

**Subject: Religious Studies**

**Year group: 7**

**Department Curriculum Vision:**

*“Northwood Students will explore a range of religious and non-religious traditions and worldviews, and have the opportunity to reflect upon their own personal worldview, in relation to big life-questions, to equip them to live and engage respectfully in our diverse world”*

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>
<b>Content: (Know what...)</b>	<p><b>What is religion and worldviews? Are they about belief, practice, culture or identity?</b></p> <p>Religion is a difficult word to define and there are differing arguments about what a 'religion' is. Everyone has a worldview. A worldview is a set of lenses through which we see the world. It is informed by our beliefs, practices, education, background and culture. Not all worldviews are religious. Worldviews can be organised (e.g. part of a larger 'world religion') or individual.</p>	<p><b>How did the world begin? Where did humans come from? Is life 'special'?</b></p> <p>Different people believe different ideas and theories about how the world came to be. The Torah, Bible and Qur'an may teach Jewish, Christian and Muslim people that God created the world, and everything in it (including humans), in 6 days and rested on the 7th. There is not a singular set Hindu creation story, but many creation accounts within Hindu traditions involve Vishnu. Many people, including those within faith worldviews outlined above and those who are agnostic or atheist, may agree with scientific theories (such as the Big Bang and Evolution) of how the world began. Many people from different worldviews believe life, particularly human life, is special. Some believe it is because God created it, others argue it is because we contain a soul, some say that our life is special as it is the only life we have. We will explore the ways in which we treat different forms of life - such as animals and humans - as different from one another and ask whether that is an immoral thing.</p>

<b>Skills: (know how...)</b>	<p>Explain religious and non-religious worldviews.          Explain differing arguments about what religion is.          Identify sources and evidence that supports arguments about what religion is.</p>	<p>Explain religious and non-religious worldviews about the question of how the world came to be, where human life has come and why many people of different worldviews believe.          Identify and explain passages from religious scripture and text that may inform how someone believes the world has come to be.          To draw comparisons between religions in answer to these questions.          To identify and describe different worldviews on the matter of how the world and humans came to be and why there are these differences within singular religious traditions.</p>	
<b>Key vocabulary</b>	<p>Religion          Worldviews          Belief          Practice          Culture          Identity          Disciplines          Theology          Social Science          Philosophy</p>	<p>Worldviews          Belief          Religious and non-religious worldviews          Torah          Bible          Genesis          Qur'an          Vishnu          Evolution          Theory of the Expanding Universe          Big Bang Theory          Atheist          Humanist          God</p>	<p>Sanctity of Life          Sacred          Atman / Soul          Ahimsa          Brahman          Speciesist          Vegetarian          Vegan</p>
<b>Mid Term Assessment</b>	<p>Initial Y7 assessment: Is religion only about belief? Encouraging students to recall different arguments and ideas, as well as their own ideas.</p>	<p>MUA: four knowledge questions followed by an extended writing task: Can someone have a religious worldview and believe scientific explanations of creation? Encouraging students to evaluate different religious and non-religious responses, across</p>	

		and within religious traditions, as well as their own worldview in relation to these different perspectives.
<b>End Term Assessment</b>		
	<b>Spring 1</b>	<b>Spring 2</b>
<b>Content: (Know what...)</b>	<p><b>How did the world begin? Where did humans come from? Is life 'special'?</b></p> <p>Different people believe different ideas and theories about how the world came to be. The Torah, Bible and Qur'an may teach Jewish, Christian and Muslim people that God created the world, and everything in it (including humans), in 6 days and rested on the 7th. There is not a singular set Hindu creation story, but many creation accounts within Hindu traditions involve Vishnu. Many people, including those within faith worldviews outlined above and those who are agnostic or atheist, may agree with scientific theories (such as the Big Bang and Evolution) of how the world began. Many people from different worldviews believe life, particularly human life, is special. Some believe it is because God created it, others argue it is because we contain a soul, some say that our life is special as it is the only life we have. We will explore the ways in which we treat different forms of life - such as animals and humans - as different from one another and ask whether that is an immoral thing.</p>	<p><b>How should we live our life?</b></p> <p>Different religious and non-religious ideas about how we should live our life. This includes: Hippocrates' Do No Harm principle, the Golden Rule, Jesus' new commandment, giving to charity (e.g. Zakat, Tzedakah), seva (e.g. langar), worship, prayer, the 10 commandments, mitzvot in the Torah, shabbat, apologising and making amends (atonement e.g. Yom Kippur), looking after the environment (stewardship and ahimsa), diet (e.g. vegetarianism) and testing on animals. To identify sources of wisdom for people when they consider how to live their lives, for example the Pope for Roman Catholics, Rabbis in Jewish communities, Rishis and Sages in Hindu traditions, and sources of wisdom that transgress religious and non-religious communities (e.g. Malala, David Attenborough, etc.) Different tools or disciplines we can use to answer this question, e.g. theological interpretation and social science data.</p>

