

**Subject:** Religious studies      **Year** Year 7      **Ability** Mixed

Term / Date(s)	Half-term 1 (8 weeks)	Half-term 2 (7 weeks)	Half-term 3 (6 weeks)	Half-term 4 (6 weeks)	Half-term 5 (5 weeks)	Half-term 6 (6 weeks)
<b>Topic</b>	<b>Why is religion important in multi-faith Britain?</b>	<b>Why is religion important in multi-faith Britain?</b>	<b>What are the core practices of the Abrahamic faiths and how do they interlink?</b>	<b>What are the core practices of the Abrahamic faiths and how do they interlink?</b>	<b>Why is pilgrimage more than just going on a journey?</b>	<b>Do we need religion to live a good life?</b>
<b>topic overview</b>	Students will explore world religions in this unit. They will discover how religions influence people and create role models from past and present.	Students will explore world religions in this unit. They will discover how religions influence people and create role models from past and present.	Students will explore the timelines and diverse traditions of Judaism, Christianity and Islam. Within this unit they will learn about sacred texts such as the Torah and consider the stories and teachings within them.	Students will explore the timelines and diverse traditions of Judaism, Christianity and Islam. Within this unit they will learn about sacred texts such as the Torah and consider the stories and teachings within them.	The importance of pilgrimage for a range of world religions.	Students will study the concept of humanism as a non-religious (atheist) philosophy that emphasizes the value and potential of human beings.
<b>Pupils will learn...</b>	Students will learn some similarities and differences between religions and the ways these can lead to tension or to cooperation. They explore some ways in which they practice tolerance or respect, and some problems that arise from religious prejudice or discrimination.	Students will learn some similarities and differences between religions and the ways these can lead to tension or to cooperation. They explore some ways in which they practice tolerance or respect, and some problems that arise from religious prejudice or discrimination. They will express thoughtful views about how to build a more respectful society.	Students will also examine the religious practices, rituals and holidays of these faiths. This will allow students to gain a deeper understanding of these influential religions and their impact on individuals and societies.	Students will also examine the religious practices, rituals and holidays of these faiths. This will allow students to gain a deeper understanding of these influential religions and their impact on individuals and societies.	Reasons why going on a pilgrimage is different to going on a holiday.	Students will learn about the principles of humanism, such as reason, ethics, empathy and how these ideas shape our understanding of the world.  Students will consider the work and lives of humanist thinkers such as Stephen Fry and Stephen Hawkins.
<b>Golden Knowledge</b>	Golden Knowledge/key qs:  Substantive: <ul style="list-style-type: none"> <li>What is religion? (theist/atheist)</li> <li>What are the world faiths?</li> <li>How does faith influence a person? (religious role models).</li> </ul>	Golden knowledge/ key qs:  Substantive: <ul style="list-style-type: none"> <li>What does it mean to be a multi-faith country?</li> <li>What are prejudice and discrimination?</li> <li>How can we promote respect and tolerance?</li> </ul>	Golden Knowledge/ key qs:  Substantive: <ul style="list-style-type: none"> <li>What are the foundations of the Abrahamic faiths?</li> <li>Who was Abraham, Jesus and Muhammad?</li> <li>The timeline of faiths and prophets (Judaism, Christianity, Islam).</li> </ul>	Golden Knowledge/ key qs:  Substantive: <ul style="list-style-type: none"> <li>What are the foundations of the Abrahamic faiths?</li> <li>Who was Abraham, Jesus and Muhammad?</li> <li>The timeline of faiths and prophets (Judaism, Christianity, Islam).</li> </ul>	Golden Knowledge/ key qs:  Substantive: <ul style="list-style-type: none"> <li>What is the difference between a pilgrimage and a journey?</li> <li>Why is Jerusalem important to the Abrahamic faiths? (Judaism and the western wall).</li> </ul>	Golden Knowledge/ key qs:  Substantive: <ul style="list-style-type: none"> <li>What are morals and what are they influenced by?</li> <li>Who are humanists? Famous humanist thinkers</li> <li>What do humanists believe about life?</li> </ul>

	<p><b>Disciplinary skills:</b></p> <ul style="list-style-type: none"> <li>• Comparing religious/non-religious beliefs (atheism/theism)</li> <li>• Debating religious beliefs</li> <li>• Analysis of holy books/quotations</li> <li>• Religious role models</li> <li>• The golden rule</li> </ul>	<ul style="list-style-type: none"> <li>• To what extent do religions promote tolerance?</li> </ul> <p><b>Disciplinary skills:</b></p> <ul style="list-style-type: none"> <li>• Respect and human rights</li> <li>• Analysis of holy books and quotations</li> <li>• The golden rule</li> <li>• Debating religious beliefs</li> <li>• Comparing religious/non-religious beliefs (atheism/theism)</li> </ul>	<ul style="list-style-type: none"> <li>• Why is religious symbolism important?</li> <li>• What are the similarities and differences between their holy books?</li> <li>• What happens when we die? Matters of life after death (Heaven and hell)</li> </ul> <p><b>Disciplinary skills:</b></p> <p>Analysis of holy books/quotations  Religious role models  The golden rule  Debating religious beliefs</p>	<ul style="list-style-type: none"> <li>• Why is religious symbolism important?</li> <li>• What are the similarities and differences between their holy books?</li> <li>• What happens when we die? Matters of life after death (Heaven and hell)</li> </ul> <p><b>Disciplinary skills:</b></p> <p>Analysis of holy books/quotations  Religious role models  The golden rule  Debating religious beliefs</p>	<ul style="list-style-type: none"> <li>• Why is Lourdes important to Christians?</li> <li>• Why is Makkah important to Muslims?</li> <li>• How do Hindus use the river Ganges?</li> </ul> <p><b>Disciplinary skills:</b></p> <ul style="list-style-type: none"> <li>• Religious role models</li> <li>• World faiths</li> <li>• Comparing religious beliefs</li> <li>• Analysis of holy books/quotations</li> <li>• Debating religious beliefs</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• What happens when we die?</li> <li>• How might religion influence our morals?</li> </ul> <p><b>Disciplinary skills:</b></p> <ul style="list-style-type: none"> <li>• Comparing religious/non-religious beliefs (atheism/theism)</li> <li>• The golden rule</li> <li>• Role models</li> <li>• Worldviews</li> <li>• Debating religious beliefs</li> </ul>
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