

Year 7 RELIGIOUS EDUCATION

Topic Titles

- Is there a God; what and why do we believe?
- Where did the universe come from?
- What are we doing to the environment and how should it be treated?
- Are the Buddha's teachings relevant today?
- Are the teachings of the Sikhi Gurus relevant today?

Links with other subjects

In RE students will draw on learning from English as they structure extended responses to key questions. They will nurture similar skills to History and Geography with their analysis of sources and different ways of interpreting statements. As a subject which is fundamental to the lives of so many people and that has driven change globally over the past 6,000 years the subject naturally has links to History, Geography and Science as we look at the ultimate questions of origins, meaning and purpose of human existence.

How can parents help?

Encourage students to:

- remain up to date with homework and consolidation tasks.
- ask for the term's additional reading article.
- talk about what they are learning and ask questions, demonstrating curiosity.
- look at how they can enhance their understanding by discussing news stories related to the religions studied.

Intent

Our aim is to enrich our students' learning through a thought-provoking curriculum that engages students and allows them to explore different world views in order to nurture inquisitive, curious, tolerant and critically thinking young people. The department offers distinctive opportunities to promote student's spiritual, moral, social and cultural development.

The subject allows students to gain a better understanding of the world around whilst developing respect for other peoples' views and the diversity in society; building essential cultural capital.

There is also a clear focus on developing key skills and knowledge required the subject and for the world today. The use of evidence to help explain beliefs and practices and we develop students' analytical and evaluative skills throughout all key stages as these are essential for progress but also for life.

How will knowledge and skills be taught?

Religious Education is delivered through a blend of investigation, group exploration and independent research into the topics.

Developing students' analytical skills and understanding is done through Socratic questioning to explore complex ideas and concepts. Students will be encouraged to challenge assumptions, clarify meaning, and reveal underlying principles throughout their key stage journey. This level of understanding will hopefully be seen in increasingly well explained and analytical written work.

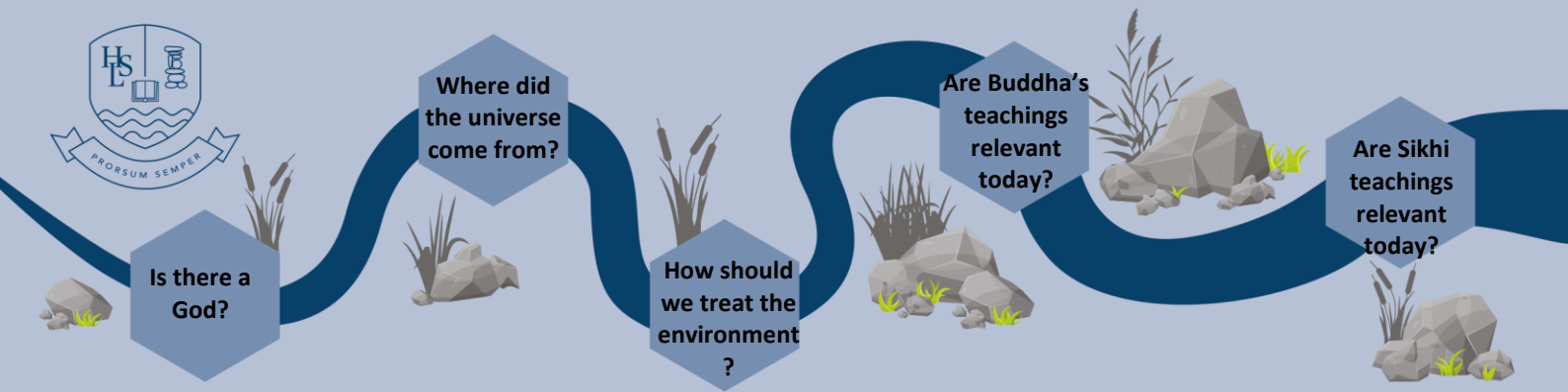
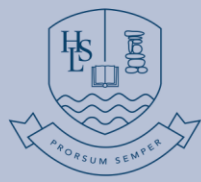
Recommended Reading and Preparation for Learning

We would encourage students to read widely to broaden their understanding of all world religions and secular viewpoints.

BBC Bitesize has some excellent information about each of the world religions.

The department can recommend fictional wider reading that may develop students' curiosity into philosophy, ethics and religious diversity such as Sophie's World (14+) and

Students will also find additional materials to support their learning on the VLE. These will be added to as appropriate throughout the year.



Subject: Religious Education		Year Group: 7		Terms: 1	
Module/Theme: Is there a God; what and why do we believe?					
Topic Outline & Aims (Intent) In September students will be introduced to some philosophical questions such as 'What is real?', 'Does God exist?' and 'What and why do people believe in God?'. They will explore arguments for and against the existence of God and whether unverifiable concepts are meaningful.					
Key Skills and Knowledge taught through this topic: (Intent) Students should develop an ability to consider different viewpoints and the merits and validity of views that they might disagree with. They will explore key subject specific skills such as explaining using evidence and sources of authority and using new key terminology. This will build on any P4C that students have done previously and equip students with vocabulary and skills for them to progress through subsequent modules and key stages.					
Prior Learning: (Context) KS2: P4C, different religious views of God, especially Christianity. KS3: The new vocabulary explored in module 1 will be used in investigating where the universe came from.		Future Learning: (Context) KS3: The key terminology is used throughout all key stages. KS4: Everything covered will be relevant and is built upon at GCSE		National Curriculum Links: (Context) Religious Education sits outside the National Curriculum. These modules are in link with the Locally Agreed Syllabus and alterations have been made to suit our context and build upon students' prior learning from key stage 2 to ensure progression by all can be made going forward. In line with requirements stated in the Education Act 1996 where our syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.	
RRSA Links: Article 14: Freedom of thought and religion			Assessment of Learning: (Impact) SUMMATIVE: formal assessed task FORMATIVE: Explanation questions concerning arguments for/against God and belief in God, class notes marked and feedback given INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
British Values Links: Tolerance of those of different beliefs and faiths. Responsibilities concerning the world and environment					
Eco Schools Links: NA					
Reading / Enrichment: Links to articles on RE pages of the VLE Links to videos on the RE pages of the VLE		Key Vocabulary: (Literacy) Verifiable, objective, subjective, empirical, monotheism, polytheism, atheist, agnostic, humanism.		Numeracy Opportunities: N/A	Career Links: Researcher Lawyer Clergy Public services Teacher or lecturer Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.