

Subject: Religion & Ethics **Year** 7 (Rich knowledge of religions) **Ability** All

Term / Date(s)	Unit 1 (10 weeks)	Unit 2 (10 weeks)	Unit 3 (10 weeks)	Unit 4 (10 weeks)
Topic	What is Religion	Buddhism	Pilgrimage	Hinduism
Students will learn...	<p>Religious beliefs and teachings and their influence on individuals both past and present.</p> <p>The actions, beliefs and teachings of role models both past and present.</p>	<p>The key events in the life of Siddhartha Gautama The Buddha.</p> <p>Religious beliefs and teaching associated with the religion of Buddhism.</p>	<p>The importance of pilgrimage for a range of world religions</p> <p>Reasons why going on a pilgrimage is different to going on a holiday</p>	<p>Religious beliefs and teaching associated with the religion of Hinduism.</p> <p>The impact that beliefs and teachings have on the lives of Hindus today.</p>
Components	<p>Students understand the ground rules surrounding respect and tolerance for other people's faiths and beliefs and the links to British Values.</p> <p>Students can explore different reasons for studying Religion and Ethics in order to explain the value and importance of these lessons.</p> <p>Students understand the key facts associated with the six main world religions. In order to apply these to the beliefs and teachings of inspirational figures studied in this unit.</p> <p>Students will learn about a range of inspirational individuals, both past and present. In order to understand the influence faith has had on their actions and lives.</p> <p>Students will understand Humanist beliefs, in order to compare and contrast these to the beliefs held by Theists.</p> <p>Students will be encouraged to reflect on their own beliefs, attitudes and values which they will express in a tolerant and balanced way.</p>	<p>Students will learn about the key events which surrounded the birth of The Buddha. In order to understand how and why his birth marked him out as being a person of significance.</p> <p>Students will learn about the character and nature of The Buddha. In order to appreciate the influence that this would go onto have on his beliefs and teachings.</p> <p>Students will investigate what the four sights were in order to understand why these were significant in the life of The Buddha and set in motion his future life choices.</p> <p>Students will study the teachings of The Buddha in order to appreciate how and why they have contributed to the religion of Buddhism.</p> <p>Students will study Buddhist beliefs about life after death in order to consider the impact they have on the lives of Buddhists today.</p> <p>Students will apply all of their knowledge and understanding from this unit, in order to consider how the teachings of The Buddha are relevant to life today.</p>	<p>Students will learn what is meant by a pilgrimage and why someone might go on one, in order to compare and contrast it to going on a holiday.</p> <p>Students will explore the events which take place for a Hindu at the River Ganges. Enabling them to explain why pilgrimage is significant in the life of a Hindu, with specific reference to beliefs about reincarnation.</p> <p>Students will explore the events which take place for a Jew at the Western Wall, In order to explain the historical and religious significance of the Western Wall for Jews today.</p> <p>Students will explore the events which take place at Lourdes. In order to explain why Lourdes and pilgrimage is significant in the life of a Christian, with specific reference to beliefs about miracles.</p> <p>Students will take into consideration the beliefs and teachings surrounding pilgrimage, so as to reflect on and evaluate the experiences people have whilst on Pilgrimage.</p> <p>Students will be encouraged to reflect on their own beliefs about reincarnation, miracles and pilgrimage, which they will express in a tolerant and balanced way</p>	<p>Students will learn about the origins and history of Hinduism. In order to understand how the religion developed into the faith it is today.</p> <p>Students will learn about key religious beliefs and practices, connected to Hinduism. In order to appreciate the influence that these have on the lives of Hindus today.</p> <p>Students will study Hindu teachings about life after death, karma and reincarnation. In order to appreciate the impact, they have on a Hindus life today.</p> <p>Students will study the caste system, so that they can articulate diverse views on it.</p> <p>Students will examine sources of wisdom and authority so as to develop their knowledge and understanding of the reasons behind beliefs and actions.</p> <p>Students will be encouraged to reflect on their own beliefs, attitudes and values which they will express in a tolerant and balanced way.</p>
What Students should already know (prior learning components)	Basic religious beliefs studied at KS2	Basic beliefs held by Buddhists. (RE Y7 Unit 1)	<p>Basic religious beliefs studied at KS2</p> <p>What is Religion? (Y7 Unit 1)</p>	<p>Basic religious beliefs studied at KS2</p> <p>What is Religion? (Y7 Unit 1)</p> <p>Basic beliefs held by Hindus. (RE Y7 Unit 1)</p>

				Pilgrimage to the River Ganges (RE Y7 Unit 3)
				Hindu beliefs about God (RE Y7 Unit 3)
