



# Religious Education Department

## Scheme of Learning

Year 7 RE (5 hours per fortnight)

**Religion Key** – Christianity=■ Judaism=■ Islam=■ Hinduism=■ Buddhism=■ Sikhism=■ Secular = ■

**KS3 Curriculum – Year 7**

## **National Curriculum – Programme of Study for KS3 RE**

There is no national curriculum for Religious Education, however as The Academy of St Nicholas is a joint denomination school it is essential that we follow the Archdiocese and the Diocese requirements.

The programmes of study that both dioceses have designed has significantly influenced the design of The Academy of St. Nicholas programme of study for KS3 RE. You will see references for the Religious Education Directory, which is the Archdiocese curriculum and Illuminating Pathways, which is the diocese curriculum.

The Archdiocese requires that the second religion that we study at KS4 is Judaism, this therefore influences our KS3 curriculum to prepare students for the knowledge they require.

We are required to have 51% of the programme of study be Christianity with the rest being other world religions as well as including other world views such as atheism and humanism.

## Careers Education Advice Information and Guidance Tracking (CEAIG)

Year 7:				
Half-Term	Unit of Study	Lesson Topic:	Explicit CEAIG Links	Career industry/sector link:
1	Exploring Religion	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills
2	Covenants	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills
3	Life of Jesus	Throughout the topic  Charity	Employability skills: Leadership Teamwork Active listening Respect	All due to skills  Charity
4	Life of Jesus	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills
5	Eastern Religions	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills
6	Life without God	Throughout the topic	Employability skills: Leadership Teamwork Active listening Respect	All due to skills

## Common Assessment Framework

Each half term, there will be **THREE** common assessments for Y7 RE students.

Each assessment is identified in the Scheme of Learning.

Each assessment will be followed by either **PERSONALISED** or **COLLECTIVE** feedback.

Each assessment will fall in to **THREE** categories, designed to assess each aspect of the Programme of Study and skills in equal weighting.

<b>CA (K)</b>	Knowledge retention – key words quiz linked with homework	Marks= 14 <i>(7 marks for correctly identifying word and 7 for SPAG)</i>	Peer/self-assess
<b>CA (Ex)</b>	Skills and knowledge based – retention, explanation, and quote application	Marks= 30	Collective feedback
<b>CA (Ev)</b>	Skills based – Evaluation	Marks = 20	Personalised feedback

Year 7 begin with an immersive experience based on the unit of work known as ‘The Island’. It provides students with the opportunity to explore common themes in religions and develop their own understanding of faith.

AUTUMN 1 EXPLORING RELIGION (The Island)	Key Questions		Key Vocab Tier 2 and 3	Links:	Homework	Assessment
	<ol style="list-style-type: none"> <li><b>What do we need to survive as a community?</b></li> <li><b>What are rites of passage and how are they celebrated?</b></li> <li><b>Do we need a deity and religion?</b></li> </ol>			<ol style="list-style-type: none"> <li>Holistic links to previous topics.</li> <li>Religious Education Directory (RED)</li> <li>Illuminating Pathways</li> <li>Cross Curriculum</li> </ol>		
Lessons 1-4	In order to answer key question 1 students should examine the following areas/questions: Survival and change (significant work) Laws in society (leadership significant work)		Transition Survival Community Adaptation Laws Justice Punishment Forgiveness	<ol style="list-style-type: none"> <li>Year 7 Transition, School values (respect, compassion, resilience, ambition)</li> <li></li> <li>Strand – 1,2,3,4</li> <li>English, PHSE (CfL), History</li> </ol>	Keyword Homework	
	<b>Christianity</b>	<b>Secular</b>				
Lessons 5-9	In order to answer key question 2 students should examine the following areas/questions: Birth (significant work) Marriage (significant work) Death		Rite of passage Ceremony Ritual Community Marriage	<ol style="list-style-type: none"> <li>School values (respect, compassion, resilience, ambition) Year 8 – Christianity</li> <li>U8.1.5, U8.2.4, U7.5.6, U9.1.5/6</li> <li>Strand – 1,2,3,4</li> <li></li> </ol>	Knowledge retrieval 1	Keywords (lesson 5) Peer/ Self assessed
	<b>Judaism</b>	<b>Islam</b>	<b>Hinduism</b>			
Lesson 10	Retrieval Assessment	TBAT demonstrate progress through knowledge retrieval	Complete the 30-mark retrieval assessment. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the assessment.			Retrieval Assessment
Lesson 11	Collective Feedback	TBAT examine assessment strengths and areas for development.	Full Feedback Lesson: <ul style="list-style-type: none"> <li>Collective feedback – use models to equip students to correct their work. This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking.</li> </ul>			Collective Feedback

