

YEAR 7, Rich Knowledge of Religions Character and Culture- Religious Studies

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p><i>Teaching should equip pupils with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.</i></p> <p><i>The year 7 curriculum 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.</i></p> <p><i>This will underpin future learning about beliefs, and how religious beliefs will underpin religious expression in society and to create a point of reference in order to understand different beliefs in relation to ethical questions</i></p>	<p><i>The curriculum will give an overview of the main world religions, in order to recognise the foundation for different beliefs, to start to understand similarities and differences between different religions.</i></p> <p><i>Students will reflect upon the concept of belief and some children will express some of their own beliefs and consider how they relate to their own beliefs about God.</i></p> <p><i>Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority, influence on individuals, communities and societies, similarities and differences within and/or between religions and beliefs</i></p> <p><i>To describe creation stories, To compare and contrast creation stories, To assess the scientific validity of creation stories, To explain why religious people care about the environment, To explain scientific theories on life.</i></p> <p><i>To describe the key beliefs on Judaism, To describe key events in the Torah, To explain the significance of Jewish beliefs and stories, To assess to what extent Jews are chosen by God.</i></p>	<ul style="list-style-type: none"> • Creation: the act or process of bringing something into existence • Faith: believing something without evidence • Mool Mantra: a summary of Sikh beliefs about God • Guru: spiritual teacher • Enlightenment: Discovering truths about the world and changing the way you think • Ascetic: someone who lives a simple life without possessions • The Middle way: a life of moderation, in which you should never have/do too much or too little • Meditate: focusing your mind on a goal and ignoring distractions • Karma: the good or bad consequences of your actions

	<p><i>To describe the Key beliefs of Sikhism, To explain how Sikhs create a strong community, To assess the best way of serving your community</i></p> <p><i>To describe the story of the Buddha, To explain How the Buddha became enlightened, To apply Buddhist teachings to your own life, To assess the validity of Buddhist teachings on suffering.</i></p>	
<p>Challenge and Support:</p> <ul style="list-style-type: none"> • <i>Writing frames, sentences stems, question stems; VIP strategy for disadvantaged students.</i> • <i>Use the SEND passports to ensure the correct strategies are used to support students who have SEND needs.</i> • <i>HAP- Exploration of Darwin, analysing natural selection in relation to creation story. Applying text sources and philosophical arguments.</i> 	<p>Worldwide learning/ links to 21st century:</p> <ul style="list-style-type: none"> • <i>The unit will develop religious literacy and understanding of key religious concepts and beliefs, encourage understanding and empathy in an ever growing multi-cultural and multi-faith society.</i> • <i>It will break down stereotypes, linked to symbols and expression in society. Consider impact of religious practices, festivals and symbols.</i> • <i>Exploration of role of science in relation to beliefs about creation, and consideration of how many religious people can fit their beliefs alongside development of scientific ideas.</i> 	<p>Cultural capital/ Industry/ Enrichment:</p> <ul style="list-style-type: none"> • <i>Students will consider how within employment and in different professions, it can be a challenge to express religious beliefs and practice religion.</i> • <i>Also, how we have a legal responsibility to adjust to ensure everyone has the right of freedom of expression of religion.</i>
<p>Historical, Social, Moral, Spiritual, Cultural context:</p> <ul style="list-style-type: none"> • <i>Historical and Social context of religion is 21st C Britain will be explored, via concepts such as forgiveness, atheism, and extremism.</i> • <i>Spiritual development will be developed through exploration of own beliefs, and through the study of different philosophical ideas about existence in relation to scientific theories of natural development.</i> 	<p>Cross curricular links/ literacy/numeracy:</p> <ul style="list-style-type: none"> • <i>Cross curricular study with science looking at Darwin, and theory of evolution and natural selection.</i> • <i>Literacy- use of keywords and inclusion in writing; expectation to use verbally in full sentences; numerous opportunities for whole class reading aloud (popcorn reading)</i> 	<p>Common misconceptions:</p> <ul style="list-style-type: none"> • <i>Common misconceptions about atheism and agnosticism. We will dissect ideas around atheism, humanism, and theism.</i> • <i>Common misconception about religious beliefs not being able to work alongside scientific ones.</i> • <i>There is often a misconception, of viewing Buddha as the God within Buddhism.</i>

Assessment timeline:		
<i>Autumn – FB4 Assessed piece of work – Meaning and Purpose (RS)</i> <i>Spring – FB4 Assessed piece of work - What is the story of Judaism? (RS)</i> <i>Summer- FB4 Assessed Piece of work – What do Buddhists believe (RS)</i> <i>All CC and RS books to be read once a half term, whole class feedback through iscan/model answers. -Green Pen</i>		
Home learning		
<i>Year 7 Autumn – C For creation</i> <i>Year 7 Spring – K is for Kosher</i> <i>Year 7 Summer – M is for meditation</i>		
Feedback		
<i>Re-call subject knowledge quizzes will be used to check knowledge and understanding, and to identify any potential misconceptions. These will be self or peer assessed in lessons.</i> <i>Teacher or peer assessment feedback on home learning task will take place as group or whole class sharing and feedback.</i> <i>Extended writing task will be assessed – Feedback will follow humanities marking policy and include either live feedback using the iscan, whole class feedback or feedback four marking for assessed pieces of work.</i>		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													

How can religion give people meaning and purpose?

(Hinduism/ Islam/ Christianity/ SBNR)

Philosophy - What are the characteristics of God/s?

Lesson 1 - Introduction to RE - why is RE important to you?

Lesson 2- Debate lesson - You decide.

Lesson 3- Is God omnipotent?

Lesson 4 - Is God omniscient?

Lesson 5- Is God omnibenevolent?

Lesson 6- Is God omnipresent and eternal?

Lesson 7 - Assessment - Descriptions of God

Creation Stories - How did the universe come to be?

Lesson 1 - How was the world created? - Yin and Yang

Lesson 2 - How was the world created? - Hindu creation story

Lesson 3 - How was the world created? - Buddhist creation story

Lesson 4 - How was the world created? - Christian creation story

Lesson 5 - How was the world created? - Humanist views about creation (scientific views)

Lesson 6 - Why should we care about the creation of the universe?

Lesson 7 Assessment - How did the universe come to be?

What is the story of Judaism?

Lesson 1 What is Judaism?

Lesson 2 How did Judaism begin?

Lesson 3 Why is a Bar Mitzvah important for Jewish people?

Lesson 4 What is the story of Moses?

Lesson 5 How does Passover show that Jewish people are chosen?

Lesson 6 Assessment

Animals - Should we all be vegan?

Lesson 1- How do we use animals?

Lesson 2- Is all farming ethically good?

Lesson 3 - What are religious views about the use of animals?

Lesson 4 & 5 - Should we all be vegan? - Assessment

Lesson 6 - Should humans test on animals?

What do Buddhists believe?

Lesson 1 Who was the Buddha?

Lesson2 Why did the Buddha leave a life of luxury?

Lesson 3 How did Siddhartha become the Buddha?

Lesson 4 The middle way and 4 Noble truths

Lesson 5 The eightfold path

Lesson 6-7 How do we escape suffering?

Assessment

Lesson 8 Why meditate?

Lesson 9 What can we learn from Buddhists Monks?

Lesson 10 Why are symbols important for Buddhists?

Lesson 11 Why do Buddhists use prayer flags?

