



Religious Education: Curriculum Overview

Year 7

The curriculum below is based on the guidance found in the Hertfordshire agree syllabus for RE (<https://www.hertsforlearning.co.uk/resources/hertfordshire-agreed-syllabus-religious-education-2017-2022-digital-download>) as agreed by the statutory advisory body. In brief this sets out the legal requirement for maintained schools and academies within the LEA area to include teaching on the major world religions represented in the county of Hertfordshire.

Half Term	Topic studied	What will I learn?	How will I be assessed?
Year 7 Autumn 1	<i>What is Religion all about?</i>	Students will explore and consider the following topics: <ul style="list-style-type: none"> The major religions represented in the world. What people think about the idea of the soul. Different ideas about God and what a God or Goddess is. In particular, students will look at how the polytheistic tradition and stories of Hinduism differ from monotheism. Students will be able to explain how studying RE at school is a benefit to them and society. 	Students will complete an extended piece of writing based on the newspaper headline “ Why is it important to study RE in Schools? ” This allows them to express their ideas in a creative way, as well as giving an account of what they have learnt this half term. MAST will be able to demonstrate some analysis of the relative importance of different reasons for (and against) the proposition, while SEN and less confident or able students are supported with writing frames offering different levels of pre-written sentences starters and subject detail. Open book.
Year 7 Autumn 2	<i>How are Muslims supported by 5 Pillars?</i>	Students will use this unit to become familiar with the key aspects of the world’s second largest (and fastest growing) faith: Islam. This shall include: <ul style="list-style-type: none"> The origins and meaning of Islam and how Muslims view Allah. The story of the Prophet Muhammad (pbuh) and the Qu’ran. The importance of the five pillars of Islam, with a lesson devoted to exploring each of these and how they impact upon daily life. 	Students will create a piece of work on A3 which explain the importance of the five pillars of Islam, and what each involves. Students will be given a clear set of levelled success criteria which encourages them to provide further detail and comparison to push themselves further, progressing to personal evaluation and thoughts on the five pillars in contemporary UK society
Year 7 Spring 1	<i>What does it mean to be a Sikh?</i>	This unit is particularly relevant given the concentration of Sikh communities in certain parts of Hertfordshire. Students will learn about: <ul style="list-style-type: none"> The similarities of Sikhism with Hinduism and Islam, as well as its origin in the Punjab. The story of Guru Nanak and his founding of the Sikh faith. The various corporeal Gurus who succeeded Nanak, up to the present Guru Granth Sahib (A holy book embodying the teachings of the previous ten in perpetuity). In particular we shall also focus on the last living Guru – Gobind Singh and his teachings and founding of 	Students will be encouraged to demonstrate their knowledge of the topic by explaining the concept of the 11 Gurus and sharing some personal evaluation as to which they think is most influential and why. They will also be asked to outline the ‘5 K’s’ of the Khalsa and how/why these support Sikhs in contemporary UK society.

		the Khalsa and the meaning of the 'five Ks'.	
Year 7 Spring 2	<i>Jesus: Man or God?</i>	<p>This term will bring Christianity into focus, as a Judaic religion founded on the belief in the figure and teachings of Jesus. Students will learn about:</p> <ul style="list-style-type: none"> • Some of the events of Jesus' life as recounted in the Gospel, and the meaning of certain parables. • Why Jesus is of symbolic importance to Christians today. • The different attitudes towards these stories and beliefs today, with reference to historical reference as well as modern scepticism. <p>The nature and existence of 'miracles'.</p>	Students will produce a piece of written work in either mini-essay or factfile form. This will outline the importance of Jesus in Christian beliefs and why he is still important in Christians daily lives today. MAST will be encouraged to develop their own evaluation and analysis through addressing the question in the unit title.
Year 7 Summer 1	<i>Why are Abraham and Moses special?</i>	<p>This unit allows for a deeper exploration of the Old Testament stories surrounding the founding and traditions of the Jewish faith. In particular, students will learn about:</p> <ul style="list-style-type: none"> • The story of Abraham and Sarah, their Journey into Canaan and gift of Sons Ishmael and Isaac. • God's testing of Abraham with demand for the sacrifice of Isaac and the birth and meaning of the covenant. • The Story of Moses and the 'exodus' of the Hebrew slaves from Egypt after the ten plagues. <p>How this exodus is commemorated in the tradition of Passover, including the Seder Meal.</p>	Students will complete a creative task: Either a newspaper or magazine profile piece, or script for a TV talk show on one of these Jewish founders and leaders. This will demonstrate an understanding of the stories and importance to Judaism that person represents. MAST will be encouraged to provide comparison of the relative merits of the two.
Year 7 Summer 2	<i>What was the Buddha looking for?</i>	<p>The final unit studied is particularly important as a primer for year 8 studies as well as boon for those electing for RE as a GCSE subject. Buddhism presents a sharp contrast to the mono and polytheistic traditions learnt about in previous terms. Topics considered are:</p> <ul style="list-style-type: none"> • The spread and origin of the Buddhist Faith. • The story of Siddhartha Gautama and the Four sights. • The quest for enlightenment and the four noble truths. 	Students will complete a factfile about Buddhism, including an extended piece of writing on how the life, actions and teachers of Siddhartha Buddha still effect the daily lives of Buddhists 2500 years later. Students will have the opportunity to participate in the Spirited Arts scheme.

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