

Year 7	Key Religious Education knowledge and skills.
<p align="center">Half Term 1</p> <p align="center"><b><u>Comparative Religion</u></b></p> <p>This unit will introduce students to some of the themes they will study and build upon during the rest of KS3. It will also demonstrate to students that their study of world religions and philosophy will require academic and intellectual rigour.</p> <p>The unit provides a brief overview of the development of religion from an anthropological perspective, then some religious demographics. Factors that religions have in common looks at the Seven Dimensions of Ninian Smart, and the same pattern is followed when examining religious symbolism. More detail about common religious themes is provided. The unit concludes with an analysis of the place and importance of religion in the modern world.</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Recall and explain key aspects of major world religions</li> <li>Make links and consider the similarities and differences.</li> <li>Identify and explain influences of these beliefs on followers.</li> </ul> <p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>Analyse the commonalities and differences found in and between faiths</li> <li>Evaluate the importance of key beliefs of major world religions</li> <li>Evaluate the importance, influence and relevance of religion in the modern world.</li> </ul> <p><b>Competence in Religious Education Skills</b></p> <ul style="list-style-type: none"> <li>Communication- Communicate opinions and beliefs and responses to others effectively</li> <li>Team work- Work together to support learning.</li> <li>Empathy- understand and share the feelings of another</li> <li>Analysis - Reflect/Critique practice, beliefs and contexts</li> </ul>
<p align="center">Half Term 2</p> <p align="center"><b><u>Judaism</u></b></p> <p>Judaism is the oldest of the three Abrahamic religions (Judaism, Christianity and Islam). This unit explains the difference between ethnic and religious Judaism and between Jewish denominations. Basic Jewish beliefs and teachings are followed by an examination of how they are practised in daily life. The synagogue and its leadership give an insight into Jewish community life. Two lessons on founding fathers provides a background for the study of two festivals which is followed by an introduction to Jewish ethics.</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Identify and explain beliefs and practices of Judaism</li> <li>Make links and consider the similarities and differences within and between religion</li> <li>Identify and explain influences of beliefs on individuals, groups and the whole Jewish Community</li> </ul> <p><b>Analysis and evaluation</b></p> <ul style="list-style-type: none"> <li>Analyse the commonalities and differences found within Judaism and also between this faith and others</li> <li>Evaluate the importance of beliefs on followers of Judaism</li> <li>Evaluate the relevance of Jewish beliefs and contextual factors that influence followers of Judaism today.</li> </ul> <p><b>Competence in Religious Education Skills</b></p> <ul style="list-style-type: none"> <li>Communication- Communicate objectively the aspects of this faith and subsequent responses to it.</li> <li>Inquire - Question and seek to clarify.</li> <li>Analysis- Reflect/Critique practice, beliefs and contexts</li> <li>Team work- Work together to support learning</li> <li>Empathy- understand and share the feelings of another</li> </ul>
<p align="center">Half Term 3</p>	<p><b>Knowledge and Understanding</b></p>

