

YEAR 7 RELIGIOUS STUDIES CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent –Our students will become knowledge-rich, inquisitive, global citizens. The curriculum is thematic and incorporates the pillars of progression: ‘substantive knowledge’, ‘ways of knowing’, and ‘personal knowledge’ (Ofsted 2021). Whilst adequate emphasis will be placed on Christianity, students will also study other religions represented in Great Britain to broaden their religious and cultural understanding. This will begin in year 7 where our students will explore the Dharmic tradition of Hinduism as it is the oldest of the world religions and thus will help them to gain a deeper understanding of the similarities and differences between other religions. Our curriculum is intellectually challenging and personally enriching as it affords students the chance to explore the depth and breadth of religious and non-religious traditions and allows them to make sense of their place in the World.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	How is religion present in the World? Religious foundations	How is religion present in the World? Religious foundations	In-depth study into Christianity What do Christians believe?	In-depth Study into Christianity What do Christians believe?	Big Questions: What is evil and how to overcome it	Big Questions: What is evil and how to overcome it
Core Knowledge/ Threshold Concept	<p>World faith foundations: What are the 6 world religions?</p> <p>Non- religious beliefs: Atheism, Humanism, how are non-religious people present in the world?</p> <p>One God or many? - Monotheism - contrasting beliefs about God – deities</p> <p>Who created the world? Genesis version of creation: ‘In the beginning’.</p> <p>Creation stories from around the world: Hinduism and Creation.</p>	<p>Sanctity of life: Christian vs. Non-religious beliefs</p> <p>Do we have a soul? Hinduism – belief in Atman and reincarnation</p> <p>Animals vs. Humans: Hindu comparison to Christian beliefs about the sanctity of life</p> <p>Pilgrimage: Hindu pilgrimage to the River Ganges</p>	<p>Introduction to Christianity: Christian denominations</p> <p>Belief about God: Trinity Nicene creed</p> <p>The Incarnation of Jesus: What was Jesus’ mission?</p> <p>Messiahship: Was Jesus the Messiah?</p> <p>Jesus’ teachings New Testament teachings</p>	<p>Pilgrimage: The Church - Baptist / Catholic differences</p> <p>A Hindu Temple: Comparison to Christian places of worship</p>	<p>Origins of Evil: The fall – Adam and Eve and original sin</p> <p>Free will: Are we really free to make our own choices?</p> <p>Environment and Stewardship: Do we have a duty to care for the earth?</p> <p>Mahatma Gandhi: How a key religious figure fought against injustice in the world</p>	<p>Charity: The work of religious charities</p> <p>Pilgrimage: The Golden Temple: focus on the Langar (Free kitchen)</p>
Why this learning now?	Students transition to the Trust at various points in their understanding of religion and its significance. Some feeder schools will have covered the core religious traditions, but the majority of Year seven students arrive without a sound grasp of key religious beliefs and teachings. This starting point has caused us to begin with the foundations of major world religions. This gives students a secure foothold of knowledge and understanding to begin to grasp a synoptic overview of religion		Having gained an insight into the foundations of the six major World Religions, with a particular focus on the dharmic faith - Hinduism, students’ progress to studying the religion of Christianity. The study of Christianity is taught in depth as this reflects the fact that religious traditions in Great Britain are in the main Christian. This term students will be gaining an insight into the main beliefs of the religion and the differences between denominations.		In term 3, students will build on their understanding of religion and focus on the ‘application’ of beliefs to a range of ultimate questions. This topic will enable students to develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others’.	

Assessment Opportunities:	<p>Formative Assessment: Regular formative assessment will take place through the use of recall to link prior learning (5 mins), targeted questioning, STAR feedback, verbal feedback, and other AFL strategies.</p> <p>Summative assessment: Students will be assessed through summative assessment to test their knowledge and understanding at various points throughout the year.</p>		
Learning at Home	<p>The Religious Studies learning at homework programme will be an opportunity for students to build on their lessons, deepen their understanding, and consolidate learning.</p> <p>Tasks will be varied and either be:</p> <ul style="list-style-type: none"> • Knowledge recall quizzes • Research/ pre-reading homework tasks • Creative / project style tasks <p>All of which will:</p> <ul style="list-style-type: none"> • Develop independent study skills which will support students to achieve strong academic outcomes. • Consolidate, reinforce and extend what pupils know, understand, and what they can do in the classroom • Focus on knowledge recall and retention • Involve parents and carers in the students' learning 		
Key Vocabulary	Monotheism, Omnipotent, Omniscient, Omnibenevolent Atman, Soul, Reincarnation, Sanctity of life, Genesis, River Ganges	Incarnation, Trinity, Nicene Creed, Denomination, Parable, Puja, Temple, Church, Mission	Original Sin, Free will, Stewardship, Dominion, Pacifism, Salvation army, Eightfold path, Charity, Langar, The fall
Spiritual, Moral, Social and Cultural concepts covered	<p><u>Spiritual, Moral, Social and Cultural (SMSC) development</u></p> <p>Within our Religious Studies curriculum, personal reflection will become a core skill; we will encourage pupils to will be reflective about their own beliefs (religious or otherwise) and perspective on knowledge of, and respect for, different people's faiths, feelings and values. Through learning, developing understanding and appreciating the range of different cultures within the World will be an essential element of their preparation for life in modern Britain as they will be able to recognise the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs underpin the Religious Studies curriculum. Students will develop the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives whilst, at the same time, offer reasoned views about moral and ethical issues and appreciate the viewpoints of others on these issues.</p>		
Links to careers and the world of work	<p>Careers: Journalist, festival coordinator, probation officer, police officer, food bank coordinator, missionary, nurse, teacher.</p> <p>Employability links – enables students to consider the challenges of living in a diverse society. Being able to understand different viewpoints and philosophies, from an interdisciplinary perspective—and apply that understanding to find practical solutions.</p> <p>Studying religion encourages self-awareness, initiative, creativity and teamwork. Religious Studies students are excellent communicators and make great leaders</p>		