



## Year 7 – Outline Programme of Study

	Topic 1	Topic 2	Topic 3	Topic 4
Big Ideas/ topics	<b>Foundations of Faith</b> <b>Key Question:</b> What are the 5 Ws of the major World Religions?	<b>Hinduism Depth Study</b> <b>Key Question:</b> What is Hinduism?	<b>Rites of Passage</b> <b>Key Question:</b> How can religion shape a life?	<b>Answers Through Art</b> <b>Key Question:</b> What makes a great philosophical question?
Key Learning Aims	<b>KNOWLEDGE:</b> To be able to <i>recall</i> key facts about world religions – What, Where, Who, Why, How <b>SKILL:</b> To have strong and clear book <i>presentation skills</i>	<b>KNOWLEDGE:</b> To be able to <i>describe and explain</i> key principles and facts about Hinduism <b>SKILL:</b> To be able to <i>make links</i> between themselves and a person of faith or another faith	<b>KNOWLEDGE:</b> To be able to <i>describe and explain</i> a variety of rites of passage from different religions <b>SKILL:</b> To be able to <i>compare and contrast</i> ceremonies in different religions	<b>KNOWLEDGE:</b> To be able to <i>describe and explain</i> what a philosophical question is <b>SKILL:</b> To be able to use <i>art to answer a philosophical question</i> of their choice
Key Knowledge	<b>The following major religions will be studied: Judaism, Christianity, Islam, Buddhism, Sikhism.</b> For each of these religions, students will investigate: <ul style="list-style-type: none"> <li>The group name for the followers of this religion</li> <li>Followers' views about God (including name for God and characteristics; monotheistic, polytheistic)</li> <li>Examples of religious symbols associated with the religion</li> <li>Origins and geographical location of this religion</li> <li>Place of Worship – name and what it looks like</li> <li>Name for a religious leader in this religion</li> <li>"Did you know" facts to explore one aspect of the world religion e.g. Jewish Shabbat, Buddhist meditation</li> </ul> <b>Humanism will also be introduced:</b> beliefs, rationale, associated symbol, famous Humanists  <b>There will be emphasis on:</b> <ul style="list-style-type: none"> <li>'What is God?' across the religions.</li> <li>Key words will include: theist, agnostic, atheist, monotheist, polytheist.</li> </ul>	<b>Students will be introduced to knowledge around Hinduism through the following enquiry questions:</b> <ul style="list-style-type: none"> <li>What is Hinduism?</li> <li>Who are the Trimurti?</li> <li>How do Hindus worship at home and in the mandir?</li> <li>What Hindu festivals are there?</li> </ul> <b>There will be an emphasis on:</b> <ul style="list-style-type: none"> <li>acquiring new subject knowledge around the belief system of Hinduism</li> <li>increasing the students 'cultural capital,' and social understanding of the wider world.</li> </ul> During this topic, students will be expected to decorate their new RE exercise books for the annual RE book-covering competition.  <b>As part of this topic, students will be encouraged to enter a House Competition</b> to design and create their own Hindu Shrine.	<b>Students are encouraged to consider their life journey and reflect on milestones</b> they have reached, as well as their ambitions for the future.  <b>The following rites of passage across world religions will be studied:</b> <ul style="list-style-type: none"> <li>Birth</li> <li>Growing Up</li> <li>Marriage</li> <li>Death</li> </ul> <b>There will be emphasis on:</b> <ul style="list-style-type: none"> <li>Birth Ceremonies (multiple Faiths)</li> <li>Bar/Bat Mitzvah (Judaism)</li> <li>Hindu weddings</li> <li>Christian funerals</li> </ul>	<b>Students will be introduced to Philosophy by:</b> <ul style="list-style-type: none"> <li>considering what makes a good philosophical question; and how this may differ from other types of question.</li> <li>exploring how art may raise and ask philosophical questions</li> <li>investigating how symbolism in art can be important and impactful</li> <li>using art stimulus to prompt personal responses to a variety of philosophical question</li> </ul> Students will then be encouraged to choose their own philosophical question and reflect their response to it through creative artwork
Assessment	<b>Written Factual Recall Test</b> completed during class-time; access to topic materials is not allowed.	<b>Written assessment</b> completed during class-time; access to topic materials is allowed.	<b>Written assessment</b> completed during class-time; access to topic materials is allowed.	<b>Peer Assessment</b> through a class 'art gallery exhibit'

### Further information and reading list

- Our Key Stage 3 syllabus links in with preparation for AQA examination syllabus for GCSE Religious Studies



**BBC Teach: My Life, My Religion** videos are superb resource at KS3 (despite being categorised as KS2). We will be watching some of these videos in class. Much can be gained from watching the remaining videos to encourage greater understanding of the key facts about each religion in Topic 1. <https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3>

- **BBC Bitesize** has excellent resources for Topics 1, 2 and 3. They are a superb support and extension to what is being explored in the classroom. Some of the videos and topic areas go into greater depth than we can achieve during class-time, and will provide an excellent context for the topics <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>. The videos on beliefs work particularly well for Topic 1 and the videos on practices and belonging work well with Topic 2. All videos on Hinduism can be applied to our depth study in Topic 3.

#### Ways to support and extend student learning in this subject

All Year 7 students are issued with a resource booklet to support their learning during Topics 1-3. In Topic 1, this will be their main workbook too. These resource booklets contain a myriad of support, extension and consolidation material

#### **Support Guidance – Topics 1-3**

- In Topic 1 there is a summary document at the start of the booklet which contains the key facts covered in class. On the back cover is a list of what students are expected to know for their Topic 1 test. Creating flashcards of the key facts together and then quizzing on them is recommended. It will also help to support activities such as 'key word bingo' that are completed in class.
- There are plenty fun activities within each booklet that can be completed beyond the classroom. These consolidate the key words and concepts explored in class. They include match-up activities, word-searches, puzzles and join-the-dots.
- Watching videos about the topic (see box above for details) helps to consolidate key words and concepts from class.
- Looking out for religion in the everyday can be very helpful. Noticing a place of worship on a day out, hearing about the celebration of a religious festival on the news, being invited to diverse religious (and non-religious) events through family and friends can all bring what we are studying to life
- *The Kids Book of World Religions* by Jennifer Glossop and John Mantha has excellent illustrations and a visual style

#### **High-achieving Guidance Topics 1 - 3**

- All of the support guidance is also applicable for high-achieving guidance.
- Many of the videos on BBC Bitesize (see above) explore the key themes to a greater depth than our class-time allows. It also allows students to take their areas of interest wider and further

#### **Support Guidance - Topic 4**

- Topic 4 is deliberately more open-ended and students can explore in many directions depending on the philosophical questions they would like to consider. Looking for symbolism in art or weighing up a big question will reflect the learning completed in class.

#### **High-achieving Guidance – Topic 4**

- *Sophie's World* by Jostein Gaarder is a superb introduction to philosophy
- *Just Think* by Philip West (and *Think Again*) provides philosophy puzzles to explore and quandaries to unravel
- *Big Thinkers and Big Ideas* by Sharon Kaye introduces students to both Eastern and Western Philosophers accessibly