<b>Skills: (Know how...)</b>	<p>Explain religious and non-religious worldviews about the question of how the world came to be, where human life has come and why many people of different worldviews believe. Identify and explain passages from religious scripture and text that may inform how someone believes the world has come to be.</p> <p>To draw comparisons between religions in answer to these questions.</p> <p>To identify and describe different worldviews on the matter of how the world and humans came to be and why there are these differences within singular religious traditions.</p>		<p>Explain religious and non-religious worldviews about the question of how we should live our life.</p> <p>Identify and utilise religious and non-religious worldviews to support arguments around how we should live our lives, and utilise religious passages as evidence in paragraphs.</p> <p>To draw comparisons between religious and non-religious arguments in answer to these questions.</p> <p>To identify and describe different worldviews on the matter of how we should live our lives and why there are these differences across religious and non-religious worldviews.</p>	
<b>Key vocabulary</b>	<p>Worldviews Belief Religious and non-religious worldviews Torah Bible Genesis Qur'an Vishnu Evolution Theory of the Expanding Universe Big Bang Theory Atheist Humanist God</p>	<p>Sanctity of Life Sacred Atman / Soul Ahimsa Brahman Speciesist Vegetarian Vegan</p>	<p>Respect Dignity Forgiveness Seva / Sewa Ahimsa Atman / Soul Langar Zakat Tzedakah Orthodox Liberal Worship Prayer Commandments Mitzvot Rules Covenant Scripture / Text</p>	<p>Wisdom Rabbi Rishi Sage Pope Reconcile Atone Stewardship Dominion Ubuntu</p>
<b>Mid Term Assessment</b>			<p>MUA: four knowledge questions followed by an extended writing task: Is the best thing we can do in life to worship and prayer to</p>	

		God? Encouraging students to evaluate different religious and non-religious responses, including the importance of care for others e.g. seva, as well as their own worldview in relation to these different perspectives.
<b>End Term Assessment</b>	EUA: four knowledge questions followed by an extended writing task: Is all life treated as equally special and should it be? Encouraging students to evaluate different religious and non-religious responses, including whether we treat some life forms as more important and whether that is right, as well as their own worldview in relation to these different perspectives.	
	<b>Summer 1</b>	<b>Summer 2</b>
<b>Content:</b> <b>(Know what...)</b>	<p><b>How should we live our life?</b></p> <p>Different religious and non-religious ideas about how we should live our life. This includes: Hippocrates' Do No Harm principle, the Golden Rule, Jesus' new commandment, giving to charity (e.g. Zakat, Tzedakah), seva (e.g. langar), worship, prayer, the 10 commandments, mitzvot in the Torah, shabbat, apologising and making amends (atonement e.g. Yom Kippur), looking after the environment (stewardship and ahimsa), diet (e.g. vegetarianism) and testing on animals.</p> <p>To identify sources of wisdom for people when they consider how to live their lives, for example the Pope for Roman Catholics, Rabbis in Jewish communities, Rishis and Sages in Hindu traditions, and sources of wisdom that transgress religious and non-religious communities (e.g. Malala, David Attenborough, etc.)</p> <p>Different tools or disciplines we can use to answer this question, e.g. theological interpretation and social science data.</p>	<p><b>What should we eat?</b></p> <p>Different religious dietary rules, including halal foods in Islam and kashrut rules (kosher) in Judaism.</p> <p>To explain where these rules come from, using religious scripture to support answers.</p> <p>To identify and explain why there are differences between different communities within a religion in regard to these dietary laws (e.g. between more orthodox and liberal Jewish communities).</p> <p>To explore different religious and non-religious arguments around eating meat, including differing beliefs originating from the book of Genesis in Christian communities.</p>
<b>Skills:</b> <b>(Know how...)</b>	<p>Explain religious and non-religious worldviews about the question of how we should live our life.</p> <p>Identify and utilise religious and non-religious worldviews to support arguments around how we should live our lives, and</p>	<p>Explain religious and non-religious worldviews about the question of what we should eat.</p> <p>Identify and utilise religious and non-religious worldviews to support arguments around what we should eat, and utilise</p>

	<p>utilise religious passages as evidence in paragraphs. To draw comparisons between religious and non-religious arguments in answer to these questions. To identify and describe different worldviews on the matter of how we should live our lives and why there are these differences across religious and non-religious worldviews.</p>	<p>religious teachings as evidence in paragraphs. To draw comparisons between religious and non-religious arguments in answer to these questions. To identify and make links between this unit and prior learning, such as the reasons why life is seen as special, ahimsa, how we should live our lives, and religious text.</p>	
<b>Key vocabulary</b>	<p>Respect Dignity Forgiveness Seva / Sewa Ahimsa Atman / Soul Langar Zakat Tzedakah Orthodox Liberal Worship Prayer Commandments Mitzvot Rules Covenant Scripture / Text</p>	<p>Wisdom Rabbi Rishi Sage Pope Reconcile Atone Stewardship Dominion Ubuntu</p>	<p>Diet Halal Kosher Pork Vedas Ayurvedic Gut health Brain health Turmeric Ginger Carnivore Omnivore Vegetarian Vegan</p>
<b>Mid Term Assessment</b>			
<b>End Term Assessment</b>	<p>EUA: four knowledge questions followed by an extended writing task: What is the best way to live our life? Encouraging students to evaluate different religious and non-religious responses, as well as their own worldview in relation to these different perspectives.</p>	<p>Final Assessment of Year 7: four knowledge questions followed by an extended writing task: should we eat all, some or no meat? Encouraging students to evaluate different religious and non-religious responses, as well as their own worldview in relation to these different perspectives.</p>	

## Additional information

<b>Homework</b>	Homework is set once every two weeks. This is to be completed in students' books under a title: homework - unless otherwise specified. Homework will sometimes include revision for MUAs/EUAs
<b>Extra curricular and enrichment opportunities</b>	Debate Club enriches students' argumentation and respectful disagreement skills
<b>Useful links that will support learning</b>	<a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkat">https://www.bbc.co.uk/bitesize/subjects/zh3rkat</a> <a href="https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-1/units">https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-1/units</a>
<b>How parents can support learning</b>	Encourage philosophical questioning. Fostering curiosity and respect. Promoting respectful questioning, including 'Why?' or 'How do you know that?'