



Year 7 RE PoS

Learning	Loving	Living
<p>Key Knowledge</p> <p>Link apply and adapt</p> <p>Build knowledge and skills</p> <p>Self-regulated, reflective independent</p> <p>Know what they are good at and what to improve</p> <p>Stretched, challenged supported</p> <p>Wider ideas culture and the world</p> <p>Use technology flexibly and responsibly</p>	<p>Well informed global citizens</p> <p>Believe they can make a difference</p> <p>Shape community and school</p> <p>Care about the environment and each other</p> <p>Responsible for their own behaviour</p> <p>Grow spiritually</p> <p>Respect and tolerance</p> <p>Charity, volunteering and fundraising</p>	<p>Wider learning</p> <p>Leadership, teamwork, collaboration</p> <p>Success for all abilities</p> <p>Value creative subjects</p> <p>Interactions with the world of work</p> <p>Safety, mental and physical health</p> <p>Equipped for their unique future</p> <p>Apply to the world beyond</p>
Curriculum Intent		
<p><u>Provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</u></p> <ul style="list-style-type: none"> • Students are taught about differences between religions and within religions to enable them to interact appropriately with the variety of people they will meet in later life. • Students are given opportunities to think independently, as well as work collaboratively with their peers. • Students are encouraged to develop their critical analysis and evaluation skills to enable them to form and express their own opinions, whilst remaining respectful to the views of others. • Students are given opportunities to attend places of worship, when possible. • Students are made aware of how RE influences and contributes to wider culture and society. <p><u>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</u></p> <ul style="list-style-type: none"> • By the end of KS3, students should have an awareness of different religions, and have developed the skills to explain the key beliefs of each one, and to evaluate these. This is achieved by including tasks in lesson which allow for exploring different faiths, and allowing students to respond to these. • To begin developing the skills needed to be successful at GCSE RS, which is a core subject, such as explaining beliefs, interpreting key texts, and analysing religious practices. <p><u>Is planned and sequenced so that knew knowledge and skills build on what has been taught and builds towards clearly defined end points.</u></p> <ul style="list-style-type: none"> • By the end of KS3, students will have learnt about 5 of the main world religions (so by the end of KS4, they will have learnt all 6 main world religions). • We mainly focus on Christianity as an introduction to the Christian ethos of the school, and include Judaism as Christianity derived from Judaism. Hinduism is included as a contrasting religion, and is the final topic as it is most likely to include unfamiliar beliefs and practices which students would find most challenging. • Includes a Philosophy topic to encourage students to consider some questions of meaning and value, and begin developing the ability to justify their point of view, and evaluate different argument. 		



Has high ambition for all pupils

- Centralised differentiation resources to support SEND and lower ability students
- Differentiation folders, including support and challenge materials
- High expectations of work
- Some GCSE style questions used for some topics.
- Feed forward used after each assessment
- Topic sheets and RAG rating for each topic
- High level questioning in lesson
- Introduction to Philosophy

Term	Topic NB To include Spaced memory retrieval	No. of Lessons	Assessment
Autumn 1	<p><u>Introduction lesson</u> This is an overview of the six main world religions as an introduction to RE at Bishop Ramsey.</p> <p><u>Beginning of the world</u> In this unit students study Genesis 1-3, and explain different beliefs about how the world began, and the impact of those beliefs (stewardship). They evaluate reasons to support different interpretations of Genesis. Students complete a creative task in which they create their own Christian environmental charity. Spaced memorial retrieval takes the form of recall questions within each lesson, and revision tasks before assessment. Students will learn why caring for the environment is important in Christianity, and be encouraged to believe that they can make a difference; they will have the opportunity to reflect on different interpretations of Genesis1-3, enabling them to grow spiritually, and respect other peoples' views; creative work and collaborative work is included in this topic.</p>	<p>1</p> <p>9 (including assessment)</p>	<p>Beginning of the world assessment and feed forward. This is an open book assessment, designed as a baseline test to assess students understanding and their ability to explain their ideas in developed paragraphs.</p>
Autumn 2	<p><u>Biblical Figures</u> Students learn about significant Biblical figures (including Abraham, Moses, Jesus, Mary), and consider their role and importance in Christianity. Spaced memorial retrieval takes the form of recall questions within each lesson, and revision tasks before assessment.</p>	<p>9 (including assessment)</p>	<p>Biblical Figures assessment and feed forward. Extended writing on one Biblical figure, covering who they were,</p>



	<p>Students will have the opportunity to reflect on the significance of six Biblical figures, enabling them to grow spiritually. The presentations as part of the assessment task require students to show respect and tolerance for each others' views on the significance of specific Biblical figures. This topic includes opportunities for independent work and research.</p> <p><u>Teacher choice</u> This can take the form of a debate, creative RE, etc. This is to allow for missed lessons due to calendared school events, and to provide students with a different approach to RE.</p>	1-2	why they are important, and how they influence Christian today.
Spring 1	<p><u>Christian Philosophy</u> In this unit, students are introduced to the study of philosophy, and learn about some Christian arguments intended to support belief in the existence of God. These arguments include the idea of religious experience, a study of the problem of evil, the cosmological and design arguments and life after death. Within each lesson they learn about key ideas from key thinkers, evaluate these arguments, and consider their own view on the extent to which the arguments do successfully support such belief. Spaced memorial retrieval takes the form of recall questions within each lesson, and revision tasks before assessment. Students will have the opportunity to reflect on different philosophical arguments for and against the existence of God, enabling them to grow spiritually, and respect different points of view. This topic includes opportunities for collaborative work.</p>	9 (including assessment)	Christian Philosophy assessment – some knowledge questions, then extended writing on why some people believe in God and others do not.
Spring 2	<p><u>Virtues</u> Students explore the six Bishop Ramsey virtues, including explaining Biblical teachings about each virtue, and examples of how each virtue can be used / seen in action in different situations. Students choose one of the virtues to focus on for some project work, leading to their assessment and a presentation. Spaced memorial retrieval takes the form of recall questions within each lesson, and revision tasks before assessment.</p>	9 (including assessment)	Lion King end of topic assessment and feed forward. A speech about one of the virtues, based on their project work. Students write their speech, and then work in small groups to deliver their speech and receive peer feedback. The



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