



RE Topics

Curriculum Content

In year 7 we teach the following units over the course of the year. Each unit either draws on prior learning from KS2 or helps to fill any gaps in student knowledge and understanding of the Key World Faith. The units form the foundations for the study of later RE modules based on the impact of faith.

Topic	Rationale	Knowledge acquisition: <i>To know....</i> <i>...that (Declarative)</i> <i>...how to (Procedural)</i>	Key vocabulary	Skills and enrichment opportunities 4 RE disciplines 1. Theology – beliefs and practices 2. Philosophy – evaluation, critical thinking, moral and ethical dilemmas 3. Human / social science – impact of faith 4. Own world view – self-reflection on own influences and views
Introduction to Religion as a Worldwide Phenomenon	This unit lays the foundation for the study of RE and world views and invokes the questioning nature of the subject.	Lesson 1 - What should I expect in RE at JPA? <i>To know what to expect in religious education lessons and how RE will benefit me.</i> <i>To know how to express views linked to the study of RE.</i>	Belief Faith Religious view World view Humanism	a) <u>Subject specific skills</u> - Accurate use of key vocabulary - Theology - Describing and explaining specific beliefs - Theology - Understanding that religions use sources of authority to find answers - Theology - Understanding of historical context of beliefs - Human / social science - Explaining the impact beliefs have on the believers. - Philosophy and own world view - Evaluation of a fundamental / ultimate question asked by religions and those with a non-religious world views - Own world view - Self-reflection of own world views and answers to ultimate questions - Philosophy and own world view - Class debate and discussion – learning from the views and opinions of others.
		Lesson 2 - What do you already know about the world religions? (RE literacy table) <i>To know what the 4 areas of RE Disciplinary Knowledge are in RE.</i> <i>To know what a theist is.</i> <i>To know facts relating to 5 of the major world religions.</i>	Theologian Philosopher Human Social Scientist Theou - theist	b) <u>Numeracy</u> Statistics linked to numbers of believers
		Lesson 3 - Why do humans ask ultimate questions? <i>To know what a looking through a 'philosophy' lens means</i> <i>To know what ultimate questions are, to give some examples and know why humans might ask them.</i> <i>To know HOW TO respond to ultimate questions for your own point of view and empathise with the views of others.</i>	Philosophy Secular Ultimate Questions World views	c) <u>Literacy</u> - Etymology of key words – e.g theo = Greek = God - Accurate use of key words on the literacy table - Reading and sorting statements to identify beliefs held - Writing own views with well supported reasons d) <u>Reading</u> - Key word table - Examples of ultimate questions and responses - Peoples' experiences of belief / faith / world views in information booklets and textbooks. d) <u>Cultural Capital</u> - Discovery of scientific / non'-religious answers linked to ultimate questions - Explore the Humanist way of thinking - Introduce the concepts of theology and philosophy - Origins of religions and world views

		Lesson 4 - What do non-religious world views teach? To know what Humanism teaches is the purpose of life. To know how this would influence a Humanists view on the world and how they live their lives. To know how Humanists answer the ultimate question of the origin of the universe	World Views Humanist Atheist Afterlife	- The UK as a multicultural society e) <u>Curriculum links</u> <i>To Newcastle Agreed Syllabus</i> - SACRE: KS3 (Y7/8) unit 6 Aspects of Looking for evidence of God - SACRE KS3 (Y9) Unit 6: Origins of the Universe <u>Assessment for this unit</u> - Low-stakes knowledge tests – self assessment with red pen – red pen improvements made by students - Lesson tasks and questions - self assessment with red pen and teacher formative assessment with written and oral feedback – red pen improvements made by students - Apply task – written evaluation - teacher formative assessment with written and oral feedback – red pen improvements made by students - Homework – Title page and research task – teacher assessment – oral feedback - Homework – Humanism – self assessment with red pen - teacher assessment – oral feedback - Homework – End of unit Frog quiz – teacher summative assessment - percentage given - Summative assessment test – covering unit 1 and 2 – teacher summative with written feedback and red pen improvements made by student
		Lesson 5 - Does everyone believe in God? To know 3 different views on the existence of God. To know the meaning of the 3 key terms To why individuals may have come to that conclusion and the impact on their life of their world view To know HOW TO evaluate differing points of view	Theist Atheist Agnostic	
		Lesson 6 - Assessment To know 3 different views on the existence of God. To know the meaning of the 3 key terms To why individuals may have come to that conclusion and the impact on their life of their world view To know HOW TO evaluate differing points of view	Theist Atheist Agnostic Evaluate	

