

# Year 7 ~ Curriculum Map for Religious Education

What are the intended aims for this year's curriculum? To ensure that all students have the foundation knowledge required to access the KS3 curriculum by reviewing key elements of the KS2 RE curriculum. To introduce students to religious, philosophical and ethical issues that underpin the RE curriculum throughout KS3 and KS4. To enable students to begin to develop their skills in explaining and evaluating key concepts, beliefs and issues.

The Y7 Curriculum links to the following aspects of the Kent Agreed Syllabus:

- 3.1 – Do we need to prove God's existence? (Religious and Non-religious views e.g. humanism)
- 3.2 – Does living biblically mean obeying the whole Bible?
- 3.3 – What is so radical about Jesus?
- 3.4 – Is death the end? Does it matter? (Religious and Non-religious views e.g. humanism)
- 3.5 – Why is there suffering? Are there any good solutions (Christianity/Buddhism)
- 3.8 – What is good/challenging about being a Sikh/Muslim/Buddhist in Britain today?
- 3.10 – Does religion help people to be good? (Religious and non-religious responses e.g. humanism)

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
		<p>Topic(s):</p> <p><i>INTRODUCTION TO RE – LOOKING FOR GOD</i></p> <p>In T1 and T2 students are taken through the topics they have covered at KS2 in order to reinforce their understanding. This lays the foundation for aspects of the next 5yrs of the RE curriculum.</p>	<p>Topic(s):</p> <p><i>INTRODUCTION TO RE – LOOKING FOR GOD CONT.</i></p>	<p>Topic(s):</p> <p><i>CHRISTIANITY</i></p> <p>In T3 and T4 students are taken through the key beliefs and practices of Christianity and how the religion influences lives today.</p>	<p>Topic(s):</p> <p><i>CHRISTIANITY CONT.</i></p>	<p>Topic(s):</p> <p><i>INTRODUCTION TO ETHICS</i></p> <p>In T5 and T6 students are introduced to the study of ethics.</p>	<p>Topic(s):</p> <p><i>INTRODUCTION TO ETHICS CONT.</i></p> <p>Students will be considering a variety of moral issues and moral dilemmas.</p>	
		Aim of regular quizzing	Aim of A&R	Aim of regular quizzing	Aim of A&R	Aim of regular quizzing	Aim of EoY exam	
'Big idea(s)' / fundamental concepts	What is religion?	<p>- To establish whether the key terminology required which will be referred to throughout KS3/4 has been understood. To enable class teacher to identify those aspects that will need to be revisited in order to aid students understanding of T2 topics.</p>	Religion in the community	God and the Bible	Christian faith in action	The origins of morality	Right and Wrong – Is it possible to create a universal moral principle?	
Knowledge to be learnt	<ul style="list-style-type: none"> <li>- Why do we study RE?</li> <li>- Is God real? Arguments for and against God's existence</li> <li>- The origins and key beliefs of the 6 world religions</li> </ul>		<ul style="list-style-type: none"> <li>- Religion and the community</li> <li>- The challenge for religion in the 21<sup>st</sup> Century</li> </ul>	<ul style="list-style-type: none"> <li>- The historical Jesus</li> <li>- The concept of God</li> <li>- The Trinity</li> <li>- The Bible and its significance</li> <li>- Sources of Law</li> </ul>	<ul style="list-style-type: none"> <li>- Denominations</li> <li>- Worship</li> <li>- Rites of passage</li> <li>- Pilgrimage</li> </ul>	<ul style="list-style-type: none"> <li>- What is Ethics?</li> <li>- What are the origins of morality?</li> <li>- What does it mean to have rights?</li> <li>- Should we test on animals? Do animals have the same rights as humans?</li> </ul>	<ul style="list-style-type: none"> <li>- Are there some things that are always morally wrong? - Dilemmas</li> <li>- Is lying always wrong?</li> <li>- Is murder always wrong?</li> </ul>	
