



Undershaw 

Undershaw Education Trust

Curriculum Overview  
Academic Year 23-24

FAITHS AND BELIEFS  
CURRICULUM

## The Undershaw Faiths and Beliefs curriculum

At Undershaw we teach our students the key beliefs, practices, celebrations and histories of the five main World religions: Buddhism; Christianity; Hinduism; Islam; Judaism.

In key stage 2 and 3, students develop their understanding of religion within their Humanities lessons. In KS2, students spend a half-term looking at one of the main religions by exploring a festival being celebrated in that period. In KS3, religion is one of the main factors focused on within History lessons and faiths and beliefs are embedded within the Humanities curriculum. By exploring faiths and beliefs within a historical framework, students develop both their appreciation of religion's significance to individual lives, as well as its centrality to evolution of society more broadly. KS3 Humanities lessons also include explicit teaching and units of work on religious festivals, Christianity, and World Religions.

The whole school engages in learning about a wider range of religions and religious celebrations through the whole school pastoral programme which includes tutor time activities and assemblies. This gives students the opportunity to deepen their understanding of faiths and beliefs. By focusing on different religions at key times throughout the year, students connect with the wider world and broaden their understanding of how other people live and what is important to them.

We encourage our students to learn about the world around them, to develop

their sense of themselves as individuals within society. Our aim is to expand their awareness of others' cultures and beliefs, to promote respect, kindness and understanding.

For further information about the faiths and beliefs curriculum, please contact Matt, head of humanities.

Key Stage 2 and 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	Hinduism: Diwali	Judaism: Hanukkah	Christianity: Lent and Easter	Islam: Ramadan	Buddhism: Vesak	Reflection: How and why do different religions celebrate festivals?
Year 7				<p>History: Abrahamic religions and the Crusades</p> <p>Students learn about the three Abrahamic religions – Islam, Christianity and Judaism – by analysing why the city of Jerusalem was so important to all 3. Students will learn about the key beliefs, principles and texts of each religion.</p>		<p>Geography: Faiths and Beliefs – Festivals</p> <p>In this unit, students will learn about different religious festivals celebrated across the World and consider some of the similarities and differences.</p>

Year 8	<p>PBL: Why is Waverley Abbey in Ruins? History: The Reformation</p> <p>Students assess the religious changes in Britain in the 16<sup>th</sup> century. Students spend time addressing the fundamental beliefs of Christianity and the different ways in which Catholics and Protestants may worship, as well as the importance of monasteries to society in the past.</p>	<p>English Civil Wars</p> <p>Students will continue from the Reformation to consider how the growth of Protestantism led to Puritan beliefs. Students will understand why religion was a key cause of the civil wars.</p>				<p>Geography –Faiths and Beliefs: Christianity</p> <p>In this unit, students will study the origins of Christianity, beliefs of different denominations, the Bible and how Christians worship and celebrate.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>History: The British Empire</p> <p>Students consider the different beliefs and cultures present within the British Empire, with a focus on India. Students learn about core beliefs of Hindus and Muslims and how these beliefs contributed to the Indian Rebellion of 1857.</p>				<p>Geography – Faiths and Beliefs: World Religions</p> <p>In this unit, student will be introduced to the 6 main World religions, considering how different religions are practiced, different religious festivals and beliefs.</p> <p>History: The Holocaust</p> <p>In this unit, students will consider the beliefs of Judaism and Jewish life in pre-WW2 Europe, historic antisemitism and the growth of antisemitism within Nazi Germany and its escalation.</p>	

## Whole School activities

27<sup>th</sup> September – Who was the prophet Mohammad? Assembly

1<sup>st</sup> December – Advent assembly

6<sup>th</sup> December – Hanukah ASSEMBLY

27<sup>th</sup> March – Holi festival ASSEMBLY

15<sup>th</sup> May – Wesak house assembly – making lanterns in house colours