

# Curriculum Overview

Subject: RE

Year Group: 7

**CHASE HIGH**  
Aspirations, Character & Excellence



It is our aim to develop the necessary skills within our students to respond to life's questions based on their knowledge and understanding of the great world religions, the contributions they make to society's codes and the values they hold.

Students will build on prior knowledge of the six major world religions through different themes in terms 1 and 2. The specific knowledge and skills taught will enable students to discuss and reflect on the values and issues that are important to them as well as becoming competent in descriptive written work. In term 3 they will study Buddhism including the history, origin, teachings, practices and beliefs.

Students are actively encouraged, through the syllabus to address spiritual and moral questions explicitly. We aim to ensure that their opinions and thoughts are treated with respect and reflect the value we place on the individual as being part of the whole school community as well as the wider multicultural community.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b>  <b>Discussion</b> – Knowing how to listen and respect the points of views of others.  <b>Key terms</b> – Symbolism, signs, logos, trinity, secular, atheist, theist, agnostic, congregation, belief, dualism, physicalism, personal and social identity, omnipresent, omnipotent, omnibenevolent, omniscient, transcendent, immaterial, infinite, Advent, Christmas, materialism.                      Symbolism - To know the different symbolism seen within the six major world religions.                      Features of religion- To know the commonalities and differences among the six major world religions.                      Who am I? - To identify characteristics and link them to social and personal identity.                      Who /what is God? - To know key terminology linked to characteristics of God.                      Special celebrations - To understand the importance of Advent for Christians. To compare beliefs and traditions of both secular and religious beliefs about Christmas.</p>	<p><b>KNOWLEDGE/SKILLS</b>  <b>Discussion</b> – Building good communication skills through structured discussion.  <b>Key terms</b> – media, good, evil, moral, Big Bang, creation, Big Freeze, Big Rip, Big Crunch, Trimurti, parables, conscience, ethics, altruistic, ahimsa, Golden rule, agape, metta, ahava.                      Religion in film - To know and identify religious symbolism within film and analyse how effective it is.                      Theories about life and the universe - To know different religious and scientific theories about the origin and ending of the planet.                      Morality - To know how to express views about what is morally right and wrong. To know religious views about conscience. To know how to interpret religious parables.                      Love - To know different religious views about love.</p>	<p><b>KNOWLEDGE/SKILLS</b>  <b>Discussion</b> – Continued development of discussion and debate skills through examples and participation.  <b>Key terms</b> – Buddha, meditation, enlightenment, four sights, dukkha, noble eightfold path, sutras, temple, dharma, middle way, ascetism, bhikkhus, sangha, Nirvana, pilgrimage, Wesak                      Introducing Buddhism - To know some basic facts about Buddhism.                      The Buddha - To know the special events surrounding Siddhartha Gautama's birth, the events that led to him leaving the palace, how he became enlightened and became known as the Buddha.                      Beliefs - To understand Dharma and how the beliefs affect a Buddhist's daily life.                      Practising Buddhism - To know about the life of a Buddhist monk and why some people choose this way of life.                      Festivals - To recognise the importance of festivals and what they commemorate within Buddhism.</p>
<p><b>KEY ASSESSMENTS</b>                      Half term 1: Knowledge, understanding and evaluation on identity and features of religion.                       Half term 2: Use of key vocabulary and extended writing tasks during lessons.</p>	<p><b>KEY ASSESSMENTS</b>                      Half term 1: Origins of the planet.                       Half term 2: Extended writing tasks during lessons.</p>	<p><b>KEY ASSESSMENTS</b>                      Half term 1: Extended writing tasks during lessons.                       Half term 2: Knowledge, understanding and evaluation of Buddhism.</p>

Extended reading suggestions and external resources:

Amazing Evolution - Anna Claybourne

The world according to Narnia - Johnathon Rogers

Genesis and the big bang - Gerald Schroeder

The little book of Buddhism - Dalai Lama

The Little Buddha - Film

**Cultural capital** is addressed with a trip to a Hindu Temple, virtual tours of places of worship, physical religious artefacts to look at, documentaries and film club.

# RE/Citizenship Year 7 Assessment Criteria

	<b>Bronze</b> 	<b>Silver</b> 	<b>Gold</b> 	<b>Platinum</b> 
<b>Evaluating</b>	<p>I can give my own opinion on some different beliefs, actions and practices. I can explain simple reasons for my opinion.</p>	<p>I can explain reasons for my own and other people's opinions on different beliefs, actions and practices.</p>	<p>I can explain reasons for my own and other people's opinions on different beliefs, actions and practices. I can use some evidence to support the different views.</p>	<p>I can evaluate different beliefs, actions and practices, using evidence in my answer to support the different views. I can summarise with a brief conclusion. <b>My use of SPAG is good.</b></p>
<b>Comparing</b>	<p>I can list some of the similarities and differences of a topic that I have been studying.</p>	<p>I can identify and explain some similarities and differences of a topic that I have been studying.</p>	<p>I can compare different themes in some detail, using evidence to support my comparisons.</p>	<p>I can compare some religious/secular themes in detail and explain, using evidence, which has the better approach.</p>
<b>Explaining</b>	<p>I can recall basic facts about a topic I have been studying and explain them verbally using everyday language.</p>	<p>I can recall facts about a topic/theme I have been studying and explain them using some key words.</p>	<p>I can apply facts about a topic I have been studying and explain them in detail using some key vocabulary.</p>	<p>I can apply detailed facts about a topic I have been studying. I can explain them using specialist key vocabulary.</p>
<b>Describing</b>	<p>I can talk about a topic that I have been studying and use some key words in my description.</p>	<p>I can demonstrate basic knowledge, through my written work, of the topic I have been studying. I can use some key words.</p>	<p>I can demonstrate knowledge and understanding of the topic I have been studying. I can use key vocabulary within my descriptions.</p>	<p>I can demonstrate a good knowledge and understanding of the topic I have been studying. I can use a wide range of key vocabulary within my descriptions.</p>