



Intent and implementation:

IWEF follows the Living Difference III Hampshire agreed Syllabus, a popular and exciting syllabus that allows the student to explore important and relevant concepts such as 'identity', 'suffering', 'peace' and 'community' at first from their perspective and then expanded to a religious/spiritual perspective.

The main purpose of KS3 RE@IWEF is to introduce children and young people to what a religious way of looking at and existing in the world may offer in leading one's life, individually and within society. IWEF recognises and acknowledges that the question as to what it means to lead one's life with a faith can be answered in a number of different ways. These include the idea that to live a religious life means to subscribe to certain beliefs; the idea that to live a religious life means to adhere to certain practices; and the idea that to live a religious life is characterised by a particular way of interacting with the world: with a particular kind of awareness of and faith in the world and in other human beings.

Studying RE will encourage the student to challenge pre-existing ideas and beliefs, to learn to justify their opinions and to develop the skills that enable them to tackle 'Big Questions' with confidence, courage and integrity. RE gives the students to discuss topics that may be considered 'taboo' in some subjects; recent examples have been the overturning of 'Roe VS Wade' in the US, 'BLM', the war in Ukraine, and gun violence in schools. A conceptual approach to religion allows the student to frame the concept within their own experience and broaden it so that they can see it from a different perspective. This will create relevancy and with any luck an interest and an interest to learn more.

The RE department at IWEF is committed to producing broad minded, confident and respectful thinkers. The one hour a fortnight at KS3 for year 7 and the 2 hours a fortnight for years 8 and 9 will equip the learners to go to other subjects and seek connections to the wider world and to use their transferrable thinking skills in other classrooms.

RE shall be delivered as a discrete lesson and will cover: discussion, written work, short films, Philosophy for Children activities, reasoning tasks and group/peer work-there will be a distinct focus on questioning and justification . Lessons and resources will be prepared by an RE specialist and delivered by dedicated Humanities teachers. Teachers are free to plan their own lessons, as long as the unique LDIV pedagogy is followed. The four Golden 'thread's (community, belonging, special and love) run throughout this carefully thought through curriculum and continue from the studies in Primary.

The intention behind the teaching of RE at IWEF is to embed essential critical thinking and questioning through philosophical and ethical concepts- religious education is approached from a conceptual and holistic manner in order to allow our students to learn about religion, from religion and to develop an understanding and an appreciation of their position in such a diverse world. What the student learns in RE should be applicable to outside the classroom-transferrable to other subjects or just for general interest.

The main religion studied will be Christianity as it reflects the Christian nature of the UK and the primary schooling of most students on the Island. They will look at the concepts of community and identity, belief and lack of belief. They will also understand the concept of love in action by looking at inspirational Christian figures. The concept of God will be looked at from a philosophical angle, readying the student for the higher order thinking and evaluative skills needed for GCSE. They will also continue their studies of Christian beliefs and practices at GCSE.

Students will also study Islam, not just as it is the second largest religion in the world, but because much can be misunderstood and the source of much prejudice if solely viewed through the lens of the media. Students will learn about Muslim identity, community through the study of Malala Yousafasai and how her identity has changed over the years. In year 8, Students will also look at the role of Ummah in greater detail and the burden/ privilege of Jihad through the study of the 5 Pillars. In year 9, they will also have the opportunity to explore the Islamic attitudes towards war- holy war or lesser jihad?

The third main religion will be Buddhism as it offers an interesting and engaging contrast to the two Abrahamic faiths, the role and status of Buddha is an interesting comparison to God, Jesus and Muhammed (PBUH), as is their devotional practices and eschatological beliefs. In year 8 students have a deep dive into 3 complex Buddhist concepts: anicca (impermanence), Sangha (community) and metta (kindness). Buddhism is also studied at GCSE and A'level.

There will also be opportunities to discuss other faiths and secular positions in two specially designed units on 'morality' where the student is introduced to Humanism and 'new religions' where the student will learn some alternative religions as well as look at some cults and sects- this will all be connected to the over arching question about how religion is changing in modern society. Part of the RE GCSE will also include non-religious/atheist/humanist perspectives on issues on life and death.

