERM 2</b></p>	<p>Ethics and Religion – <b>Euthanasia</b></p>	<p>Is there evidence for an afterlife? What is Euthanasia and is the Quality of life important? Should we have the right to die? What is the Sanctity of Life and how does this impact decisions about life and death? <b>Should Euthanasia happen? (Is euthanasia murder?)</b> HL mini assessment – the big questions watching Assessment – on line quiz <b>Super Curriculum</b> - Use Ted ed to research ethical dilemmas <a href="https://ed.ted.com/search?utf8=%E2%9C%93&amp;qs=ethical+dilema">https://ed.ted.com/search?utf8=%E2%9C%93&amp;qs=ethical+dilema</a></p>	
<p><b>YEAR 9 SUMMER TERM 1</b></p>	<p>Religion – <b>Alternative religions</b></p>	<p>What is religions? What is scientology? What is Rastafarianism? What is paganism? What is Bahá'í? HL assessment – Is jedi a religion? <b>Or super curriculum tasks</b> Assessment – EXAM <b>Super Curriculum</b> - Read The Philosophy Files by Stephen Law Get your self thinking about the BIG questions of life</p>	
<p><b>YEAR 9 SUMMER TERM 2</b></p>	<p>Religion – <b>Alternative religions</b> Religion - <b>Sikhism</b></p>	<p>Who is guru nanak? What are the Sikh core beliefs? How do the Sikh beliefs impact society? How do all the major world religions connect? What impact has the study of religion had on you? Leaning journey <b>Super Curriculum</b> - Visit a key religious event (such as Chinese New Year).</p>	

# PRE – Knowledge



	<b>YEAR 8</b>		<b>MASTERING +</b> You are able to draw upon a cross section outside our areas of study and show the connections between topics and beliefs
		<b>MASTERING +</b> You are able to draw upon a cross section of knowledge showing sophisticated understanding of beliefs	<b>MASTERING</b> You are able to draw upon a cross section of knowledge showing sophisticated understanding of beliefs
<b>YEAR 7</b>			
<b>MASTERING +</b> You are able naturally to identify, select and use your in-depth knowledge of philosophical and religious ways and apply it to any situation.	<b>MASTERING</b> You are able naturally to identify, select and use your in-depth knowledge of philosophical and religious ways and apply it to any situation.	<b>SECURE</b> You are able naturally to identify, select and use your in-depth knowledge of philosophical and religious ways and apply it to any situation.	
<b>MASTERING</b> You are able to confidently identify, select and use key information about beliefs and demonstrate how beliefs affect the lives of believers	<b>SECURE</b> You are able to confidently identify, select and use key information about beliefs and demonstrate how beliefs affect the lives of believers	<b>DEVELOPING</b> You are able to confidently identify, select and use key information about beliefs and demonstrate how beliefs affect the lives of believers	
<b>SECURE</b> You are able to confidently describe beliefs and ideas and demonstrate their value for believers.	<b>DEVELOPING</b> You are able to confidently describe beliefs and ideas and demonstrate their value for believers.	<b>ACQUIRING</b> You are able to confidently describe beliefs and ideas and demonstrate their value for believers.	
<b>DEVELOPING</b> You are able to describe key beliefs and ideas and show the meanings of these for believers.	<b>ACQUIRING</b> You are able to describe key beliefs and ideas and show the meanings of these for believers.		
<b>ACQUIRING</b> You can describe basic beliefs and ideas using keywords.			

# PRE – Understanding



		YEAR 8	
			<p><b>MASTERING +</b> You show a sophisticated understanding and empathy of topics outside our areas of study and use clear, logical and supported connections</p>
<b>YEAR 7</b>		<p><b>MASTERING +</b> You show a sophisticated understanding and empathy of beliefs, scripture and actions by using clear, logical and supported connections.</p>	<p><b>MASTERING</b> You show a sophisticated understanding and empathy of beliefs, scripture and actions by using clear, logical and supported connections.</p>
<p><b>MASTERING +</b> You show a natural and deep understanding and empathy of philosophical and religious issues by using clear, logical and coherent connections.</p>	<p><b>MASTERING</b> You show a natural and deep understanding and empathy of philosophical and religious issues by using clear, logical and coherent connections.</p>	<p><b>SECURE</b> You show a natural and deep understanding and empathy of philosophical and religious issues by using clear, logical and coherent connections.</p>	
<p><b>MASTERING</b> You show an in depth understanding and empathy by naturally making connections between the world religions in a fluid way.</p>	<p><b>SECURE</b> You show an in depth understanding and empathy by naturally making connections between the world religions in a fluid way.</p>		<p><b>DEVELOPING</b> You show an in depth understanding and empathy by naturally making connections between the world religions in a fluid way.</p>
<p><b>SECURE</b> You show clear understanding and empathy by using a detailed Point Explain, Evidence and Link structure.</p>	<p><b>DEVELOPING</b> You show clear understanding and empathy by using a detailed Point Explain, Evidence and Link structure.</p>		<p><b>ACQUIRING</b> You show clear understanding and empathy by using a detailed Point Explain, Evidence and Link structure.</p>
<p><b>DEVELOPING</b> You show a developing understanding by using Point Explain, Evidence and Link structure.</p>	<p><b>ACQUIRING</b> You show a developing understanding by using Point Explain, Evidence and Link structure.</p>		
<p><b>ACQUIRING</b> You show a basic understanding by using a simple Point Explain structure.</p>			

