

**KS3 Long Term Curriculum Plan: Year 7 RE 2025-26**

**Curriculum Aim:**

In Year 7, students will be introduced to Religious Education (RE) as a subject through a broad exploration of worldviews and religions, structured across five main units throughout the year. The curriculum begins with an introduction to religion and worldviews, encouraging students to consider foundational questions such as “What is religion?” and “How do religions and worldviews influence how people make sense of life?” This opening unit establishes key vocabulary and concepts, including secularism, monotheism, polytheism, atheism, and spirituality, and provides a framework for understanding both religious and non-religious perspectives.

Subsequent units focus on the Abrahamic faiths—Judaism, Christianity, and Islam—each examined in turn. In Judaism, students explore the nature of God, important figures (such as Abraham and Moses), holy texts, worship practices, and festivals, considering how Jewish beliefs and practices shape the lives of adherents. The Christianity unit delves into the nature of God (Trinity), the life and significance of Jesus (incarnation and resurrection), the role of the Bible, worship, and key festivals, with an emphasis on how these beliefs influence Christian communities. The Islam unit introduces students to Tawhid (the oneness of God), the life of Prophet Muhammad, the Qur’an, core practices (such as Salah and Sawm), and major festivals, focusing on the global impact of Muslim beliefs and practices.

The summer term shifts to the Dharmic faiths, including Hinduism, Buddhism, and Sikhism. Students investigate core concepts such as dharma, karma, samsara, moksha, the teachings of the Buddha, the Four Noble Truths, the Eightfold Path, and the contributions of Sikh Gurus. The curriculum emphasizes how these beliefs and practices shape the lives and communities of followers, with a particular focus on the principle of sewa in Sikhism and its relevance in the contemporary UK context.

Throughout all units, students are given opportunities to explain, analyse, and evaluate topics through discussion and individual tasks, developing their ability to offer reasoned and supported arguments in assessments. The year concludes with a creative project, allowing students to synthesise their learning by designing their own religion, encouraging critical thinking and application of key concepts.

**Link to Prior Learning:**

The Year 7 RE curriculum builds directly on students’ Key Stage 2 (KS2) experiences, where they explored a range of world religions and learned about core beliefs, teachings, and practices. At Key Stage 3 (KS3), the curriculum deepens this knowledge by focusing on the application of learning to ultimate questions and ethical issues. Students continue to develop skills introduced at KS2—including investigation, explanation, analysis, discussion, and evaluation—preparing them for more advanced study in Years 8 and 9.

**Rationale of Sequencing:**

The sequencing of the Year 7 curriculum is designed to provide a comprehensive foundation in both religious and non-religious worldviews, in line with NATRE guidelines. By studying the six major world religions—Christianity, Sikhism, Judaism, Islam, Buddhism, and Hinduism—students acquire the skills and knowledge necessary for in-depth study of Christianity and Islam at GCSE level, as well as for engaging with ethical and moral issues in Core RE during Years 10 and 11. The curriculum’s progression from broad concepts to specific traditions ensures that students develop a nuanced understanding of belief systems and their influence on individuals and communities.

**Y7 Long Term Plan**

Term	Half Term	Unit	Lessons	Vocabulary	Key question
Autumn 13 weeks	Autumn 1 8 weeks	Introduction to RE and World views (7 lessons)	- What is religion?	Religion	How do religions and worldviews influence how people make sense of life?
			- What is faith and religion?	Secularism	
			- Abrahamic Faiths and Monotheism	Abrahamic	
			- Dharmic Faiths and Polytheism	Dharmic	
			- Humanism	Monotheism	
			- Intro to Atheism	Polytheism	
			- Secularisation	Atheism	
	Autumn 2 7 weeks	Judaism (6 lessons)	- Nature of God	Theism	How do Jewish beliefs and practices influence the lives of Jewish people?
			- Important People (Abraham and Moses)	Spirituality	
			- Holy texts/Books	Faith	
			- Worship	Hope	
			- Festivals	Community	
			- Assessments	Diversity	

Spring 11 weeks	Spring 1 6 weeks	Christianity (6 lessons)	- Feedback Lesson and Intro to Christianity	God Trinity Jesus Incarnation Resurrection Bible Worship Church Christmas Easter	How do Christian beliefs and teachings influence Christians and their communities?
			- Nature of God (Trinity)		
			- Jesus: Incarnation and Resurrection		
			- Bible and Worship		
			Festivals (Christmas and Easter)		
			-Assessment		
	Spring 2 6 weeks	Islam (6 lessons)	- Nature of God (Tawheed)	Allah Tawhid Prophet Muhammad Qur'an Revelation Salah Sawm Mosque Eid ul Fitr Eid ul Adha	How do Muslim beliefs and practices influence the lives of Muslims around the world?
			- Prophet Muhammed		
			- Quran and Revelation		
			- Salah and Sawm		
			- Festivals (Eid ul Fitr and Eid ul Adha)		
			- Assessment		
Summer 13 weeks	Summer 1 6 weeks	Dharmic Faith (9 lessons)	- Feedback lesson and Polytheism	Dharma Karma Samsara Moksha Buddha Four Noble Truths Eightfold Path Guru Nanak Guru Gobind Singh Khalsa	How do the beliefs and practices of Hindus, Buddhists and Sikhs influence their followers and communities?
			- Nature of God in Hinduism		
			- The Buddha		
			- 4 Noble Truths and Eightfold Path		
			- Guru Nanak and Guru Gobind Singh		
			- GGS and Gurdwaras		
			- Khalsa		
			- Revision Lesson		
			- End of Year Assessment		
	Summer 2 7 weeks	End of Year Project	Create your own religion project		
			Create your own religion project		
			Create your own religion project		
			Create your own religion project		