

RCS Year 7 Curriculum Overview



Year 7 – Overview

In the Autumn term, students will start by exploring the idea of belief in communities and the value of religious education, through religion in the community, the UK and around the world. This includes an introductory study of the structure of Dharmic and Abrahamic religions. Moving on, students will consider the impact of change on mental health and how to manage change. This then leads them to learn and understand physical changes in puberty, and how hormonal changes affect emotion and how they can manage this.

In the Spring term learning will be centred on Christian and Buddhist beliefs and practices. Students will, within Christianity will explore the influence the religion has had on British life and culture. In Buddhism they will explore key ~Buddhist teachings and how Buddhists apply these in their daily life.

In the Summer term, students will explore at the lives and influences of inspirational people. In the summer term students will cover a range of topics, such as human rights, personal safety and Crime and the law. They will then look at issues of relationships and personal safety, including online safety. Finally, they will be taking part in the Spirited Art Competition led by the National Association of Teachers of RE. The focus for the Competition is 'there is more that unites us than divides us' as a reference to the MP Jo Cox. Students will therefore be introduced to the issue of extremism.

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| Term | Themes/ Topics | Key Knowledge & Skills |
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| (Autumn 1) | <p>TOPIC 1: Lessons 1-10 Introduction to RCS</p> <ol style="list-style-type: none"> 1. Introduction to RE 2. Why is RE important? 3. What is religion? 4. Same but different 5. The Golden Rule 6. Your World View 7. Religion and Census stats 8. Community Cohesion 9. The Blindmen & the Elephant 10. Assessment <p>Evaluation Deliberate practice –Religions are more similar than different to each other</p> | <p>Rationale: This topic introduces students to the values and ethos of Religion and Citizenship Studies at Primet. This allows students to develop a shared understanding of the importance of respecting beliefs and how it influences individuals and communities, including themselves.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • The names of the six main world religions and how learning about religions links to our Modern British Values • Features of a multi-faith community • The different dimensions of religion and evidence of these • Similarities and differences between religion • The Golden rule and how it can be applied • Things that influence how we see the world • The demographic makeup of the UK in relation to religion and belief • The moral message of the Blind Men and the Elephant story and how that links to community cohesion <p>Skills linked to Lancashire locally agreed syllabus</p> <ul style="list-style-type: none"> • Express thoughtful views about the significance of our communities in making us who we are, considering the impacts of our friends, relatives and wider circles of belonging • Use subject specific language when speaking and writing about religious and non-religious beliefs and values • Explain the impact of beliefs and teachings about on individuals and communities • Explain how beliefs and traditions bring religious communities together • Explain symbolism in expressions of faith deepening understanding of what is meant by ‘religion’ • Apply my developing knowledge of religious and non-religious beliefs to these questions: Who am I? What are my beliefs and values – and how do I express these? Where do I belong? |

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| <p>(Autumn 2)</p> | <p>Topic 2 : Understanding Religions</p> <ol style="list-style-type: none"> 1. What are the Abrahamic and Dharmic religions 2. What is Humanism? 3. Places of worship 4. Spirituality 5. Assessment <p>Topic 3: Welling being and dealing with change</p> <ol style="list-style-type: none"> 6. What are life events? 7. How can we be resilient? 8. How do we cope with change? 9. What is puberty? Part 1 10. What is puberty? Part 2 <p>Deliberate practice evaluation – Places of worship are more similar than different</p> | <p>Rationale: This short unit looks how the world religions that are studied in Primet, as well as the concept that people may have values that are non-religious. They will learn about the importance of worship as a part of religious practice</p> <p>Skills linked to Lancashire locally agreed syllabus</p> <ul style="list-style-type: none"> • Awareness of the complexity of religious beliefs and practices, and ways of talking about religious and non-religious beliefs • Analyse the differing beliefs, understandings and attitudes that people may hold about God • Use subject specific language when speaking and writing about religious and non-religious beliefs and values <p>Rationale: This short unit provides a safe learning environment for students to understand issues around mental health, in accepting change and being prepared for puberty as a normal part of growing up</p> <p>Key Knowledge (linked to RSE statutory framework)</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing • the main changes which take place in males and females, and the implications for emotional and physical health. • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • The benefits and importance of physical exercise, time outdoors on mental wellbeing and happiness |
| <p>(Spring 1)</p> | <p>Topic 4: Christianity Core concepts</p> <ol style="list-style-type: none"> 1. How was the world created? 2. What is God like? 3. How can God be 3 in 1? 4. Who was Jesus? 5. What does the Parable of the sheep and goats teach Christians? 6. What happens after death? 7. Assessment | <p>Rationale: This topic builds and expands students knowledge of core beliefs in Christianity that will provide a basis for development throughout KS3 and into GCSE. Students will also cover the impact of Christianity on modern British life, linking into SMSC and Citizenship.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • The Creation story as in Genesis 1 • Omni words – origin and meaning • The Trinity • Life of Jesus |