# PRE – Critical Evaluation



	<b>YEAR 8</b>	
		<b>MASTERING +</b> You evaluate throughout your answer creating a strong reasoned thread towards a justified conclusion
	<b>MASTERING +</b> You can analyse and evaluate different beliefs and perspectives using clear evidence to form conclusions. You form convincing conclusions supported by your line of argument and evidence.	<b>MASTERING</b> You can analyse and evaluate different beliefs and perspectives using clear evidence to form conclusions. You form convincing conclusions supported by your line of argument and evidence.
<b>YEAR 7</b>		
<b>MASTERING +</b> You can critically evaluate beliefs and ideas evaluating different interpretations and opinions.	<b>MASTERING</b> You can critically evaluate beliefs and ideas evaluating different interpretations and opinions.	<b>SECURE</b> You can critically evaluate beliefs and ideas evaluating different interpretations and opinions.
<b>MASTERING</b> You can critically evaluate beliefs and ideas showing different interpretations and opinions.	<b>SECURE</b> You can critically evaluate beliefs and ideas showing different interpretations and opinions.	<b>DEVELOPING</b> You can critically evaluate beliefs and ideas showing different interpretations and opinions.
<b>SECURE</b> You can evaluate the beliefs and idea showing, often showing different interpretations.	<b>DEVELOPING</b> You can evaluate the beliefs and idea often showing different interpretations.	<b>ACQUIRING</b> You can evaluate the beliefs and idea often showing different interpretations.
<b>DEVELOPING</b> You can explain coherently your opinions about beliefs and ideas.	<b>ACQUIRING</b> You can explain coherently your opinions about beliefs and ideas.	
<b>ACQUIRING</b> You can briefly explain your opinion about beliefs and ideas.		

<b>YEAR 8</b>		<b>MASTERING +</b> Your deep awareness and understanding of beliefs allows you to naturally and fluidly to connect many issues A broad and accurate terminology that is beyond the topics and curriculum taught is consistently used to explain key beliefs and concepts.
<b>YEAR 7</b>		<b>MASTERING +</b> Your deep awareness and understanding of beliefs allows you to naturally and fluidly to connect many issues A broad range of precise and accurate terminology is consistently used to explain key beliefs and concepts.
<b>MASTERING +</b> Your deep awareness and understanding allows you to naturally and fluidly to connect many issues A broad range of precise and accurate terminology is consistently used	<b>MASTERING</b> Your deep awareness and understanding allows you to naturally and fluidly to connect many issues A broad range of precise and accurate terminology is consistently used	<b>MASTERING</b> Your deep awareness and understanding of beliefs allows you to naturally and fluidly to connect many issues A broad range of precise and accurate terminology is consistently used to explain key beliefs and concepts.
<b>MASTERING</b> Your detailed and in-depth knowledge is used to explain key teachings. You naturally use precise and accurate religious / philosophical terminology	<b>MASTERING</b> Your deep awareness and understanding allows you to naturally and fluidly to connect many issues A broad range of precise and accurate terminology is consistently used	<b>SECURE</b> Your deep awareness and understanding allows you to naturally and fluidly to connect many issues A broad range of precise and accurate terminology is consistently used
<b>SECURE</b> Your factual knowledge is used to explain key teachings. You consistently use accurate key words /terminology to develop meaning.	<b>SECURE</b> Your detailed and in-depth knowledge is used to explain key teachings. You naturally use precise and accurate religious / philosophical terminology	<b>SECURE</b> Your deep awareness and understanding allows you to naturally and fluidly to connect many issues A broad range of precise and accurate terminology is consistently used
<b>DEVELOPING</b> Your factual knowledge is used to explain key teachings. You consistently use accurate key words /terminology to develop meaning.	<b>DEVELOPING</b> Your detailed and in-depth knowledge is used to explain key teachings. You naturally use precise and accurate religious / philosophical terminology	<b>DEVELOPING</b> Your detailed and in-depth knowledge is used to explain key teachings. You naturally use precise and accurate religious / philosophical terminology
<b>DEVELOPING</b> You mostly use factual knowledge to explain key teachings You use key words /terminology frequently	<b>DEVELOPING</b> Your factual knowledge is used to explain key teachings. You consistently uses accurate key words /terminology to develop meaning.	<b>ACQUIRING</b> Your factual knowledge is used to explain key teachings. You consistently uses accurate key words /terminology to develop meaning.
<b>ACQUIRING</b> You use little relevant factual knowledge to explain key teachings You use key words /terminology frequently	<b>ACQUIRING</b> You mostly use factual knowledge to explain key teachings You use key words /terminology frequently	