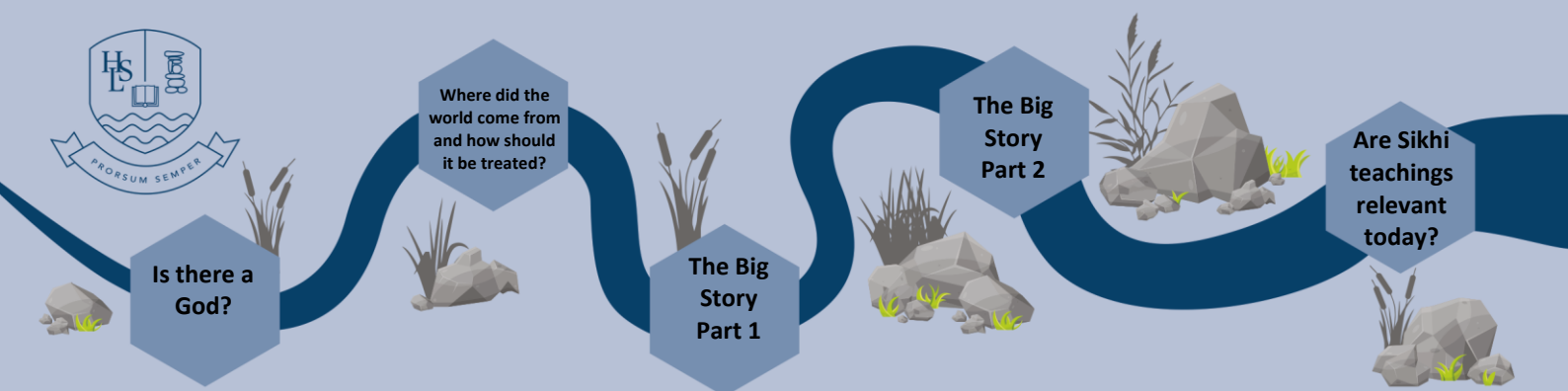
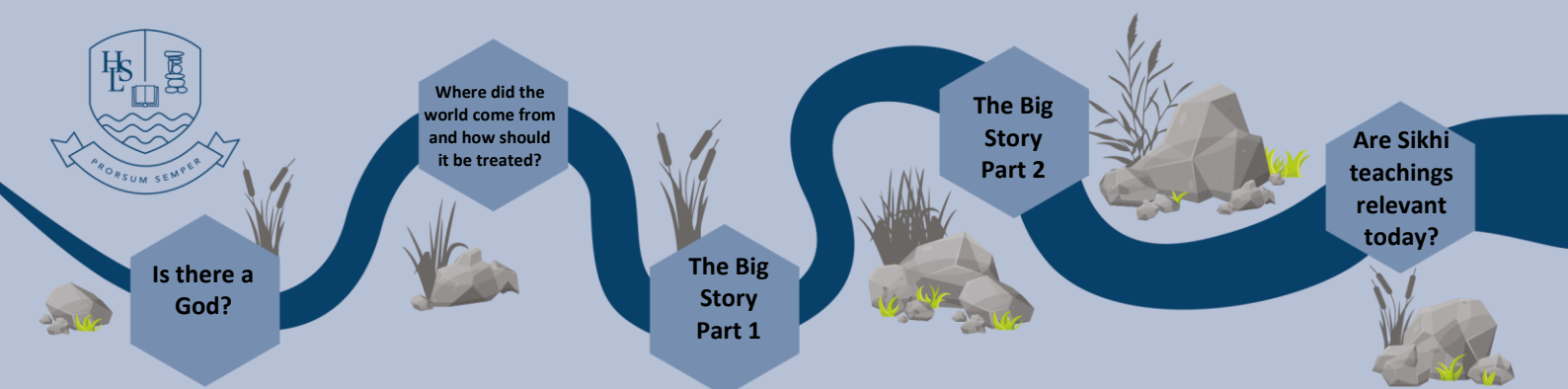
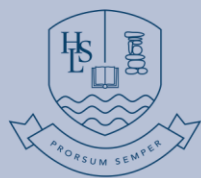


