



Curriculum Overview

Curriculum Area: Religious Education Year: 7

Autumn Term A: What do we mean by religion?

Pupils will examine, what RE is, its importance. We will explore faith communities and look at how they practice as part of a community. Pupils will learn about faith groups and which groups exist in the Northwest and UK. Pupils will establish what communities/groups they belong to and the different beliefs they hold.

Autumn Term B: Caused by Chance

Christianity. Key concepts should as 'God the Almighty' and the nature of God are introduced. We will examine the Genesis story and understand the differences between a literalist and a non-literalist. We use Genesis to explore stewardship and how it impacts on behaviour. Beliefs about the 'Big Bang' and Evolution are explored to identify the origins. We look at arguments for and against the design argument, examining the teleological, cosmological and other philosophical arguments for the existence of God.

Autumn Term C: How do Jewish holy days remind adherents of their faith?

Pupils will focus on Judaism in the context of 'Where do we belong?' Pupils will study the Covenant and the promises within it. We will explore the importance of Kosher food is and how Jews apply food laws. The Pass Over Story is also examined.

Spring Term A: Faith and Justice – How should we treat our neighbours?

Christianity. Pupils will focus on Christianity in the context of 'Where do I belong?' Pupils are introduced to the Trinity, its features and why this is important. We examine a range of parables and how they influence Christian behaviour, as well as the Christian teachings of charity. We finish the unit relating our viewpoints to the sanctity of life and investigate the arguments surrounding the sensitive issue of euthanasia.

Spring Term B: What does belonging mean to a young Muslim in the UK?

Islam. In this unit pupils focus on Islam in the context of 'Where do we belong?' Pupils will re-examine their ideas of community and what is Ummah? Pupils will understand the role of the Qur'an and the Hadith in creating a strong community. We will study Muslim belief about identify and belonging, including the Five Pillars and Sawm. We end the unit by examining how Muslims connect using the examples of Maliah and the role of Hajj.

Summer Term A: What is the Church?

We study what Christian art and symbols tell us about God and Jesus. We examine the different denominations of Christianity, the ecumenical movement and the worldwide church. Pupils will study a day in a life of a Christian including belonging to a faith community and how Christians express commitment and community.

Summer Term B: What might Hindus learn through celebrating festivals?

Hinduism in the context of 'Where do we belong?' We examine the origins of Hinduism and the way of living through Santana Dharma. Pupils will understand the story and teachings of Ramayana and how these impact on the daily life of a Hindu. We also explore various

Links to the National Curriculum (Agreed Syllabus):

The curriculum for Religious Education and Worldviews aims to ensure that all pupils know about and understand a range of religions and worldviews, so that they can:

- Describe, explain, and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate, and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
- Appreciate and appraise the nature, significance, and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
- Appreciate and appraise varied dimensions of religion or a worldview.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and
- Articulate beliefs, values, and commitments clearly to explain why they may be important in their own and other people's lives.

Knowledge and understanding of this curriculum will be assessed by:

Knowledge quizzes

End of Unit Assessments:

Caused by chance? Ideas about the origins of the universe.

Faith and Justice – How should we treat our neighbours?

Cultural Capital Opportunities

Pupils will be well prepared for life in our increasingly diverse society. They will acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can respect religious and cultural differences and contribute to a cohesive and compassionate society.

RE supports our pupils to not only identify those values which will become the touchstones in their own lives, but also to foster mutual respect and tolerance of those with different faiths and beliefs. They will articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well-informed conversations about religions and world views whilst respecting the views of others.