

## KS3 Long Term Curriculum Plan: Year 7 RE

### **Curriculum Aim:**

**In Year 7** the RE curriculum aims to extend student's understanding of religious and non-religious world views. The Year 7 RE curriculum aims to deepen their understanding of important beliefs, concepts and issues of truth and authority in specific religions ( Christianity, Hinduism & Buddhism). The aim is for students to apply their understanding of religious and philosophical beliefs, teaching and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities (Intro to Ethics). Another aim of the Year 7 RE curriculum is to give students the opportunity to interpret religious texts and other sources. The aim of the Year 7 RE curriculum is to develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical, spiritual & ethical issues.

**Link to prior learning:** The Year 7 RE curriculum builds on their KS2 learning of world religions which focuses on 'exploring' the faiths and learning about the beliefs, teachings and practices. At KS3, the RE curriculum deepens this knowledge and focuses on the 'application' of their learning on a range of ultimate questions and ethical issues.

### **Rationale of sequencing:**

Students begin their learning focusing on an 'Introduction to Ethics & Keys skills' which sets the groundwork and develops the skills required for their learning in RE. These skills include; investigation, explanation, analysis, comparative study, discussion and evaluation skills. Student's then apply these skills further in their study of The Person Jesus. Hinduism & Buddhism are the dharmic religions studied in more depth in Year 7, which builds on their KS2 exploration and forms the groundwork for their later study of Sikhi.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn	<b>Introduction to Ethics &amp; key skills (12-14 lessons)</b> There is an exploration of philosophical and ethical questions. This unit focuses on the application of knowledge on an ethical issue.	<ul style="list-style-type: none"> <li>● Introduction to moral philosophy - Kantian Ethics, Utilitarianism, Natural Law and Situation Ethics.</li> <li>● Exploration of philosophical and ethical questions.</li> <li>● Discussion &amp; listening skills</li> <li>● Application of theory on ethical issues</li> <li>● Critical evaluation skills</li> </ul>	Baseline assessment of knowledge of world religions  •Reflective written assessment on Phillipa Foot's, 'Trolley Dilemma'  •Comparative assessment on the Hedonic calculus & the categorical imperatives.  •'Utilitarianism is the best approach to making moral decisions' - Evaluative essay
Spring	<b>The Person Jesus (10-12 lessons)</b> This unit aims to develop their knowledge and understanding of a key religious figure.	<ul style="list-style-type: none"> <li>● Introduction to the life of Jesus</li> <li>● Birth and death of Jesus</li> <li>● Miracles</li> <li>● Jesus the teacher</li> <li>● Jesus the social activist</li> </ul>	Baseline assessment of knowledge of Jesus  Miracles PEEL  Knowledge quiz

Summer	<p><b>Hinduism &amp; Buddhism Beliefs, Teachings and Practices (10-12 lessons)</b></p> <p>The aim of this unit is to develop their application of knowledge and critical evaluation skills. Students explore the beliefs, teachings &amp; practices of Hinduism leading up to a focus on the impact of these on the lives of Hindus in today's society.</p>	<ul style="list-style-type: none"> <li>• Introduction to Hinduism &amp; Buddhism</li> <li>• Beliefs about karma, dharma, samsara, reincarnation and Moksha</li> <li>• Beliefs about the Buddha, the noble truths, the precepts, eightfold path &amp; enlightenment</li> <li>• Discussion &amp; listening skills</li> <li>• Critical evaluation skills</li> </ul>	<p>Baseline assessment of knowledge of Hinduism &amp; Buddha dharma</p> <p>Reincarnation PEEL</p> <p>- Evaluative essay</p> <p>End of Year Exams fortnight</p>
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