









Year 7 Religious Studies Curriculum Rationale

The Religious Studies KS3 curriculum is intended to allow students to know more about the religious beliefs of the world and instil a passion about culture. The curriculum is designed to cover most of the world religions, humanism and introduce some philosophical ideas but follows the Northamptonshire 2018–2023 curriculum with the biggest % of lessons focused on Christianity. The intention is to inspire student’s curiosity about the faiths within our community and to act as a solid grounding for the teaching of RS and Philosophy at GCSE and A level.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>MAIN ENQUIRY: What does it mean to be religious?</p>	<p>In this unit students will get an overview of the six main religions with the aim of exploring similarities and differences between faiths and beginning to explore how faith can shape people’s lives.</p> <p>Key Questions: Are all religions the same?</p> <ul style="list-style-type: none"> Students explore <i>Key beliefs, symbols, sources of wisdom.</i> <p>Is worship the same for all faiths?</p> <ul style="list-style-type: none"> <i>Key practices and beliefs explored.</i> <p>How does being religious affect how you live?</p>	<p>Builds on KS2 which has covered elements of all of the BIG six religions but usually in a thematic approach.</p> <p>Students are introduced to the framework of religion and the Big 6 religions.</p> <p>(see end of document for unit plan / year 7 sequence of lessons)</p>	<p>Assessment 1 - Recap Forms quiz to test knowledge recall.</p> <p>Short written answer to assess understanding.</p>	<p>Local Agreed Syllabus links:</p> <ul style="list-style-type: none"> ✓ AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. <p>NOTE: This term includes whole school CATS assessments & PASS surveys.</p> <p>Geography – use of world maps to pinpoint the place of origin of religions.</p>	<p>Discussion, videos, reading and the involvement of all the HPL traits. But in particular:</p> <p> Linking.</p> <p>Making links between religions and looking for commonality as well as the differences between faiths.</p> <p> Meta Thinking – how and why do we see some similarities between religions?</p>	<p>Each unit will have a focussed homework task to develop students’ knowledge and understanding within their enquiry:</p> <p>Unit 1: Exploration of Buddhist beliefs.</p> <p>Unit 2: What have religions ever done for us? Looking at how religion impacts our lives today even if we consider ourselves to be non-religious.</p> <p>Unit 3: Alternative spiritualities. Looking at native belief systems and how they view the world e.g. aboriginal groups.</p> <p>Students will also be encouraged to recap and</p>

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	<ul style="list-style-type: none"> <i>The rules and guidance given by faiths e.g. 10 commandments, 5 pillars, kosher diet etc</i> <p>How do religions celebrate and remember? <i>Students look at a range of festivals and holy days (e.g. Holy week, Hajj)</i></p>			<p>History – Trade and then the British Empire and why some religions are more prevalent in the UK than others.</p>		<p>revisit prior learning throughout.</p> <p>What parents can do to support:</p> <p>Discuss topics studied with your child e.g. Conversations about BIG ideas such as the meaning of life, identity, what makes a religion etc.</p> <p>Homework will be set that builds on the lesson content.</p>
<p>MAIN ENQUIRY: How have religions shaped the world?</p>	<p>In this unit students focus on the comparative faiths of Judaism, Christianity and Islam. Gaining a deeper understanding of the three faiths by building on what they learnt in unit one.</p> <p><u>Key questions:</u> What are comparative religions?</p> <ul style="list-style-type: none"> <i>Students explore the origins of Judaism,</i> 	<p>Follows on from the first unit examining the main world religions and their place in the UK.</p> <p>The expectation that there will be some knowledge of this from Primary but conversations with some of our feeder schools makes it clear that there is a difference in content and coverage</p>	<p>Assessment 2 - Recap Forms quiz to test knowledge recall.</p> <p>Short written answer to assess understanding.</p>	<p>Local Agreed Syllabus Links:</p> <ul style="list-style-type: none"> ✓ AT1 – Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, 	<p> Linking between key beliefs and then the practices that believers follow.</p> <p>Making links between past events and topical issues</p> <p> Meta Thinking – how comparative religions have shaped the world we live in.</p> <p> Analysing</p>	<p>Encourage students to read the news and discuss stereotypes that are sometimes used in the media. Other issues in the news that are related indirectly about faith and ethics in the news e.g. g. the Pope’s condemnation of the Ukraine War.</p> <p>Seneca – student account with questions and quizzes to help with the</p>