Lessons 12-15	In order to answer key question 3 students should examine the following areas/questions: Do we need God? (Debate) Origins of religion (significant work)				Citizens Tolerance Benefits Society Origins	1. Year 7 – Covenants Year 7 – Stories of Jesus Year 7 – Eastern religions Year 8 – Alternative world views School values (compassion) 2. U5.6.1 3. Strand 1,3,4,5 4. English	Knowledge retrieval 2	
	Christianity	Judaism	Islam	Hinduism				
Lesson 16	Planning Assessment	TBAT create a writing structure and plan to be used in assessment	Use the Academy writing structure and framework to develop a plan for the assessment big write.					
Lesson 17	Evaluation Assessment	TBAT demonstrate progress through evaluating	Evaluation Task: A diary entry from the day after the first wedding.					Evaluation Assessment
Lesson 18	Personalised Feedback	TBAT examine assessment strengths and areas for development.	Feedback Lesson must include: <ul style="list-style-type: none"> <li>Review learning of any knowledge as a class students didn't understand</li> <li>Models to demonstrate to students how to improve</li> <li>Personalised comments and feedback for each student</li> <li>Re-do task as per school policy</li> </ul>					Personalised feedback

<b>AUTUMN 2 COVENANTS (Judeo-Christianity)</b>	Key Questions <ol style="list-style-type: none"> <li>Why was there a need for God to create covenants with people?</li> <li>How did Abraham and Moses' covenant impact the world?</li> <li>Why was a Messiah necessary?</li> <li>How did the New Covenant impact the world today?</li> </ol>	Key Vocab Tier 2 and 3	Links: <ol style="list-style-type: none"> <li>Holistic links to previous topics.</li> <li>Religious Education Directory (RED)</li> <li>Illuminating Pathways</li> <li>Cross Curriculum</li> </ol>	Homework	Assessment
Lesson 1-2	In order to answer key question 1 students should examine the following areas/questions: <ul style="list-style-type: none"> <li>What is a covenant?</li> <li>Why was there a need for Covenants?</li> <li>Why was the covenant with Noah significant?</li> </ul>	Laws Covenant Hebrew Noah	1. Year 8 – Judaism Judaism – Beliefs and Teachings 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand 1,2 4.	Keyword homework	
	Christianity	Judaism			

Lesson 3-6	<p>In order to answer key question 2 students should examine the following areas/questions:</p> <ul style="list-style-type: none"> <li>• Why did God choose Abraham to create a covenant with?</li> <li>• How did God test Abraham and examine is it right for God to test people?</li> <li>• Why was Moses' story so significant?</li> <li>• Why were the 10 commandments necessary?</li> <li>• What is the impact of the covenant at Sinai on Jewish lives today?</li> </ul>		<p>Torah Descendants Covenant Sacrifice Omniscient Omnibenevolent Israelites Moses Commandment Mount Sinai Moses</p>	<p>1. Year 8 – Judaism Year 9 – Understanding Islam Judaism – Beliefs and Teachings 2. U7.6.5/6, U8.6.4/5, U9.6.4/5, U7.4.4 3. Strand 1,2 4.</p>	Knowledge retrieval 1	Keywords (lesson 5) Peer/ Self assessed	
Lesson 7-10	<p>In order to answer key question 3 students should examine the following areas/questions:</p> <ul style="list-style-type: none"> <li>• Why is there a need for a saviour and what is the Jewish concept of Messiah</li> <li>• What is the covenant with David and how it will impact Jewish lives today.</li> <li>• Why was David not the Messiah?</li> <li>• Why was a new covenant needed?</li> <li>• Was Jesus the Messiah? (prophecy vs reality)</li> </ul>		<p>Saviour Messiah Christ Nation Israel</p>	<p>1. Year 7 – life of Jesus Year 8 – Judaism Judaism – Beliefs and Teachings 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand 1,2 4.</p>			
Lesson 11	Retrieval Assessment	TBAT demonstrate progress through knowledge retrieval	<p>Complete the 30-mark retrieval assessment. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the assessment.</p>				Retrieval Assessment
Lesson 12	Collective Feedback	TBAT examine assessment strengths and areas for development.	<p>Full Feedback Lesson:</p> <ul style="list-style-type: none"> <li>• Collective feedback – use models to equip students to correct their work.</li> </ul> <p>This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking.</p>				Collective Feedback

