

# Religious Education

## Year 7 Curriculum

### ASPIRE – ENDEAVOUR - SUCCEED

#### **Purpose of Study statement**

High-quality RE will support pupils' religious literacy. In the context of this syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

Norfolk Agreed Syllabus 2019, p4

#### **Threshold concepts (We call them RE's 'Golden Threads')**

Nature of God

Belief into action

Sacred text

Inspirational figures

Faith

#### **Sequence of learning**

To develop schema in KS3 RE we have 5 'Golden Threads' ( Nature of God, Belief into action, Sacred texts, Inspirational figures and Faith). These 'threads' weave through the topics, thus accumulating knowledge on these key concepts throughout the KS3 curriculum.

The NAS (2019) recommends that RE is taught through multi-disciplinary lenses – **Human Social Sciences**, **Philosophy** and **Theology**. Each KS3 topic has an enquiry question to consider from one of the disciplinary lenses.

#### **Y7**

'Introducing RE' enables students to consider questions that will underpin KS3 RE: How did religion develop? Where are religions practised? What connections are there between religions? How do religious people express their religious faith? Finally, why is religion important in the world today?

KS3 RE will continue with the study of the three Abrahamic faiths. Due to chronology Judaism will be studied first; students will learn about the origins and beliefs of one of the most influential and ancient religions on Earth. Students will learn how Jews worship, pray and follow laws that they believe God has given them. Thus providing the foundations for studying Christianity later in Y7 and Islam in Y8 and a point of comparison with the Y8 topic of Hinduism.

Students then move on to study how the modern world's largest religion, Christianity, developed from Judaism and learn the core beliefs of Christianity as an independent faith. Focus is placed upon the development of students' understanding of the significance of Jesus as messiah and God incarnate.

## Subject knowledge

### **Introducing RE** **What is religion?**

K1.1 Development of religion – animism to monotheism

K1.2 Where are the major world religions practised? Connections between the major religions

K1.3 What religions share: teachings and authority, symbols, worship and morality, practices and celebrations

K1.4 Why religion is important in the world (**Careers in the curriculum**)

### **Judaism** **What do Jews have to do to lead a 'good life'?**

#### **What is Judaism?**

K2.1 Concept of monotheism (K1.1) based on the belief in a covenant

K2.2 Variance in interpretation of belief and practice: Jews can be secular, Orthodox, Conservative, Liberal and Reform

#### **How did Judaism begin?**

K2.3 Patriarchs: Abraham as an important figure in Judaism, Christianity and Islam

K2.4 Patriarchs: Significance of Isaac, Jacob (and Moses)

#### **What are the Tanakh and Talmud?**

K2.5 What the Tanakh is

K2.6 The importance of the content of the Torah (mitzvot)

K2.7 How Jews might use sacred text in everyday life

#### **What are the mitzvot?**

K2.8 Different interpretations of the mitzvot (K2.6) (K2.2)

K2.9 Jewish kashrut (food laws) – kosher and trefah (K2.6)

K2.10 Making links between sources of authority and religious practice (eg Exodus 23.19 informing kashrut) (K2.6)

#### **What is a synagogue?**

K2.11 Key features of synagogues

K2.12 Similarities and differences between conservative, liberal, reform and orthodox synagogues (K2.2)

K2.13 Significance of places of worship in the life of believers

#### **Why do Jews pray?**

K2.14 How and why Jews pray (K1.2)

K2.15 Difference between public and private prayer

K2.16 Interpretation of Shema (K1.2)

#### **What is Shabbat?**

K2.17 Making links between sources of authority and religious practice (eg Exodus 20.9-10 and Genesis 1) (K2.6)

K2.18 How Shabbat is observed in the home and at the synagogue

K2.19 Benefits and challenges of observing Shabbat in the modern world

#### **A persecuted people**

K2.20 Historical and contemporary examples of Jewish persecution (K1.1)

#### **Jewish responses to the Holocaust**

K2.21 Explanation of the 'problem of evil' (K1.2)

