





RELIGIOUS EDUCATION Year 7 curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	What is religion and why is it relevant?	What is religion and why is it relevant?	Why is it difficult to believe in God?	Who was the Buddha and why was he special?	What do Muslims believe?	What is it like to live as a Muslim in Britain today?
Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	<p>In the Autumn term students learn the value of learning about other people and their beliefs and culture. They will be introduced to major religious worldviews and non-religious worldviews whilst being encouraged to develop their own opinions on a variety of issues. This unit also covers the fundamental factors of RE such as symbolism, the difference between opinion fact and belief, and key vocabulary.</p> <p>The Spring term begins with a unit called Why is it difficult to believe in God? Students will investigate arguments for and against the existence of God. They will explore how people decide what their truths and beliefs are for them. They will also learn ways in which some people claim we can prove God's existence and arguments against this.</p> <p>The second half of the Spring term introduces students to the religion of Buddhism where students will learn about how the early experiences in the life of Siddhartha Gautama led to the current Buddhist teachings and philosophies. They will be introduced to the main dharma's and how they influence Buddhists today.</p> <p>Skills include: Investigation and Enquiry, Interpretation, Application, Expression, Analysis, Evaluation, Personal Reflection and Critical thinking</p>					



Skills	R <i>Develop</i> RESILIENCE		<i>Students will develop resilience when encountering new religions and worldviews they have not studied before.</i>	
	A <i>Possess</i> AMBITION		<i>Students should endeavour to participate in discussions, complete all tasks asked of them and respond positively to constructive criticism.</i>	
	I <i>Demonstrate</i> INTEGRITY		<i>Students need to allow others to feel safe to express their opinions, feelings and beliefs, whilst having the courage to share their own personal feelings.</i>	
	S <i>Embed</i> Self-Discovery		<i>Students need to reflect upon how they answer Ultimate questions and what the meaning of life may be to them at this moment.</i>	
	E <i>Display</i> EMPATHY		<i>Students need to listen to others' views, experiences and opinions and be prepared to take them on board in order to strengthen and develop their own.</i>	
Curriculum Links	The RE curriculum begins with the statutory bridging unit "What is RE". This connects the learning from year 6 and year 7. The purpose of this bridging unit is to consolidate knowledge learned as key stage 2 and to provide students with some confidence going into key stage 3.	The second unit is a Christian unit predominantly as this is one of the core religions specified in the South Tyneside Locally agreed syllabus. This allows	The Buddhism unit is in contrast to unit 2, as it offers a Dharmic viewpoint as opposed to the more Abrahamic view students will have studied in depth so far. This unit builds on	From September 2024, term 3 will begin with a unit called "What do Muslims believe?" This is being introduced in order to ensure all three of the core religions are covered in Key stage 3. As a school we feel we need to be more explicit in our condemnation of religious prejudice, therefore the latter part of the unit will address the issue of Islamophobia and the change of societal views post 911.



		<p>students to utilise the knowledge gained in Key stage 2 to enable them to begin to reflect upon their own beliefs and opinions and gives them the vocabulary to be able to do this.</p>	<p>unit 1 and 2 as it introduces students to the idea of a religion with no god. It offers a very different worldview to Christianity. This also introduces students to a core religion taught at Key stage 4 at Baldon, Buddhism. As stories are very important in the teaching of religious education, we begin with the life of the young Siddhartha Gautama and how his experiences led to Buddhism itself.</p>	
<p>Assessment</p>	<p>Baseline Assessment- Year 6 content assessed. Curriculum CheckPoint 1 - Religious and non-religious worldviews. Curriculum CheckPoint 2 - Symbolism and Christian Belief. Exam 1 - Unit 1 and 2 assessed Curriculum CheckPoint 3 - The existence of God. Exam 2 -Unit 3 and 4 assessed.</p>			



Aspirations & Careers

Students will gain a better understanding of what motivates and drives people. They will have a deeper understanding about the beliefs, practices and motivations of the many people they will encounter post school.