Lesson 13-14	<p>In order to answer key question 4 students should examine the following areas/questions:</p> <ul style="list-style-type: none"> <li>• Impact of Jesus life on the world today with a specific focus on Christmas (just prior to the Christmas break)</li> <li>• Examine the true meaning of advent and why it is significant.</li> <li>• How might the concept of the second coming of Jesus impact a Christian?</li> <li>• How is Christmas celebrated around the world.</li> <li>• Should you celebrate Christmas if you don't believe in Jesus?</li> </ul>		<p>Covenant Messiah Chosen one Advent Represent</p>	<ol style="list-style-type: none"> <li>1. Year 7 – Life of Jesus Christianity – Beliefs and teachings</li> <li>2. U8.2.1/2/3, U7.3.7</li> <li>3. Strand 1,2</li> <li>4.</li> </ol>	Knowledge retrieval 2			
<b>Christianity</b>								
Lesson 15	Planning Assessment	TBAT demonstrate progress through evaluating	Use the Academy writing structure and framework to develop a plan for the assessment big write.					
Lesson 16	Evaluation assessment	TBAT review work completed so far and complete an assessment on key skill of evaluating.	<p>Evaluation Task: Write a speech to staff at The Academy answering the question; 'Which covenant had the biggest impact for believers'. Choose between Abraham, Moses or Jesus.</p>					Evaluation Assessment
Lesson 17	Personalised Feedback	TBAT examine assessment strengths and areas for development.	<p>Feedback Lesson must include:</p> <ul style="list-style-type: none"> <li>• Review learning of any knowledge as a class students didn't understand</li> <li>• Models to demonstrate to students how to improve</li> <li>• Personalised comments and feedback for each student</li> <li>• Re-do task as per school policy</li> </ul>					Personalised feedback
Lesson 18-20	Covenants in Media	TBAT examine the covenant at Sinai through media			<ol style="list-style-type: none"> <li>1. Links with topics containing other religions and festivals</li> <li>2. U7.6.5/6, U8.6.4/5, U9.6.4/5</li> <li>3. Strand 1,2</li> <li>4.</li> </ol>			



<b>SPRING TERM LIFE OF JESUS</b>	<b>Key Questions</b> <b>1. How is Jesus introduced by different sources?</b> <b>2. What is Jesus' relationship like with other?</b> <b>3. How did Jesus teach his followers?</b> <b>4. What is the significance of Holy Week for Christians?</b> <b>5. What happens after Jesus' resurrection and how is it significant for Christians today?</b>	<b>Key Vocab</b> Tier 2 and 3	<b>Links:</b> 1. Holistic links to previous topics. 2. Religious Education Directory (RED) 3. Illuminating Pathways 4. Cross Curriculum	<b>Homework</b>	<b>Assessment</b>
Lesson 1-4	In order to answer key question 1 students should examine the following areas/questions: The Annunciation The Birth of Jesus The baptism of Jesus The temptation of Jesus  <b>Christianity</b>	Annunciation Gabriel Incarnation God the Son Baptist Trinity Holy Spirit Temptation Devil ministry	1. Year 8 – Christianity Year 7 – Covenants Christianity – Beliefs and Teachings 2. U8.2.3, U7.3.5, U7.5.2, U7.4.1/3/4, U9.2.2, U9.2.6 3. Strand 1,2, 7 4.		
Lesson 5-6	In order to answer key question 2 students should examine the following areas/questions: Cost of discipleship Pharisees  <b>Christianity</b>	Calling Disciples	1. Year 8 – Christianity 2. U9.3.2 3. Strand 1,2 4.	Knowledge retrieval 1	Keywords (lesson 5) Peer/ Self assessed
Lesson 7-10	In order to answer key question 3 students should examine the following areas/questions: Parables Parable of the Sower The greatest commandment Miracles  <b>Christianity</b>	Parables Moral Samaritan Parable Sower meaning Commandment Neighbour Miracles Nature	1. Year 7 – Exploring religion Year 8 – Christianity Christianity – Beliefs and Teaching 2. U8.3.1, U8.3.3, U8.3.4/5, U8.3.2, U8.3.5 3. Strand 1,2 4.		