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| | <p>8. How does Christian influence of life Britain?</p> <p>9. Why are there different denominations in Christians?</p> <p>Deliberate practice – evaluation “Only Christians should go to heaven”</p> | <ul style="list-style-type: none"> • How Jesus used parables • The parable of the Sheep and the Goats • Christian beliefs about life after death, including purgatory • The influence of Christianity on British life <p>Skills linked to the Lancashire Locally Agreed Syllabus</p> <ul style="list-style-type: none"> • Explain the importance of Jesus and the Holy Spirit to Christians in the context of the Trinity • Know a selection of the key parables taught by Jesus – and be able to explain how these might influence the behaviour of individual Christians and communities • Explain why there are different denominations of Christianity |
| <p>(Spring 2)</p> | <p>Topic 5: Buddhism Core concepts</p> <ol style="list-style-type: none"> 1. What is Buddhism? 2. Who was Siddartha Gautama? 3. How did the Buddha reach enlightenment? 4. How do the 4NT lead to the 8FP? 1 5. How do the 4NT lead to the 8FP 2 6. What are the 5 precepts? 7. How do Buddhists monks and nuns live? 8. What do Mandalas teach Buddhists 9. What can Buddhism teach us? 10. Assessment <p>Assessment point-knowledge, understand and evaluation Christianity and Buddhism Mindmap with KO</p> <p>Deliberate practice evaluation “The Middle way is too difficult to follow in modern life”</p> | <p>Rationale: Students are introduced in contrast to the Abrahamic religions, Buddhist beliefs and practices can help students develop better relationships with themselves and each other.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • The life of Siddartha Gautama and his experiences that led him to enlightenment • The concept of the middle way and how it can be applied in our own lives • The 4 Noble truths and 8 fold path, and how they can be applied in own lives • The Buddhist precepts and monastic life • How mandalas express the Buddhist concept of impermanence and how this can be applied in own lives. <p>Skills linked to Lancashire Locally Agreed Syllabus</p> <ul style="list-style-type: none"> • Explain (with a range of examples) how beliefs and teachings might impact the lives of individuals and communities • Consider how sources of wisdom and authority might be a source of moral guidance and wisdom • Explain how stories might be used to teach religious and spiritual messages • Demonstrate increasing self-awareness and awareness of their autonomy in making choices about personal beliefs, values and lifestyles |
| <p>(Summer 1)</p> | <p>Topic 6 – Human Rights and inspirational people</p> | <p>Rationale: This topic prepares students for the demands of the GCSE, as well as introducing topics to support progress.</p> <p>Key Knowledge</p> |

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| | <ol style="list-style-type: none"> 1. What are human rights and social justice? 2. How did Malal Yousufzai fight for social justice? 3. Human right from the past – Rosa Parks and the Bristol bus boycott 4. Marcus Rashford 5. Mo Farrar 6. How can you fight for social justice? 7. Assessment <p>Preparation and revision for end of topic assessment – Brain dump</p> <p>Deliberate practice – evaluation – Mo farrer is the best role model for young people to follow.</p> | <ul style="list-style-type: none"> • UDHR and how it is applied • Rights to education and the importance of education. • Gender equality • Religious extremism (Taliban) • Civil rights linked to history • Food poverty and social action • Campaigning and protesting • LGBTQ rights, equality and Equality Act • Human trafficking and exploitation <p>Skills linked to Lancashire Agreed Syllabus for RE</p> <ul style="list-style-type: none"> • Explain the impact of beliefs and teachings about on individuals and communities • To describe accurately examples of religious practice in ethical and social issues (e.g. could include gender roles, peace-making, interfaith working, care for the disadvantaged). |
| <p>(Summer 2)</p> | <p>Topic 7: Relationships and Personal Safety</p> <ol style="list-style-type: none"> 1. What is consent? 2. Keeping safe in relationships 3. Online safety 4. FGM <p>Topic 8: Spirited Arts Competition</p> | <p>Rationale: This unit covers key elements of the RSE Statutory Framework</p> <p>Key knowledge (linked to RSE Statutory Framework):</p> <ul style="list-style-type: none"> • How to recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). • some types of behaviour within relationships are criminal (violence/coercion) • how to identify harmful behaviours online, how to report or find support on and offline if they have been affected by such behaviour • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse and FGM. <p>Rationale: The Spirited Art Competition led by the National Association of Teachers of RE. The focus for the Competition is ‘there is more that unites us than divides us’ as a reference to the MP Jo Cox. Students will therefore be introduced to the issue of extremism. pupils will develop insight into their own sense of belief, identity and belonging. Students to enquire into and interpret forms of religious and spiritual expression</p> |

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1. Can art be spiritual?
2. What is extremism?
3. There is more that unites us than divides us – intro to spirited arts competition
4. Spirited arts competition and report
5. Spirited art competition and report

By the end of this unit students will know:

- How religious and non-religious artists use art to express ideas of belief
- What extremism is, its causes and dangers
- How they can explore their own ideas of belief through art.

Skills developed through the Spirited Arts Competition

- Interpretation (Artwork)
- Analysis (Of other's artwork)
- Expression (creating own artwork)
- Self-Understanding (essay and write up)
- Learning ABOUT/FROM religion