

DAGENHAM PARK SUBJECT CURRICULUM

Subject	RE
Year Group	7
Overview	<p>Year 7 is characterised in RE by expanding new horizons. Pupils are encouraged to think beyond themselves, look at difference and embrace it. Pupils are asked to make judgements, analyse text and engage themselves in rigorous evaluation of particular beliefs, in order to understand these beliefs further and help them develop mutual respect and tolerance for everyone and their differences.</p>
Autumn Half term 1	<p>Ultimate questions Who is God? How do we know what is real? These are the sorts of questions that are encouraged by this first introductory unit of work. Pupils discover their own ultimate questions and try to find answers to them, developing critical thinking and analytical skills as they go. Pupils come to an understanding of worldviews in a pluralistic society, and are able to articulate, by the end of the unit, their own worldview as well as an example of the worldviews of others. Overall, this unit expands the pupil's minds to new possibilities, and enables the development and foundations of mutual respect and tolerance that are fundamental to a positive environment within an RE classroom.</p>
Autumn Half term 2	<p>How did the world begin? This exciting topic looks at how we interpret different holy books, such as the Bible and the Vedas, the creation story in the Bible and the creation myth of Vishnu in Hinduism. Pupils then compare these beliefs, and that of Humanists too – contrasting traditional creation myths to the Theory of Evolution and The Big Bang. Pupils are encouraged to see the compatibilities and inconsistencies between the stories and theories, and decide whether they believe Evolution and The Big Bang Theory can ever be reconciled with the creation myths that we study.</p>
Spring Half term 1	<p>How is God represented in religious faith? This unit takes the Hindi, Christian and Islamic faiths and compares and contrasts the way each of these religions sees God. For example, an in depth but age appropriate study of the Trinity in Christianity, the Trimurti in Hinduism and the 99 names of Allah in Islam are all discovered and compared and contrasted. The end result of this unit of work is not just an in depth understanding of the nature of God in different religions, but a judgement based on which representation the pupil believes to be most accurate.</p>

<p>Spring Half term 2</p>	<p>How do people use religion to help them lead a good life? Taking an in depth look at the way Sikhis, Jews and Muslims make moral decisions is at the heart of this unit of learning. The fundamental beliefs of these three world religions are explored and then applied to life – The Five Pillars, The Five Ks and The Ten Commandments. After pupils are familiar with the laws of these three world religions, they explore how it affects the way Sikhis, Jews and Muslims live. For example – giving alms to charity is one of The Five Pillars. The unit ends with interviews with religious believers that the pupils engage with, and evaluate if, and how, religion helps people to lead a good life.</p>
<p>Summer Half term 1</p>	<p>Was Jesus the Messiah? Pupils thematically analyse the views of the Abrahamic faiths in relation to Jesus. Pupils will gain an understanding of the term ‘Messiah’ and then look at the historical and contextual prophecies concerning Jesus. Pupils will also explore the salvation narrative, of Jesus dying for us so we could have a relationship with God, and Jewish and Islamic views of Jesus (or Isa) as Prophet. The entire unit finishes with an assessment after a comparison of these views, and pupils will have to decide for themselves whether they believe Jesus to be the Messiah.</p>
<p>Summer Half term 2</p>	<p>Independent project – Pupils will decide on an inspirational religious person from history or the current day to study independently and produce a booklet about them. This learning enables pupils to develop their independent thinking skills, so that they are ready and prepared for Y8. It also gives them the opportunity to specialise in a person or religion that they are interested in and this topic thematically covers a range of concepts such as war, peace, love, equality.</p>
<p>Homework</p>	<p>Homework will be set regularly, at least once every four weeks. It will be set on Show My Homework and pupils are expected to do this within a reasonable period of time, specified by the classroom teacher.</p>
<p>Useful Resources</p>	<p>BBC Bitesize NATRE</p>