In Year 9, students will be given the option to choose to study RE at GCSE, and the topics chosen (particularly in year 8 and 9) reflect some of the key themes at GCSE: good and evil, capital punishment, abortion, euthanasia, peace, prejudice and discrimination. Lessons and resources that are planned will include up to date current affairs and key arguments from the past.



	Weeks 1 – 7	Weeks 8 – 14	Weeks 15 – 20	Weeks 21 – 26	Weeks 27 – 31	Weeks 32 – 39
	Autumn 1 1/9/22-16/10/22	Autumn 2 2/11/22-22/12/22	Spring 3 4/1/23-12/2/23	Spring 4 22/2/23-26/3/23	Summer 5 12/4/23-28/5/23	Summer 6 7/6/23-23/7/23
<p>YEAR 7 : 1 lesson per fortnight: the world around me</p>	<p><u>Inquiry: What does it mean to 'belong' to a religion?</u></p> <p>Key traditions: Christian and Muslim Key concepts: identity and community. Key vocab: identity, community, church, ummah, 5 pillars</p> <p>Key skills: see LDVI age related expectations</p> <p>Exploring the value of living a life with a religious orientation by enquiring into how this influences someone's sense of belonging and sense of community. We will look at the importance of community from a Christian perspective and belonging from a Muslim Perspective The intent for this cycle is to re-establish the concepts of identity and connect to a new idea of community. This is one of the 'golden threads'. Links to upcoming terms: term 3 will continue looking at Christian identity, love and community Links to year 8: ideas of community in Islam and Buddhism will be explored, as will the individual's responsibility to their community and environment. Links to year 9: continuing Christian studies into forgiveness and reconciliation as well as humanist attitudes towards ethical issues</p> <p>Cultural capital: my identity and my role/responsibilities in my community</p> <p>6/7 lessons</p>		<p><u>Inquiry: what's more important, to have an inspiration or to be the inspiration?</u></p> <p>Key traditions: Religious/secular- teacher choice Key concept: inspiration/ Love/agape Key vocab: inspiration, compassion, social justice, pacifism, impact (could vary depending on 'inspiration')</p> <p>Key skills: see LDVI age related expectations</p> <p>To enquire into what is meant by someone being 'inspirational', by looking at 2 case studies of people from different walks of life e.g. Mother Teresa (compassion), Greta T (courage, climate change), Bob Geldof (equality), MILK (courage, pacifism) Marcus Rashford (social justice) Teachers could also choose from their own interest/backgrounds. Young people conclude the enquiry by forming a judgement about the ways in which people can be inspiration and discerning the ways this might be important or make a difference in their (the young person's) life. There will be pre-made lessons on MLK and Marcus Rashford, but teachers are welcome to make their own based on their own choice so long as they follow the cycle format. The intent for this cycle is to understand the idea of Christian love/agape and the golden rule. this concept will be extended as the students look at the concept of metta in year 8. Links to yr 7 terms: identity from term 1 and 'love in action' term 3. Links to yr 8: compassion in Buddhism Links to yr 9: ethical issues explored in year 9, with other 'inspirational' examples.</p> <p>Cultural capital: recognising what it means to be 'inspirational', looking at famous examples of inspiration so that students can recognise qualities amongst non famous people.</p> <p>6/7 lessons</p>		<p><u>Inquiry why do people believe in God?</u></p> <p>Key traditions: Christianity, Judaism Key concept: God Key vocab: God, atheist, theist, agnostic, belief, faith, humanism</p> <p>Key skills: see LDVI age related expectations</p> <p>An opportunity to start investigating the idea of God and belief. Pupils will understand what is meant by 'God' and investigate reasons why people believe or not believe in Him. they will explain their own positions and learn to appreciate other 'alternative' belief systems.</p> <p>Links to yr 7 terms: identity from term 1 and 'love in action' term 2 Links to yr 8: term 3, exploring the idea of God further, looking at the nature of God, good and evil and arguments for and against God. Links to yr 9: ethical issues explored in year 9 from Humanism (atheism)</p> <p>The intent for this cycle is to get the students accustomed to philosophical debate and language in preparation for the year 8 unit on God and the more philosophical topics in year 9. This is also good preparation for GCSE RE and some A level subjects beyond.</p> <p>cultural capital: understanding why people believe/don't believe in God and why some are unsure. we will look at examples of famous people who fall into each 'category'</p> <p>https://www.bbc.co.uk/programmes/p0111609</p>	



