






# Long Term Plan Year 7 RE

2 lessons a week.

*'Religiously literate, culturally aware and philosophically curious'*

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

Topic	Unit title and bigger Picture	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to 'religiously literate, culturally aware and philosophically curious'.	Anticipated misconceptions (See MTP for individual lesson misconceptions)	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
		<i>Substantive Knowledge / Golden Threads in RE</i>	<i>Disciplinary Knowledge (how they are learning)</i>	<i>Personal understand and their own views and interrogate</i>							

1	<p>What is the place of religion in 21st Century Britain?</p>	<p>Different religious profiles present in Britain today.          Why being non-religious is becoming more popular.          To identify diverse beliefs with the category of religion.          To identify the diversity of worldviews.          The impact that time has on our worldviews.          The influence other people can have on our worldview.          The similarities between different religions and worldviews.          The differences between different religions and worldviews.</p>	<p>To describe how worldviews might differ          To explain how worldviews might change over time          To apply knowledge from previous lessons to analyse your own worldview          To consider how their worldviews might change over time          To explore the similarities and differences between others</p>	<p>Religiously literate - understanding of key beliefs and knowledge.           Culturally aware - different interpretations from different groups of people.           Philosophically curious - have I considered these questions before?</p>	<p>Students may believe that religion is only relevant to religious people</p>	<p>Links back to KS2 Thematic unit 11 of Diocesan syllabus.</p>	<p>KS3 Humanism           Links to U Ethics at A level.           Links to Philosophy and Ethics at GCSE.</p>	<p>Bible passages and original texts where appropriate.</p>	<p>Social-Religious communities           Moral - What is right and wrong?           Spiritual - Do you have to believe in a god to be spiritual?           Cultural - Are we moving away from religion these days?           BV tolerance, democracy.</p>	<p>Background of philosophical questions and their importance.           Trip to local places of worship</p>	<p>Law - solicitor           Counsellor           Social worker</p>
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2	If God is Trinity what does that mean for Christians ? UC	Christians believe in God as Trinity, and that the different roles of the three persons in one God can be seen as exemplifying the relational nature of God and the importance of self-giving love in Christian practice • Ideas of God have varied (and still do) within the Christian church, and that different emphases lead to different ways of living • Christians can use the Bible to describe God in different	Explain what Christians mean by talking about God as Father, Son and Holy Spirit, using evidence from at least three Bible texts. Show understanding of different types of text that talk about God as 'Father, Son and Holy Spirit', and how these can be read (narrative, prayer, letter, and so on.) Make links between the concept of Trinity and the	Religiously literate - understanding of key beliefs and knowledge  Culturally aware - different interpretations from different groups.  Philosophically curious - big questions about the nature of God	Misconceptions about God - is God male or female?	Links back to KS2 - UC God Diocesan syllabus this is cyclical covering more content at each KS.	Links to Christianity unit at KS5 and Philosophy of Religion- A level a comparison .  Links to KS4 Eduqas GCSE Route A - Component 2: Christianity beliefs and Practices	Bible passages where appropriate.	Social - Individual and group concepts of God. Spiritual - Concept of Trinity and a Higher power.  Cultural - Different Christian views about the Trinity	The Church of Jesus Christ of Latter-day Saints, Jehovah's Witnesses, and United Pentecostal Church International - do not believe in the Trinity - discussion as to why this is.	Charity worker  Minister  Social worker

		ways.	roles and actions of God through the 'big story' of the Bible. Give examples of how the Christian community respond to the idea of God as Trinity, for example, in expressing ideas about God through art, symbols, and so on, in churches Evaluate their learning and express a view: Why do Christians worship God as Trinity, and what difference does belief in God as Trinity make to them?								
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3	Should Christians be greener than everyone else? 3.2	Creation reveals something about the nature of God (powerful, involved in human life, source of all life on earth), and reminds humans of their place as dependent upon the Creator.  Humans have a responsibility to Creation, as stewards.  There are various ways of resolving the perceived conflict between science and religion, such as by interpreting	Explain the type and purpose of the Genesis Creation texts, and their place in the overall Bible narrative. Explain the concepts of Creation and stewardship in Christianity. Explain what Genesis 1 and 2 tell Christians about the nature of humans, their capacities and responsibilities. Give some examples of how Christians have responded to the	Religiously literate - understanding of key beliefs and knowledge.  Culturally aware - different interpretations from different groups of Christians.  Philosophically curious - can God have created the world?	Misconceptions about creation	Links back to KS2 UC units. 2a.1 and 2b.2 Diocesan syllabus is cyclical covering more content at each KS.	Links to Christianity unit at KS5 - KS4 - The problem of evil.  Links to KS4 Eduqas GCSE Route A - Component 1: Philosophical and ethical issues - C1 Issues of Life and Death.	Augustine and Irenaeus' problem of evil.	Social - ideas about creation and the fall.  Moral - Are these views correct?  Spiritual - Concept of Supreme being wielding great power - creator, judge etc.  BV - Law, democracy, tolerance.	Speaker  Development of creation theories.	Charity worker  Vocational roles  Scientist  Researcher

