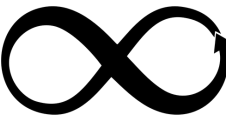


Long Term Plan Year 7 RE

2 lessons a week.

'Religiously literate, culturally aware and philosophically curious'

Golden Threads				
				
Identity	Community	Ethics	God	Rituals

Half term	Unit title and bigger Picture	Key knowledge/ Content to learn and retain Substantive Knowledge Golden Threads in RE	Essential skills to acquire (subject & generic) Disciplinary Knowledge (how they are learning)	Link to 'religiously literate, culturally aware and philosophically curious'. Personal understand and their own views and interrogate	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
1	What lessons can the Stories of Faith teach us?	To know stories with meanings from religions about how to live a good moral life	To describe the Parable of sheep and goats, Parable of the Good Samaritan To explain why Jesus was particularly	Religiously literate - understanding of key beliefs and knowledge.	Students may believe that religion is only relevant	Links back to KS2 Thematic unit 11 of Diocesan syllabus.	KS3 Christianity Units and Sikhi Links to C1 Philosophy and Ethics at GCSE.	Bible passages and original texts	Social- Religious communities Moral - What is right and wrong? Spiritual - Do you	Background of stories and their importance.	Law - solicitor Counsellor Social worker



		To know the meaning of the golden rule and how it presents itself in different religions. To know what religion is. To know about the life of Jesus	important To evaluate the importance of forgiveness in today's society	Culturally aware - different interpretations of moral stories Philosophically curious - have I considered these questions before?	to religious people	LAS - KS1 2.3 and KS2 6.2			have to believe in a god to be spiritual? Cultural - How are stories different or similar in different places? BV tolerance, democracy.		
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 different emphases lead to different ways of living, for example, some Christians explain how and why God allows suffering; others cannot, but still trust God. • Christians can use the Bible to describe God in different ways. • It is not simple to talk	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 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,	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



		about God, and language about God might use analogy, symbol or metaphor and still not get close to what God is 'really' like. Christians believe that trying to express the inexpressible mystery of God is still worthwhile. Not all Christians agonise over such theological problems – some might say it is more important to get on with loving God and their neighbour.	and what difference does belief in God as Trinity make to them?								
3	Should Christians be greener than everyone else? 3.2	Creation reveals something about the nature of God (for example, 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. • Genesis 1 and Genesis 2 present different pictures of God. • There are various ways of resolving the perceived conflict between science	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 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	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 - A level. Year 12 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 creation theories.	Charity worker Vocational roles Scientist Researcher



		and religion, such as by interpreting Genesis in different ways. • 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.	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								
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 context as 'Right Mindfulness' and used in a secular context.	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 Worldviews KS2	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 Background to Buddhism.	Charity worker Vocational roles. Counsellor.
5	Why are people	The story of the Fall (Genesis 3) is	Explain how Christian beliefs about the	Religiously literate -	Misconceptions	Links back to KS2 UC	Links to Christianity	Augustine and Irenaeus'	Social - ideas about creation and the fall.	Speaker	Charity worker



	good and bad? 3.3 (UC)	interpreted differently by Christians (for example, Augustine and Irenaeus). • The idea that sin spoils creation is fundamental to Christian belief, but it is tied with the idea that God brings salvation through Jesus – sin does not have the last word. Evil and suffering need not destroy faith in God. • 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.	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 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.	understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups of Christians. Philosophically curious - Is the Fall a metaphor?	about the fall	units. 2a.1 and 2b.2 Diocesan syllabus is cyclical covering more content at each KS.	unit at KS5 - A level. Year 12 The problem of evil. Links to KS4 Eduqas GCSE Route A - Component 1: Philosophical and ethical issues - C1 Issues of Life and Death.	problem of evil.	Moral - Are these views correct? Spiritual - Concept of Supreme being welding great power - creator, judge etc. BV - Law, democracy, tolerance.	Development of the theory of The Fall.	 LIBERTY ACADEMY VOCATIONAL ROLES SCHOOL OF ENGLAND Scientist Researcher
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	Explain how and why Sikhis remember God Explain how key Sikhi beliefs and teachings were put into practice by the Gurus and by Sikhs today.	Religiously literate - understanding of key beliefs and knowledge. Culturally	Misconceptions: All Sikhs practise their religion in the same way	Links back to KS2 UC units. 2a.1 and 2b.2 Diocesan syllabus is cyclical covering	NA	Sikhi Scripture where appropriate	Social - Sikhi Community Moral - Seva Spiritual -How and why Sikhis remember God	Speaker Background to Sikhism	Charity worker Vocational roles Scientist



		Simran, Kirat Karna and Vand Chhakna, and how these can be fulfilled at the gurdwara.	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 Sikhi Report presents the impact of Sikhis in Britain today	aware - different interpretations from different groups of Sikhis. Philosophically curious -		more content at each KS.				BV - Law, democracy, tolerance.		
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