

Long Term Plan - Year 7 RS



4 Hours a Fortnight

'Religiously literate, culturally aware and philosophically curious'

Golden Threads				
				
Identity	Community	Ethics	God	Rituals
Disciplinary Approaches				
   THEOLOGY PHILOSOPHY SOCIAL SCIENCE				

Topic	Unit Title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to 'religiously literate, culturally aware and philosophically curious'.	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital / Local Links	Career Link
1	Why do we study religion in 21st Century Britain?	Explore different religious profiles present in Britain today. Why being non-religious is becoming more popular. To explore and understand why and how religion is taught at Manor, including understanding the disciplinary lenses in RS. To identify diverse beliefs with the category of religion. To identify what a world view is, and how they are formed and influenced. To identify the diversity of worldviews. The impact our worldview has on our beliefs and practices. The impact that time has on our worldviews.	To describe how worldviews might differ To explain how worldviews might change over time To analyse your own worldview To consider how their worldviews might change over time To explore the similarities and differences between others	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups of people. Philosophically curious - have I considered these questions before?	Students may believe that religion is only relevant to religious people	Links back to KS2 Thematic unit 11 of Diocesan syllabus.	KS3 Humanism Unit Links to Ethics at GCS - people's views are influenced by their world view	Bible passages and original texts where appropriate.	Social- Religious communities Moral - What is right and wrong? Spiritual - Do you have to believe in a God to be spiritual or ethical? Cultural - Are we moving away from religion these days? British Values - tolerance, democracy.	Background of philosophical questions and their importance. Trip to local places of worship Exploring links to our school/Trust vision and values	Law - solicitor Counsellor Social worker

		The influence other people can have on our worldview. The similarities between different religions and worldviews. The differences between different religions and worldviews.									
Topic	Unit Title	<u>Key knowledge/ Content to learn and retain</u> Substantive Knowledge / Golden Threads in RE	<u>Essential skills to acquire (subject & generic)</u> <i>Disciplinary Knowledge (how they are learning)</i>	<u>Link to 'religiously literate, culturally aware and philosophically curious'.</u> <i>Personal understand and their own views and interrogate</i>	<u>Anticipated misconceptions</u> (See MTP for individual lesson misconceptions)	<u>Links to previous KS</u>	<u>Links to future KS</u>	<u>Opportunity for stretch for high prior attainers</u>	<u>SMSC & British Values</u>	<u>Cultural Capital / Local Links</u>	<u>Career Link</u>
2	If God is Trinity what does that mean for Christians ? UC 3.1	Christians believe in God as Trinity, and that the different roles of the three persons in one God can be seen as exemplifying the relational nature of God and the importance of self-giving love in Christian practice • Ideas of God have varied (and still do) within the Christian church, and that different emphases lead to different ways of living • Christians can use the Bible to describe God in different	Explain what Christians mean by talking about God as Father, Son and Holy Spirit, using evidence from at least three Bible texts. Show understanding of different types of text that talk about God as 'Father, Son and Holy Spirit', and how these can be read (narrative, prayer, letter, and so on.) Make links between the concept of Trinity and the roles and actions of God through the 'big story' of the Bible. Give examples of how the Christian community respond to the idea of God as Trinity, for example, in expressing ideas about God through art, symbols, and so on, in churches	Religiously literate - understanding of key beliefs and knowledge Culturally aware - different interpretations from different groups. Philosophically curious - big questions about the nature of God	Misconceptions about God – is God male or female? The Trinity means that there is 3 God's	Links back to KS2 – UC God Diocesan syllabus (this is cyclical covering more content at each KS.)	Links to Christianity unit at and Philosophy of Religion- A level Links to KS4 s GCSE Route A - Component 1: Christianity beliefs and Practices	Bible passages where appropriate.	Social - Individual and group concepts of God. Spiritual - Concept of Trinity and a Higher power. Cultural - Different Christian views about the Trinity	The Church of Jesus Christ of Latter-day Saints, Jehovah's Witnesses, and United Pentecostal Church International - do not believe in the Trinity - discussion as to why this is. Speaker - from one of the above	Charity worker Minister Social worker