Key vocabulary	<p>Values, Fact, Opinion, Belief, Atheist, Theist, Agnostic, Humanism, BCE, CE, Christianity, Judaism, Islam, Hinduism, Buddhism, Sikhism, Symbol, Jesus, Church, Bible, Priest, Cross, Messiah, Resurrection, Synagogue, Rabi, Torah, Abraham, Star of David, Mosque, Muhammad, Qur'an, Imam, Crescent Moon and Star, Temple, Sutras, Sangha, Siddhartha, Wheel of Life, Guru Nanak, Gurdwara, Guru Granth Sahib, Granthi, Khanda</p>		<p>Community, Forgiveness, Justice, Bullying, Stereotypes, Prejudice, Discrimination, Halal, Kosher</p>	<p>Omnipotent, Omniscient, Omnipresent, Omnibenevolent, Eternal, Immanent, Formless, Infinite, Creator, Trinity, Father, Son, Holy Spirit, Sacred, Prophecy, Prophet, Radical, Old Testament, New Testament, Gospels, Bible, Moral, Situation Ethics Commandments, Idols, Sabbath, Covet, Adultery, Justice</p>	<p>Denominations, Catholic, Protestant, Baptist, Quaker, Church of England, Prayer, Altar, Font, Lectern, Pews, Pulpit, Rites of passage, Baptism/Christening, Confirmation, Marriage, Funeral, Symbol, Spiritual, Pilgrimage and sites, Worship, Devotion</p>	<p>Ethics, Morality, Good, Evil, Rights, Situation Ethics, Universal Law, Conscience, Pollution, Waste, Famine, Global Warming, Climate Change, Fossil Fuels, Deforestation, Stewardship.</p>	<p>Universal moral rules, Morality Culture, Lying, Murder, Killing, Moral Dilemmas</p>	
		<p>- To establish whether the key terminology and core facts about world religions which will be referred to throughout KS3/4 has been understood and retained. To enable staff to identify areas for further development.</p>		<p>- To establish whether the key terminology and concepts from T1-T3 which will be referred to throughout KS3/4 have been understood. To enable class teacher to identify those aspects that will need to be revisited in order to aid students understanding of T4 topics.</p>		<p>- To establish whether the key terminology and concepts from T1-T4 which will be referred to throughout KS3/4 have been understood. To enable class teacher to identify those aspects that will need to be revisited in order to aid students understanding of T5 topics where students will be expected to incorporate what they have learnt about the core faiths, especially Christianity and apply their teachings to moral issues.</p>		<p>- To establish whether the key terminology and concepts from T1-T5 which will be referred to throughout KS3/4 have been understood. To enable class teacher to identify those aspects that will need to be revisited in order to aid students understanding of T6 topics where students will be expected to apply what they have learnt to a range of moral issues. Outcomes will also enable staff to identify those areas over the course of T1-5 that students have not</p>
						<p>- To allow staff to reflect on the POS and identify potential aspects of the SOW which need to be reviewed for the next year. To highlight those aspects of the A&amp;R that students have performed less well in so to ensure that these elements are recapped at the relevant points</p>		

