



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	Religious Education	Year group	7
<p>Vision statement:</p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.’</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<p>Curriculum intent:</p>	<p>We enable students to share and question their different philosophies, religions, spiritualities and ethical views. We teach students how to academically debate with those who hold contrary opinions, using the skills of empathy and respect. In line with our local authority of Staffordshire, our topics reflect not only Christianity, as the UK’s main religious tradition, but recognises all other major religions as well as Humanist and Atheist standpoints.</p> <p>The curriculum has on 3 key goals:</p> <ol style="list-style-type: none"> 1. Cultivating curiosity of students to acquire insightful knowledge concerning religions and beliefs, both in Britain and in more global terms; they will explore teachings and practices, sacred texts, lifestyles, rituals and symbolism, religious experience and living within a faith community 2. Developing courage as students engage with ultimate questions of meaning and purpose and formulate their own sense of identity and values; expressing and evaluating their personal responses to such questions - linking to their own experience. 3. Growing compassion in terms of social, spiritual and emotional skills for living well in a religiously plural and open society. Students will reflect on the reality of religious diversity and develop skills of analysis and discernment in relation to prejudice, discrimination and bias. 		
<p>Threshold Concepts (TCs):</p>	<ol style="list-style-type: none"> 1. To understand that religious beliefs are interpreted differently even within the same religion. 2. To understand that religious practices have varying levels of adoption. 3. To understand the misconceptions that surround religious belief and practices and how to address them. 4. To understand that religious values can be adopted and accepted by non-religious believers. 5. To understand the varying impact of modern challenges to religious beliefs. 6. To understand the influence key beliefs, teachings and practices have on religious believers. 7. To understand the variety of sources of authority within religion and the different approaches to them. 		

KS2 National Curriculum summary:	<p>Students build on their foundational knowledge from KS1 by having the following opportunities:</p> <ul style="list-style-type: none"> To study beliefs, teaching and sources of religion such as exploring different texts and religious figures. To gain an understanding of how religious beliefs inform how people act in their lives such as celebrating religious festivals. To study expressing meaning in religion potentially through the use of symbols and worship in various religious traditions. To investigate meaning, purpose, and truth for example considering answers to hardship. To contemplate purpose and truth, for example how religion deals with pain and suffering. To consider values and commitments possibly including belonging to a religion, for example through religious ceremonies. Throughout students look at differences in how religions are followed. <p>For more information https://www.stedwardscheddleton.co.uk/wp-content/uploads/2021/08/New-Syllabus-for-Religions-Education-2016-25-11-2016_0948-1.pdf</p>					
Learner skills:	Critical thinking CRITICAL THINKING	Organisation ORGANISATION	Collaboration COLLABORATION	Adaptability ADAPTABILITY	Oracy ORACY	Self-quizzing SELF QUIZZING
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	What is Religious Education?					
Big picture questions:	Should Christians be greener than everyone else?	Can I believe in science and religion?	What are the Dharmic faiths and what do they believe?	Who is a hero of faith and How can I be one?	What are they and why they are called Abrahamic faiths?	What is ethics?
Content (Linked to TCs):	<ul style="list-style-type: none"> - To explain the key concepts of the creation story in Genesis 1. (TC1,3) - To explain what is meant by the term Image of God. (TC1,6) 	<ul style="list-style-type: none"> - Summarise the contribution of religious individuals to science. (TC1,5) - Understand Islamic and Christians 	<ul style="list-style-type: none"> - Detail and understand the founding of each Dharmic faith – Hinduism, Buddhism and Sikhism. (TC1,3) - Identify core aspects of each 	<ul style="list-style-type: none"> To identify modern day inspirational people who they look up to today. (TC4) To learn about heroes of faith in the Bible. Such as Abraham. (TC 6,7) 	<ul style="list-style-type: none"> - To discover who Abraham was and his importance for the Abrahamic religions. - To ascertain what Judaism, Christianity and 	<ul style="list-style-type: none"> - To discover what ethics is. - To review and evaluate the impact of ethical theories on issues such as Euthanasia,