Transferrable knowledge (skills)	<p>Tolerance and understanding of the different beliefs and perspectives of others.</p> <p>The ability to describe and explain the beliefs of others.</p> <p>The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.</p> <p>How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</p> <p>The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others</p> <p>The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues (identity and belonging).</p>	<p>Tolerance and understanding of the different beliefs and perspectives of others.</p> <p>The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.</p> <p>How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</p> <p>The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others</p> <p>The ability to gather information through effective research skills</p>	<p>Tolerance and understanding of the different beliefs and perspectives of others.</p> <p>The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.</p> <p>How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</p> <p>The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others.</p> <p>The ability to gather information through effective research skills.</p> <p>Making an informed response to people's values and commitments in the light of their learning.</p>	<p>Tolerance and understanding of the different beliefs and perspectives of others.</p> <p>The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.</p> <p>How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.</p> <p>An ability to apply an understanding of the law and British Values to moral issues</p> <p>The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others</p>
Key vocabulary pupil will know and learn	Action, Belief, Buddhism, Christianity Community, Faith, Genocide, Hinduism Holocaust, Humanism, Inspirational Islam, Judaism, Positive, Religion, Resilient Role Model, Sikhism, Spirituality, Taliban, Values	Buddhism, Buddha, Siddhartha Gautama, Nepal, Lumbini, renunciation, the middle way, The four noble truths, the eightfold path, anicca, anatta, dukkha, suffering, meditation	Tourist, Journey. Pilgrim, Pilgrimage, Lourdes, Miracle, River Ganges, Puja Vedas, Cremation, Reincarnation, Sins Moksha, Western Wall, Jerusalem, Tallit Kippah, Torah, sacred	Monotheism, polytheism, Brahman, Brahma, Atman, soul, karma, Vedas, dharma, Vishnu, Shiva, Caste, Hinduism, Hindu, Trimurti, Hanuman, Ganesha, Puja, Mandir, Murti, Mantra, Rama, Sita, Diwali, Rangoli, Diya lamps, Ganesh Chaturthi, reincarnation, samsara, moksha
Assessment activities	Produce a fact file on one of the inspirational figures studied.	45min assessment – variety of extended writing tasks assessing student's ability to apply knowledge and skills learnt and developed in this unit	Creation of an information leaflet related to one of the places of pilgrimage studied.	45min assessment – variety of extended writing tasks assessing student's ability to apply knowledge and skills learnt and developed in this unit
Notes Why this topic is important Why this topic is important...	<p>This unit explores the relationship between religion, belief and spirituality taking into consideration similarities and differences as well as reflecting on how they influence actions. Students will learn about core religious teachings that are the basis for reflecting upon how these beliefs have influenced those who follow. Whilst the unit makes reference to each of the Six World Religions, there is a focus on Christianity, Islam, Judaism and Sikhism. There will also be a consideration of non-religious views through the inclusion of Humanism. Students will be encouraged to reflect on their own beliefs, attitudes and values which they will express in a tolerant and balanced way. The approach taken is ethical and spiritual and will also connect to key ideas from religious</p>	<p>In this unit of work students will explore the life and teachings of The Buddha. This unit aims to help students gain insights into the beliefs and values of others. Students will develop the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others. Students will investigate the teachings of The Buddha and consider how these are relevant to their lives today. Students will be encouraged to ask questions about the concepts and beliefs covered in this unit. Students are also asked to evaluate the life choices made by Siddhartha Gautama. As per the West Yorkshire Agreed Syllabus (Believing and Belonging), students will be introduced to a dharmic religion; Buddhism which they will not have studied at KS1/KS2.</p>	<p>This unit explores what pilgrimage is and why some individuals will make a pilgrimage. Students will compare going on a pilgrimage to going on a holiday. Through the study of places of pilgrimage including; The Western Wall, Lourdes and the River Ganges, students will learn about the features of religious life and practice which make a difference to the lives of individuals. This unit enables students to learn from religion, in that they can make an informed response to people's values and commitments in the light of their learning.</p> <p><u>This topic links to SMSC topics via:</u></p>	<p>In this unit of work students will explore the beliefs and practices connected to the religion of Hinduism. This unit aims to help students gain insights into the beliefs and values of others. Students will investigate the teachings of Hinduism and consider how these are relevant to their lives today. Students will be encouraged to ask questions about the concepts and beliefs covered in this unit. Students are also asked to reflect on the impact that Hinduism has on the lives of individuals today.</p> <p>This topic considers both religious and non-religious perspectives and relates issues studied to the UK law and British Values.</p>