<p>YEAR 8 : 2 lessons every fortnight: my responsibility to the world</p>	<p><u>Inquiry: are Buddhists right to say that we need change to become more compassionate people?</u></p> <p>Key traditions: Buddhist depth study Key concepts: Change as Impermanence (Anicca) Community (Sangha) and loving kindness (metta) Key vocab: annicca , change, impermanence, sangha, community, compassion, kindness, metta, happiness, monk, nun, Dalai Lama Key skills: see LDVI age related expectations</p> <p>Inviting young people to consider the basis for deciding how to live their lives through three consecutive enquiries into the concepts of Anicca, Sangha and metta</p> <p>Young people are asked to consider the value of these ideas for a Buddhist as well as discerning the value of community and compassion for themselves in the world.</p> <p>The intent for these cycles is as preparation for the GCSE RE where we study the Buddhism component. This will also continue the golden threads of compassion and community that was started in yr 7.</p> <p>Links to year 7: the students will have studied church community and some of the ways the communities vary and also have an understanding of 'belonging'. They will also be able to apply their understanding of 'inspiration' when learning about the Dalai Lama.</p> <p>Links to rest of year 8: students will look at Muslim community and one's responsibility to the environment</p> <p>Links to year 9: Students will look at the value of life and human rights- a key focus of the Dalai Lama and then will look at the concepts of peace and pacifism.</p> <p>Cultural capital: looking at how change can impact year 9's, roles within the community and showing and sharing kindness to others by studying some of the teachings of the Dalai Lama.</p> <p>(12 lessons)</p>	<p><u>Inquiry: What does it mean to live life as a modern Muslim?</u></p> <p>Key traditions: Muslim depth study Key concepts: Community (Ummah), and Struggle (Jihad), Key vocab: community, 5 pillars, ummah, shahadah, hajj, ihram, mosque, Ramadan, jihad, striving, God, Allah. Key skills: see LDVI age related expectations</p> <p>Three inquiries into the concepts of community, struggle and peace, offering a strong introduction into understanding what it is like to live as a Muslim. Students will understand the importance of ummah by looking at Hajj and the Shahadah, the concept of peace and understanding Muslim striving by looking at Ramadan.</p> <p>Links to year 7: students will build on their knowledge of religious community by developing a deeper understanding of ummah. Year 8: they are building on the idea of community in Buddhism by learning about ummah and therefore being able to compare these ideas. Year 9: they will look at similarly deep issues within Christianity, honing their appreciation of the nuances of the complexity of faith.</p> <p>The intent for these cycles is to look what it is like to be a modern Muslim, there will be opportunities for comparison with other religions. there will be more understanding of 'community' developed with the Hajj in context.</p> <p>Cultural capital: an understanding of the importance of Ramadan, pilgrimage and the importance of community.</p> <p>(10 lessons)</p>	<p><u>inquiry: is it old fashioned to believe in God?</u></p> <p>Key traditions: Christianity Key concepts: God, good and evil Key vocab: omniscient, omnipresent, omnibenevolent, omnipotent, eternal, miracles, design, faith Key skills: see LDVI age related expectations</p> <p>three cycles that ask questions about God: 1. What is God like, 2. Arguments for God's existence-why do people believe in God? 3. Good and evil. students will discuss the christain and the Philosophical ideas of God. They will have a gentle introduction to some basic Philosophy of religion arguments and ethical arguments. This will also build on the work in term 3 on believing in God.</p> <p>Links to year 7: understanding why people believe in God-looking at atheist, theist, agnostic. Year 8: having studied two terms on Buddhism and Islam, students will have another opportunity to look at another way of understanding the philosophical idea of God. Year 9: links to the Humanism unit so another way of looking at 'religious concepts' from a secular perspective.</p> <p>The intent for these cycles is to spend time doing some philosophical enquiry, building on term 3, yr7. Again this will familiarise the class with philosophical language and skills in readiness for yr 9 and GCSE</p> <p>Cultural capital: discussing the way God is perceived as a philosophical concept-looking at different philosophical arguments and walks of life. students can reflect on their own backgrounds and beliefs.</p>
<p>YEAR 9 : 2 lessons per fortnight: my place in the world.</p>	<p><u>Inquiry: how do we know what the morally right thing to do is?</u></p> <p>Key traditions: Humanism Key concepts: human rights, value of life, moral values</p>	<p><u>Inquiry: is it braver to seek peace or wage war?</u></p> <p>Key traditions: Christian & Humanist Key concepts: peace and pacifism Key vocab: war, peace, just war, pacifism, lesser jihad, conscientious objectors, responsibility, compassion, sanctity of life, Satyagraha Key skills: see LDVI age related expectations</p>	<p><u>How is religion changing in modern society?</u></p> <p>Key traditions: assorted 'alternative' religions Key concepts: secularisation, sects, cults, belief, faith key vocab: key skills: see LDVI age related expectations</p>