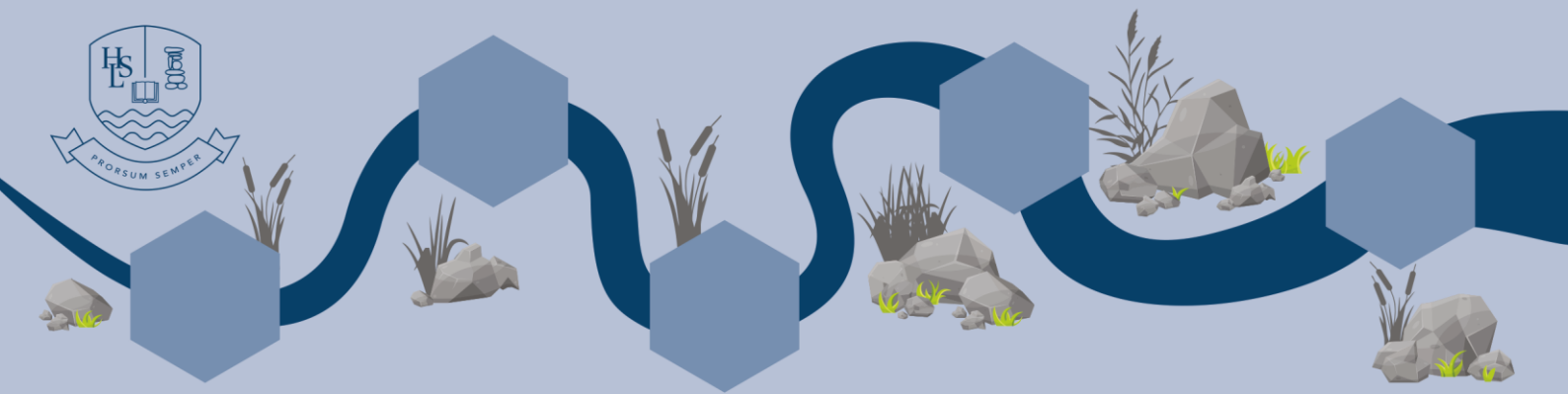
Subject: Religious Education		Year Group: 7		Terms: 1 and 2	
Module/Theme: Is there a God; what and why do we believe?					
Topic Outline & Aims (Intent) In September students will be introduced to some philosophical questions such as ‘What is real?’, ‘Does God exist?’ and ‘What and why do people believe 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		Key Vocabulary: (Literacy) See word glossary. Examples include: Verifiable, objective, subjective, empirical, monotheism, polytheism, atheist, agnostic, humanism.		Numeracy Opportunities: N/A	Career Links: Career Links: Lawyer. Politicians. Researcher. Public services Teacher or lecturer Clergy Lots of comedians and script writers studied RE / philosophy. Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.