	<p>perspectives. Students will develop their understanding of key religious beliefs and assess why the key figures learned about are viewed as role models by many due to the actions they have taken</p> <p>This unit introduces students to the study of religion and worldviews at KS3. It offers students the opportunity to consolidate prior learning in KS1/2. The unit introduces key religious and non-religious beliefs that have been used as a basis for the choices and actions of individuals in the past and today. The unit will develop students' ability to describe and explain viewpoints and use evidence to justify their own opinions.</p> <p>This topic considers both religious and non-religious perspectives and relates issues studied to the UK law and British Values</p> <p><u>This topics links to SMSC via:</u></p> <p>Spiritual development -learning about key religious beliefs and how they influence followers -thinking about the ways Religious beliefs influence life decisions and looking for links to their own lives -Thinking about the ways in which Humanists view life and looking for links to their own lives -Considering 'big ideas' such as 'What makes someone a role model? '</p> <p>Social development -participating in paired, group and whole class activities -exploring questions about how to live life well -Sharing own point of view and listening to and respecting the views/beliefs of others.</p> <p>Moral development -considering how beliefs are used as a basis for making moral choices, for example in relation to the value and importance of human life.</p>	<p><u>This topic links to SMSC topics via:</u></p> <p>Spiritual development -learning about key religious beliefs and how they influence followers -thinking about the ways religious beliefs influence life decisions and looking for links to their own lives -Considering 'big ideas' such as why does suffering exist? 'Is death the end?'</p> <p>Moral development -considering how Buddhist beliefs are used as a basis for making moral choices -considering issues of right and wrong in Buddhism (The Five Poisons, The Eightfold Path) -Considering personal responses to suffering and comparing these to Buddhist teachings about suffering</p> <p>Social development -participating in paired, group and whole class activities -exploring questions about how to respond to instances of suffering in the world today -Sharing own point of view and listening to and respecting the views/beliefs of others</p> <p>cultural development -learning about how different cultural backgrounds affect peoples' experiences - engaging issues and expectations of right and wrong in society</p>	<p>Spiritual development -considering awe and wonder in relation to places of pilgrimage -Considering 'big ideas' such as; do miracles happen? - Considering beliefs about reincarnation and the afterlife -Considering the 'power of prayer' and the role which pilgrimage has in removing sins</p> <p>Moral development -considering how beliefs about pilgrimage are connected to the removal of sins -considering issues of right and wrong in relation to beliefs about reincarnation -Considering personal responses to sins</p> <p>Social development -investigating social issues related to pilgrimage from religious perspectives. -exploring questions about how to respond to miracles, reincarnation, repentance of sins etc -Sharing own point of view and listening to and respecting the views/beliefs of others -participating in paired, group and whole class activities</p> <p>Cultural development -Learning about the different cultures connected to each place of pilgrimage. E.g. The River Ganges in India</p>	<p><u>This topics links to SMSC via:</u></p> <p>Spiritual development -learning about key religious beliefs about charity and how they influence followers -thinking about the ways religious beliefs influence life decisions and looking for links to their own lives -Thinking about the ways in which Hindus live their lives and looking for links to their own lives -Considering 'big ideas' such as is there a life after death?</p> <p>Moral development -considering how beliefs are used as a basis for making moral choices -considering issues of right and wrong in relation to karma, the Caste System -Considering personal responses to the caste system</p> <p>Social development -participating in paired, group and whole class activities -exploring questions about what happens when we die -Sharing own point of view and listening to and respecting the views/beliefs of others -participating in paired, group and whole class activities</p> <p>cultural development -learning about how different cultural backgrounds affect peoples' experiences - engaging issues and expectations of right and wrong in society</p>
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