

Subject RE

Year 7

Curriculum Overview

Intent: The study of religious education is vital. RE provides students with a broad and balanced curriculum which aims to ensure all young people in our care leave us well prepared for a life in contemporary British society. We identified the content that is most useful and worked collaboratively to create a curriculum that unifies the ideas of the discipline whilst remaining extremely useful and relevant to all students. The study of Religion and Worldviews can positively contribute to social cohesion, build resilience and encourage deep thought on several big questions and contemporary issues. Without Religion and Worldviews students would not have the opportunity to foster ideas of respect and tolerance in an environment that promotes higher order thinking skills and discussion with others. Students' experience and learning journey in the Religion and Worldviews environment is one that cannot be gained anywhere else within the school and will allow them to be able to hold their own well-developed opinions on some of the most controversial topics in today's world.



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	AUTUMN 1 AND 2	SPRING 1	SPRING 2	SUMMER 1 AND 2
<p>Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.</p>	<p>What do world religions believe? Students will study the main world religions. For each religion pupils will study origins, key beliefs and practices. The world religion topic that we start with gives students the basics for each of the six world religions that we have selected for this half term. Additionally, this allows students to judge their own beliefs and considerer questions that they won't have before. Students come to us having a mixed range of religious studies knowledge. This unit allows students who have not done RE before acquiring the basics while also extending the thinking of students who have done RE before in KS2. This six world religions we will focus upon are Christianity, Judaism, Islam Hinduism, Sikhism and Buddhism.</p>	<p>What defines good and evil? Investigate and assess benchmarks and variances for the terms "good" and "evil" relative to moral or natural actions. Students will contemplate the definitions, and drawing on the outcome, their own prior knowledge and informed personal judgement, reflect how such terms can be defined whilst respecting the views of others</p>	<p>What makes a "good" life? Pupils will consider and reflect upon "What makes a "good" life?" drawing upon prior knowledge and understanding of the six main world religions and what is important to them through their festivals and the things they commemorate. Students will have considered what "good" and "evil" mean in their previous topic enabling them to make a judgement against different definitions. This will enable them to develop their own reasoned viewpoints whilst understanding and respecting the views of others.</p>	<p>How do religions commemorate? Students will look at comparing key religions in terms of their celebrations and rituals, they will look at why and how they celebrate the key events in their calendar. This topic aims to show students how beliefs influence and impact real life. Students will use the skills and knowledge from HT1 to form opinions and see the deeper meaning behind some religious festivals for some different world religions. Students will encounter different religious festivals throughout their lives and will be able to understand the origins and influence of these.</p>
<p>Additional support links: Here are links to additional resources which will help your child</p>	<p>Seneca True Tube https://www.truetube.co.uk/film/holy-cribs-church https://www.truetube.co.uk/film/holy-cribs-synagogue https://www.truetube.co.uk/film/holy-cribs-mosque</p> <p>Virtual tour of religious sites https://religionunplugged.com/news/2020/4/5/travel-5-religious-sites-you-can-visit-virtually-while-you-stay-home</p>	<p>Seneca, BBC True Tube: https://www.truetube.co.uk/film/problem-evil</p>	<p>YouTube https://www.youtube.com/watch?v=H9U8T8x1AhQ</p> <p>Red Crescent https://media.ifrc.org/ifrc/</p> <p>Red Cross https://www.redcross.org.uk/</p>	<p>Seneca BBC Teach: BBC Teach First Christmas https://youtu.be/ljac42uB2JE</p> <p>Hannukah https://youtu.be/zsXQfCeMHs8</p> <p>True Tube https://www.truetube.co.uk/film/eid-ul-fitr https://www.truetube.co.uk/film/great-british-ramadan https://www.truetube.co.uk/film/gospel-matthew-nativity https://time.com/5799354/what-is-holi/ https://www.truetube.co.uk/film/my-faith-eid https://www.truetube.co.uk/film/charlie-and-blue-celebrate-passover</p>
<p>Knowledge: Included here is the specific knowledge your child will learn in detail</p>	<p>Main world religions Similarities and differences of main world religions. To discover that different people see the same thing in different ways because of religion. To discover facts about the six main world religions. Judge how religious beliefs make individuals unique. Understand key teachings of the- Torah, Bible -and Qur'an and how these make Jews/Christians/Muslims both similar and different. Understand the teachings of the ten commandments and how these influence a Christian's everyday life.</p> <p>Building upon prior learning on the Big 3 world religions, pupils will know study the core beliefs and teachings of Hinduism, Sikhism and Buddhism. This will enable students to make comparisons between all six world religions, identifying their similarities and differences. This unit will provide the foundation for the subsequent units and enable students to engage with them from a point of knowledge.</p>	<p>Term "good" and term "evil", its meaning, variances and implications</p> <p>God: omnipotence, omniscience, omni benevolence and issues evil and suffering present to a believer. Moral and Natural evil Document case studies of examples of perceived "good vs evil" e.g. habitual behaviour, serial offenders, occurrences of pandemics or acts of God comparative to conventional morals (specific cases to be decided on)</p>	<p>How people should aim to live a moral life. Evaluating own life choices. Religious practices and their importance. To understand some influences of religion on people in everyday life. To understand some ways to identify religious followers and to see the influence of some religious teachings and sources of authority. What does the teaching of "Love your neighbour" mean in practice? To understand the five pillars of Islam. To understand the main principles that underpin Muslims everyday life. What are the 613 mitzvot and why are they important to Jews? To understand the significance of cows in the Hindu religion. To assess the benefits of a religious upbringing.</p>	<p>Main religious festivals. Why are these festivals celebrated? How are these festivals celebrated? To understand the key aspects of some different religious festivals. To consider why religious festivals are important. To identify the main Christian festivals and understand the importance of these. To understand the main Muslim festivals and their importance. To understand the importance of Yom Kippur and Passover. To understand the main Hindu festivals</p>
<p>Skills: Included here is the specific skills</p>	<p>Explaining giving reasoning. Understanding others' beliefs.</p>	<p>Appreciating and understanding how "good" and "evil" can be relative but are influenced by perception, conditions and situation. Engaging with moral and ethical scenarios</p>	<p>key word understanding. Explanation of religious practice. Influence of religious belief. Evaluate what this means to different people</p>	<p>Memorising facts about key world religions and festivals. Explaining why and how festivals are important in religion. Celebration, ritual, sacrament, calendar, festival, Christmas, Easter, Eid ul Adha, Eid Ul Fitr, Janmashtami, Passover, feast,</p>

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your child will learn in detail				crucified, sacrifice, Martyr, fasting, Yom Kippur, Passover, plague, liberation, Holi, Krishna
Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.	Belief, practice, comparison, worship, religion, opinion, interpretation, subjective, sign, symbol, meaning, Christianity, Islam, Judaism, Buddhism, Hinduism, Sikhism, Veda, Mandir, Diwali, founder, verse, chapter, book, parable, commandment	Benchmark, good, evil, relativity, habitual, serial, ethical, moral, perception variances, rebel, moral evil, natural evil, original sin, devil, creation, Shaytan, Iblis, Jannah, Jahannam, the Noble Eightfold Path, right action, right speech, right livelihood, right mindfulness, right effort, right concentration, right view/understanding Right intention	Charity, morals, conscience, grace, justification, faith, confess, Samaritan, beatitude, shahadah, sawm, zakah, salah, Hajj, Niyya, Halal, Haram, Fard, Mandub, Makruh, Akham, Mitzvah, Mitzvot, Kosher, Kashrut, Rabbi, Dharma Ahimsa, Baptism, Bar Mitzvah, Bat Mitzvah, Aqiqah	



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