

Year 7 Religious Education Sequence

YEAR 7	Content Taught	Locally Agreed Syllabus REF	Essential Knowledge	Assessment	Rationale
HT1+ 2	Students study a unit of work exploring the question, 'Do we need to prove God's existence? - The Nature of Belief'	3.1	<p>Students will develop essential knowledge on:</p> <p>The difference between proof and faith and the nature and purpose of both with specific reference to the question of whether proof is necessary for belief in God?</p> <p>Sikh, Christian, Muslim and Buddhist views on the role and nature of God with specific reference to similarities between traditions.</p> <p>Reasons why people do believe in God with particular reference to: religious experience, miracles, upbringing, order and purpose in the universe.</p> <p>Reasons why people don't believe in God with particular reference to: the problem of evil and suffering, the ambiguity of religious experience, upbringing, scientific accounts for the creation of the universe.</p>	<p>Formative Assessment Each lesson will conclude a review activity of that lesson's content (this is in addition to the review activities completed to recap on prior learning of the topic).</p> <p>Summative Assessment Students will complete a 'bringing it together' essay at the end of the unit.</p>	<p>This unit builds on the following units from Key Stage 2:</p> <p>1.1-3 Who is a Christian, Muslim, Jewish and what do they believe? L2.1 What do different people believe about God? U2.1 Does God exist?</p> <p>This is an ambitious start to Year 7 as students are required to examine the nature of belief itself (this isn't covered at KS2) so provides greater depth to their learning. This is also ambitious as additional religions are studied to provide greater depth to what has been taught at KS2.</p>

			<p>The Humanist perspective that science, rational thought and experience are the only source of knowledge that a person needs to live by.</p>	<p>At the end of the unit, students will complete an assessment that will include knowledge questions and then application questions that allow them to demonstrate their understanding and evaluation skills.</p> <p>As this is the first unit in the Year 7 sequence, the knowledge taught will also be assessed in the Assessment Point 2 and Assessment Point 3 assessments.</p>	<p>Knowledge learned in this topic prepares students for their study of ‘What difference does it make to believe in God?’ -Being a Believer ((Y7 3.11) ‘Is death the end?’ – Ideas About Life After Death (Y8 3.4) and ‘Why is there evil and suffering?’ – The Challenge from Evil and Suffering(3.5)</p>
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HT2+3	Students study a unit of work exploring the question , 'What difference does it make to believe in God? - Being a believer'	3.11	<p>Students will develop essential knowledge on:</p> <p>Christians: The nature and purpose of the Messiah and why Christians believe that this was Jesus. The importance of atonement and forgiveness within Christianity with particular reference to the teachings of Jesus and his sacrifice.</p> <p>Jewish people: The concept of 'God's Chosen People' and how this belief shapes the lives of Jewish people today. Expressions of Jewish identity including observing shabbat and keeping kosher.</p> <p>Muslims: The importance of submission to Allah and how Muslims express this as part of their religious practices. The role of the Qur'an in the daily lives of Muslims and challenges when the teachings appear ambiguous or difficult to relate to modern day dilemmas. The different role of the imam between Sunni and Shi'a Muslims.</p> <p>Sikhs: The importance of sewa and how this can be expressed in the practices of Sikhi today. With particular reference to langar and its origins.</p>	<p>Formative Assessment Each lesson will conclude a review activity of that lesson's content (this is in addition to the review activities completed to recap on prior learning of the topic).</p> <p>Summative Assessment Students will complete a 'bringing it together' essay at the end of the unit.</p> <p>Knowledge taught will also be assessed in the Assessment Point 2 and Assessment</p>	<p>This unit builds on 'Do we need to prove God's existence? - The Nature of Belief' (Y7 3.1).</p> <p>This unit prepares students for their study of 'What was so radical about Jesus?' - Jesus the revolutionary (Y7 3.3) and then Christianity and Islam Beliefs at KS4.</p>
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HT3+4	Students study a unit of work exploring the question , ‘What was so radical about Jesus? – Jesus the Revolutionary’	3.3	<p>Students will develop essential knowledge on:</p> <p>Jesus’ relationships with authority:</p> <ul style="list-style-type: none"> • How he disagrees with several teachings/practices of the pharisees - Matthew 23:1–12, where Jesus publicly accuses them of hypocrisy. • How Jesus tried to reform religion with particular reference to the moving away from prescriptive rules and moving towards commandments of love, the Lord’s Prayer as a way for ordinary people to be able to communicate directly with God. 	Formative Assessment Each lesson will conclude a review activity of that lesson’s content (this is in addition to the review activities completed to recap on prior learning of the topic).	<p>This unit builds on ‘What difference does it make to believe in...? Being a believer’ (Y7 3.11).</p> <p>Knowledge learned in this topic will prepare students for their study of ‘Should religious buildings be sold to help the poor? – Human Rights and Poverty’ (Y8 3.6) ‘Is religion a power for peace or a cause for conflict? – Religious Attitudes Towards Violence’ (Y8 3.12) and then Peace and Conflict, Human Rights</p>

