

## Long-term planning

### RE - Year 7

Year 7 Themes	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	<b>What does it mean to study RE? (10 weeks)</b>	<b>How do the central teachings of Christianity influence Christians today? (10 weeks)</b>	<b>How do the central teachings of Islam influence Muslims today? (10 weeks)</b>	<b>How can people express their worldview through art? (5 weeks)</b>	<b>What are the similarities and differences within and between religions? (5 weeks)</b>	
	<b>Students will know that</b>					
	<p>Through a series of ten lesson students will know that RE involves a worldview approach and how intuitional and personal worldviews can shape the way that individuals approach certain issues and view the world around them. They will know that RE is a multidisciplinary subject and the various tools and methods that sociologists and religious studies scholars will draw upon in their work.</p> <p>They will know that the conclusions that can be drawn about religion and worldviews using data and that religious studies methods can be used to research and investigate questions such as what are the features of a religion? and how have people defined religion?</p> <ol style="list-style-type: none"> <li>Why study RE? What does it involve?</li> <li>What is a worldview? What is my worldview?</li> </ol>	<p>Through a series of ten lessons students will build on the foundations of Christian beliefs and practices studied at primary school and will know how Christian sacred texts were formed, and how denominations evolved within Christianity. They will also know how the teachings of Jesus can and have been put into practice by Christians today. They will draw on skills acquired in the previous unit to know what various data sources can tell us about Christian beliefs and practice today. This will ultimately lead to students being able to reach a well-informed judgement on the extent to which the central teachings of Christianity influence Christians today.</p> <ol style="list-style-type: none"> <li>Who was Jesus?</li> </ol>	<p>Through a series of ten lessons students will build on the foundations of Islamic beliefs and practices studied at primary school and will know how Muslim sacred texts have formed, and how differences in Sunni, Shi'a and Sufi Islam emerged. They will also know how Islamic teachings are expressed by Muslims today and be able to reflect upon the challenges and benefits of doing so. They will also draw on skills acquired in previous units to know what various data sources can tell us about Islamic beliefs and practice today. This will ultimately lead to students being able to reach a well-informed judgement on the extent to which the central teachings of Christianity influence Christians today.</p> <ol style="list-style-type: none"> <li>Who was the Prophet Muhammad?</li> <li>What are the central beliefs and practices of Muslims?</li> </ol>	<p>Through a series of five lessons students will know the place and value that personal knowledge has within RE. Work from this unit will be selected to enter the NATRE 'Spirited Arts' Competition. They will be given the opportunity to offer their own personal insights and interpretation into a thematic issue that they select from a variety of choices given to them (established each year by NATRE). They can do this through art (painting, drawing, sketching, etc), poetry, photography, dance, music, drama or sculpture. They will be encouraged to show the skills and knowledge and skills that they have from previous units and primary school in order to do this. However, given that the themes change each year, the exact nature of the knowledge</p>	<p>Through a series of five lessons students will know that religion developed from two distinct categories over time and that there are is lots of shared history amongst religions. They will know the details of a significant number of similarities and differences between the main world religions in terms of teachings, practices, beliefs, worship and celebrations. They will know draw upon their prior learning throughout the year to use these as the foundations for their comparisons.</p> <ol style="list-style-type: none"> <li>How did religion develop? Animism to monotheism</li> <li>What are the connections between the major world religions?</li> <li>What teachings do religions have in common?</li> <li>What ideas of worship and morality do religions share?</li> <li>What practices and celebrations do religions have in common?</li> </ol>	