The role of reading and comprehension	Reading, card sorts, word match games.		Create and share diary entries on challenges of being religious in 21 <sup>st</sup> century, presentation on their community project. Reading passages from the Bible and retrieving key information.		Bible stories, Fact hunting using the Bible, Researching definitions, Card sorts. Students are taught how to read the Bible and take part in a word retrieval game.		Reading info cards to gather information in order to create fact files and answer questions. Match up games. Pilgrimage scavenger hunt. Interactive tasks where students have to read information sheets around the room in order to answer a set of questions.		Research for animal rights debate, presentations on animal testing.		Reading of moral scenarios and responding to questions relating to these.
The role of independent extended writing	Students are expected to explain religious beliefs and also formulate justified personal responses to the issues discussed. Additionally, students compile diary entries where they have to put themselves in the position of others, this enables them to develop skills needed to effectively evaluate religious and moral issues.		Students are expected to explain the teachings of Jesus, discuss the meanings behind his parables/teachings and explain how the teachings could influence Christians and modern day moral dilemmas. This provides students with the opportunity to learn how to evidence and justify arguments.		Extended writing tasks explaining Christian beliefs and practices. Students are provided with opportunities to explain and justify Christian beliefs and their own.		Extended writing tasks explaining Christian beliefs and practices. Students are provided with opportunities to explain and justify Christian beliefs and their own.		Students have the opportunity to evaluate a range of different ethical issues and explain/justify their own responses to such issues.		Students have the opportunity to evaluate a range of different ethical issues and explain/justify their own responses to such issues.
The role of maths/ numeracy	Chronology of religions, size of world religions, percentages of people who believe.		Review of size of religious community, voting and scoring of community projects, adding up A&R results and percentages.		Totalling how many books are in the Bible, adding up A&R results and percentages.		Ratio of denominations, adding up A&R results and percentages.		Incorporation of statistics on animal testing, adding up A&R results and percentages.		Statistical analysis, population figures
Links to careers/ aspirations	What can you do with a qualification in RE? Careers research.		Education, Events management and, media, working in advertising and marketing, Historian, Literary professions.		Education, Law and role of religious law in UK law – knowledge needed to be a lawyer, Archaeologist, Historian.		Education, Travel, Architect, Archaeologist, Historian.		Education, Medicine, Vet, Scientist, Researcher, Politician, Quango, Media.		Education, Researcher, Travel, Legal fields, Politician.
Core skills	To be able to: Assess arguments connected to belief. Evaluate key arguments connected to theism and atheism. Explain and describe the origins of world religions. Identify key terms connected with belief and non - belief and the major world religions. Compare religious beliefs. Recall key terms connected to the unit. Communicate their views on issues connected to this unit and acknowledge differences in opinion. Work as a team for group activities.		To be able to: Assess the challenges religion faces. Evaluate issues religious believers face. Identify issues/challenges religious people face. Explain and describe a range of issues/challenges religion faces and how religions respond to these. Compare responses to challenges. Analyse challenges and responses. Recall key information connected to the unit. Plan and present a community project to enable community cohesion. Communicate their views on issues connected to this unit and acknowledge differences in opinion. Work as a team for group activities.		To be able to: Assess Christian beliefs and practices. Evaluate Christian beliefs and practices. Identify key elements of Christian belief and practice. Explain and describe Christian beliefs and practices, Compare Christian beliefs and practices. Analyse Christian beliefs and practices. Recall key features of Christian belief and practice and key terminology. Develop presentation skills. Develop research skills. Communicate their views on issues connected to this unit and acknowledge differences in opinion. Work as a team for group activities.		To be able to: Assess Christian beliefs and practices. Evaluate Christian beliefs and practices. Identify key elements of Christian belief and practice. Explain and describe Christian beliefs and practices, Compare Christian beliefs and practices. Analyse Christian beliefs and practices. Recall key features of Christian belief and practice and key terminology. Develop presentation skills. Develop research skills. Communicate their views on issues connected to this unit and acknowledge differences in opinion. Work as a team for group activities.		To be able to: Assess a range of issues connected to morality and ethics. Evaluate a range of arguments connected to morality and ethics. Identify a range of issues connected to moral and ethical dilemmas. Explain and describe a range of moral and ethical issues. Analyse a range of moral and ethical issues. Compare responses to a range of moral and ethical issues. Recall key information connected to this unit. Research arguments for and against selected ethical issues. Empathise with others. Debate selected moral and ethical issues. Communicate their views on issues connected to this unit and acknowledge differences in opinion. Work as a team for group activities.		To be able to: Assess a range of issues connected to morality and ethics. Evaluate a range of arguments connected to morality and ethics. Identify a range of issues connected to moral and ethical dilemmas. Explain and describe a range of moral and ethical issues. Analyse a range of moral and ethical issues. Compare responses to a range of moral and ethical issues. Recall key information connected to this unit. Research arguments for and against selected ethical issues. Empathise with others. Debate selected moral and ethical issues. Communicate their views on issues connected to this unit and acknowledge differences in opinion. Work as a team for group activities.
Dept. enrichment activities			Combined Hist/RE trip to Canterbury Cathedral				Talk from Christchurch in Herne Bay about the church and some of the ceremonies that take place.				