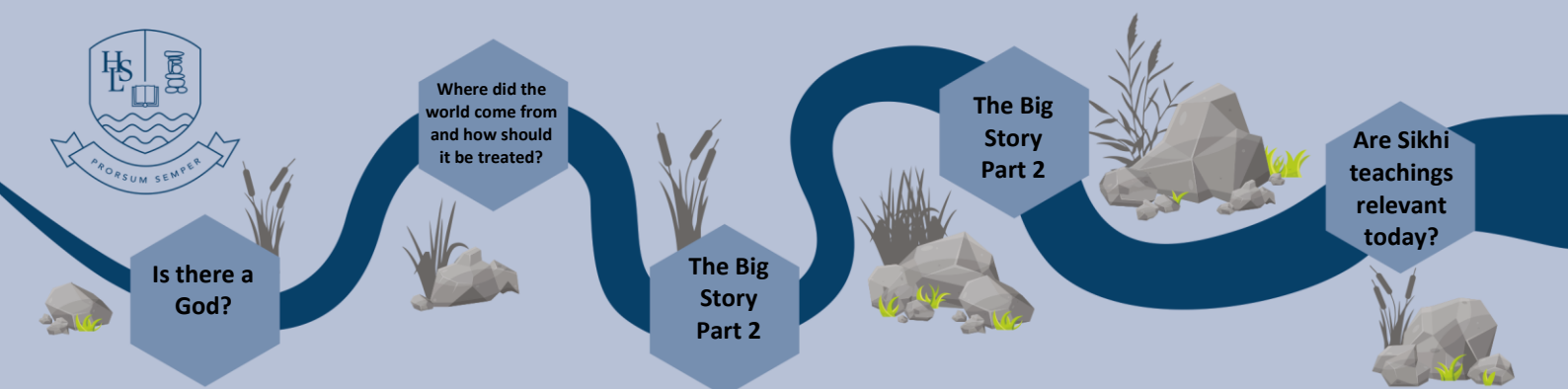


Subject: Religious Education		Year Group: 7		Terms: 4	
Module/Theme: Where did the world come from and how should it be treated?					
Topic Outline & Aims (Intent)					
Key Skills and Knowledge taught through this topic: (Intent)					
Students will explore different theories of creation. We will look at the creation story as found in the book of Genesis and explore how this can be interpreted literally and liberally. We will consider scientific theories of creation and evolution (for which we liaise closely with the science department to ensure consistency) and consider whether one can believe in a creator God and also the scientific theories of creation by revisiting the teleological and cosmological argument. We then consider the idea that if the world is a gift, then how should it be treated (focussing on the Christian concept of Stewardship and the Eco Church Award). Students will develop key subject specific skills such as explaining using evidence and sources of authority and using new key terminology.					
Prior Learning: (Context)		Future Learning: (Context)		National Curriculum Links: (Context)	
KS2: P4C, different religious views of God, especially Christianity. Students will have looked at the Genesis story and the Big Bang at primary (but we build on this by looking at the hermeneutics of Genesis and the Big Bang in further detail). KS3: Students will use the vocabulary gained in the previous module to apply to religious beliefs. The teleological and cosmological argument will be revisited in a new light to show how science and religion can be compatible for some people.		KS3: Students will look at The Big Bang in GCSE Science and Evolution in yr 8 Science. They will look at issues of sustainability in both geography and Science in KS3 and 4. Students' attention is drawn to this. KS4: Everything covered will be relevant and is built upon at GCSE. (See also above).		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. Article 17 Right to information. Article 28/9: Right to an education.			Assessment of Learning: (Impact) SUMMATIVE: formal assessed task		
British Values Links: Tolerance of those of different beliefs and faiths. Responsibilities concerning the world and environment			FORMATIVE: Explanation questions concerning arguments for/against God and belief in God, class notes marked and feedback given		
Eco Schools Links: Environmental buildings. How to be sustainable.			INFORMAL: low-stakes quizzes, questioning, show-me boards, retrieval practice, VLE self-marking quizzes		
Reading / Enrichment: Links to articles on RE pages of the VLE Links to videos on the RE pages of the VLE		Key Vocabulary: (Literacy) See word glossary. Examples include: creation, Genesis, omnipotent (all powerful), evolution, organism, environment, stewardship.		Numeracy Opportunities: N/A	
				Career Links: Lawyer. Politicians. Researcher. Public services Teacher or lecturer Clergy Lots of comedians and script writers studied RE / philosophy. Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.	



Subject: Religious Education		Year Group: 7		Terms: 5	
Module/Theme: The Big Story					
Topic Outline & Aims (Intent) In the spring term students will be introduced to 'The Big Story' of the Bible. They will develop an awareness of themes found within the Bible connecting Jesus with Genesis and exploring some of the key messages.					
Key Skills and Knowledge taught through this topic: (Intent) Students should develop an ability to consider different interpretations of Biblical stories and see how The Fall, Messianic prophecies and Jesus are connected. 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 prior learning about creation and establish a solid foundation for students to progress through subsequent modules and key stages.					
Prior Learning: (Context) KS2: Abrahamic stories of creation and incarnation. KS3: Developing knowledge from year 7 creation module, linking this to prophets, prophecy and Jesus.		Future Learning: (Context) KS3: Understanding 'The Big Story' is essential for any study of Abrahamic faiths. Islam is studied in year 8 and Christianity is compulsory in all GCSEs.		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 prophecy and creation, 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.					
Eco Schools Links: NA					
Reading / Enrichment: Links to articles on RE pages of the VLE		Key Vocabulary: See word glossary. Verifiable, objective, subjective, empirical, monotheism, prophet, commandment, messianic prophecy, incarnation, sin, salvation, atonement, sacrifice.		Numeracy Opportunities: N/A	
Career Links: Lawyer. Politicians. Researcher. Public services Teacher or lecturer Clergy Lots of comedians and script writers studied RE / philosophy. Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.					





Subject: Religious Education		Year Group: 7		Terms: 6	
Module/Theme: Are the teachings of the Sikh Gurus relevant today?					
Topic Outline & Aims (Intent) In the summer term students will be asked to explore the teachings of the Sikh Gurus and will evaluate whether their key beliefs are relevant today.					
Key Skills and Knowledge taught through this topic: (Intent) Students should develop an ability to understand the key concepts of Sikhism. They will be able to interpret teachings in the modern day context and consider different interpretations. Students will continue to develop a wider range of subject specific language and also key subject specific skills such as explaining using evidence and sources of authority. This module will allow students to explore dharmic faiths in contrast to our previous focus on Abrahamic faiths – seeing similarities and differences between the two groups of world views which will then feed into ethical/philosophical topics later in the key stage.					
Prior Learning: (Context) KS2: Primary schools will vary in the content covered but many will not have encountered this topic before. KS3: Contrasting knowledge from previous Abrahamic faith modules.		Future Learning: (Context) KS3: Understanding a range of religious views is essential to progression (both Abrahamic and Dharmic). Buddhist concepts and beliefs will be revisited in key stage 3 ‘Death; is it the end?’ and in ethical topics in “whose body is it anyway?” and “what should we do about poverty?”		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 prophecy and creation, 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.					
Eco Schools Links: NA					
Reading / Enrichment: Links to articles on RE pages of the VLE		Key Vocabulary: See word glossary. Examples include; Guru, Guru Granth Sahib, Gurdwara, monotheism, Waheguru, Kirat karni, Wand Chakna, Equality, Sewa		Numeracy Opportunities: N/A	
Career Links: Lawyer. Politicians. Researcher. Public services Teacher or lecturer Clergy Lots of comedians and script writers studied RE / philosophy. Any career where understanding of different views is appreciated or where people need to have skills of debate, argument and evaluation.					