Christmas Why is Christmas important to Christians?	This module helps develop an understanding of and insight into one of the key Christian Festivals which also affects British Society.	Lesson 1 - Where does the festival of Christmas come from? To know the origins of the Christmas story as told in the Gospels of Matthew and Luke To know how the two accounts are both similar and different. To know HOW TO interpret the meaning of the 2 Biblical accounts	Gospel Bethlehem Matthew Luke Immanuel Virgin	a) <u>Subject specific skills</u> - Accurate use of key vocabulary - Theology - Describing and explaining specific beliefs - Theology - Understanding that religions use sources of authority to find answers - Theology - Explaining beliefs and practices - Theology – Interpreting the meaning of religious items and linking to beliefs and practices - Theology - How to interpret quotes and link to beliefs and practice - Theology - Analysis and comparison of sources of religious authority - Human / social science - Explaining the impact beliefs and practice have on the believers. - Philosophy and own world view - Evaluation of a fundamental question in religious studies and world views - Philosophy and own world view - Class debate and discussion – learning from the views and opinions of others b) <u>Numeracy</u> c) <u>Literacy</u> - Etymology of key words – e.g. incarnation (to make into flesh – from the Latin ‘in carno’) - Retelling events and explaining their meaning within Christianity - Comparison of sources of authority – how they are similar and different by creating a Venn diagram - Labelling diagrams and explaining their symbolic meanings. - Explaining Christian practice and the impact beliefs and practice have on the lives of Christians today. - Using ICT and websites to investigate how Christmas is celebrated around the world. d) <u>Reading</u> - Sources of authority from the Bible - Use of factsheets and booklet to gather information about Christianity and to find answers to key questions. d) <u>Cultural Capital</u> - How Christians celebrate Jesus’ birth today and the meaning of some Christmas decorations – linked to the UK as a Christian country. - Investigation into how Christmas is celebrated around the world e) <u>Curriculum links</u> <i>To Newcastle Agreed Syllabus</i> - SACRE: KS3 (Y7/8) Unit 2 Aspects of The meaning of the incarnation - SACRE KS3 (Y7/8) Unit 4: Investigating the Life and Impact of a Religious Teacher - Jesus
		Lesson 2 - Why is the birth of Jesus important to Christians? To know what the term ‘prophecy’ means within Christianity. To know what was prophesised about Jesus before he was born. To know HOW TO interpret the meaning of the Old Testament prophesies to explore what they say about Jesus	Old Testament Prophecy Messiah Immanuel Virgin	
		Lesson 3 - Why is the incarnation significant for Christians? To know the meaning of the incarnation of Jesus. To know how Christians understand Jesus as being both divine and human. To know HOW TO link examples from the life of Jesus to support the belief in the incarnation	Incarnation Jesus Divine	
		Lesson 4 – How do symbolic items emphasise Christian teachings about Christmas? Christingle To know how symbolic items used at Christmas reflect Christian beliefs. To know the symbolism of the Christingle. To know the impact symbolic items have of Christian practice today To KNOW HOW to interpret the meaning of symbolic items and link them to religious beliefs	Advent Christingle Jesus as the 'light of the world'	

		Lesson 5 – How do symbolic items emphasise Christian teachings about Christmas? Advent wreath To know how symbolic items used at Christmas reflect Christian beliefs. To know the symbolism of the Advent wreath. To know the impact symbolic items have of Christian practice today To KNOW HOW to interpret symbolic items and link them to religious beliefs	Advent Wreath Peace Joy Love Hope	<u>Assessment for this unit</u> • Low-stakes knowledge tests – self assessment with red pen – red pen improvements made by students • Lesson tasks and questions - self assessment with red pen and teacher formative assessment with written and oral feedback – red pen improvements made by students • Apply task – written evaluation - teacher formative assessment with written and oral feedback – red pen improvements made by students • Homework – Title page and research task – teacher assessment – oral feedback • Homework – Christian symbols linked to Christmas task - self assessment with red pen - teacher assessment – oral feedback • Homework – End of unit Frog quiz – teacher summative assessment - percentage given • Summative assessment test – covering unit 1 and 2 – teacher summative with written feedback and red pen improvements made by student
		Assessment – preparation lesson and assessment time		

