

Year 7 Curriculum Map Religious Studies

Religious Studies Vision	The vision for RS is that all our students build the confidence and the skills to consider some of life's biggest questions, explore a variety of different world views and are then able to form their own perspective and world view. Our students are the next generation of global citizens, and we have a duty to prepare them for this. We aim to teach our students the skills and knowledge to be able to coexist peacefully and respectfully in a multicultural world, and understand their own place in the world, and what they must bring to it. We want our students to know that how they treat others and how they treat the world at large, is a huge part of their character and who they are as a person. We aim to inspire our students to be courageous advocates, ambassadors for social change, and a positive voice in our future world so they can become responsible, kind and well-educated young people.			
End Points	Identify - To be able to identify specific subject knowledge and use it appropriately. - To be able to give specific answers to knowledge questions. Explain - To be able to give some detailed knowledge about a particular topic, belief or religious teachings. - To be able to give multiple reasons, examples, teachings to extend your first point. Influence - To be able to explain how a belief/teaching/scripture influences a religious believer in their lives today (provide specific examples of how it impacts their behaviour, actions and way of life). Evaluate - To be given a statement such as 'there is no life after death' and give: - explained reasons why some people would agree with this - explained reasons why some people would disagree with this - religious teachings to support the points made - a justified conclusion			
Key concepts and domains of knowledge in Religious Studies	Domains of Knowledge - Beliefs - Teachings - Practices - Application to Ethical Themes		Key Concepts (content) - Justice - Diversity - Judgement - Community - Prejudice/ Discrimination - Peace - Relationships - Environment - Morality	
Spirituality	Self Unit 2: Morality Unit 1: Meditation	Others Unit 1: Relationships and Community Unit 3: Service to Community, Justice, Equality	World Unit 4: Environment, Unit 2: faith into action, charity	Transcendence Unit 2: Jesus as a role model and source of inspiration Unit 4: Who is God?

Term	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topics	Unit 1: Buddhism		Unit 2: Radical Jesus		Unit 3: Sikhism	Unit 4: Spirited Arts
Key concepts in each topic	• Morality • Community • Peace • Relationships		• Morality • Justice		• Justice • Community	• Environment • Justice • Peace
Domains of Knowledge in each topic	Beliefs about the self and the world around them from a Buddhist perspective. Teachings of Sidharth Guatama including the four noble truths, the four sights, Kharma and rebirth. Practices – on how to achieve the Brahma Vihara, meditation and the path to enlightenment.		Beliefs about Jesus, how and why he is considered radical. Teachings from the Bible about helping and loving one's neighbour. Teachings from the Bible about love and justice. Practices – how people in the past, and today, have put their faith into action and have been radical in their actions.		Beliefs about the Sikh Gurus, equality and service within Sikhi and the role of the Gurdwara in the community. Teachings from the Guru Granth Sahib and the 10 Gurus about justice, service and community. Practices – how Sikhs put the beliefs and teachings on Justice, and Service into practice in their everyday lives.	Beliefs about social justice, the environment and sacred spaces. Teachings from scripture on these issues. Practices – how the teachings on social justice, the environment, and sacred spaces are put into practice.
End points covered	Identify key knowledge such as the four noble truths, the Brahma Vihara and the four sights. Explain the steps a Buddhist would need to take to achieve enlightenment. Influence – How do the teachings of Sidhartha Gautama influence Buddhists today.		Identity the meaning of key words. Explain why God sent Jesus to earth, and how/why Jesus was considered radical. Influence – explain how the teachings of Jesus have influenced other people to be radical in their actions.		Identity the Sikh duties, and the meaning of key terms such as Sewa. Explain the importance of the 5Ks, and the role of the Gurdwara in the community. Influence – explain how the teachings of the Gurus influence the lives of Sikhs today.	To produce a piece of artwork, which has been inspired by the topics covered in the lesson. This piece of work will then be entered into the Spirited Arts competition should the student choose.

Broken down knowledge and understanding	Make sense of belief Students will identify and explain the difference between absolute (non-changing rules) and relative (flexible rules) and how these impact a person's ability to know 'right' and 'wrong'. Students will explain why and how people use different sources of authority in their daily lives Understand the impact Students will show how some religious and non-religious ideas, beliefs and teachings guide people in making moral decisions. Make connections Students will be able to explain the impact of beliefs on how people decide right and wrong. Students will compare both religious and non-religious, as well as different religious views. Students will evaluate, with reason and justification, how much these beliefs help make sense of the world.	Make sense of belief Students will explain with reasons and evidence, why some of Jesus' teachings challenged religious and political leaders at the time. Evaluating which interpretations of texts are appropriate, and why. Understand the impact Students will give reasons and examples to explain a Christian's response to the teachings of Jesus, and how a Christian would use these teachings to guide their own actions/behaviour. Make Connections Students will also respond to these teachings, offering justifications and reasons for their responses. Students will explain how Jesus's treatment of people in the past has impacted modern society.	Make sense of belief Students will explain the key beliefs of Sikhism and their importance for Sikhs living in Britain today. Students will explain how Sikhs interpret the Mool Mantar and what it tells them about God, life and how to live. Understand the impact Students will give reasons and examples to explain how and why Sikhs put their beliefs into action in different ways. Students will show how beliefs and teachings guide Sikhs in responding to the challenges of life in Britain today. Make Connections Students will offer an account of the value and impact of Sikh practice of service and equality in the UK today. Students will conclude on whether the Sikh emphasis on equality and service has anything to say to students themselves, offering reasons and justifications for their responses.	Make sense of belief Students will compare and explain at least two different ways to describe what 'the spiritual' means. Through this, students will be able to explain how and why music and arts are important ways of expressing this 'spiritual'. Understand the impact Students will explain how people express spirituality in different ways (e.g. art, music, activism) and give examples and reasons on how these can help people understand big ideas. Make connections Students will explain the value of spirituality in different people's lives, including their own, and the impact of growing up with traditions in shaping a person's life.
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Assessment for each topic	Formative • Do Now recall quizzes • Targeted questioning • Exit tickets Summative End of unit assessment consisting of knowledge, explain and influence questions. 45 minutes. 45 marks.	Formative • Do Now recall quizzes • Targeted questioning • Exit tickets Summative End of unit assessment consisting of knowledge, explain and influence questions. 45 minutes. 45 marks.	Formative • Do Now recall quizzes • Targeted questioning • Exit tickets Summative End of unit assessment consisting of knowledge, explain and influence questions. 45 minutes. 45 marks.	Formative • Do Now recall quizzes • Targeted questioning • Exit tickets Summative To produce a piece of artwork, which has been inspired by the topics covered in the lesson. This piece of work will then be entered into the Spirited Arts competition should the student choose.
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