Home learning opportunities	<p><b>Film/ TV/ YouTube -</b> TrueTube – Covers a range of topical issues linked to this unit - YouTube - <a href="https://www.youtube.com/channel/UCg6UgOFFW0lknjOzJfjqc9A">https://www.youtube.com/channel/UCg6UgOFFW0lknjOzJfjqc9A</a></p> <p><b>Websites -</b> <a href="https://www.bbc.com/bitesize/subjects/zh3rkqt">https://www.bbc.com/bitesize/subjects/zh3rkqt</a> - Useful information website about the main faiths. Lots of videos exploring different aspects such as different people’s interpretations to whether there is a God or not.</p> <p><b>Local visits –</b> Students could visit a range of different holy buildings to compare the differences e.g. 1) Canterbury Mosque for Islam. This mosque regularly has open days to allow the public to come and explore the mosque and the religion of Islam. <a href="https://canterburymosque.co.uk/new/">https://canterburymosque.co.uk/new/</a> 2) Gurdwara in Gravesend: <a href="http://gurunanakdarbar.org/">http://gurunanakdarbar.org/</a>. Beautiful Gurdwara and a good comparison for places of worship.</p> <p><b>Books -</b> <i>KS3 Religious Education Complete Study &amp; Practice</i> By CGP Books – It contains clear balanced study notes covering the key beliefs and features of six religions Christianity Judaism Islam Hinduism Buddhism and Sikhism At the end of each section there’s a range of questions to test students on what they’ve learned and get them thinking about their own responses It’s all rounded off with a useful Glossary that summarises all the important religious terms that are used in the book.</p>	<p><b>Film/ TV/ YouTube -</b> TrueTube – Covers a range of topical issues linked to this unit - YouTube - <a href="https://www.youtube.com/channel/UCg6UgOFFW0lknjOzJfjqc9A">https://www.youtube.com/channel/UCg6UgOFFW0lknjOzJfjqc9A</a></p> <p>Saddleback Kids – YouTube – This channel is focused on the retelling of Bible stories in cartoon. Many of the stories we cover in lesson are here. Could be useful for a more visual understanding. <a href="https://www.youtube.com/results?search_query=saddleback+kids">https://www.youtube.com/results?search_query=saddleback+kids</a></p>	<p><b>Film/ TV/ YouTube -</b> Prince of Egypt (1998) – Film - Story relates to Moses and the Ten Commandments. Will help students to understand how they came to be and why they were necessary.</p> <p>Saddleback Kids – YouTube – This channel is focused on the retelling of Bible stories in cartoon. Many of the stories we cover in lesson are here. Could be useful for a more visual understanding. <a href="https://www.youtube.com/results?search_query=saddleback+kids">https://www.youtube.com/results?search_query=saddleback+kids</a></p> <p>The Big Story - The Gospel Project For Kids – YouTube - <a href="https://www.youtube.com/watch?v=urwZP2WGDHc">https://www.youtube.com/watch?v=urwZP2WGDHc</a></p> <p>What Is The Bible? – YouTube - <a href="https://www.youtube.com/watch?v=ak06MSETeo4&amp;list=PLH0Szn1yYNedn4FbBMMtOIGN-BPLQ54IH&amp;index=2&amp;t=0s">https://www.youtube.com/watch?v=ak06MSETeo4&amp;list=PLH0Szn1yYNedn4FbBMMtOIGN-BPLQ54IH&amp;index=2&amp;t=0s</a></p> <p>The Story of the Bible – YouTube - <a href="https://www.youtube.com/watch?v=7_CGP-12AE0&amp;list=PLH0Szn1yYNedn4FbBMMtOIGN-BPLQ54IH&amp;t=21s&amp;index=3">https://www.youtube.com/watch?v=7_CGP-12AE0&amp;list=PLH0Szn1yYNedn4FbBMMtOIGN-BPLQ54IH&amp;t=21s&amp;index=3</a></p> <p>TrueTube – Covers a range of topical issues linked to this unit - YouTube - <a href="https://www.youtube.com/channel/UCg6UgOFFW0lknjOzJfjqc9A">https://www.youtube.com/channel/UCg6UgOFFW0lknjOzJfjqc9A</a></p> <p><b>Websites -</b> <a href="https://request.org.uk/">https://request.org.uk/</a> - Lots of useful videos exploring the Christian faith.</p> <p><b>Books -</b> <i>KS3 Religious Education Complete Study &amp; Practice</i> By CGP Books.</p> <p><i>Children’s Bible.</i></p> <p><i>The Action Bible by Doug Mauss.</i></p> <p><i>If I Could Ask God Anything: Awesome Bible Answers for Curious Kids.</i></p>	<p><b>Film/ TV/ YouTube -</b> TrueTube – Covers a range of topical issues linked to this unit - YouTube - <a href="https://www.youtube.com/channel/UCg6UgOFFW0lknjOzJfjqc9A">https://www.youtube.com/channel/UCg6UgOFFW0lknjOzJfjqc9A</a></p> <p><b>Websites –</b> <a href="https://request.org.uk/">https://request.org.uk/</a> - Lots of useful videos exploring the Christian faith.</p> <p><b>Local visits –</b> Students could visit their local church to identify the different parts that make up the church building. They could also explore different types of churches. This could include a trip to Canterbury Cathedral as well for students to identify the differences between a church and a cathedral. Students could visit a range of different holy buildings to compare the differences e.g. 1) Canterbury Mosque for Islam. This mosque regularly has open days to allow the public to come and explore the mosque and the religion of Islam. <a href="https://canterburymosque.co.uk/new/">https://canterburymosque.co.uk/new/</a> 2) Gurdwara in Gravesend: <a href="http://gurunanakdarbar.org/">http://gurunanakdarbar.org/</a>. Beautiful Gurdwara and a good comparison for places of worship.</p> <p><b>Books -</b> <i>KS3 Religious Education Complete Study &amp; Practice</i> By CGP Books.</p> <p><i>Children’s Bible.</i></p> <p><i>The Action Bible by Doug Mauss.</i></p> <p><i>If I Could Ask God Anything: Awesome Bible Answers for Curious Kids.</i></p>	<p><b>Websites –</b> <a href="https://www.bbc.co.uk/religion">https://www.bbc.co.uk/religion</a> - Covers a range of ethical issues and religious responses.</p> <p><a href="http://www.bbc.co.uk/ethics/guide/">http://www.bbc.co.uk/ethics/guide/</a> - Covers a range of ethical issues.</p>	<p><b>Websites –</b> <a href="https://www.bbc.co.uk/religion">https://www.bbc.co.uk/religion</a> - Covers a range of ethical issues and religious responses.</p> <p><a href="http://www.bbc.co.uk/ethics/guide/">http://www.bbc.co.uk/ethics/guide/</a> - Covers a range of ethical issues.</p>
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