		Genesis in different ways.	idea of stewardship, as a community and individually. Show how Christians have used Genesis 1 and 2 to guide how they treat the environment. Offer a justified response to the question of whether Christians should be better stewards than everyone else. Respond to the challenge of caring for the planet, in the light of their learning, offering reasons and arguments for their responses								
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4	The Buddha: how and why do his experiences and teachings have meaning for people today ? 3.8	The key events in the life of the Buddha, and his key teachings, including the Four Noble Truths and the Middle Way. xt. Identify key features of the Sangha.	Read and examine some stories and texts, e.g., from the Pali canon. Explore some symbols, beyond the statues of the Buddha. Compare Buddhist ethics with Humanist ethics. Examine what it is about Buddhism that makes it appealing to Westerners, and whether mindfulness should be extracted from its Buddhist	Religiously literate - understanding of key beliefs and knowledge.  Culturally aware - different interpretations from different groups of Buddhists.  Philosophically curious -	Buddhism is a religion: Buddhism is often considered a religion, but it is also a philosophy and a way of life. It lacks a belief in a creator god, and its focus is on achieving personal enlightenment and liberation from suffering	HT1 Year 7 Worldview	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/visit  Background to Buddhism.	Charity worker  Vocational roles.  Counsellor.

			context as 'Right Mindfulness' and used in a secular context.								
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5	Why are people good and bad? 3.3 (UC)	Genesis 1 and Genesis 2 present different pictures of God. • Being made 'in the image of God' can be interpreted widely, but implies a significance for human beings, and an intimate connection between them and the Creator. • The story of the 'Fall' (Genesis 3 ) is interpreted differently by Christians (for example, Augustine and Irenaeus). • The idea that sin spoils creation is fundamental to Christian belief, but	Explain how Christian beliefs about the relationship of God to humanity are revealed in Genesis 1 and 2, and what this means for the 'salvation narrative' or 'big story' of the Bible. Explain the nature of the texts in Genesis 1 and 2, giving at least two examples of how they have been interpreted differently by Christians, and explain why. Give	Religiously literate - understanding of key beliefs and knowledge.  Culturally aware - different interpretations from different groups of Christians.  Philosophically curious - Is the Fall a metaphor?	Misconceptions about the fall	Links back to KS2 UC units. 2a.1 and 2b.2 Diocesan syllabus is cyclical covering more content at each KS.	Links to Christianity unit at KS5 - GCSE - The problem of evil.  Links to KS4 Eduqas GCSE Route A - Component 1: Philosophical and ethical issues - C1 Issues of Life and Death.	Augustine and Irenaeus' problem of evil.	Social - ideas about creation and the fall.  Moral - Are these views correct?  Spiritual - Concept of Supreme being welding great power - creator, judge etc.  BV - Law, democracy, tolerance.	Speaker  Development of the theory of The Fall.	Charity worker  Vocational roles  Scientist  Researcher



		<p>it is tied with the idea that God brings Salvation through Jesus – sin does not have the last word. • The idea that human beings are flawed and in need of God's Salvation has influenced Christian thought over centuries. Reactions against it include ideas of Freud, Marx and positive psychology. • Christians celebrate being created by God, and also respond to sin through confession, believing that God forgives, by his grace, through Jesus.</p>	<p>evidence and examples for the impact (on the Christian community and individuals) of believing that people are made in the image of God. Give a coherent account of how being made in the image of God has influenced how people live and behave, whether Christian or not. Evaluate personally and impersonally how far this helps to make sense of the world.</p>								
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6	How are Sikhi teachings on equality and service put into practice today? 3.12	Guru Nanak's teaching about equality and service, exemplified in the community at Kartarpur.  Sikhi duties of Nam Simran, Kirat Karna and Vand Chhakna, and how these can be fulfilled at the gurdwara.	Explain how and why Sikhis remember God  Explain how key Sikhi beliefs and teachings were put into practice by the Gurus and by Sikhis today.  Explore some young Sikhis and what it means to be an amritdhari Sikh at school today, including obligations (e.g. Five Ks) and prohibitions (e.g. no harmful drugs).  Evaluate how the annual British	Religiously literate - understanding of key beliefs and knowledge.  Culturally aware - different interpretations from different groups of Sikhis.  Philosophically curious -	Misconceptions: All Sikhis practise their religion in the same way	Links back to KS2 UC units. 2a.1 and 2b.2 Diocesan syllabus is cyclical covering more content at each KS.	NA	Sikhi Scripture where appropriate	Social - Sikhi Community  Moral - Seva  Spiritual -How and why Sikhis remember God  BV - Law, democracy, tolerance.	Speaker/visit  Background to Sikhism	Charity worker  Vocational roles  Scientist  Researcher

			Sikhi Report presents the impact of Sikhis in Britain today								
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