**2023 – 2024 RE Curriculum Overview**

**Year 7**

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| **Christian Values**  **Christian values are embedded throughout the RE curriculum. Students develop an understanding of faith through the study of world religions. Exploring religious stories allows students to see virtues in action, such as the story of Abraham (explored in all three Abrahamic faiths) which shows faithfulness, trust and sacrifice. Another example is in the stories of Moses, Jesus and Muhammad who all overcame evil with goodness, showing faithfulness, hope and endurance. Exploration of religious practices such as prayer, fasting and pilgrimage allow students to understand the values of self-control, respect, reverence and humility. Looking at the work of religions and religious people within society shows koinonia, love, peace, kindness, gentleness, humility, justice and service. Exploring religious festivals allows students to explore how joy is celebrated. Wisdom is promoted through a love of learning that is fostered throughout RE. These examples are not exhaustive, rather they give a flavour of how the Christian values are embedded throughout the RE schemes of work.** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **ASSESSMENTS** | | | | | |
| Baseline Assessment   * Extended Writing * Forms Quiz   Formative Assessment   * PEEL Parargraphs   Summative Assessment   * Assessment Paper | Formative Assessment   * Creative Task - Newspaper Article * PEEL Paragraphs * Forms Quiz   Summative Assessment   * Assessment Paper | Formative Assessment   * Creative Task - Miracle Role Plays * PEEL Paragraphs * Forms Quiz   Summative Assessment   * Assessment Paper | | Formative Assessment   * PEEL Paragraphs * Quiz   Summative Assessment   * Assessment Paper | Formative Assessment   * PEEL Paragraphs |
| **Introduction to RE at Bishop Rawstorne - What does it mean to belong?** | **What does it mean to be a person of faith? – Judaism** | **What does it mean to be a person of faith? – Christianity** | | **What does it mean to be a person of faith? – Islam** | **Why should we treat people with dignity and respect? Is life always fair?** |
| IP - 7.1 + 7.2 | IP 7.3 | IP –7.4, 7.5 + 8.6 | | IP – 7.3 + 8.1 | IP – 8.2 |
| **Knowledge:**  This unit of work builds onto foundation knowledge and understanding of the themes and concepts which students have previously engaged with, and which are linked to areas of study which fall within all syllabi for religious education. It provides an opportunity for students to explore expressions of identity and belonging linked to their school community. It also encourages students to evaluate the importance such expressions have on the communities to which they belong.  By the end of the topic students should know –   * What it means to belong to a community * What makes Bishop Rawstorne CofE Academy distinctly Christian * The key Christian beliefs * What a Creed is and, in particular, what the Apostles Creed contains. * The key Christian values * What a ‘World View’ is * The main features of religion * Some of the ways religion negatively and positively influences the world. * What prejudice is and the impact of prejudice. * Christian responses to prejudice. | **Knowledge:**  This topic introduces students to the oldest of the Abrahamic faiths. It builds on a fundamental knowledge and understanding of the core beliefs, practices and values of Judaism. It provides students with an opportunity to analyse and evaluate the impact of the perceptions, beliefs and values of present-day society in general on the beliefs, concepts and traditions of a particular faith group as expressed through and reflected by the lives of its members.  By the end of the topic students should know the key beliefs and practices of Judaism, including -   * Jewish beliefs about God, including reference to the Shema prayer and monotheism. * Jewish beliefs about the Torah and how it influences Jewish people today. * Who Abraham and Moses are and what their importance is to Jewish faith. * Jewish beliefs about the Ten Plagues of Egypt and the Exodus * What Kosher food is and why it is important to many Jews today. * The key features of and differences between Orthodox and Reform Judaism. * The importance of Shabbat | **Knowledge:**  This unit of work builds on fundamental knowledge and understanding of the Christian faith, in particular understanding of the Christian celebrations, core concepts of Easter, and personhood of Jesus. Many students will already have some knowledge about Jesus and the Christian Church from the primary phase and Questful RE syllabus and local SACRE agreed syllabi. This unit enables students to delve deeper into Christian theology, and examine the impact on believers today.  