



Religious Education: Curriculum Overview

Year 7

The curriculum below is based on the guidance found in the Hertfordshire agreed syllabus for RE (<https://www.hertsforlearning.co.uk/resources/hertfordshire-agreed-syllabus-religious-education-2017-2022-digital-download>)

Half Term	Topic studied	What will I learn?	How will I be assessed?
Year 7 Autumn 1	<i>What is Religion all about?</i>	Students will explore and consider the following topics: <ul style="list-style-type: none"> • The major religions represented in the world. • What people think about the idea of the soul. • Different ideas about God and what a God or Goddess is. • In particular, students will look at how the polytheistic tradition and stories of Hinduism differ from monotheism. • Students will be able to explain how studying RE at school is a benefit to society. 	Students will complete an extended piece of writing based on a newspaper headline. Open book.
Year 7 Autumn 2	<i>How are Muslims supported by 5 Pillars?</i>	Students will use this unit to become familiar with the key aspects of the world's second largest (and fastest growing) faith: Islam. This shall include: <ul style="list-style-type: none"> • The origins and meaning of Islam and how Muslims view Allah. • The story of the Prophet Muhammad (pbuh) and the Qu'ran. • The importance of the five pillars of Islam, with a lesson devoted to exploring each of these and how they impact upon daily life. 	Students will create a piece of work to explain the importance of the five pillars of Islam, and what each involves.
Year 7 Spring 1	<i>What does it mean to be a Sikh?</i>	This unit is particularly relevant given the concentration of Sikh communities in certain parts of Hertfordshire. Students will learn about: <ul style="list-style-type: none"> • The similarities of Sikhism with Hinduism and Islam, as well as its origin in the Punjab. • The story of Guru Nanak and his founding of the Sikh faith. • The various corporeal Gurus who succeeded Nanak, up to the present Guru Granth Sahib (A holy book embodying the teachings of the previous ten in perpetuity). • In particular we shall also focus on the last living Guru – Gobind Singh and his teachings and founding of the Khalsa and the meaning of the 'five Ks'. 	Students will be encouraged to demonstrate their knowledge of the topic by explaining the concept of the 11 Gurus, some personal evaluation and the '5 K's' of the Khalsa and how/why these support Sikhs in contemporary UK society.
Year 7 Spring 2	<i>Why are Abraham and Moses special?</i>	This unit allows for a deeper exploration of the Old Testament stories surrounding the founding and traditions of the Jewish faith. In particular, students will learn about: <ul style="list-style-type: none"> • The story of Abraham and Sarah, their Journey into Canaan and gift of Sons Ishmael and Isaac. • God's testing of Abraham with demand for the sacrifice of Isaac and the birth and meaning of the covenant. • The Story of Moses and the 'exodus' of the Hebrew slaves from Egypt after the ten plagues. • How this exodus is commemorated in the tradition of Passover, including the Seder Meal. 	Students will complete a creative task: Either a newspaper or magazine profile piece, or script for a TV talk show on one of these Jewish founders and leaders.
Year 7 Summer 1	<i>Jesus: Man or God?</i>	This term will bring Christianity into focus, as a Judaic religion founded on the belief in the figure and teachings of Jesus. Students will learn about: <ul style="list-style-type: none"> • Some of the events of Jesus' life as recounted in the Gospel, and the meaning of certain parables. • Why Jesus is of symbolic importance to Christians today. • The different attitudes towards these stories and beliefs today, with reference to historical reference as well as modern scepticism. • The nature and existence of 'miracles'. 	Students will produce a piece of written work in either mini-essay or factfile form.
Year 7 Summer 2	<i>What was the Buddha looking for?</i>	The final unit studied is particularly important as a primer for year 8 studies as well as boon for those electing for RE as a GCSE subject. Buddhism presents a sharp contrast to the mono and polytheistic traditions learnt about in previous terms. Topics considered are: <ul style="list-style-type: none"> • The spread and origin of the Buddhist Faith; The story of Siddhartha Gautama and the Four sights; The quest for enlightenment and the four noble truths; The concept of Karma and the 8 fold path. 	Students will complete a factfile about Buddhism. Students will have the opportunity to participate in the Spirited Arts scheme.

