

**Year:7 Subject: RE
IMPLEMENTATION**

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
National Curriculum coverage, key concepts and skills ('Big ideas')	<p>Context: What do I believe?</p> <p>Philosophy for Children and ultimate questions</p> <ol style="list-style-type: none"> 1.What do I believe 2.Is anything true? 3.Religious belief 4.Introduction to P4C 5.Enquiry 1 6.Enquiry 2 7.Assessment <p>Cultural Capital: Understanding that people have different beliefs and express them in different ways Skills of oracy Discussion and group work</p>	<p>Context: Why do people believe and not believe in God?</p> <p>How did religion begin and evolve? Is the world and its existence evidence for God?</p> <ol style="list-style-type: none"> 1.The Nature of God - does God exist? 2.The Design Argument 3.The Causation Argument 4.Religious experiences 5.The Problem of Evil and Suffering 6.How Christians deal with evil and suffering 7. Assessment <p><u>Key Vocabulary:</u></p>	<p>Context: How do we believe we should act - why are religious rules important?</p> <p>What does religion teach about rules? Is it ever right to break the rules?</p> <ol style="list-style-type: none"> 1.Why should we never break the rules? 2.Christianity: the Bible and the 10 Commandments. 3.Islam: moral codes and the 5 pillars. 4.Sikhism: the 5 Ks 5.Five Precepts of Buddhism 6.Hindu - Laws of Manu 7.Assessment based on religious rules. <p><u>Key Vocabulary:</u></p>	<p>Context: How do we believe that we should act - why are society rules important?</p> <p>What does society teach about rules? Is it ever right to break the rules?</p> <ol style="list-style-type: none"> 1. Martin Luther King -civil rights movement 2. Rosa Parks 3. Mandela - long walk to freedom 4. Gandhi 5. Prisons and criminality 6. Why do people break the law? 7. Assessment - 'Is it ever right to break the rules?' 	<p>Context: What do we believe has a positive effect on the world</p> <p>How have inspiring religious figures led others to believe</p> <ol style="list-style-type: none"> 1. Jesus: what were some of his teachings? 2. Sikhism - Guru Nanak 3. The Buddha: Enlightenment, 4. Muhammad and the Qur'an 5. Judaism - Abraham 6. Assessment <p><u>Key Vocabulary:</u> Inspiration, agape, parable, enlightenment, attachment Middle Way</p>	<p>Context: Why do I believe I am special?</p> <p>Why is life precious and what do religious people believe happens when you die?</p> <ol style="list-style-type: none"> 1. What does it mean to be human? Why is human life so special? 2. When does life begin? 3. Christian - sancity of Life 4. Buddhist views on the value of life - Karma and attachment 5. Hindu afterlife 6. Islam and afterlife <p><u>Key Vocabulary:</u> Consciousness, humanity, dominion,</p>

	<p>Creating a community of enquiry</p> <p>Key Vocabulary</p> <p>Belief, opinion, atheist, agnostic, theist. Philosophy, discussion, enquiry</p> <p>Prior Learning / LTM: CONTEXT LESSON The Enlightenment - the challenge of science to religious belief during the 18th century</p>	<p>Atheist, agnostic, theist, causation, design, omnipotent, omniscient, omnibenevolent, natural evil, moral evil. Job</p> <p>Prior Learning / LTM: CONTEXT LESSON Humans' search to understand the world and their place in it. A chronology of religious thinking (from Animism and Totemism to established religious belief).</p> <p>Cultural Capital: Existence and nature of God Understanding the world around us</p>	<p>Commandments, Bible, Qur'an, moral, Sabbath, adultery</p> <p>Prior Learning / LTM: CONTEXT LESSON A world without rules. A thought experiment into the purpose and value of rules</p> <p>Cultural Capital: Understanding of rules/justice</p>	<p>Key Vocabulary:</p> <p>Segregation Civil Rights Apartheid Indian Commonwealth Retribution Deterrence Protection Corporal punishment ANC bus boycott</p> <p>Prior Learning / LTM: CONTEXT LESSON A world without rules. A thought experiment into the purpose and value of rules</p> <p>Cultural Capital: Understanding of rules/justice</p>	<p>Prior Learning / LTM: CONTEXT LESSON A chronology of inspirational religious leaders, their place in human history and sources of inspiration today.</p> <p>Cultural Capital: Religious and non religious role models in society.</p>	<p>stewardship, sanctity of life, sacred, holy, value, rite, ritual, baptism, funeral, cremation</p> <p>Prior Learning / LTM: CONTEXT LESSON Is killing always wrong? A silent debate collating responses to different circumstances in which ending life may be considered e.g. the death penalty.</p> <p>Cultural Capital: Understanding of religious rites of passage</p>
BIG IDEAS						
Belief	x	x	x	x	x	x
Practices	x		x	x	x	x
Community	x		x	x	x	x
Respect for Life	x		x	x	x	x

Philosophy	x	x	x	x	x	
SACRE	A Know about and understand religions B Express ideas into religions Themes Beliefs and concepts	A Know about and understand religions B Express ideas into religions Themes Beliefs and concepts	Christianity Islam and Sikhism A1/2 . Themes ethics and relationships	Christianity Islam and Sikhism A1/2 . Themes ethics and relationships	Christianity Buddhism A1 /2 Themes Global Issues. Beliefs and Concepts	Christianity Islam Buddhism Sikhism A1 /2 Themes Beliefs and concepts. Ethics and relationships
IMPACT	<p>Assessment: KP Demonstrate knowledge of worldviews. Match the key terms to the definition & use them in sentences (Peer assessed)</p> <p><u>Formal assessment 1</u> Oracy</p> <p><u>Progression to KS4:</u> Evaluation skills- verbal and written Link to GCSE Paper 1 The Christian Beliefs about God</p>	<p>Assessment: KP Demonstrate knowledge of worldviews. Match the key terms to the definition & use them in sentences (Peer assessed)</p> <p><u>Formal assessment 1 (essay):</u> Does God exist? Describe/ explain/evaluate</p> <p><u>Progression to KS4:</u> Evaluation skills- verbal and written Link to GCSE Paper 1 Christian Beliefs about God</p>	<p>Assessment: <u>Formal assessment</u> essay Is its ever right to break the rules</p> <p>Key Piece</p> <p><u>Progression to KS4:</u> Evaluation skills Link to KS4 Paper 2 Theme D Crime and Punishment</p>	<p>Assessment: <u>Formal assessment</u> essay Is its ever right to break the rules</p> <p>Key Piece</p> <p><u>Progression to KS4:</u> Evaluation skills Link to KS4 Paper 2 Theme D Crime and Punishment</p>	<p>Assessment: <u>Formal assessment</u> essay TBC</p> <p>KP Key Word Assessment</p> <p><u>Progression to KS4:</u> Evaluation skills Link to GCSE Paper 1 Christian Beliefs and paper 2 Thematic Studies</p>	<p>Assessment: Formal Assessment KP TBC</p> <p><u>Progression to KS4:</u> Link to GCSE Paper 2 Religion and Life</p>