What it means to be a Sikh?	This module helps students learn about key beliefs in Sikhism and how, to a Sikh, Sikhism is more than a religion, it is a complete way of life.	Lesson 1: What is it like to be a Sikh? To know facts about the Sikh religion including differing beliefs and practices across Sikhism.	Sikh Khanda Guru Granth Sahib	a) <u>Subject specific skills</u> • Accurate use of key vocabulary • Theology - Describing and explaining specific beliefs • Theology - Understanding that religions use sources of authority to find answers – • Theology - how to interpret quotes and link to beliefs and practice • Theology - Understanding of historical context of beliefs. • Analysis and comparison of sources of religious authority • Theology - Explaining beliefs and practices of Sikhs – the importance of Guru Nanak, Guru Gobind Singh, the Khalsa, the 5 ks, Sewa, Langar, the Gurdwara, 3 principals • Theology – explaining the concepts of equality and respect and linking them to examples of Sikh practice • Human / social science - Explaining the impact beliefs and practice have on the believers – sewa and equality • Philosophy and own world view - Evaluation of the importance of equality and respect within the Sikh faith • Philosophy and own world view - Class debate and discussion – learning from the views and opinions of others b) <u>Numeracy</u> • Statistics linked to numbers of believers • Calculating how old a religion is and where it fits chronologically with the development of other religions. c) <u>Literacy</u> • Accurate use of key words. • Linking of some key words to English usage today, e.g. caste/outcast. • Completion of a table of facts about Sikhi • Retelling events and their meaning within Sikhi • Interpretation of sources of authority • Identifying and explaining the 5Ks • Explaining how Sikh teachings might influence a Sikh to live their life today. • Explaining how religious practice in the Gurdwara shows equality and diversity d) <u>Reading</u> • Use of factsheets and booklet to gather information about Sikhi and to find answers to key questions. d) <u>Cultural Capital</u> • Links with local places of worship, e.g. the Sikh Gurdwara in Newcastle. • Origins of religions and world views • The UK as a multicultural society e) <u>Curriculum links</u>
		Lesson 2: Who is Guru Nanak and why is he important? To know who Guru Nanak was and facts about his life. To know why he is important to Sikhs today and the impact he has on their lives. To know his views on the key belief of equality and link beliefs to actions	Nanak Guru Equality	
		Lesson 3: What are the key teachings of Guru Nanak? To know the key teachings of Guru Nanak – what he said and what it means for how Sikhs should behave today – the impact of their faith. To know HOW TO interpret religious sources of authority to determining the meaning.	Equality Caste Gender	
		Lesson 4: What is the Khalsa and why was it formed? To know what the Khalsa is. To know how and why it was formed. To know why Sikhs join the Khalsa and what it means to Khalsa Sikhs today. To know HOW TO interpret religious sources of authority to determining the meaning.	Gobind Singh Khalsa Persecuted Convert martyr	
		Lesson 5: What is the symbolism of the 5 Ks? To know what each of the 5 Ks represents – what they are signs and symbols of for Khalsa Sikhs. To know HOW TO express own views on the importance and impact of the 5ks and the Khalsa.	Kachera Kanga Kara Kesh Kirpan symbol	

		Lesson 6 and 7: What is Sewa and why is it important? To know what the Langar and Sewa are for Sikhs . To know what Sewa is and why it is important to Sikhs and the wider community. To know HOW TO give reasoned views on the importance of Sewa and make links to sources of authority	Sewa Gurdwara Langar	<i>To Newcastle Agreed Syllabus</i> - SACRE: 'Closing the Gap' from KS2 Sikhism: Belief and Practice - SACRE: KS3 (Y7/8) Unit 7 Aspects of Sikhism: Beliefs and their Effect on Lifestyle - SACRE: KS3 (Y7/8) Unit 4 Aspects of investigating the life & impact of a religious leader – Guru Nanak, Guru Gobind Singh - SACRE: KS3 (Y7/8) Unit 1 Aspects of visiting a place of worship - SACRE: KS3 (Y7/8) Unit 8 Sikhism – aspects of the role of the Gurdwara - SACRE: KS3 (Year 9) Unit 1: Rites of Passage: Birth and Initiation – Khalsa and Amrit Assessment for this unit - Low-stakes knowledge tests – self assessment with red pen – red pen improvements made by students - Lesson tasks and questions - self assessment with red pen and teacher formative assessment with written and oral feedback – red pen improvements made by students - Apply task – written evaluation - teacher formative assessment with written and oral feedback – red pen improvements made by students - Homework – Title page and research task – teacher assessment – oral feedback - Homework – 5 K's and misconceptions about them – self assessment with red pen - teacher assessment – oral feedback - Homework – mid unit Frog quiz – teacher summative assessment - percentage given - Homework – End of unit Frog quiz – teacher summative assessment - percentage given - Summative assessment test – covering unit 1,2 and 3 – teacher summative with written feedback and red pen improvements made by student
		Lesson 8 and 9: What is the Gurdwara, what happens there and why is it important to Sikhs? To know what the Gurdwara is and why it is important to Sikhs. To know what happens in the Gurdwara and the symbolic meaning attached to what features and worship. To know HOW TO analyse the ways in which equality and respect are shown in the Gurdwara and use sources of religious authority to support practice.	Gurdwara Nishan Sahib Respect Equality	
		Assessment – preparation lesson and assessment time		
		Lesson 10: How does Sikhism affect daily life? To know the impact of being a Sikh on everyday life today	Principles Meditation Honest living	

