



## Year 7 Religious Studies

### Aims:

- *To enhance knowledge and understanding of Christianity, Islam, Sikhism, Judaism and Hinduism and celebrate the similarities and differences of these different faiths. Students will look at how these religions have shaped our world.*
- *To encourage students to have the confidence to make reasoned judgements and conclusions about religious, moral and philosophical issues.*
- *To improve the spiritual, moral, social and cultural development of the students by developing awareness of the ultimate questions of life raised by human experiences, responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience.*
- *To develop positive attitudes and respect towards others whose beliefs and opinions are different from our own.*

### Content:

Students will study a fascinating array of topics throughout the year with explicit reference to the STRIPE learning habits in every lesson to ensure consistency across the entire curriculum at the John Taylor Free School. Students begin the autumn term by studying philosophy and ethics. Students then proceed to look at the use of Symbolism within religion. In the spring term, students study a diverse range of pilgrimages and do an in-depth study into Hinduism. Students complete the year by studying various Religious Festivals and with a research project about a Festival of their own choice.

### Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Introduction to philosophy and ethics, belief in God, creation accounts, big bang, evolution and Design argument are explored. Students then proceed to learn about miracles, the problem of evil, making moral decisions. Students then explore Religious Symbolism within a variety of religions. Students will explore the symbolism of: the 5Ks in Sikhism, the Seder Plate, the Mosque, Baptism and the Christmas Story.	Keyword quizzes  5 question assessment on the Introduction to philosophy and ethics  5 question assessment on Symbolism in Religion.
	Term 2	Students study various pilgrimages such as Lourdes, Hajj and the River Ganges as well as researching other pilgrimages from around the world. Then students are introduced to Hinduism, tri-murti, deities, mandir, puja are all studied in depth during this term.	Keyword quizzes  5 question assessment on Pilgrimages  Research Project on a Hindu God
	Term 3	Students then look at a variety of different Religious Festivals, including: Easter, Ramadan and Eid, Vaisakhi and Holi. Students conclude the year by doing a research project on a festival of their own choice.	Keyword quiz  5 Question Assessment on Festivals  Research project on a festival of the student's choice.



### Assessment:

Students will be assessed towards the end of topic to assess quality of learning. Assessment formats are consistent looking to include: understanding of what religious people believe; how these beliefs affect the actions of believers; and the ability to understand both sides of an argument within a religious debate. There will be opportunities on a week by week basis for students to self and peer assess their own and each other's understanding of key topic areas. The teacher will also strive to utilise opportunities for formative assessment in every lesson to address any misconceptions students may have before we arrive at the summative assessment.

### Extended Learning:

Students will be given a mixture of chunked revision, creative projects and tasks and research work to be completed at home to help consolidate and extend on learning that is completed in the classroom.

### Connection to the JFS Approach

Whole School Theme	How does <i>Religious Studies</i> support this?
STRIPE	Students practice being effective communicators by being active listeners and being tolerant of views that are different from their own. Students will be challenged to reflect on their own views as they learn new ideas about God and faith. Students are also encouraged to come up with enquiry questions to help them learn more about a certain topic.
STEAM	Students begin the year by exploring scientific theories of evolution and the Big Bang and consider how these might impact upon religious beliefs. When studying pilgrimages, students examine the River Ganges and environmental issues around it. Students are encouraged to consider the impact of Art within religion when looking at religious symbolism, in particular within the religion of Hinduism.
Literacy	Students are quizzed on keywords across the year to secure understanding and intervene where necessary. Students are encouraged to improve oracy and develop their ability to write well-argued essays on complex matters. Reading is a consistent part of the curriculum.
Numeracy	Consideration of the probability of the universe coming to exist from nothing. Students will also look at the number of miracles that have happened at Lourdes compared with the number of people who haven't experienced a miracle at Lourdes to determine their own attitudes about miracles and how they might take place at Lourdes.
SMSC, British Values and Citizenship	Students are taught to respect religious diversity, be tolerant of beliefs that different individuals have and appreciate the great things we can learn from each other and various cultures and religious faiths.