

Subject: Religious Education		Year Group: 7				
Scheme title	Sacred Six	Judaism	Christianity	Christ in Culture	Islam	Big Questions
Purpose of scheme	Students will encounter the six big religions to develop religious literacy and learn about these religions in chronological order.	Students will understand Jewish beliefs and practices. Students will know that the covenant influences all parts of life, such as Jewish identity, clothing and festivals	Students will know that the Trinity is the core Christian belief. Students will know the characteristics of each person in the Trinity and apply this knowledge to parables	Students will learn the influence of Christianity on British culture, for example in literature and film	Students will know key Muslim beliefs and practices. Students will also learn about the Sunni/Shia split, how Muslims are portrayed in the media and the difference between personal faith and institutional teachings	Students will encounter philosophy by exploring some key ultimate questions, including whether God exists, happiness and ethics
Knowledge in sequence	Hinduism: -Core beliefs and practices of Hinduism. The founding date and country -Case study on the festival Diwali Judaism: -Core beliefs of Judaism including monotheism. -Focus on the laws of kosher and the festival Hanukah Christianity: -Core beliefs and practices of Christianity, such as monotheism and the Trinity. -Focus on Christmas and the three gifts that the Magi gave to Jesus. Buddhism: -Core beliefs and practices of Buddhism. E.g. meditation and the Buddha -Focus on the festival of Kathina and how monks celebrate this Islam: -Core beliefs of Islam such as monotheism and the Qur'an. -Focus on the festival Mawlid al-Nabi Sikhism: -The youngest of the six religions. Core beliefs of Sikhism such as the value of gurus -Focus on celebrating Guru Nanak Gurpurab.	1. Living Judaism -The word Jew and reclaiming it as a positive name not a discriminatory term -The patriarchal history and fathers of Judaism and their impact on the development of the religion 2. Following the Covenant -The concept of the covenant and how that develops the Jewish identity -The Shema and Mezuzah -The importance of the covenant to Abraham and Jews today 3. Respecting the Torah -The concept of respect for the holy book and how to practice this respect -The different religious artefacts for the Torah -How the Torah links to the covenant 4. Wearing the Clothes -the different religious clothes worn by Jews -The symbolism and purpose of wearing the special clothes 5. Passover -What the Passover festival is -The use and symbolism of the Seder plate -The impact Passover has on Jews 6. Becoming a Jew -What Bar and Bat Mitzvahs are -How these are important to start Jewish life and the impact they have	How can we view Christianity? - Historical lens: as a development of Judaism - Theological lens: key beliefs of the religion - Institutional lens: common moral teachings What is the Trinity? - God is the father, the son and the holy spirit. All three are distinct but one. - Biblical stories that show the Trinity. Who is the Father? - Exploration of the creation story in Genesis to show the Fatherly attributes of God. - Who is Jesus the son? - Jesus is the saviour and came to atone for humanity's sin. - Analysis of hymns based on these teachings. Who is the Holy Spirit? - Different roles of the spirit such as messenger and support. - How belief in the Holy Spirit affects how Christians behave What does the parable of the sheep and the goats teach? - Beliefs about judgement to heaven or hell by God - The importance of praxis: putting faith into action.	1. Is the Bible fact or Fiction? -The difference between fact and fiction and how this applies to holy books -Biblical prophecy as proof the Bible is factual -How archaeological evidence supports the Bible as factual -How historical evidence supports the Bible as fact 2. How is Jesus portrayed through Art? - Read extract from the Lion, Witch and Wardrobe to explore how Aslan represents Jesus - Explain the concept that Aslan and Jesus were able to resurrect because they had not sinned - Explain concept that Jesus died to take on the punishment for others 3. The Trinity and Deathly Hallows - The Trinity is the belief that God is father, son and holy spirit - The elder wand links to the father, stone links to Jesus and cloak links to holy spirit 4. Soul and Daemons - Christians believe that the soul is the breath of life and was given to humans as part of the creation story - Phillip Pullman used the Christian concept of soul to inspire daemons. - The scene of severing the daemon from the person is comparable to a body without a soul	The Five Pillars - Shahadah is the declaration of faith, salah is five daily prayers, zakah is charity, sawm is fasting and hajj is pilgrimage. - they are called pillars because they support the whole faith Hajj - Muslims go on Hajj to Mecca once in their lifetime. - Different stages of hajj include drinking Zamzam water, circling the Kaaba, throwing stones at the pillars. - The Kaaba is a black box covered in gold fabric The Quran and Calligraphy - The Quran is the Muslim holy book and is a perfect version of the revelation from Allah to Muhammad (pbuh) - Muslims show respect to the Quran by wudu, and rules such as not touching it if you aren't muslim - The Quran is written in Arabic and calligraphy is used instead of drawing God or the prophets. Muslim Denominations - Islam is split into two main denominations: Sunni and Shia. Sunni Muslims believe that Abu Bakr succeeded Muhammad and formed a caliphate - Shia Muslims believe that Ali succeeded Muhammad and formed the Imamate Young British Muslims - British Muslims run charities that support people especially in times of loneliness - Often British Muslims can speak multiple languages Muslims and the Media - Case studies such as Islam and sport, Islam and crime and in politics. - Students will assess whether Muslims are portrayed positively or	Atheism - Arguments for atheism including religion causes injustice, and is illogical - Richard Dawkins as an example of an atheist Human identity - What makes humans unique? What are the scientific and moral differences between humans and animals? - What makes me me? Are you you through change in time? Case study of Phineas Gage and Descartes' thinking thing. Emotions: - What is happiness? Happiness is a way of living, not a goal. - What factors contribute to happiness, e.g. wealth? Success? - What is forgiveness? Case - What's the right thing to do? - The Trolley Problem shows the principles of utilitarianism: students should explore the ethical implications of the greatest good for the greatest number.
Skills	Structures to support learning: • PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. • FARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion. • Core RE skills: • Compare and contrast religious and non-religious beliefs • Explain the meaning, relevance and different interpretations of sources of authority • Evaluate (use knowledge to explain points of view and make informed judgements account them to inform a personal response) • Analyse (deconstruct information and make links to other knowledge to show something new) • Skills Mapping: By the end of Term 1, most students will be able to: • Explain the meaning and relevance of religious beliefs by giving supporting points • Explain their personal response to an issue or debate	The understanding of different religious practices – how they impact religion and religious people. The different beliefs of religions Structures to support learning: • PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. • FARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion. • Core RE skills: • Compare and contrast religious and non-religious beliefs • Explain the meaning, relevance and different interpretations of sources of authority • Evaluate (use knowledge to explain points of view and make informed judgements account them to inform a personal response) • Analyse (deconstruct information and make links to other knowledge to show something new)	The understanding of different religious practices – how they impact religion and religious people. The different beliefs of religions Structures to support learning: • PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. • FARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion. • Core RE skills: • Compare and contrast religious and non-religious beliefs • Explain the meaning, relevance and different interpretations of sources of authority • Evaluate (use knowledge to explain points of view and make informed judgements account them to inform a personal response) • Analyse (deconstruct information and make links to other knowledge to show something new)	The understanding of different religious practices – how they impact religion and religious people. The different beliefs of religions Structures to support learning: • PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. • FARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion. • Core RE skills: • Compare and contrast religious and non-religious beliefs • Explain the meaning, relevance and different interpretations of sources of authority • Evaluate (use knowledge to explain points of view and make informed judgements account them to inform a personal response) • Analyse (deconstruct information and make links to other knowledge to show something new)	The understanding of different religious practices – how they impact religion and religious people. The different beliefs of religions Structures to support learning: • PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. • FARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion. • Core RE skills: • Compare and contrast religious and non-religious beliefs • Explain the meaning, relevance and different interpretations of sources of authority • Evaluate (use knowledge to explain points of view and make informed judgements account them to inform a personal response) • Analyse (deconstruct information and make links to other knowledge to show something new)	
Key Words	Belief Belonging Denomination Festival God Holy Practice Religion Sacred Scripture Symbol Teaching World Religion Worship	Covenant Bar Mitzvah Bat Mitzvah Kippah Mitzvah Orthodox Jew Passover Patriarch Plague Shema Tallit Tefillin Torah Tzitzit Yad	Historical lens Theological lens Theology Institutional lens The Holy Trinity Doctrine Monotheism God the father Benevolent Omniscient Omnipotent Jesus the Son Incarnation Salvation Atonement	Archaeology Atonement Fact Fiction God the father Incarnation Jesus the Son Monotheism Prophecy The Holy Spirit The Holy Trinity	Adhan Five Pillars Haafiz illiterate Islam Mecca Monotheism Mosque Prophet Prophet Muhammad (PBUH) Qur'an Ramadan Suhoor suras Tawhid	Agnostic Atheism Conscience Ethics Identity Immortality Morality Philosophy Thiest Utilitarianism
