



# Religious Studies Yr 7

## Curriculum Intent

Throughout Key Stage 3, pupils extend their understanding of Christianity and other principal religions in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities.

Pupils enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.

Pupils reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues."

## Autumn Term | Who am I?

### Students will learn:-

Beliefs about...

a) The existence of God:

- The beliefs of major world religions: Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism
- What do I believe?
- Reasons for belief
- Theism, Atheism, Agnosticism

b) The existence of a soul:

- Soul/Atman
- Sanctity of Life
- Karma
- Reincarnation

### Knowledge, understanding & Skills

Learning About Religion:

By the end of this unit, students must know the concrete features of Christianity and other principal religions.

Learning From Religion:

By the end of this unit, students must have considered the reasons for belief, and thought about why they believe what they believe.

### Assessment

Baseline Assessment

Key Words Test #1: Beliefs

### What does Excellence look like?

Not just understanding the generic beliefs of a religion, but also recognising that there is a diversity of beliefs within each religion.

Accurate use of specialist language.

### How is homework used to enhance learning?

Major World Religions (Homework Project)

'Interviews with a...' (Homework Project)

## Spring Term | Where am I going?

### Students will learn:-

a. Rites of Passage/Sacraments:

- Baptism, First Holy Communion, Confirmation, Weddings, Funerals, Life after death
- Bar Mitzvah
- Humanist ceremonies: e.g. naming ceremonies, marriage

b. Pilgrimage:

- Hajj
- Lourdes

### Knowledge, understanding & Skills

Learning About Religion:

By the end of this unit, students will understand the importance of religious practices (e.g. sacraments, pilgrimages) to religious believers.

Learning From Religion:

By the end of this unit, students will have considered the 'shape' of their own life, and thought about why it is important to mark important events..

### What does Excellence look like?

Recognising denominational differences in the practices of each religion, and suggesting reasons for these differences.

Being able to compare pilgrimage in a number of different religions, and using this comparison to understand the importance of pilgrimage to religious believers generally.

### How is homework used to enhance learning?

'The Shape of My Life' (Homework Project)  
'Postcards from...' (Homework Project)

### Assessment

Key Words Test #2 – Practices  
Diary Entry Reflection on either a Rite of Passage or a Pilgrimage

## Summer Term | How do I know I am on the right path?

### Students will learn:-

#### a. Religious Founders/Teachers:

- Jesus
- Guru Nanak
- Muhammad

#### b. Sources of Authority, Moral Guidance and Truth:

- What is truth?
- Types of truth – ways in which something can be 'true'
- The Four Noble Truths
- The Empty Tomb
- Creation Stories

### Knowledge, understanding & Skills

#### Learning About Religion:

By the end of this unit, students will understand how religious believers use a variety of sources of moral guidance, and how these influence their actions.

#### Learning From Religion:

By the end of this unit, students will be able to identify their own sources of moral guidance and why they consider these to be reliable.

### How is homework used to enhance learning?

'How to be a good teacher' Guide Book (Homework Project)  
Story Writing (Homework Project)

### Assessment

Key Words Test #3 – Teachings  
'How to be a good teacher' Guide Book (Homework Project)  
Assessment

### What does Excellence look like?

Understanding the different ways of interpreting religious texts – literal, non-literal (metaphor), non-literal (myth) – and the impact of these on religious belief.

Considering the role of various sources of wisdom and authority (e.g. holy books, religious founders/teachers) in the lives of religious believers.

## International Opportunities

### Visits Programmes

Last Post Ceremony at Menin Gate, Ypres

World War Cemeteries in Ebblinghem

St. Omer Cathedral

### Within the curriculum

- The year 7 curriculum involves the study of major world religions - all of which originated, and have followers, in different parts of the world.

- During the 'Where are we going?' unit, students learn about places of pilgrimage (e.g. Makkah, Lourdes) that are located in different parts of the world.

