

Subject:	Religion & Ethics	Year	7 (Rich knowledge of religions)	Ability	All
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Term / Date(s)	Unit 1 (9 weeks)	Unit 2 (10 weeks)	Unit 3 (10 weeks)	Unit 4 (10 weeks)
Topic	What is Religion?	Buddhism	Pilgrimage	Hindu Dharma
Students will learn...	Religious and non-religious worldviews and how they influence the beliefs, values and actions of individuals and communities. How religion, belief and spirituality help people make sense of the world and their place within it. How disciplinary and personal knowledge help us study religion and worldviews.	The key events in the life of Siddhartha Gautama The Buddha. Religious beliefs and teaching associated with the religion of Buddhism.	The importance of pilgrimage for a range of world religions Reasons why going on a pilgrimage is different to going on a holiday	Religious beliefs and teaching associated with the religion of Hindu Dharma. The impact that beliefs and teachings have on the lives of Hindus today.
	Components			
	Students will understand the purpose of Religious Education and how it promotes respect, understanding and religious literacy within a diverse society. Students will explore different reasons for studying religion and worldviews and evaluate why these remain important today. Students will develop knowledge of the six major world religions and recognise similarities and differences between religious traditions. Students will investigate how religious beliefs can inspire action by studying influential individuals such as Martin Luther King Jr., Fauja Singh and Malala Yousafzai. Students will explore non-religious worldviews, including Humanism, and understand how beliefs can influence values and actions without belief in God. Students will develop an understanding of disciplinary knowledge by considering how historians, theologians and other scholars study religion and belief. Students will examine key concepts such as monotheism, polytheism, faith, spirituality and community. Students will reflect on their own beliefs, values and experiences while engaging respectfully with the beliefs of others.	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. 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. 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. Students will study the teachings of The Buddha in order to appreciate how and why they have contributed to the religion of Buddhism. Students will study Buddhist beliefs about life after death in order to consider the impact they have on the lives of Buddhists today. 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.	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. 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. 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. 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. Students will explore the significance of the Golden temple for Sikhs, they will consider why some Sikhs will go on pilgrimage and some do not. 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. 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	Students will learn about the origins and history of Hindu Dharma. In order to understand how the religion developed into the faith it is today. Students will learn about key religious beliefs and practices, connected to Hindu Dharma. In order to appreciate the influence that these have on the lives of Hindus today. 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. Students will examine sources of wisdom and authority so as to develop their knowledge and understanding of the reasons behind beliefs and actions. Students will be encouraged to reflect on their own beliefs, attitudes and values which they will express in a tolerant and balanced way.

	Students will develop the knowledge and skills needed for future study of religion and worldviews throughout Key Stage 3.			
What Students should already know (prior learning components)	Basic understanding of religion and belief gained through KS2 learning. Awareness that different people hold different beliefs and values. Knowledge that some people belong to religious communities while others follow non-religious worldviews.	Basic beliefs held by Buddhists. (RE Y7 Unit 1)	Basic religious beliefs studied at KS2 What is Religion? (Y7 Unit 1)	Basic religious beliefs studied at KS2 What is Religion? (Y7 Unit 1) Basic beliefs held by Hindus. (RE Y7 Unit 1) Pilgrimage to the River Ganges (RE Y7 Unit 3) Hindu beliefs about God (RE Y7 Unit 3)
Transferrable knowledge (skills)	Respecting and understanding different beliefs, values and worldviews. Using disciplinary knowledge to ask questions, investigate evidence and reach informed conclusions. Explaining similarities and differences between religious and non-religious beliefs. Using sources of wisdom, authority and evidence to support understanding. Considering different viewpoints and reaching justified conclusions. Reflecting on personal beliefs, values and experiences and comparing them with those of others. Expressing personal opinions respectfully using evidence and reasoning. Developing religious literacy through accurate use of specialist vocabulary.	Tolerance and understanding of the different beliefs and perspectives of others. The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. 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 The ability to gather information through effective research skills	Tolerance and understanding of the different beliefs and perspectives of others. The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. 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. The ability to gather information through effective research skills. Making an informed response to people's values and commitments in the light of their learning.	Tolerance and understanding of the different beliefs and perspectives of others. The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. An ability to apply an understanding of the law and British Values to moral issues 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
Key vocabulary pupil will know and learn	Religion, Belief, Faith, Community, Spirituality, Values, Hindu Dharma, Buddhism, Sikhi, Christianity, Islam, Judaism, Agnostic, Atheist, Monotheism, Polytheism, Disciplinary Knowledge, Personal Knowledge, Humanist, Secularism, Blasphemy, Inspirational, Resilient, Role Model.	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, Hindu Dharma, Hindu, Trimurti, Hanuman, Ganesha, Puja, Mandir, Murti, Mantra, Rama, Sita, Diwali, Rangoli, Diya lamps, Ganesh Chaturthi, reincarnation, samsara, moksha
Assessment activities	Lesson 8: End of Unit Assessment Students will complete a written assessment consisting of substantive, disciplinary and personal knowledge. Lesson 9: Feedback and Improvement Lesson Students will reflect on assessment outcomes and improve responses using feedback.	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...	This unit serves as an introduction to the study of Religion and Worldviews at Key Stage 3 and establishes the foundations for future learning in Religious Education. It introduces students to key	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,	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,	In this unit of work students will explore the beliefs and practices connected to the religion of Hindu Dharma. This unit aims to help students gain insights into the beliefs and values of others. Students will investigate the