Lesson 11	Retrieval assessment	TBAT demonstrate progress through knowledge retrieval	Complete the 30-mark retrieval assessment. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the assessment.		Retrieval Assessment
Lesson 12	Collective Feedback	TBAT examine assessment strengths and areas for development.	Full Feedback Lesson: <ul style="list-style-type: none"> <li>Collective feedback – use models to equip students to correct their work.</li> </ul> This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking.		Collective Feedback
Lessons 13-17	In order to answer key question 4 students should examine the following areas/questions: Entry into Jerusalem The last supper Jesus' betrayal, trial and Crucifixion Holy Saturday Resurrection		Jerusalem Palms Messiah Washing Influence Betrayal Gethsemane Crucifixion Resurrection	1. Year 7 – Covenants Year 8 – Christianity Christianity – Beliefs and Teachings 2. U7.4.3/4, U8.4.5, U8.5.1, U8.5.2/3/4 3. Strand 1,2 4.	Knowledge retrieval 2
		<b>Christianity</b>			
Lesson 18	Retrieval Assessment	TBAT demonstrate progress through knowledge retrieval	Complete the 30-mark retrieval assessment. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the assessment.		Retrieval Assessment
Lesson 19	Collective Feedback	TBAT examine assessment strengths and areas for development.	Full Feedback Lesson: <ul style="list-style-type: none"> <li>Collective feedback – use models to equip students to correct their work.</li> <li>This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking.</li> </ul>		Collective Feedback
Lessons 20-22	In order to answer key question 5 students should examine the following areas/questions: Ascension Pentecost* The impact of Jesus		Ascension Heaven Pentecost tongues Evaluate Depicted Messiah	1. Year 8 – Trinity Year 8 – Christianity Year 9 – Religion and community Christianity – Beliefs and Teachings 2. U7.1.3, U7.2.2, U7.2.5, U7.5.4 3. Strand 1,2 4.	Knowledge retrieval 3
		<b>Christianity</b>			
Lesson 23	Planning Assessment	TBAT create a writing structure and plan to be used in assessment	Use the Academy writing structure and framework to develop a plan for the assessment big write.		

Lesson 24	Evaluation Assessment	TBAT demonstrate progress through evaluating	Evaluation Task: Write a speech arguing that Jesus' incarnation is the most important event in his life.		Evaluation Assessment
Lesson 25	Personalised Feedback	TBAT examine assessment strengths and areas for development.	Feedback Lesson must include: <ul style="list-style-type: none"> <li>Review learning of any knowledge as a class students didn't understand</li> <li>Models to demonstrate to students how to improve</li> <li>Personalised comments and feedback for each student</li> <li>Re-do task as per school policy</li> </ul>		Personalised feedback

SUMMER 1 Dharmic Faiths	Key Questions	Key Vocab Tier 2 and 3	Links:	Homework	Assessment
	<ol style="list-style-type: none"> <li>What are the Hindu beliefs about God and the world?</li> <li>How do Hindu's practice their faith?</li> <li>What are Sikh beliefs about God and the world?</li> </ol>		<ol style="list-style-type: none"> <li>Holistic links to previous topics.</li> <li>Religious Education Directory (RED)</li> <li>Illuminating Pathways</li> <li>Cross Curriculum</li> </ol>		
Lessons 1-4	In order to answer the main key questions students should examine the following areas/questions: Brahman Trimurti Atman Reincarnation  <b>Hinduism</b>	Polytheistic Brahman Aum Trimurti Brahma Vishnu Shiva	<ol style="list-style-type: none"> <li>Year 7 – The island</li> <li>U7.6.5/6, U8.6.4/5, U9.6.4/5</li> <li>Strand – 4</li> <li></li> </ol>	Keywords	
Lessons 3-4	In order to answer the main key questions students should examine the following areas/questions: Worship (Puja) Pilgrimage  <b>Hinduism</b>	Worship Puja Mantras Prashad Pilgrimage Ganges	<ol style="list-style-type: none"> <li>Year 7 – The island</li> <li>U7.6.5/6, U8.6.4/5, U9.6.4/5</li> <li>Strand – 4</li> <li></li> </ol>	Knowledge Retrieval 1	Keywords (lesson 5) Peer/ Self assessed

Lessons 5-7	<p>In order to answer the main key questions students should examine the following areas/questions:</p> <p>Origins of Sikhism Equality 5's</p>		<p>Guru Sikhs Sikhism Kara Kesh Kanga Kirpan Kachera Virtues</p>	<p>1. Year 7 – Exploring Religion Year 8 – Religious expression 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand – 4 4.</p>		
Lesson 8	Retrieval Assessment	TBAT demonstrate progress through knowledge retrieval	<p>Complete the 30-mark retrieval assessment. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the assessment.</p>			Retrieval assessment
Lesson 9	Collective Feedback	TBAT examine assessment strengths and areas for development.	<p>Full Feedback Lesson:</p> <ul style="list-style-type: none"> <li>Collective feedback – use models to equip students to correct their work.</li> </ul> <p>This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking.</p>			Collective Feedback
Lessons 10-13	<p>In order to answer the main key questions students should examine the following areas/questions:</p> <p>Virtues Sewa Khalsa Sikhs Sangat</p>		<p>Sewa Sangat Hymns Praying Khalsa Influence Truth and Truthful Living Compassion Contentment Humility Love Wisdom and Courage</p>	<p>1. Year 7 – Exploring Religion Year 9 – Religion and community 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand – 4 4.</p>	Knowledge retrieval 2	
Lesson 15	Planning assessment	TBAT create a writing structure and plan to be used in assessment	<p>Use the Academy writing structure and framework to develop a plan for the assessment big write.</p>			