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	<ul style="list-style-type: none"> - To understand why Christians should be more environmentally friendly (TC5) - To explore the similarities and differences between the Christian and Sikh creation stories. (TC1,2) 	<ul style="list-style-type: none"> - attitudes towards science. (TC 1,2,3) - Describe the current scientific and religious accounts of creation (with reference to Genesis) identifying similarities and differences.(TC6,7) - Explain how the scientific account is considered problematic for Christians. (TC5) 	<p>Dharmic faith including buildings, books / scripture and what they believe regarding the nature of God.(TC6,7)</p> <ul style="list-style-type: none"> - Understand and explain how followers of these faiths practice their faith through and understanding of life after death. (TC1,6) 	<p>To analyse heroes of faith from different religions such as Malala Yousafzai. (TC1,6)</p> <p>To reflect on who is an inspirational person/hero of faith is to you. (TC2,4)</p>	<p>Islamic beliefs and practices are.</p> <ul style="list-style-type: none"> - To analyse the differences and similarities between these faiths. 	<p>Vivisection and abortion.</p> <ul style="list-style-type: none"> - To come to your own conclusion whether or not issues in the world are ok based on ethical theories.
Vocabulary Instruction:	Image of God, Omnipotent, Dominion, Genesis 1, Waheguru, Transendent, Immanent.	Scientific method, scripture, prayer, tradition, scientism, Einstein, McGrath, Big Bang Theory, Genesis, Creationism, Literal, Metaphorical, Galileo & RC. Islamic: medicine, maths. Qu’ran/Bible. Dark ages. Golden Age of Islam, Enlightenment, Genome project,	Dharma, Hindusim, Brahman, Trimurti, Aum, Mandir, Puja, Samsara, Karma, Reincarnation, Diwali, Vedas, Siddhartha Gautama, Buddha, Enlightenment, Middle-way, Eightfold Path, Four Noble Truths, Meditation, Temple, Tripitaka, Guru Nanak, Guru Granth Sahib, Gurdwara, 5 K’s	Inspiration Faith Abraham Oscar Romero Inspiration Tamworth Prophet Malala Yousafzai Qur’an Islam	Abraham, Hero, faith, trustworthy, Islam, Christianity, Judaism. Mesopotamia, Haran.	Euthanasia, Vivisection, abortion, palliative care, homelessness, Nuclear Weapons.
Assessment:	Midpoint Assessment (10 marks) Endpoint Assessment (20 marks)	Midpoint Assessment (10 marks) Endpoint Assessment (20 marks)	Summative Assessment 1 Midpoint	Midpoint Assessment (10 marks) Endpoint Assessment (20 marks)	Midpoint Assessment (10 marks) Endpoint Assessment (20 marks)	Summative Assessment 2 – End of Year



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Key/Historical misconceptions in this unit:	<ul style="list-style-type: none"> - Literal and non-literal creation. - Waheguru vs God. - Thinking all Christians care about the planet. 	<ul style="list-style-type: none"> - You can only be a scientist or religious. - That the Islamic world did nothing for science. 	<ul style="list-style-type: none"> - That the Dharmic faiths all believe the same thing. - That Dharmic faiths have the same God as the Christian God. 	<ul style="list-style-type: none"> - That students find no one inspirational. - That anyone can be a hero of faith. 	<ul style="list-style-type: none"> - It is a different Abraham in the Dharmic faiths. 	<ul style="list-style-type: none"> - That everything is black or white/ right or wrong. - All religious people have the same views on key issues
Sequencing:	<p>We have chosen to sequence the year 7 curriculum like this because...</p> <p>It starts by looking at a major religion within the United Kingdom that all students should be familiar with. Students have a varied understanding of religious education from KS2 due to a number of students coming from faith schools (Catholic and CoFE) and some students who have a very limited understanding of the subject. We start to expand their knowledge making connections into other religions and topics. Theologically it starts from the beginning of creation and while challenging both religious, non-religious and scientific viewpoints it helps students become more critical of their own opinions and prejudices.</p>					
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Compassion: Students will show compassion in all Religious Education lessons by showing care and consideration of others beliefs and values. Students will be encouraged to question the impact of religion in society today, whilst maintaining a sense of understanding and acceptance of beliefs that differ to their own.</p> <p>Curiosity: Students will explore the belief system of the six major world religions and those people who do not have a religion. They will be encouraged to ask questions and gain a deeper understanding of the impact religious belief can have on everyday life.</p> <p>Courage: Students will show courage in lessons by being self-motivated to exceed lesson expectations. Students will be encouraged to discuss their thoughts and opinions with others in the class and be prepared to justify their ideas to the class.</p>					
National Curriculum plus:	<p>In addition to teaching the statutory elements of the national curriculum, we also include:</p> <p>In addition to teaching in line with the SACRE we emphasise humanist and atheist viewpoints at the relevant points within the curriculum, given this is the religious view of the majority of students. We also make links with local religious groups.</p>					