End Point	30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge organiser. They will be able to explain their opinion and arguments to support Jewish beliefs studied Each lesson in the unit will begin with a quiz based on the knowledge organiser. Students will be expected to review the knowledge organiser and home and be able to complete different sections of it each week. The end of unit assessment will be out of 30. Approximately 20 marks will be available for knowledge recall and 10 marks for skills. Example skills questions: Term 1: •Explain a reason to support the belief (2) •Explain my opinion (2) Term 2: •Explain a reason to support the belief (2) •Explain a reason to disagree with the belief (2) •Explain my opinion (2) Term 3: •Evaluate a religious belief (6) •One idea for •One idea against The next lesson, and final lesson of the unit will be reflection	30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge organiser. They will be able to explain their opinion and arguments to support the Jewish beliefs studied Each lesson in the unit will begin with a quiz based on the knowledge organiser. Students will be expected to review the knowledge organiser and home and be able to complete different sections of it each week. The end of unit assessment will be out of 30. 20 marks will be available for knowledge recall and 10 marks for skills. Example skills questions: Term 1: •Explain a reason to support the belief (2) •Explain my opinion (2) Term 2: •Explain a reason to support the belief (2) •Explain a reason to disagree with the belief (2) •Explain my opinion (2) Term 3: •Evaluate a religious belief (6) •One idea for •One idea against The next lesson, and final lesson of the unit will be reflection	30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge organiser. They will be able to explain their opinion and arguments to support and challenge Christian beliefs Each lesson in the unit will begin with a quiz based on the knowledge organiser. Students will be expected to review the knowledge organiser and home and be able to complete different sections of it each week. The end of unit assessment will be out of 30. 20 marks will be available for knowledge recall and 10 marks for skills. Example skills questions: Term 1: •Explain a reason to support the belief (2) •Explain my opinion (2) Term 2: •Explain a reason to support the belief (2) •Explain a reason to disagree with the belief (2) •Explain my opinion (2) Term 3: •Evaluate a religious belief (6) •One idea for •One idea against The next lesson, and final lesson of the unit will be reflection	30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge organiser. They will be able to explain their opinion and arguments to support and challenge Christian beliefs Each lesson in the unit will begin with a quiz based on the knowledge organiser. Students will be expected to review the knowledge organiser and home and be able to complete different sections of it each week. The end of unit assessment will be out of 30. 20 marks will be available for knowledge recall and 10 marks for skills. Example skills questions: Term 1: •Explain a reason to support the belief (2) •Explain my opinion (2) Term 2: •Explain a reason to support the belief (2) •Explain a reason to disagree with the belief (2) •Explain my opinion (2) Term 3: •Evaluate a religious belief (6) •One idea for •One idea against The next lesson, and final lesson of the unit will be reflection	30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge organiser. They will be able to explain their opinion and arguments to support and challenge Christian beliefs Each lesson in the unit will begin with a quiz based on the knowledge organiser. Students will be expected to review the knowledge organiser and home and be able to complete different sections of it each week. The end of unit assessment will be out of 30. 20 marks will be available for knowledge recall and 10 marks for skills. Example skills questions: Term 1: •Explain a reason to support the belief (2) •Explain my opinion (2) Term 2: •Explain a reason to support the belief (2) •Explain a reason to disagree with the belief (2) •Explain my opinion (2) Term 3: •Evaluate a religious belief (6) •One idea for •One idea against The next lesson, and final lesson of the unit will be reflection	30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge organiser. They will be able to explain their opinion and arguments to support and challenge Christian beliefs Each lesson in the unit will begin with a quiz based on the knowledge organiser. Students will be expected to review the knowledge organiser and home and be able to complete different sections of it each week. The end of unit assessment will be out of 30. 20 marks will be available for knowledge recall and 10 marks for skills. Example skills questions: Term 1: •Explain a reason to support the belief (2) •Explain my opinion (2) Term 2: •Explain a reason to support the belief (2) •Explain a reason to disagree with the belief (2) •Explain my opinion (2) Term 3: •Evaluate a religious belief (6) •One idea for •One idea against The next lesson, and final lesson of the unit will be reflection
Assessment method			The next lesson, and final lesson of the unit will be reflection	The next lesson, and final lesson of the unit will be reflection	The next lesson, and final lesson of the unit will be reflection	The next lesson, and final lesson of the unit will be reflection