Lesson 16	Evaluation Assessment	TBAT review work completed so far and complete an assessment on key skill of evaluating.	Evaluation Task: Write a speech to Mr Lloyd about the importance of studying Dharmic faiths. Your letter must include the key beliefs, similarities between all world faiths and comparisons.		Evaluation assessment
Lesson 17	Personalised Feedback	TBAT examine assessment strengths and areas for development.	Feedback Lesson must include: <ul style="list-style-type: none"> <li>Review learning of any knowledge as a class students didn't understand</li> <li>Models to demonstrate to students how to improve</li> <li>Personalised comments and feedback for each student</li> <li>Re-do task as per school policy</li> </ul>		Personalised feedback

SUMMER 2 Life without God	Key Questions 1. Can you have a religion without believing in a God? 2. Has God brought any good into the world? 3. Can you have a moral society without God?		Key Vocab Tier 2 and 3	Links: 1. Holistic links to previous topics. 2. Religious Education Directory (RED) 3. Illuminating Pathways 4. Cross Curriculum	Homework	Marking
Lesson 1	Life without God introduction lesson	Has God brought any good to the world? Does a belief in God cause suffering? Why do people not believe in God?	Necessary	1. Year 8 – Alternative world views 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand – 2,4 4.		
Lessons 2-8	In order to answer the main key questions students should examine the following areas/questions: Four noble truths Eightfold path Middle way Humanist belief about God Humanist Morals Humanist celebrations Charity without religion		Suffering Buddhism Meditation Mindfulness Intentions Livelihood Middle way Moksha Humanism Consciousness Humanist Naming ceremony	1. Year 8 – Alternative world views 2. U7.6.5/6, U8.6.4/5, U9.6.4/5 3. Strand – 4 4.	Keywords	Keywords (lesson 5) Peer/ Self assessed

	<b>Buddhism</b>	<b>Secular</b>	marriage funeral Charity		
Lessons 9-11	In order to answer the main key questions students should examine the following areas/questions: How God helps Christians How God helps Muslims How God helps Hindus		Trinity Judge Influence Impact Insh'Allah Trimuri Brahman Brahma Vishnu Shiva	1. Year 8 – Christianity Year 8 - Islam Year 9 – Islam Year 8 - Religious expression Year 7 - Eastern religions 2. 3. <b>Strand – 1,2,4</b> 4.	Knowledge retrieval 1
	<b>Christianity</b>	<b>Islam</b>	<b>Hinduism</b>		
Lesson 12	Retrieval Assessment	TBAT demonstrate progress through knowledge retrieval	Complete the 30-mark retrieval assessment. Sections 1 and 2 could be marked together as a class but teacher marking is required for section 3 and 4. Retrieval quiz/tasks can be used prior to the assessment.		Retrieval Assessment
Lesson 13	Collective Feedback	TBAT examine assessment strengths and areas for development.	Full Feedback Lesson: • Collective feedback – use models to equip students to correct their work. This is an opportunity for teacher to re-teach/re-cap knowledge that is identified through assessment as lacking.		Collective Feedback
Lessons 14-15	In order to answer the main key questions students should examine the following areas/questions: Do we need God? Is life better without God?		Necessary	1. Links to all year groups 2. 3. <b>Strand – 1,2,3,4</b> 4.	Knowledge retrieval 2
	<b>Secular</b>				
Lesson 16	Life without God debate lesson	Can you have a moral society without God?	Moral Necessary Rules		
Lesson 15	Planning assessment	TBAT create a writing structure and plan to be used in assessment	1. Use the Academy writing structure and framework to develop a plan for the assessment big write.		

Lesson 16	Evaluation Assessment	TBAT review work completed so far and complete an assessment on key skill of evaluating.	<p>Evaluation Task: Write an article titled 'God is dead' and evaluate the need for God in society.</p>		Evaluation assessment
Lesson 17	Personalised Feedback	TBAT examine assessment strengths and areas for development.	<p>Feedback Lesson must include:</p> <ul style="list-style-type: none"> <li>• Review learning of any knowledge as a class students didn't understand</li> <li>• Models to demonstrate to students how to improve</li> <li>• Personalised comments and feedback for each student</li> <li>• Re-do task as per school policy</li> </ul>		Personalised feedback