<p style="text-align: center;"><b><u>Christianity Beliefs</u></b></p> <p>Christianity is the main religion of the UK. It begins with a lesson on Christianity in the UK to show the modern relevance of a religion of over 2000 years. There are a number of key beliefs lessons such as Trinity, 2 Great Commandments and Afterlife which are linked into a series of lessons about Jesus, the founder of the religion and his life. This aims to give students a breadth and in depth knowledge on the key beliefs found within this faith</p>	<ul style="list-style-type: none"> <li>• Identify and explain key beliefs within Christianity</li> <li>• Make links and consider the similarities and differences within and between religion</li> <li>• Identify and explain influences of beliefs on individuals, groups and the whole Christian community.</li> </ul> <p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Analyse the commonalities and differences found within Christianity and also between this faith and others</li> <li>• Evaluate the importance of beliefs on followers of Christianity</li> <li>• Evaluate the relevance of Christian beliefs and contextual factors that influence followers of Christians today.</li> </ul> <p><b>Competence in Religious Education Skills</b></p> <ul style="list-style-type: none"> <li>• Communication- Communicate objectively the aspects of this faith and subsequent responses to it.</li> <li>• Inquire - Question and seek to clarify.</li> <li>• Analysis- Reflect/Critique practice, beliefs and contexts</li> <li>• Team work- Work together to support learning.</li> <li>• Empathy- understand and share the feelings of another</li> </ul>
<p style="text-align: center;">Half Term 4</p> <p style="text-align: center;"><b><u>Christianity Practices</u></b></p> <p>This unit is a continuation of Christian Beliefs found in half term 3 starting with the celebrations of Easter and Christmas, linked to the life of Jesus. The unit explores the Eucharist, biblical authority, private and public worship and charity. Finally, expressions of faith complete this unit.</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and explain practices of Christianity.</li> <li>• Make links and consider the similarities and differences within and between religion</li> <li>• Identify and explain practices and the challenges individuals, groups within Christianity face when practising their faith today</li> </ul> <p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Analyse the commonalities and differences found within Christianity and also between this faith and others</li> <li>• Evaluate the importance of beliefs on followers of Christianity</li> <li>• Evaluate the relevance of Christian beliefs and contextual factors that influence followers of Christians today.</li> </ul> <p><b>Competence in Religious Education Skills</b></p> <ul style="list-style-type: none"> <li>• Communication- Communicate objectively the aspects of this faith and subsequent responses to it.</li> <li>• Inquire - Question and seek to clarify.</li> <li>• Analysis- Reflect/Critique practice, beliefs and contexts</li> <li>• Team work- Work together to support learning.</li> <li>• Empathy- understand and share the feelings of another</li> </ul>
<p style="text-align: center;">Half Term 5</p> <p style="text-align: center;"><b><u>Humanism</u></b></p> <p>The study of Humanism will often differ from the study of religions. Students will learn it is a worldview without a holy text or founding figure, with no festivals, compulsory rituals, places or objects of worship, prayers, hymns, or structures of authority. To understand Humanism, students will explore certain</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and explain non-religious beliefs</li> <li>• Make links and consider the similarities and differences between religious and non- religious belief</li> <li>• Identify and explain challenges faced in following a non-religious belief system in the UK today.</li> </ul> <p><b>Analysis and evaluation</b></p>

<p>philosophical concepts and humanist approaches to them.</p>	<ul style="list-style-type: none"> <li>• Analyse the commonalities and differences found within and between religious and non- religious belief</li> <li>• Evaluate the importance of beliefs on having a non-religious belief system to follow for Humanists.</li> <li>• Evaluate the relevance of Humanist beliefs and contextual factors that influence followers of Humanism today.</li> </ul> <p><b>Competence in Religious Education Skills</b></p> <ul style="list-style-type: none"> <li>• Communication- Communicate objectively the aspects of this belief system and subsequent responses to it.</li> <li>• Inquire - Question and seek to clarify.</li> <li>• Analysis- Reflect/Critique practice, beliefs and contexts.</li> <li>• Team work- Work together to support learning.</li> <li>• Empathy- understand and share the feelings of another</li> </ul>
<p style="text-align: center;"><b>Half Term 6</b></p> <p style="text-align: center;"><b><u>Islam</u></b></p> <p>Islam is the fastest growing religion in the UK. This unit begins with a lesson on Islam in the UK today, showing the influence and contribution of Islam to Britain’s history and culture. The lessons focus on key beliefs within Islam, the different strands and the development of Islam into a worldwide and diverse faith is covered. Authority through holy books, leadership and the mosque are covered in lessons. The Five Pillars come next, allowing students to learn about the duties of Muslims on daily and annual bases.</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and explain beliefs and practices of Islam</li> <li>• Make links and consider the similarities and differences within and between religion</li> <li>• Identify and explain influences of beliefs on individuals, groups and the whole Muslim Community</li> </ul> <p><b>Analysis and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Analyse the commonalities and differences found within Islam and also between this faith and others</li> <li>• Evaluate the importance of beliefs on followers of Islam</li> <li>• Evaluate the relevance of Muslim beliefs and contextual factors that influence followers of Islam today.</li> </ul> <p><b>Competence in Religious Education Skills</b></p> <ul style="list-style-type: none"> <li>• Communication- Communicate objectively the aspects of this faith and subsequent responses to it.</li> <li>• Inquire - Question and seek to clarify.</li> <li>• Analysis- Reflect/Critique practice, beliefs and contexts</li> <li>• Team work- Work together to support learning</li> <li>• Empathy- understand and share the feelings of another</li> </ul>