






# Year 7 RE Long Term Plan

Intent: 'Religiously literate, culturally aware and philosophically curious.'

Golden Threads				
				
<b>Identity</b>	<b>Community</b>	<b>Ethics</b>	<b>God</b>	<b>Rituals</b>

Half term	Substantive Knowledge Golden Threads in RE	Disciplinary Knowledge (how they are learning)	Personal understand and their own views and interrogate Link to intent statement.	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT1 What makes RE relevant to me? Introduction to Worldviews at ASA	What are Archie's values? What can we learn from studying philosophy?	To explore who we are and what makes us special.  To know	Religiously literate - understanding of key beliefs and knowledge.  Culturally	Students may believe that religion is only relevant to religious people	Links back to KS2 Thematic unit 11 of Diocesan syllabus.	Unit 2 Year 7 comparative religions.  Links to Unit 3 Ethics at A level.	Bible passages and original texts where appropriate.	Social-values at Archie.  Moral - What is right and wrong?	Background of philosophical questions and their importance.	Law - solicitor  Counsellor

	<p>What does it mean to be human?          What is the meaning of life?          Am I a spiritual person?          How can we tell the difference between a belief, a fact and an opinion?          Why do people have different ideas about God?          Where can we find the truth?</p>	<p>different religious and worldviews outlook on what it means to be a human.</p> <p>To understand what a dualist and a materialist are and what they believe.</p>	<p>aware - different interpretations from different groups of people.          Philosophically curious - have I considered these questions before?</p>			<p>Links to C1 Philosophy and Ethics at GCSE.</p>		<p>Spiritual - Do you have to believe in a god to be spiritual?</p> <p>Cultural - Are we moving away from religion these days?</p> <p>BV tolerance, democracy.</p>		
<p>HT2 How do Christians respond to God?          UC - God</p>	<p>Who is God?          How can we respond to God?          Is God holy and loving?          What is God like?          How does the Christian community see the</p>	<p>To discuss different perceptions of God and his nature.</p> <p>To explain why the Trinity is important to the Christian community.</p>	<p>Religiously literate - understanding of key beliefs and knowledge.</p> <p>Culturally aware - different interpretations from</p>	<p>Misconceptions about God - is God male or female?</p>	<p>Links back to KS2 - UC God Diocesan syllabus this is cyclical covering more content at each KS.</p>	<p>Links to Christianity unit at KS5 and Philosophy of Religion- A level a comparison.</p> <p>Links to KS4 Eduqas GCSE Route</p>	<p>Bible passages where appropriate.</p>	<p>Social - Individual and group concepts of God.          Spiritual - Concept of Trinity and a Higher power.</p> <p>Cultural -</p>	<p>The Church of Jesus Christ of Latter-day Saints, Jehovah's Witnesses, and United Pentecostal Church International - do not</p>	<p>Charity worker          Minister</p>

	Trinity as important? How does the Christian community express the idea of God?	To describe how the Christian community express the idea of god.	different groups.			A - Component 2: Christianity beliefs and Practices		Different Christian views about the Trinity	believe in the Trinity - discussion as to why this is.	
HT3 The Buddha: how do dharmic religions impact me ?	What is Buddhism? The life of Buddha. Different groups of Buddhists. Basic beliefs Buddhist scriptures. Sangha and monastic life. Buddhist daily life and moral code. Significant places in Buddhism	To explore Buddhist scripture and discuss its significance to buddhists today  To explain what is meant by the Sangha and the monastic way of life.  To describe a Buddhist place of worship.	Religiously literate - understanding of key beliefs and knowledge.  Culturally aware - different interpretations from different groups of Buddhists  Philosophically curious: How and why are Eastern religions different?	Misconception that Buddhism is the same as the other world religions.	Religion in the Media Year 8	N/A	Buddhist scripture where appropriate.	Social - how Buddhism is seen in society.  Moral - is Buddhism the right way?  Spiritual - You can be spiritual without believing in a god.  Cultural - Buddhism worldwide.	Speaker  Background to Buddhism.	Charity worker  Vocational roles.  Counsellor.
HT4 What can we learn from the stories of Creation and the fall in	Science or religion - who is right? Can scientists be religious?	To analyse the stories of Creation and the Fall To examine their	Religiously literate - understanding of key beliefs and knowledge.	Literal Interpretation : One common misconception is the	Links back to KS2 UC units. 2a.1 and 2b.2 Diocesan syllabus is	Links to Christianity unit at KS5 - A level. Year 12 The problem of	Augustine and Irenaeus' problem of evil.	Social - ideas about creation and the fall.  Moral - Are	Speaker  Development of creation theories.	Charity worker  Vocational roles

