

**Year 7 Curriculum Explained**

Our Religious Studies curriculum intends to train well-informed critical thinkers who understand how religious ideas have and do shape the world. This means that they will be able:

1. To identify religious and non-religious responses to stewardship and how to look after the environment.
2. To explore what life as a Buddhist in the UK is like.
3. To investigate the lives of radical religious figures and how they have influenced life today.
4. To explain where religious people find their guidance.
5. To explain why religious people take the actions they do.
6. To confidently talk about religious ideas and how they influence people.
7. To understand that the main religious tradition in Great Britain in Christianity, but that all other faiths are represented in our society.
8. To evaluate and compare their own ideas with those of different religious traditions.
9. To write in well-structured paragraphs.
10. To use religious teachings/scripture to explain the source of belief.
11. To critically evaluate statements.

The Religious Studies curriculum teaches our students to engage with the world they live in, to ask questions about human experiences and to begin forming their own views on important religious, ethical and moral issues.

Our curriculum provides lessons rich in knowledge and we sequence these in the best order so that students can see how these important ideas link together.

Topic 1 – Stewardship (Knowledge organiser link)

Topic 2 – Life as a Buddhist in the UK (Knowledge organiser link)

Topic 3 – Radical religious figures (Knowledge organiser link)

**Topic 1 - Stewardship**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subtopic** | **Key ideas** | **Why they are learning it and in what order.** | **What students often get wrong** |
| Stewardship | Christian beliefs about being a steward.Hindu beliefs about being a steward.How and why religious people take care of the planet. | Understanding the relationship between humans and the planet from religious perspectives helps identify beliefs around creation and responsibility. | That the environment is not a concern of religious people.That there is little that individuals can do to better protect the planet. |
| Dominion | Our roles and responsibilities to other speciesVegetarianism and religious beliefUses and abuses of animals | Linking how religious people view the animal kingdom to how they treat the planet.Building on ideas of stewardship to show that dominion can have several meanings. | That all religious people are vegetarian.That animals are considered as important as humans in all world religions. |
| Creation | Christian and Hindu creation beliefs.Human origins from a religious perspective | Understanding the creation beliefs with reference to interpretations and literal and liberal views. | That all religious people think we are all closely related.That religious belief and scientific ideas cannot work together. |
| Religious responses to environmental challenges | How religious people respond to environmental issue | Linking belief to action and how people act in the world today. | That religions are not focussed on environmental issues. |

**Topic 2 – The life of a Buddhist in the UK**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subtopic** | **Fundamental ideas** | **Intent and Sequencing** | **Common Misconceptions** |
| The beginning of Buddhism | Understanding the life of Buddha and how his beliefs departed from traditional ideas. | Starting with the historical story of Buddha and putting the birth of Buddhism into context will lay the foundations for further learning. | That Buddha is a God.That Buddha is worshipped.That Buddhism is a religion in the traditional sense. |
| The concept of enlightenment | The idea of finding peace and truth. | Understanding the aim of all Buddhists will help link all other actions with this aim. | That there is a God in Buddhism.That you can tell if somebody has achieved enlightenment. |
| Core beliefs of a Buddhist | How Buddhists are influenced daily by their beliefs.The concept of desire and craving as the route of much unhappiness in life.How meditation can provide benefits to Buddhists and Non-Buddhists. | Students will build on prior knowledge by learning exactly how Buddhists live.Focus to be on life in the UK. | That Buddhists do not experience suffering.That meditation is not useful for everybody. |
| The Buddhist community in the UK | How Buddhists worship.Where Buddhists worship.Identifying as a Buddhist in the UK | Once core knowledge is established, we explore how Buddhists put beliefs into action. | That there are no Buddhists in the UK. |

**Topic 3 – Radical Religious Figures**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subtopic** | **Fundamental ideas** | **Intent and Sequencing** | **Common Misconceptions** |
| Radical Jesus | The history and context of the world before Jesus lived.Why Jesus message was considered so radical.How Jesus message still influences peoples lives today. | Starting with the historical story of Jesus will lay the foundations for further learning.Students start with a religious figure they have prior knowledge of. | That Jesus was a Christian. |
| Radical Abraham | The idea of Prophethood and God’s ‘chosen people’How Abraham responded to suffering. |  |  |
| Radical Guru Nanak | Why Sikhism developed.How the core message from Guru Nanak changed lives. | The first Eastern religion we focus on is Sikhism. | That Sikhs and Hindus are the same. |
| Radical Muhammad | The context of the world before Muhammad lived.Why Muhammad was considered so radical.How Muhammad’s message still influences people today. | The story of Muhammad is the final focus to show a variety of religious figures. | That Muhammad lived when Jesus did. |
| Reflections on how religious figures have impacted the world | Can one person change the world?What does it take to be ‘radical’?How religious people might influence us even when we are not religious ourselves. | Final section of lessons is on the core messages these religious figures gave.Students can now evaluate how radical they think the message was. |  |