K2.22 Comparison of the responses to the Holocaust by Richard Rubenstein, Eliezer Berkovits, Emil Fackenheim and Anne Frank

### **Christianity** **Why are there different narratives in sacred texts? (1) Why do Christians believe Jesus is God on Earth (2)**

#### **What is the Bible? (1)**

K3.1 Structure and overview of the contents of the Bible

K3.2 Importance of the Bible for Christians (K2.6)

#### **Creation (1)**

K3.3 Literal and liberal interpretations of the Creation story (K3.2)

#### **The Fall (1)**

K3.3 Literal and liberal interpretations of The Fall (K3.2) (K3.3)

K3.4 Concepts of original sin and free will

K3.5 Importance of The Fall in relation to the concept of the Messiah

#### **What is the New Testament? (2)**

K3.6 The Gospels as a source of information about Jesus

#### **The Birth of Jesus (1 and 2)**

K3.7 Similarities of the Birth narratives of Matthew and Luke

K3.8 Concept of the Messiah (K3.5)

### **The baptism and temptations of Jesus (2)**

K3.9 Concept of Trinity

K3.10 Temptations of Jesus (K1.1) (K3.5) (K3.8)

### **The miracles of Jesus (2)**

K3.11 Significance of miracles (K1.1) (K3.5) (K3.8)

K3.12 Examples of miracles: Feeding of the 5000, Jesus walking on water, and the healing of the paralysed man

### **The parable of the good Samaritan (2)**

K3.13 Significance of parables (K1.1) (K3.5) (K3.8)

K3.14 Interpretation of the meaning of the parable of the Good Samaritan (K2.10)

### **The plot against Jesus: The Last Supper (2)**

K3.15 Events of the Last Supper

K3.16 Importance of the Last Supper to Christians (K1.1) (K3.5) (K3.8)

K3.17 Symbolism of bread and wine (K1.1) (K3.5) (K3.8)

### **The crucifixion of Jesus (2)**

K3.18 Events of 'Good Friday'

K3.19 Importance of the crucifixion for Christians (K1.1) (K3.5) (K3.8)

### **The resurrection and ascension of Jesus (1 and 2)**

K3.20 Events of the Crucifixion

K3.21 Importance of the resurrection for Christians (K1.1) (K3.5) (K3.8)

### **Why did Jesus die? (1 and 2)**

K3.22 Historical and spiritual explanations for Jesus' death and resurrection (K1.1) (K3.5) (K3.8)

### **Curriculum links to careers**

During the final lesson of the 'Introducing RE' topic, on 'Why religion is important to the world' students are shown a clip from the 'My future, my career, my RE' project ( <https://www.truetube.co.uk/film/my-future-my-career-my-re> ) to help students to not only appreciate RE as an academic discipline, but also how the knowledge, skills and attitudes developed in RE link to the world of work. The outcome would be that reference to career choice should be made in any thorough verbal and written responses to questions about how religion influences the world. In other words, students are encouraged to move beyond 'religion influence behaviour and lifestyle', eg morality, clothing, diet, consumer choices, and can also motivate choice of careers.

- ✓ Working with others: having respect for people of different cultural and ethnic backgrounds
- ✓ Working with others: having respect for religious/non-religious belief
- ✓ Working with others: having respect for other people's beliefs/points of view
- ✓ Lessons on Kashrut and Shabbat: explicit reference to the recognition of the impact religious faith can have on working life, eg religious observance: Shabbat, and kashrut

### **Procedural knowledge**

S1 How to apply keywords (from the knowledge organiser) accurately in verbal and written work

S2 How to recall religious belief/practice

S3 How to recount religious stories

S4 How to interpret religious text.

S5 How to compare different interpretations of religious text (eg literal and liberal interpretations)

S6 How to apply religious text as evidence to support an argument

S7 How to apply religious text as evidence to critique an argument

S8 How to identify similarities and differences of belief and practice within a religion (eg denominations)

S9 How to identify similarities and differences of belief and practice between religions

S10 How to evaluate controversial religious statements