What it means to be a Hindu?	This module helps students learn about key beliefs in Hinduism and how, to a Hindu, Hinduism is more than a religion, it is a complete way of life.	Lesson 1: Hinduism (Hindu Dharma) - What is it like to be a Hindu? To know facts about the Hindu religion including differing beliefs and forms of expression across Hinduism (Hindu Dharma).	Hinduism Hindu Dharma Brahman Reincarnation	a) <u>Subject specific skills</u> - Accurate use of key vocabulary - Theology - Describing and explaining specific beliefs - Theology - Understanding that religions use sources of authority to find answers - Theology - Understanding of historical context of beliefs. - Theology - Analysis and comparison of sources of religious authority - Theology - Explaining beliefs and practices of Hindus – the concept of God, deities, Murties, Trimurti's, worship, reincarnation, - Human / social science - Explaining the impact beliefs and practice have on the believers – reincarnation - Philosophy and own world view - Evaluation of a fundamental questions in religious studies and world views b) <u>Numeracy</u> - Statistics linked to numbers of believers c) <u>Literacy</u> - etymology of key words, e.g. Trimurti = tri (3) + murti (image) - Completion of a table of Hindu facts - Fact-finding activity using information sheets and collation of facts in books. d) <u>Reading</u> - Use of factsheets and booklet to gather information about Hinduism and to find answers to key questions. d) <u>Cultural Capital</u> - Links with local places of worship, e.g. the Hindu Temple/Mandir in Newcastle. - Origins of religions and world views - Study of a parable and its links to modern-day philosophy and how we learn about ourselves and others' beliefs and values. e) <u>Curriculum links</u> <i>To Newcastle Agreed Syllabus</i> - SACRE: 'Closing the Gap' from KS2 Hinduism: Belief and Practice - SACRE: KS3 (Y7/8) Unit 1 Aspects of visiting a place of worship - SACRE: KS3 (Y9) Unit 7 Aspects of rites of passage: death Hindu belief about death
		Lesson 2: What does the parable of the blind men and the elephant teach? To know what a parable is. To know what Hindu teachings are explored in the parable of the blind men and the elephant. To KNOW HOW to interpret the teachings within a parable	Parable Symbol Moral	
		Lesson 3: What do Hindus believe about God? To know what Hindus believe about God (Brahman), the deities, murties and the Trimurti. To know how Hinduism uses their range of gods and goddess (the deities) to show the natures, powers and roles of Brahman.	Brahman Trimurti Deities Murties	
		Lesson 4 & 5: Who are the Trimurti and why are they important to Hindus? To know who the Trimurti are, the parts of the Trimurti and how their Murtis reflect their roles and importance in Hindu creation and beliefs.	Murti Deities Trimurti Brahma Vishnu Shiva	
		Lesson 6 & 7 What does Hinduism (Hindu Dharma) teach about life after death? To know facts Hinduism (Hindu Dharma) teaches about life after death. To know how that influences the way a Hindu may live their life. To KNOW HOW to represent the Samsara cycle in a diagram.	Samsara Karma Atman Moksha	

		Lesson 8: How do Hindus show their devotion to God? To know how Hindus show devotion to God through Puja, Arti and their home Mandir / Murties	Puja Murti Blessed Ceremonial Arti Mandir	<u>Assessment for this unit</u> • Low-stakes knowledge tests – self assessment with red pen – red pen improvements made by students • Lesson tasks and questions - self assessment with red pen and teacher formative assessment with written and oral feedback – red pen improvements made by students • Apply task – written evaluation - teacher formative assessment with written and oral feedback – red pen improvements made by students • Homework – Title page and research task – teacher assessment – oral feedback • Homework – Teacher's choice – self assessment with red pen - teacher assessment – oral feedback • Homework – Mid unit Frog quiz – teacher summative assessment - percentage given • Homework – End of unit Frog quiz – teacher summative assessment - percentage given
		Lesson 9: What is a Hindu Temple like? To know the main features and practices that take place in a Hindu Temple. To know how these features are linked to Hindu worship. To know HOW to compare worship in the Mandir and at home	Mandir Sacred Murti Arti Puja	
		Depending on the length of the term the last 2 lessons may not get taught so are not on the knowledge organiser		
		Lesson 10: What is Ahimsa and how does it relate to Gandhi? To know what the Hindu teaching of Ahimsa is. To know how Gandhi upheld this teaching.	Ahimsa Non-violence Justice Discrimination	
		Lesson 12: What does Hinduism teach about the stages of life? To know what Hinduism teaches about differed stages in a person's life – what is expected of them and their Dharma	Expectations Ashramas Dharma Sannyasin	