			<ul style="list-style-type: none"> • Example of when Jesus broke the rules, eg healing on the Sabbath. • How he responds when asked about paying taxes to Caesar. <p>Jesus' relationships with outsiders:</p> <ul style="list-style-type: none"> • His friendships with tax collectors and prostitutes and why this would have been shocking for the time - Mark 2:15-17, where Jesus eats with 'sinners' to the shock of the Pharisees. • Examples of how Jesus' example continues to inspire Christians today with particular reference to the work of street pastors and prison reform charities. <p>Jesus' relationships with women:</p> <ul style="list-style-type: none"> • The cultural and religious status of women at the time. • Jesus' relationships with women with particular reference to his explicit commands that women should be allowed to hear him teach and that the first people he appears to after his resurrection are women; what might this indicate as to the role women should play in the Church today? <p>Jesus' teachings on violence and how they fitted with the idea of him being the Messiah:</p>	<p>Summative Assessment Students will complete a 'bringing it together' essay at the end of the unit.</p> <p>Knowledge taught will also be assessed in the Assessment Point 2 and Assessment Point 3 assessments.</p>	<p>and Social Justice and Christianity Beliefs at KS4.</p>
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HT4+5	Students study a unit of work exploring the question, ‘Does religion help people to be good? - Inspirational People’	3.10	<p>Students will develop essential knowledge on:</p> <p>Examples of moral excellence, service, supporting the vulnerable, challenging institutional indifference or moral degradation</p>	Formative Assessment Each lesson will conclude a review activity of that lesson’s content (this	<p>This unit builds on ‘What was so radical about Jesus? – Jesus the Revolutionary’ (Y7 3.3).</p> <p>Knowledge learned in this unit will prepare students for their study of ‘Should</p>

			<p>Religious examples: Martin Luther King and how religious teachings about forgiveness, equality and non-violence influence how he campaigned for civil rights.</p> <p>Irena Sendler and how she saved the lives of over 2,500 Jewish children during WW2 by smuggling them out of the Warsaw Ghetto, with particular reference to the role she herself believed God played in her actions.</p> <p>Mohamed Salah and how he has challenged perceptions of Islam in western society, how he has fulfilled his obligations as a Muslim in a western country and how he has helped others.</p> <p>Non-religious examples: Bob Geldof and the origins of Band Aid/Live Aid, the impact this had and the legacy it left. The adoption of his ex-wife's daughter after her death.</p> <p>Anne Williams and her campaign for justice following the death of her son Kevin during the Hillsborough tragedy, with specific reference to the cover-up and the perseverance shown to expose it.</p>	<p>is in addition to the review activities completed to recap on prior learning of the topic).</p> <p>Summative Assessment Students will complete a 'bringing it together' essay at the end of the unit.</p> <p>Knowledge taught will also be assessed at Assessment Point 3.</p>	<p>religious buildings be sold to feed the poor? – Human Rights and Poverty' (Y8 3.6) and then Peace and Conflict and Human Rights and Social Justice at KS4.</p>
HT5+6	Students study a unit of work exploring the question, 'How can	3.7	Students will develop essential knowledge on:	Formative Assessment Each lesson will conclude	This unit builds on 'What was so radical about Jesus? – Jesus the Revolutionary' (Y7 3.3).

	<p>people express the spiritual through art?'</p>		<p>Definitions of 'spiritual' and 'spirituality' and ideas about what living a spiritual life can include. Points for and against the idea that a person can be spiritual without being religious.</p> <p>The difference between a sign and a symbol in that a sign gives information but a symbol expresses a deeper meaning. The symbols used by each of the six major world religions and what they express about the key beliefs. Symbols used by non-religious people to express spirituality.</p> <p>Christians: Represent Jesus in Christian art because he represented himself as a human in becoming incarnate. How images of Jesus have been used by different cultures at different times with particular reference to the archeological view of what Jesus is most likely to have looked like. The need for cultures and communities to depict Jesus as 'looking like them.'</p> <p>Muslims: The origins of the prohibition on picturing Allah and the prophets. Ways in which Muslim art overcomes the prohibition on picturing God and still expresses faith and activism, belief and ethical ideals with particular reference to British Muslim artist and activist Ali Omar Ermes.</p>	<p>a review activity of that lesson's content (this is in addition to the review activities completed to recap on prior learning of the topic).</p> <p>Summative Assessment Students will complete a 'bringing it together' essay at the end of the unit.</p> <p>Knowledge taught will also be assessed at Assessment Point 3.</p>	<p>Knowledge learned in this topic will prepare students for their study of 'Should religious buildings be sold to feed the starving? – Human Rights and Poverty?' (Y8 3.6)</p>
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