<p>Christianity? UC Creation &amp; the Fall</p>	<p>Is science the only answer? What about humans? How should creation be looked after?</p> <p>Why are people good and bad? If we are all made in the image of God why aren't we perfect? How is the Fall represented? How can we represent the Fall? Whose fault was the Fall?</p>	<p>symbolism, imagery, and theological significance. To explore the cultural and historical contexts in which these stories emerged and their relevance to contemporary Christian belief and practice. To evaluate different interpretations and theological perspectives on the stories of Creation and the Fall.</p>	<p>Culturally aware - different interpretations from different groups of Christians.</p> <p>Philosophically curious - can God have created the world? Is the Fall a metaphor?</p>	<p>assumption that the stories of Creation and the Fall should be understood as literal historical accounts. This view overlooks the symbolic and theological nature of these narratives and dismisses alternative interpretations.</p>	<p>cyclical covering more content at each KS.</p>	<p>evil.</p> <p>Links to KS4 Eduqas GCSE Route A - Component 1: Philosophical and ethical issues - C1 Issues of Life and Death.</p>		<p>these views correct?</p> <p>Spiritual - Concept of Supreme being welding great power - creator, judge etc.</p> <p>BV - Law, democracy, tolerance.</p>	<p>Development of the theory of The Fall.</p>	<p>Scientist Researcher</p>
<p>HT5 What do Humanists believe about our purpose and duty?</p>	<p>What is Humanism? Humanism on God. Humanist ethics. Humanist meaning. Humanism and end of life. Humanist</p>	<p>To analyse and evaluate Humanist perspectives on the meaning and purpose of human life. To critically examine the reasons and justifications</p>	<p>Non - religiously literate - understanding of key beliefs and knowledge for Humanism/Atheism</p> <p>Culturally</p>	<p>Lack of Morality: One misconception is that Humanism and Atheism lack a moral foundation. It is often assumed that without belief in a higher</p>	<p>Links back to KS3 year 7 Worldviews at ASA. .</p>	<p>Links to Christianity Unit 1 Philosophy of religion Unit 2 and Ethics Unit 3 At KS5.</p> <p>Links to KS4 Eduqas GCSE Route</p>	<p>Original text where appropriate.</p>	<p>Social - ideas about making society better</p> <p>Moral - Do we need to believe in a god to be good?</p> <p>Spiritual - Thinking</p>	<p>Humanist Speaker if appropriate.</p> <p>Society is becoming more secular and many people refer to themselves as atheists,</p>	<p>Charity worker Vocational roles Scientist Researcher Sociologist</p>

	<p>celebrations Humanist origins of the world. Humanist thinkers. Humanist views on religions. Humanist society. Agnosticism Atheism New Atheism</p>	<p>provided by Humanists for their beliefs about purpose and duty. To compare and contrast Humanist beliefs with other religious and philosophical perspectives on purpose and duty.</p>	<p>aware - not everyone is religious and believes in a god. Philosophical ly curious: where do these ideas come from? Do they show any similarities with religious beliefs?</p>	<p>power, individuals cannot have a basis for moral values and ethical behaviour.</p>		<p>A - Component 1: Philosophical and ethical issues. - Life and Death</p>		<p>about the bigger picture. Cultural - Are Humanism and Atheism unique to certain cultures? BV - Law, democracy, tolerance.</p>	<p>spiritualists, agnostics, humanists and other non-traditionally religious terms. It is an essential part of cultural capital to ensure students are aware of this and how our society is changing.</p>	
<p>HT6 Who is your inspiration?</p>	<p>To know about the lives and teachings of inspirational figures in Christianity, Buddhism and Islam. Along with other inspiring people in society such as Greta thunberg</p>	<p>Identify and describe key figures in various religious traditions. Explore the lives, teachings, and contributions of inspiring people in religious traditions. c. Compare and contrast the impact of these figures on their</p>	<p>Reflect on personal values and identify qualities in inspiring figures that resonate with one's own beliefs. Engage in self-reflection and consider how the teachings of these figures can be applied in one's own life.</p>	<p>Assuming All Figures Are Universally Admired: Students might assume that all the inspiring figures studied are universally admired and respected within their respective religious traditions. However, like any historical</p>	<p>Links back to figures studied in primary such as MLK. Links back to previous topics in year 7 - topics which include Jesus, Sidartha Gautama</p>	<p>Links to the Human rights topic in GCSE Philosophy and Ethics paper</p>	<p>Links to the media and articles</p>	<p>Social - ideas about making society better Moral - Do we need to believe in a god to be good? Spiritual - Thinking about the bigger picture. Cultural - Exploring the culture at the time of these</p>	<p>Broadening Cultural Awareness: Studying inspirational individuals from diverse backgrounds and cultures expands your understanding and appreciation of different customs, traditions, and perspectives. This increased</p>	<p>Charity worker Vocational roles Teacher</p>

		<p>respective religious communities. Evaluate the influence of these figures on individuals and communities. Reflect on the relevance of their teachings in contemporary society.</p>	<p>Cultivate a sense of inspiration and motivation to make positive contributions to society.</p>	<p>or contemporary figures, these individuals may have faced criticism or controversy within their communities.</p>				<p>inspirational people.</p> <p>BV - Law, democracy, tolerance.</p>	<p>cultural awareness can enhance your ability to navigate diverse social settings and engage in meaningful cross-cultural interactions, which are highly valued in many professional and social contexts.</p>	
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