

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.

Year 7 Essential Knowledge Summary

Schemata 1: Belief in God	Schemata 2: Judaism	Schemata 3: Hindu Dharma
<p>Composite Knowledge: students will understand what we mean by God. They will be introduced to the terms theist, agnostic and atheist. This includes an overview of the main arguments for and against God's existence.</p> <p>Component Knowledge: Foundational Knowledge: The nature of God including omnipotence, omniscience and omnibenevolence. Main arguments for and against God's existence including design and the problem of evil.</p> <p>Declarative Knowledge: Explain whether their belief about God is best described as theist, agnostic or atheist. Outline simple arguments about God's existence giving evidence. Outline the problem of evil and suffering and explain what problems this may cause religious believers.</p> <p>Procedural Knowledge: Interpretation of religious texts e.g. the creation story. Application of evidence to evaluate opinions linked to belief in God. Discussion of different views about the existence of God. Write a personal, justified conclusion as to their beliefs about God.</p> <p>Upper Hierarchical Knowledge: The impact of a person's views about God on the way they live their lives. The concept of theodicy as a response to the problem of evil and suffering.</p>	<p>Composite Knowledge: students will understand how Jews express their understanding of the nature of God. They will be introduced to the history, beliefs and practices of Jews including significant figures and concepts.</p> <p>Component Knowledge: Foundational Knowledge: The concept of revelation as a means of understanding the nature of God. The nature of faith and its role in religion. The concept of sacrifice and its role in religion.</p> <p>Declarative Knowledge: Outline what is meant by faith and give examples of how the Patriarchs of Judaism demonstrated this. Identify the impact of Jewish history on modern life including the Passover and the Ten Commandments. Outline the origins of Jewish beliefs and explain how these are expressed in practice.</p> <p>Procedural Knowledge: Interpretation of religious texts e.g. stories linked to key figures in the Torah. Discussion of different views on the nature of God presented within the Torah. Application of evidence to evaluate opinions linked to the relevance of religious festivals in modern life e.g. the Passover.</p> <p>Upper Hierarchical Knowledge: The challenges presented by the sovereignty of God and the problem of evil and suffering. Evaluating the relevance of sacred texts as sources of wisdom and authority in the modern world.</p>	<p>Composite Knowledge: students will understand how Hindus express their understanding of the nature of God. They will be introduced to the history, beliefs and practices of Hindus including significant figures and concepts.</p> <p>Component Knowledge: Foundational Knowledge: The diversity within Hindu Dharma in terms of beliefs and practices. The nature of sacred texts and their role within religion. The use of the senses in Hindu worship.</p> <p>Declarative Knowledge: Explain whether Hindus are monotheists or polytheists, including the roles of the members of the Trimurti: Brahman, Vishnu and Shiva. Outline key ideas within Hindu sacred texts. Outline the origins of Hindu beliefs and explain how these are expressed in practice.</p> <p>Procedural Knowledge: Interpretation of religious texts e.g. sections of the Vedas. Discussion of different views linked to the nature of the after-life. Application of evidence to evaluate opinions linked to the use of sacred texts as sources of authority.</p> <p>Upper Hierarchical Knowledge: The nature and importance of the theme of light overcoming darkness within religion. Evaluating the relevance of sacred texts as sources of wisdom and authority in the modern world.</p>

Year 7 Final Composite Knowledge End Point

- The nature of God as the Supreme Being and how God is expressed in Judaism and Hindu Dharma.
- The main arguments given by theists, agnostics and atheists for their beliefs about God.
- The key sacred texts and how these are used as sources of wisdom and authority by Jews and Hindus in the modern world.
- The impact of religious beliefs on day-to-day practices of religious believers.
- The importance of religious festivals including Passover and Diwali, their historical origins and relevance to modern life.