

Religious Studies – Year 7 Curriculum

Curriculum Intent:

The Religious Education curriculum has been designed to engage students on a personal journey. Our mission is to empower the students to build their own authentic world view to become fully actualised individuals and active citizens. The department's work and ethos contributes to the promotion of the pupils' spiritual, moral, social and cultural development:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- Willingness to reflect on their experiences.
- Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- Understanding of the consequences of their actions.
- Interest in investigating, and offering reasoned views about moral and ethical issues.
- Use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.
- Interest in, and understanding of, the way communities and societies function at a variety of levels.
- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

In the classroom the emphasis is on paired work, discussion, negotiated objectives, self and peer assessment. We believe this approach facilitates personalised learning and allows for the development of genuine independent learning skills. The use of questioning and discussion to clarify understanding is a positive feature of most lessons.

Areas of learning in Year 7:

- Recognition of how people learn
- Familiarity with theology and sociology
- Impact of faith on human action
- Impact of collective belief and collective action on societies

Overall subject based skills

- An open and inquisitive mind
- Good written and oral communication skills
- Independent learning and research skills
- Logical thinking and decision-making
- Analytical skills
- Evaluative skills

Skills that are to be focused on in Year 7 and then built upon during KS3 are:

- Oracy – the ability to express ideas fluently in speech.
- Speaking and listening – in this sense different to oracy due to a greater focus to being able to speak confidently, take turns and stay on topic
- Critical thinking - being able to think critically includes observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making. Specifically, pupils need to be able to think about a topic or issue in an objective and critical way
- Empathy – being able to relate to the identification and/or emotion of others
- Understanding – proficiency in understanding the views/beliefs of others

	Autumn Term			Spring Term			Summer Term		
Main Topic	Theology – What is religion?			Theology			Sociology		
Secondary Topics	Introduction	What is Hinduism?		What is Buddhism?	What is Sikhism?		Conversion and Evangelism	Stewardship	
Curriculum links	- Year 8/9 links – how people think - KS4 links – the foundations of religion			Year 7 links – the structure and function of faith (topic 1)			- Year 7 links – the structure and function of faith (topic 1) - KS4 links – poverty and social responsibility		
Cross-curricular links	Sociology / Philosophy / Geography – religious distribution			Sociology / Philosophy / Politics / Geography – Asia / Business - Marketing			Politics / History / Sociology / History – Slave Trade. Abolition / Geography – The British Isles		
	Sociology – influence of faith of ideology and action	Philosophy – thought and ideas relating to personal belief		Sociology – religion and relation to social structure and materialism	Philosophy – ideas relating to omnipotence	Politics – the use of faith in relation to social structure	Politics – the history of protest and campaigns for equal rights	History – the protest movement in the UK	Sociology – social hierarchy and the idea of inherited superiority
Interleaving of skills	Critical thinking Empathy Understanding	Speaking and listening	Oracy	Critical thinking Empathy Understanding	Speaking and listening	Oracy	Critical thinking Empathy Understanding	Speaking and listening	Oracy
Literacy	Language	Comparative writing	Vocabulary	Empathy	Understanding	Comparative writing	Analysis	Interpretation	Application
Cultural capital	Recognition of personal influence and cultural diversity / Recognition of alternative cultures and viewpoints, relating specifically to theist / atheist / agnostic perspectives			Recognition of personal influence and cultural diversity. / Recognition of alternative cultures and viewpoints, relating specifically to theist / atheist / agnostic perspectives			Recognition of personal influence and cultural diversity / Recognition of alternative cultures and viewpoints, relating specifically to theist / atheist / agnostic perspectives		
Assessment	Caste system extended writing	CKT		Buddhism extended writing	CKT		End of year exam	CKT	
Careers	The skills developed in Religious Studies are so wide ranging and so essential for life in the modern world that they are applicable to any subject area, critical thinking recognition of historical and cultural positions is vital for all areas of business, they can inform successful social interactions and can lead to a level of awareness that has a hugely positive impact in any area of employment. However, some of the most common career paths taken are as follows: <u>Advice worker</u> <u>Archivist</u> <u>Charity officer</u> <u>Civil Service administrator</u> <u>Community development worker</u> <u>Diplomatic service officer</u> - Doctor <u>Equality, diversity and inclusion officer</u> - Finance <u>International aid/development worker</u>								

- Mediator
- Newspaper journalist
- Policy officer
- Politician's assistant
- Politician
- Solicitor
- Social Worker
- Youth worker