	<ol style="list-style-type: none"> <li>3. What does the world look like to a ...? Personal worldviews.</li> <li>4. What is sociology and how can we use it investigate religion and worldviews?</li> <li>5. How can we use sociology to better understand religion in Britain?</li> <li>6. What can data tell us about beliefs of the Nones in the UK?</li> <li>7. Assessment 1: What can data tell us about religion and worldviews in the UK?</li> <li>8. What is religious studies and how can we use it to investigate religion and worldviews?</li> <li>9. What are the features of a religion and how important are they in people's lives?</li> <li>10. How have people defined 'religion'?</li> </ol>	<ol style="list-style-type: none"> <li>2. Assessment: Substantive knowledge check (week 12)</li> <li>3. What are the central beliefs and practices of Christians?</li> <li>4. Holy Trinity Church: Why is the Bible a source of wisdom and authority for Christians and how did it become Canon?</li> <li>5. What are denominations within Christianity and how did they come to be?</li> <li>6. How are Christian beliefs and practices expressed in communities today?</li> <li>7. How may Christians put Jesus' teachings from the Sermon on the Mount into practice today?</li> <li>8. How did Martin Luther King Jr put the teachings of Jesus into practice?</li> <li>9. What can national and global data tell us about Christians in the UK and beyond?</li> <li>10. How far does having a Christian worldview influence Christians today?</li> </ol>	<ol style="list-style-type: none"> <li>3. What are sources of wisdom and authority for Muslims and how did they come to be?</li> <li>4. What are the differences and similarities in belief between Sunni, Shi'a and Sufi Muslims?</li> <li>5. What are the challenges and rewards of following the 5 pillars of Islam?</li> <li>6. What are the challenges and rewards of following the 5 pillars of Islam?</li> <li>7. How are Muslim beliefs and practices expressed in communities today?</li> <li>8. Assessment 2: What can national and global data tell us about Muslims in the UK and beyond?</li> <li>9. Assessment feedback.</li> <li>10. How far does having a Muslim worldview influence Muslims today?</li> </ol>	<p>they can demonstrate will be determined closer to the launch. For example, a theme from 2023 was 'Wise Words? Holy Words?'. With this theme students could be encouraged to include their own personal worldview on sacred texts within their response whilst also drawing upon their learning on the development and influence of Christian and Muslim sacred texts, whilst also using data and a variety of sources to inform their thinking.</p> <ol style="list-style-type: none"> <li>1. Assessment: Substantive knowledge check (week 31)</li> <li>2. How can you express your worldview through art? Spirited Arts Launch and Planning</li> <li>3. Spirited Arts</li> <li>4. Spirited Arts</li> <li>5. Spirited Arts</li> </ol>	
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Students will know how to				
<p>A worldview approach is used in the study of religion.</p> <p>To use skills required for the study of religious studies as a discrete discipline.</p> <p>To view religion through a sociological lens.</p> <p>interpret data and case studies to for the study of religion and belief.</p> <p>To explain how their own worldview and personal knowledge is of relevance and importance in religious education.</p>	<p>To explain that Christian sacred texts can be interpreted and came to be.</p> <p>Divergences in Christian beliefs evolved and shaped a variety of different denominations.</p> <p>To interpret data and case studies to reach conclusions about Christian beliefs and practices today.</p> <p>To use a variety of sources of evidence to make a well-informed judgement on the extent to which the central teachings of Christianity influence Christians today.</p>	<p>To explain how Muslim sacred texts can be interpreted and came to be.</p> <p>Divergences in Islam evolved and how this impacts the worldviews of Sunni, Shi'a and Sufi Muslims.</p> <p>To interpret data and case studies to reach conclusions about Muslim beliefs and practices today.</p> <p>To use a variety of sources of evidence to make a well-informed judgement on the extent to which the central teachings of Islam influence Muslims today.</p>	<p>To demonstrate how their own worldview and personal knowledge is of relevance and importance in religious education.</p> <p>To draw on the variety of skills that they have learned through the year to apply these to 'big questions': interpreting data, case studies, religious studies skills and using evidence from a variety of sources to make well-informed decisions.</p>	<p>The skills associated with comparative religion and ultimately explain the differences and similarities within and between religion and belief.</p> <p>To interpret data and sources to be able to make comparisons between religion and belief.</p>
Vocabulary and the concepts they link to				
<p>Tier 3: Religion, worldview, sociology, religious studies, Nones.</p> <p>Tier 2: Sources, multi-disciplinary, institutional, personal, evidence.</p>	<p>Tier 3: Sacred, denomination, canon, wisdom, sermon.</p> <p>Tier 2: Data, judgement, interpret, expressed, national.</p>	<p>Tier 3: Prophet, Sunni, Shi'a, Sufi, pillars.</p> <p>Tier 2: Practices, challenges, communities, authority, practices.</p>	<p>Tier 3: Spirited, scripture, personal, iconography, calligraphy.</p> <p>Tier 2: interpretation, thematic, sketching, meaning, perception.</p>	<p>Tier 3: Ritual, polytheism, animism, monotheism, doctrine.</p> <p>Tier 2: Custom, tradition, morality, symbol, ethics.</p>
Assessment				
<p>What can data tell us about religion and worldviews in the UK?</p> <p>The aim of this assessment is to assess what students have learnt about understanding,</p>	<p>Substantive knowledge check.</p> <p>The aim of this assessments is to assess core knowledge learned</p>	<p>What can national and global data tell us about Muslims in the UK and beyond?</p> <p>The aim of this assessment is to assess how well students have developed the skills of understanding, interpreting and</p>	<p>Substantive knowledge check.</p> <p>The aim of this assessments is to assess core knowledge learned throughout the RE</p>	<p>Formative assessment.</p> <p>There is no formal summative assessment for this unit. Using low stakes methods i.e. quizzes the class teacher will determine the next steps</p>

