

RPE Year 7 Curriculum Overview What does it mean to be religious?

	Autumn	Spring	Summer
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3
Topic	Searching for meaning - The Island	What is a religion? How do I identify if it is a religion?	What is religion like in my community?
Critical Prior Knowledge	<ul style="list-style-type: none"> This is a bridging unit from KS2 to KS3. Lays foundation of RPE throughout KS3, KS4 and KS5. No essential prior knowledge needed. 	<ul style="list-style-type: none"> Knowledge of the concepts (conceptual pegs) discussed in term 1 'The Island'. 	<ul style="list-style-type: none"> Knowledge of the concepts (conceptual pegs) discussed in term 1 'The Island'. Overall understanding of Humanism from term 2.
Overall Intent (Big ideas and key concepts)	<ul style="list-style-type: none"> Through experiential and story-based learning students consider the human need to search for meaning. The Island itself does not reflect upon God but looks instead at words, actions, symbols, artefacts etc. Key areas of learning – community, rites of passage, holy books, laws, special places and different branches. These are our 'CONCEPTUAL PEGS' for our whole curriculum. Develops a safe space within an RE classroom for students to have religiously literate and safe discussions. Contribute to SMSC development. <p>RELIGIOUS FOCUS – Christianity, Islam, Judaism</p>	<ul style="list-style-type: none"> Recognise huge diversity in religious and non-religious belief but also consider what might link them all together. Reflect on work done in term 1 – can we call these traditions (Jainism, Humanism and Paganism) 'religions' ('islands')? Stimulate interest and inspire them to be inquisitive. Contribute to British Values (Respect for other faiths) and SMSC development (spiritual, social and cultural) <p>RELIGIOUS FOCUS – Jainism, Humanism, Paganism</p>	<ul style="list-style-type: none"> Build on term 1 and 2 (what is a religion and what do they give communities) by shifting focus to students personal context. Consider the 3 main beliefs/worldviews that we see in the UK today. Introduce the concept of diversity, where it comes from and discuss the many benefits and the value of living in a diverse society, but also the problems it creates when many 'islands' meet. Consider living in an increasingly non-religious society – build on term 2 knowledge of Humanism. How do people connect within the community now religion is declining? Why is that important to people? Consider what the Christian church looks like in Exmouth and how it may not always adhere to stereotypes. Challenge misconceptions. Look at the way Islam has enriched British culture. Address misconceptions surrounding Islam by considering problems facing Muslims living in the UK and how they are addressing these issues. Contributes to: British Values (Respect for other faiths/those without faith), Prevent Duty (tackling

			discrimination, promote empathy, respect and courtesy) and SMSC development (social and cultural – emphasis on equality and diversity) RELIGIOUS FOCUS – Christianity, Humanism, Islam
Essential Knowledge milestones (What students must master)	<ul style="list-style-type: none"> Define initiation, community, sacred, laws and values. Key religious knowledge from Judaism: To know what a tefillin is. To understand why Jews have a Bar/Bat Mitzvah To be able to explain the importance of the Torah. To know the 10 Commandments. To know that the Synagogue is the holy building of Judaism. To be able to explain the difference between Orthodox and Reform Jews. 	<ul style="list-style-type: none"> Define what a 'religion' is. <p>Know some of the fundamental beliefs of:</p> <ul style="list-style-type: none"> Jainism Humanism Paganism <p>Recognise similarities and differences between these traditions. Reflect on whether these traditions can be described as religions.</p>	<ul style="list-style-type: none"> Define diversity. Describe the work of Open Door in Exmouth. Explain the 'need' for Humanist ceremonies and Sunday Assemblies. Describe the challenges that many British Muslims face. Describe Muslim contributions to British society.
Cultural Capital	The RPE department has created a wide, varied and rich curriculum so that every student is exposed to lots of new experiences, different activities, lots of different world views and attitudes, develop lots of skills and qualities that are vital to success in later life. This should be evident in the entirety of our curriculum.		
Assessment Points	<ol style="list-style-type: none"> In class knowledge and understanding assessment based on work covered so far. In class knowledge and understanding assessment based on whole unit of work. 	<ol style="list-style-type: none"> In class knowledge and understanding assessment based on work covered so far in this unit and retrieval from term 1. In class knowledge, understanding and evaluation assessment based on whole unit of work and retrieval from term 1. 	<ol style="list-style-type: none"> In class knowledge and understanding assessment based on work covered so far in this unit and retrieval from terms 1 and 2. In class knowledge, understanding and evaluation assessment based on whole unit of work and retrieval from terms 1 and 2.
ECC Student Characteristics	<p>Being healthy and staying safe</p> <ul style="list-style-type: none"> Establishing inclusive and encouraging classrooms that students feel safe in. <p>Being resilient</p> <ul style="list-style-type: none"> Reward culture allows students to feel safe to make mistakes and learn from them. Effective use of feedback – set specific and achievable targets and action points. Use of teaching methods to instil determination and encourage constant involvement in lessons. Assessment processes are planned so that students build in confidence and aren't daunted by exam questions/tests as they go up the school. Emotional resilience – we tackle difficult topics in lessons and will not avoid them. <p>Respectful</p> <ul style="list-style-type: none"> Our curriculum is set and delivered to ensure our students have respect for other people's beliefs and opinions and to tackle prejudice and discrimination. 		

	<ul style="list-style-type: none"> • Our classrooms are run on the basis of mutual respect between the teachers and the students. <p>Effective communicators</p> <ul style="list-style-type: none"> • Most lessons involve open and evaluative discussion. • Active learning – a variety of teaching methods to encourage collaborative learning. <p>Knowledgeable</p> <ul style="list-style-type: none"> • Units of work are planned to build layers of knowledge and always retrieve previous knowledge. • Homework is always based on revision to help build strong layers of knowledge. <p>Skilled and able to transfer these skills</p> <ul style="list-style-type: none"> • KS3 assessments created to develop GCSE skills. • Most lessons involve open and evaluative discussion – this is then used in evaluative written pieces. 		
<p>Connection to future learning (When is this developed / revisited)?</p>	<p>The conceptual pegs will be revisited in every RPE lesson. Judaism will be revisited in year 8 term 1. Islam will be revisited in year 7 term 3, year 9 unit 3, and throughout year 10. Christianity will be revisited in year 7 term 3, year 8 term 1 and throughout years 9, 10 and 11.</p>	<p>The conceptual pegs will be revisited in every RPE lesson. Humanism is revisited in year 7 term 3.</p>	<p>The conceptual pegs will be revisited in every RPE lesson. Islam is revisited in detail in year 10. Christianity will be revisited in year 8 term 1 and throughout years 9, 10 and 11.</p>