<p>Key vocab: morality, human rights, genocide, value, sanctity, quality, euthanasia, ethics, capital punishment</p> <p>Key skills: see LDVI age related expectations</p> <p>Looking at humanist values, the origin of our human rights and how people/groups still violate our rights-case studies on genocide and how it can be applied to current affairs. Looking at the value and purpose of life: applying these values to whether euthanasia should be legalised by looking at contemporary arguments. Students will also have the opportunity to discuss how we know what the right thing to do is by way of an introduction to hedonic utilitarianism and Kant's categorical imperative.</p> <p>the intent for this unit is to show a fair representation of UK and IOW society, especially where the UK is becoming more secular-looking at Humanism will enable students to discuss where non-religious morality comes from, looking at medical issues such as euthanasia and abortion will provide a relevant framework. Humanism will also be covered in the 'life and death' unit of the GCSE RE course.</p> <p>Year 7 students will have an understanding of love in action and appreciate the value of life from looking at annica and metta and the climate crisis in year 8.</p> <p>The concepts explored will link to subsequent topics of forgiveness and authority,</p> <p>Cultural capital: looking at current affairs from around the world and understanding them from a non religious lens.</p> <p>12 lessons</p>	<p>Discussing the reasons for when it is Ok to go to war from Christian and Humanist perspectives. To understand pacifist arguments and why people become conscientious objectors. To discuss their own perspectives on war by looking at some case studies. We will look at Gandhi and modern anti war movements. Case study: Afghanistan.</p> <p>This is a good way of 'wrapping up' some key themes studied over the last 3 years-compassion, responsibility, morality, love, struggle and authority. Students can draw on a wealth of concepts when discussing this unit.</p> <p>The intent behind these cycles is to discuss some very topical issues of peace, pacifism and war against an uncertain backdrop of conflict in Ukraine, tensions in the East and the rise of nonviolent protest and civil disobedience. there is an element of Philosophical thinking and ethical discussion which is good preparation for GCSE RE and beyond</p> <p>Cultural capital: an opportunity to look at global conflict, past and present and discuss whether peace is a likelihood at all and whether conscientious objection is an act of bravery or cowardice.</p>	<p>This unit will explore different types of religion, secularisation and how religion has changed and why. Students will understand some new religions such as Rastafarianism, and some 'new-old' religions such as Paganism. Students will then learn about sects and cults from several examples like 'Heavens Gate', Scientology and the West boro Baptist church for example.</p> <p>The intent behind these cycles is to broaden the students' perspective and understand what we know as 'faith' and to link it to globalisation and secularisation. some will have chosen RE as a GCSE and will enjoy learning about some new ideas, whereas others may just enjoy the alternative beliefs.</p> <p>These cycles and concepts will touch on areas covered over the past three years-compassion, belief in God/Gods, community,morality, identity and humanism</p> <p>cultural capital will allow students to look some alternative ideas and beliefs. Paganism is a growing faith on the IOW and secularisation is evident, so there are plenty of discussions to be had.</p>
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