By the end of the topic students should know the key beliefs and practices of Christianity, including –   * Christian beliefs about God, including the Trinity and omni words. * Christian beliefs about the Bible and how it influences Christians today. * Biblical teachings about creation and the different Christian interpretations. * Christian beliefs about Jesus * What the incarnation is and why it is important to Christians. * The significance of Jesus’ parables * The importance of Jesus’ miracles * What Holy Week is and how Christians remember it today * Why Jesus’ sacrifice is important to Christians today, including the concepts of redemption, reconciliation, atonement and salvation. * Why Jesus’ resurrection is important to Christians today. * What happened after Jesus resurrection, including Great Commission, Ascension and the Day of Pentecost. * Why Christians believe Jesus is the Son of God. | | **Knowledge:**  This unit of study introduces students to the youngest of the Abrahamic Faiths. It requires students to build on their foundation knowledge and understanding of the Islamic faith. It is possible that many students may have preconceived ideas of what the Muslim faith is and stands for. This unit provides an opportunity to enable students to gain knowledge and insight into the diverse nature of Islamic communities within Britain and around the world.  By the end of the topic students should know the key beliefs and practices of Islam, including –   * How Islam started and how Islam split into Sunni and Shi’a. * The key beliefs of Tawhid, Risalah and Akhirah and how they influence Muslims today. * What the Qur’an and Hadith are and why they are important to Muslims today. * Who Muhammad is and what his importance is to Islamic faith. * What the words halal and haram mean and how they influence Muslim lives today. * The Five Pillars of Islam and their importance to Muslims today. * How Muslims in modern day Britain live their lives and what challenges they may face, including the challenges presented by media representation. | **Knowledge:**  This unit of study builds on knowledge and understanding regarding sources of authority within Christianity and encourages students to consider their impact on Christians today. It also examines how the teaching of Jesus challenges churches and communities to respond to those who are rejected by society, disadvantaged and in need. There shall be opportunity to reflect on how prejudice and discrimination impacts on society and faith communities, locally, nationally and internationally. Students will be offered a selection of Christian based community projects to study and critically evaluate whether or not society truly has a need for faith-based projects working in the margins of society today. This unit enables students to inquire how people use sacred texts, why individuals and groups differ in how they might use the texts and whether or not the texts are helpful.  By the end of the topic students should know –   * The key Christian values and how they impact behaviour. * Key Christian teachings and scriptures that influence the way in which Christians treat others. * Key Christian charities or organisations and the work that they do, for example Tear Fund, Christian Aid, Cafod, L’Arche, Street Pastors, Trussell Trust/Food banks, A Rocha. * Examples of non-religious charities and organisations that work for a fairer world. * Examples of the ‘Golden Rule’ found in other faiths. |
| Christian and Theological Concepts  People of God, God, Trinity, Incarnation, Monotheism, Creeds, Christian Values | Theological Concepts  Theism, Monotheism, Revelation, Prophethood, Covenant, Old Testament | Theological Concepts  Theism, Monotheism, Revelation, Trinity, Creation, Fall, Sin, Incarnation, Salvation, Messiah, Atonement, Resurrection, Afterlife, Great Commission, New Testament, Sacrament | | Theological Concepts  Theism, Monotheism, Revelation, Prophethood. | Theological Concepts  Creation, Gospel, Salvation, Love |
| Key Words  Belonging, Creed, community, God, Jesus, Trinity, Incarnation, Faith, Koinonia (Fellowship), Love, Wisdom, Trust, Salvation, World View, Prejudice, Discrimination. | Key Words  Shema, Shabbat, Synagogue, Orthodox, Reform, Abrahamic, Monotheism, Kosher, Pesach, Mezuzah, Tefillin | Key Words  Christian, Jesus, Faith, Belief, God, Trinity, Church, Resurrection, Incarnation, Salvation, God, Atonement, Prophecy, Hope, Jesus, Sin, Saviour, Messiah, Crucifixion, Heaven, Eternal life, Easter, Redemption, Eucharist, Mass, Communion, Last Supper, Gospel. | | Key Words  Qur’an, Hadith, Tawhid, Risalah, Akirah, Sunni, Shi’a, Halal, Haram. | Key Words  Prejudice, Discrimination, Equality, Fairness, Justice, Compassion, Campaigner, Rebel, Salvation, Worth, Value, Redemption, Forgiveness, Trust, Wisdom, Love, Sacrifice, Koinonia (Fellowship). |
| **Key Skills:**   * + Enquiry   + Investigation   + Recall, describe and understand key beliefs and practices.   + Interpretation   + Explanation   + Application   + Analysis   + Making links and drawing comparisons   + Critical Evaluation   + Reflection   + Formulating ideas   + Literacy   + Communication   + Religious Literacy   + Theological, sociological and philosophical thinking. | | | | | |