



Yr 7 Religious Studies Long term plan

Assessment competencies:

Competency 1	Competency 2	Competency 3
Competency: Knowledge and Understanding Knowledge and Understanding of specific religious and non-religious worldviews will become deeper, more complex and more comprehensive across the year groups and key stages. This will include the use of specialised vocabulary and making connections between concepts. Knowledge and Understanding of similarities and differences between and within religious and non-religious worldviews will become increasingly sophisticated. Key criteria: • I can explain a religious belief, practice or action. • I can show understanding of how religious beliefs can impact upon the way individuals or groups of people behave. • I can describe the symbolism behind a religious item/belief/image or practice. • I can compare the religious ideas of more than one religious group or denomination.	Competency: Critical Thinking Requires pupils to become increasingly sophisticated in analysing and evaluating questions raised by religious and nonreligious worldviews, their beliefs, practices and their significance and influence. This involves working with increasingly complex information and types of evidence. It includes understanding that there are differing perspectives about the complex questions and issues which relate to beliefs and ways of living in our world today. Critical Thinking involves grappling with the controversial nature of religious and non-religious worldviews. Key criteria: • I can consider what makes me 'me' and what makes me different to others. • I can think deeply about a 'big question' and share my ideas (eg. Why do people suffer?) • I can give my own opinion on the challenge of belonging to a religion.	Competency: Personal Reflection Personal reflection is essentially private, introspective and subjective. Pupils may choose to share these thoughts and ideas within the RE classroom, but these reflections should not be assessed by teachers to show progress in RE.

Autumn Term 1	Spring Term 1	Summer Term 1
Topic: Introduction to RE - what does it mean to be religious? Overview: This unit prepares pupils for KS3 by giving them a basic understanding of the 6 world faiths and keywords associated with each religion. Pupils learn about key beliefs and practices of a religion and how religious belief informs religious practice today. There are opportunities for pupils to examine and reflect on issues of faith and develop their understanding of a sacred text. Key assessment points: Baseline End of unit assessment	Topic: Religious Founders - What is the significance of religious founders? Overview: In this unit pupils find out about the life and teachings of a religious figure. They use a range of written and visual sources to select, record and evaluate information on the importance of the religious figure in the period in which they lived and for today. They reflect on questions of human existence and purpose, and consider their own beliefs in the light of their learning about the religious figure. Key assessment points: True or false task - Muhammad lesson End of unit assessment	Topic: Places of Worship - Why are some places important to religious people? Overview: In this unit pupils find out about different places of worship and the role they play in a religious community. Pupils develop their understanding of how religious beliefs are expressed in practice through studying the features of places of worship and activities, including worship, that take place inside them. Key assessment points: Independent enquiry task End of unit assessment
Competencies covered: Knowledge and Understanding Critical Thinking Personal Reflection	Competencies covered: Knowledge and Understanding Critical Thinking Personal Reflection	Competencies covered: Knowledge and Understanding Critical Thinking Personal Reflection
Autumn Term 2	Spring Term 2	Summer Term 2
Topic: Religious Beliefs - who or what is God? Overview: In this unit pupils investigate how some religious believers discover the existence of God through experience. Using a variety of written and visual sources they learn about and understand the	Topic: Religious Festivals - how do people of faith express their beliefs Overview: In this unit pupils investigate how religious people express their faith through spiritualism during festivals. They will use a variety of written and visual sources to examine elements of festivals	Topic: Philosophy for Children - what is real and how do we know? Overview: Philosophy for children will aim to explore perceptions, ideas, morals and ultimate questions linked to the following topics: What is real and how do we know?

ways in which people claim God has been revealed to them in their lives. Pupils evaluate the importance of revelation and religious experience within religion, and consider questions about their own belief system. Key assessment points: End of unit assessment	and worship. They are encouraged to reflect on the festivals they, and others, celebrate and how religious worship during festivals links to key beliefs and teachings. Key assessment points: Easter traffic light task End of unit assessment	Existence - the nature of reality. Morals - how do we know what is right and wrong? Equality - Fair or not? Key assessment points: Verbal assessment End of unit assessment
Competencies covered: Knowledge and Understanding Critical Thinking Personal Reflection	Competencies covered: Knowledge and Understanding Critical Thinking Personal Reflection	Competencies covered: Knowledge and Understanding Critical Thinking Personal Reflection