

CURRICULUM LONG TERM PLAN

SUBJECT: Religious Studies

YEAR GROUP: 7

Intent

Through the provision of regular Religious Education lessons, we aim to develop children's knowledge and understanding of the religions and beliefs which form part of contemporary society and how these inform our values and are reflected in how people behave. We also seek to help students to develop spiritually, academically, emotionally and morally in a way that enables them to understand and value themselves and others and to better cope with the challenges of living in a rapidly changing, multicultural world.

Implementation

Students have one 45 minute lesson per week for religious studies. The curriculum is supported and made relevant through careful planning and identifying cross curricular links. This allows students to revisit and clarify their understanding across subjects. Students will build on a range of skills while exploring different faiths to enhance their engagement (e.g. ICT, Art). The curriculum is also supported through school trips throughout the year.

Impact

By the end of KS3 students should know about the key features that make an individual and community religious or nonreligious and how faith impacts society. They will have explored a range of religious beliefs and practices and implemented key British Values of tolerance and respect of different faiths. The KS3 curriculum prepares students for KS4 Religious Studies where we focus on Christianity, Islam and Thematic Studies.

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Year Groups	Autumn 1	Autumn 2
Topics	Introduction to Religious Beliefs	Where do people worship?
Key skills	<p>In this unit, students will explore key facts about the 6 major world religions. This will provide students with the foundations for recognising key beliefs and understanding why some people believe in God.</p> <ul style="list-style-type: none"> ❖ To explore beliefs, teachings and sources, practices and ways of life and forms of expression; ❖ To compare and contrast different religious beliefs about God. ❖ To explore the impact that belief in God has on society today. <p>Investigation. Interpretation, analysis, evaluation, synthesis and reflection</p>	<p>In this unit, students will investigate where people worship and the key features of religious buildings. The intention of this unit is to design a religious building of the future which can be accessed by multiple faiths.</p> <ul style="list-style-type: none"> ❖ To identify the purpose of religious buildings and their place in the community. ❖ Begin to recognise key similarities and differences. ❖ Know how some features of a church, mosque or synagogue are used in worship, festivals and everyday life.
Links to other curricula	Geography, Maths, English, Science, PSHE	Art, ICT, Geography, PSHE

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Year Groups	Spring 1	Spring 2
Topics	Judaism Beliefs	Festivals
Key skills	<p>To learn key features of Judaism, focusing on the prominent historical figures within Judaism. Students will consider the role of the historical figures in relation to Jewish beliefs and practices i.e. Passover. Students will reflect upon why God would want to test his people in the ways he does. Students will consider how relevant some of the Torah teachings are within today's society i.e. how can we fulfil God's covenant not to destroy the world? Are the 10 Commandments outdated? Students will develop skills so that they are able to justify their opinions and give evidence/examples to support their views.</p> <ul style="list-style-type: none"> ❖ Why is God's covenant with humanity important? ❖ How does God show his covenant? ❖ Why does God test Jews? ❖ How could we help the environment? ❖ Is it ever right to break one of the 10 Commandments? 	<p>In this unit, students will explore religious festivals from all the main world religions. They will consider the purpose of celebrations and the impact tradition has on some religious believers.</p> <ul style="list-style-type: none"> ❖ Be able to describe a range of Christian and other religious festivals ❖ Understand that different foods are eaten in a range of festivals and be able to discuss the important part food plays in religious celebration ❖ Recognise similarities and differences between religious festivals
Links to other curricula	Geography, English, Maths, Science, PSHE, History	Art, Food Technology, History, PSHE

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Year Groups	Summer 1	Summer 2
Topics	Religious Ethics	My beliefs and values
Key skills	<p>Applied ethics and religious and nonreligious responses:</p> <ul style="list-style-type: none"> ❖ Environmentalism, Autumn Peltier and Greta Thunderberg, pollution in London) ❖ Human rights (Malala Yousefzi, Sophie Cruz and the Pope, Desmond Napoles) 	<p>In this unit, students will</p> <ul style="list-style-type: none"> ❖ Explore the basics of how religions developed in the UK Including Christianity, Islam, Judaism and Hinduism. ❖ Explore where some of the Key sites are where the religious communities have their centres in the UK. ❖ Be able to express their own beliefs and values ❖ Understand how their belief systems shape their behaviour
Links to other curricula	English, Science, PSHE, History	PSHE, English, Maths, Science, Geography, \History