	concepts, vocabulary and approaches that will be revisited throughout Years 7, 8 and 9. Students explore what religion is and consider a range of religious and non-religious worldviews. By studying the six major world religions alongside Humanism, students develop a broad understanding of the diversity of beliefs that exist locally, nationally and globally. The unit introduces students to disciplinary approaches within Religious Education by encouraging them to think like theologians, historians and sociologists when exploring questions about religion and belief. This reflects the recommendations of the Ofsted Religious Education Research Review and helps students understand how knowledge about religion is constructed. Through the study of inspirational individuals such as Martin Luther King Jr., Fauja Singh, Malala Yousafzai and Gulalai Ismail, students examine how beliefs and values can influence people's actions and contributions to society. This supports students in recognising the relationship between belief and lived experience. Students are encouraged to reflect on their own beliefs, values and identities while engaging respectfully with the perspectives of others. This helps develop empathy, critical thinking and religious literacy, preparing students for life in a diverse modern society. The unit supports the development of British Values, particularly mutual respect and tolerance of those with different faiths and beliefs, while encouraging students to consider questions of meaning, identity, purpose and belonging. This topics links to SMSC via: Spiritual Development - Exploring questions about meaning, purpose, identity and belief. - Reflecting on personal values and experiences. - Considering how religious and non-religious worldviews influence people's understanding of life. - Investigating concepts such as faith, spirituality and community. Social Development - Participating in discussion, debate and collaborative learning.	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. <u>This topic links to SMSC topics via:</u> 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?’ 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 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 cultural development -learning about how different cultural backgrounds affect peoples’ experiences - engaging issues and expectations of right and wrong in society	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. <u>This topic links to SMSC topics via:</u> 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 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 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 Cultural development -Learning about the different cultures connected to each place of pilgrimage. E.g. The River Ganges in India	teachings of Hindu Dharma 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 Hindu Dharma has on the lives of individuals today. This topic considers both religious and non-religious perspectives and relates issues studied to the UK law and British Values. <u>This topics links to SMSC via:</u> 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? 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 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 cultural development -learning about how different cultural backgrounds affect peoples’ experiences - engaging issues and expectations of right and wrong in society
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	• Developing respect for people with different beliefs and backgrounds. • Exploring how communities are shaped by shared beliefs and values. • Learning how inspirational individuals have contributed positively to society. Moral Development • Considering how beliefs influence actions and decision-making. • Exploring issues of fairness, equality, justice and human rights. • Reflecting on the qualities that make someone a positive role model. • Evaluating the impact of beliefs on ethical choices. Cultural Development • Developing knowledge of religious and non-religious diversity in Britain and the wider world. • Exploring the beliefs, traditions and practices of different communities. • Understanding the influence of religion and belief on society, history and culture. • Appreciating different perspectives while challenging misconceptions and stereotypes.			
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