<p>interpreting and analysing data and sources about religion and worldviews.</p>	<p>throughout the RE course so far. This is a knowledge-based assessment which does not focus on skills but is rather assessing what students know and can remember.</p>	<p>analysing data and sources about religion and worldviews. They have had the opportunity to develop these skills in prior units.</p>	<p>course so far. This is a knowledge-based assessment which does not focus on skills but is rather assessing what students know and can remember.</p> <p>In line with current research on assessment in RE, we do not distinctly assess personal knowledge: "Personal knowledge, due to its highly personal nature, might be an aspect of RE that should be unencumbered by assessment." (The Religious Education Subject Report, Ofsted, 2024)</p>	<p>and any support needed for students going forward.</p>
<p><b>Diversity &amp; development of cultural capital</b></p>				
<p>The focus on looking at worldviews in this unit fosters a sense of mutual respect, understanding and interfaith dialogue. It also gives students the opportunity to reflect upon the role of religion in contemporary society</p>	<p>Assessing the influence that religion has on believers today gives students the opportunity to consider how religious beliefs influence societal norms and personal behaviours.</p> <p>The use of primary sources such as religious text and artefacts gives students a direct encounter with the subject matter.</p>	<p>Assessing the influence that religion has on believers today gives students the opportunity to consider how religious beliefs influence societal norms and personal behaviours.</p> <p>The use of primary sources such as religious text and artefacts gives students a direct encounter with the subject matter.</p>	<p>Exploring religion through the arts helps students to understand visually how religion has shaped history, culture, art, and society. The unit provides opportunities for students to reflect on their beliefs and values and how these relate to their understanding of the world. This encourages self-awareness and personal growth by exploring existential or meaningful 'bigger' questions.</p>	<p>By comparing the key beliefs, practices, and values of each religion and worldview to highlight both similarities and differences this helps students appreciate the diversity of religious beliefs and the shared values across different traditions.</p> <p>Comparative religion fosters interfaith dialogue and encourages students to engage in discussions about religious tolerance, mutual respect, and understanding.</p>
<p><b>Cross-curricular opportunities and enrichment</b></p>				
<p>This unit focuses understanding that RE requires a multidisciplinary approach and how there is a need to draw</p>	<p>History: Understanding how significant historical events and movements have shaped modern</p>	<p>History: Exploring the historical development of Islam and its impact on the world.</p>	<p>Art, music and drama: This unit gives students an opportunity to draw on a number of skills from a</p>	<p>History: Understanding the historical development of different religions and their impact on societies.</p>

	<p>upon a variety of different tools in the study of RE- including knowledge and skills from other subjects.</p> <p>Citizenship: Discussion on religious tolerance, diversity, and the role of religion in public life.</p>	<p>Christianity (e.g., the Reformation, the role of Christianity in British history).</p> <p>PSHE: Understanding the impact of religious beliefs on personal identity, behaviour, and community involvement.</p> <p>Visit from Holy Trinity Church.</p>	<p>PSHE: Understanding the impact of religious beliefs on personal identity, behaviour, and community involvement.</p> <p>Languages: Learning about religious practices and vocabulary in different languages.</p>	<p>variety of subjects to express their own personal interpretation on a thematic issue.</p>	<p>Geography: Exploring the global distribution of religions and how geographical factors influence religious practices.</p>
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