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	<p><i>Christianity and Islam.</i></p> <p>Why is Jerusalem important?</p> <ul style="list-style-type: none"> <i>Students explore the importance of Jerusalem as a holy site for the 3 religions and how this has brought the 3 faiths into conflict at times.</i> <p>How do faiths deal with challenging times?</p> <ul style="list-style-type: none"> <i>Students explore the challenges faced by religions, both positive and negative (e.g. faith in the modern world, attitudes, stereotypes, discrimination)</i> <p>Can faiths work together?</p> <ul style="list-style-type: none"> <i>Students explore how faiths can work</i> 	<p>between primary schools.</p> <p>(see end of document for unit plan / year 7 sequence of lessons)</p>		<p><i>teachings, sources, practices, ways of life</i> and ways of expressing meaning with reference to the specific beliefs and religions studied.</p> <p>History & RS – Holocaust (studied in Year 9 in RS and touched upon in History) and persecution of Jewish peoples. The impact of the Crusades on Christian and Muslim faiths.</p> <p>PSHE – ideas of stereotypes and prejudice covered.</p> <p>Geography – Spread of</p>	<p>e.g. using examples to explore whether religions can work together and what challenges they face in doing so.</p>	<p>consolidation of lesson topics.</p> <p>Wider reading around the topic and some of the matters of faith – cross over.</p> <p>Use of online and printed KS3 RS revision (BBC Bitesize) to consolidate and extend in class learning.</p>

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	<i>together through Interfaith dialogue.</i>			comparative religions and ideas of Identity		
<p>MAIN ENQUIRY: How does religion answer the question of creation?</p>	<p>In this unit students focus on how faiths explain the idea of creation.</p> <p>Key Questions: How do creation stories vary?</p> <ul style="list-style-type: none"> Students compare a range of creation stories from different faiths including Christianity and Hinduism. <p>Do religions teach care for the world?</p> <ul style="list-style-type: none"> Students explore key concepts of stewardship and dominion and will engage in a debate about where responsibility lies regarding the environment. 	<p>Students have some prior knowledge or ideas that transfer from study of other cultures / civilisations in primary.</p> <p>The expectation is that there will be some knowledge of this topic from Primary school. Christianity as the major religion of the UK is usually the one that students have the most awareness of. This unit will help students develop an understanding of other religious events and holy days.</p> <p>(see end of document for unit plan / year 7 sequence of lessons)</p>	<p>Assessment 3 - Recap Forms quiz to test knowledge recall.</p> <p>Longer written answer to assess understanding and show their skills in critical and logical thinking.</p>	<p>Local Agreed Syllabus Links:</p> <ul style="list-style-type: none"> Learning from religion and belief. Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, 	<p>Discussion, videos, reading and the involvement of all the HPL traits. But in particular:</p> <p> Linking between different creation stories and considering how and why they are similar or different.</p> <p> Meta Thinking – debating who is responsible for the care of the world we live in and how religions try to provided an answer to this.</p> <p> Analysing – the roles played by faith in tackling environment issues.</p>	

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	<p>How do religions respond to environmental issues?</p> <ul style="list-style-type: none"> • <i>Students look at alternative views and action groups e.g. A Rocha (Christian).</i> <p>Are humans more important than animals?</p> <ul style="list-style-type: none"> • <i>Christian & Hindu beliefs / relationship between humans & animals.</i> 			<p>values and commitments, making increasingly insightful links to the specific religions studied.</p> <p>History – the role of the church as a source of guidance.</p> <p>Geography – environmental issues, landscapes and climate.</p>		