

Subject: Year 7 Religious Education

Year 7 Curriculum Intent: The Religious Education curriculum in Y7 aims to provide students with the opportunity to explore their own worldview whilst deepening their understanding of the worldviews of others. In particular in Y7, students are introduced to common beliefs about the nature of God and the main arguments for and against the existence of a Supreme Being. Students are encouraged to share their personal beliefs whilst learning to respect the views of others. Respectful debate is facilitated and students learn how to disagree well. There are also opportunities to delve deeper into some of the arguments of theists, agnostics and atheists and begin to critically question the strength of these arguments. Students are then introduced to two contrasting religious traditions: Judaism and Hindu Dharma. This includes an appreciation of the origins, beliefs and practices of two of the oldest religious traditions in the world. Judaism provides an excellent foundation for moving on in Y8 to studying the other Abrahamic faiths. Hindu Dharma is revisited in Y9 when the focus of the curriculum shifts to issues of morality and ethics.

	Scheme 1: Belief in God	Scheme 2: Judaism	Scheme 3: Hindu Dharma
Acquire	<p>Knowledge of what we mean by “God”.</p> <p>Commonly accepted characteristics of God.</p> <p>Meanings of theist, atheist and agnostic.</p> <p>Main arguments for and against belief in God.</p>	<p>Knowledge of significant characters in the Torah including Abraham, Joseph and Moses.</p> <p>An awareness of the covenantal promises God made to Abraham and his descendants.</p> <p>An overview of Jewish beliefs and practices.</p>	<p>Knowledge of basic beliefs and practices of Hindus including beliefs about God, sacred texts, worship, festivals and the afterlife.</p>
Apply	<p>Outline arguments for against God’s existence based on evidence.</p> <p>Come to a personal conclusion about the existence of God based on evidence.</p>	<p>Outline basic beliefs and practices of Jews based on sacred texts.</p> <p>Reflect on the relevance of Jewish teachings about Passover and the Sabbath to modern life.</p>	<p>Outline basic beliefs and practices of Hindus based on sacred texts.</p> <p>Compare Hindu beliefs about the afterlife to those in the Abrahamic faiths.</p>
Vocabulary	<p>God</p> <p>Theist</p> <p>Atheist</p> <p>Agnostic</p> <p>Omnipotent</p> <p>Omnibenevolent</p> <p>Omniscient</p>	<p>Faith</p> <p>Sacrifice</p> <p>Covenant</p> <p>Sovereignty</p> <p>The 10 Plagues of Egypt</p> <p>Exodus</p> <p>The Ten Commandments</p>	<p>Hindu Dharma</p> <p>Brahman</p> <p>Trimurti</p> <p>Brahma</p> <p>Vishnu</p> <p>Shiva</p> <p>Vedas</p>

	<p>Omnipresent William Paley's Watchmaker The Big Bang Theory The Theory of Evolution The Problem of Evil and Suffering</p>	<p>Passover Sabbath Torah Shema Synagogue</p>	<p>Diwali Samsara Atman Reincarnation Moksha</p>
Assessment	<p>Informal low stakes recall tasks.</p> <p><u>Milestone 1</u> (open book assessment): An extended writing task evaluating the statement: "There is enough evidence to suggest God exists."</p> <p><u>Big Test 1</u>: (closed book assessment) Section 1: 10 knowledge questions connected to the Belief in God module. Section 2: Two written responses to questions linked to the Belief in God module.</p>	<p>Informal low stakes recall tasks.</p> <p><u>Milestone 2</u>: (open book assessment): A written response to the question: Explain two reasons why Jews believe that God is in control.</p> <p><u>Milestone 3</u>: (open book assessment): A written response to the following questions: Outline three of the Ten Plagues of Egypt. Explain two ways in which Jews celebrate Passover.</p> <p><u>Summer Assessment</u>: (closed book assessment) Section 1: 20 knowledge questions connected to the Belief in God and Judaism modules. Section 2: Two written responses to questions linked to the Belief in God and Judaism modules.</p>	<p>Informal low stakes recall tasks.</p>