		ways.	Evaluate their learning and express a view: Why do Christians worship God as Trinity, and what difference does belief in God as Trinity make to them?								
Topic	Unit Title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to 'religiously literate, culturally aware and philosophically curious'.	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital / Local Links	Career Link
		Substantive Knowledge / Golden Threads in RE	<i>Disciplinary Knowledge (how they are learning)</i>	<i>Personal understand and their own views and interrogate</i>	(See MTP for individual lesson misconceptions)						
3	Should Christians be greener than everyone else? UC 3.2	Creation reveals something about the nature of God (powerful, involved in human life, source of all life on earth), and reminds humans of their place as dependent upon the Creator. Humans have a responsibility to Creation, as stewards. There are various ways of resolving the perceived conflict between science and religion, such as by interpreting Genesis	Explain the type and purpose of the Genesis Creation texts, and their place in the overall Bible narrative. Explain the concepts of Creation and stewardship in Christianity. Explain what Genesis 1 and 2 tell Christians about the nature of humans, their capacities and responsibilities. Give some examples of how Christians have responded to the idea of stewardship, as a community and individually. Show how Christians have used Genesis 1 and 2 to guide how they treat the environment. Offer a justified response to the question of whether	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups of Christians. Philosophically curious - can God have created the world?	Misconceptions about creation	Links back to KS2 UC units. 2a.1 and 2b.2 Diocesan syllabus (this is cyclical covering more content at each KS.)	Links to Christianity unit at KS5 - KS4 - The problem of evil. Links to KS4 GCSE - Religion and Life	Augustine and Irenaeus' problem of evil. Social - ideas about creation and the fall. Moral - Are these views correct? Spiritual - Concept of Supreme being welding great power - creator, judge etc. British Values - Law, democracy, tolerance.	Human responsibility - opportunities to support the environment/ look at environmental politics Speaker - local Eco Church or Quakers	Charity worker Vocational roles Scientist Researcher Politician	

Topic	Unit Title	Key knowledge/ Content to learn and retain Substantive Knowledge / Golden Threads in RE	Essential skills to acquire (subject & generic) Disciplinary Knowledge (how they are learning)	Link to 'religiously literate, culturally aware and philosophically curious'. Personal understand and their own views and interrogate	Anticipated misconceptions (See MTP for individual lesson misconceptions)	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital / Local Links	Career Link
5	Why are people good and bad? UC 3.3	Genesis 1 and Genesis 2 present different pictures of God. • Being made 'in the image of God' can be interpreted widely, but implies a significance for human beings, and an intimate connection between them and the Creator. • The story of the 'Fall' (Genesis 3) is interpreted differently by Christians (for example, Augustine and Irenaeus). • The idea that sin spoils creation is fundamental to Christian belief, but it is tied with the idea that God brings Salvation through Jesus – sin does not have the last word. • The idea that human beings are flawed and in need of God's	Explain how Christian beliefs about the relationship of God to humanity are revealed in Genesis 1 and 2, and what this means for the 'salvation narrative' or 'big story' of the Bible. Explain the nature of the texts in Genesis 1 and 2, giving at least two examples of how they have been interpreted differently by Christians, and explain why. Give evidence and examples for the impact (on the Christian community and individuals) of believing that people are made in the image of God.	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups of Christians. Philosophically curious - Is the Fall a metaphor?	Misconceptions about the fall Religious people never suffer or do bad things	Links back to KS2 UC units. 2a.1 and 2b.2 Diocesan syllabus (this is cyclical covering more content at each KS.)	Links to Christianity unit at A- Level GCSE - The problem of evil, and suffering, and Life and Death Links to KS4 GCSE - Life and Death, Crime and Punishment	Augustine and Irenaeus' problem of evil. Social - ideas about creation and the fall. Moral - Are these views correct? Spiritual - Concept of Supreme being welding great power - creator, judge etc. British Values - Law, democracy, tolerance.	Looking at British Law Speaker	Charity worker Vocational roles Scientist Researcher	

		Salvation has influenced Christian thought over centuries. Reactions against it include ideas of Freud, Marx and positive psychology. • Christians celebrate being created by God, and also respond to sin through confession, believing that God forgives, by his grace, through Jesus.	Give a coherent account of how being made in the image of God has influenced how people live and behave, whether Christian or not. Evaluate personally and impersonally how far this helps to make sense of the world.								
Topic	Unit Title	Key knowledge/ Content to learn and retain Substantive Knowledge / Golden Threads in RE	Essential skills to acquire (subject & generic) <i>Disciplinary Knowledge (how they are learning)</i>	Link to 'religiously literate, culturally aware and philosophically curious'. <i>Personal understand and their own views and interrogate</i>	Anticipated misconceptions (See MTP for individual lesson misconceptions)	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital / Local Links	Career Link
6	What is good and what is challenging about being a Muslim teenager in Britain today? 3.10	Islam in the UK today Key beliefs- Tawhid, Risalah & Akhirah Development of Islam into a world religion Different groups of Muslims Leadership in Islam Symbolism in Islam and Islamic artwork Muslim moral code A religion of giving Celebrations in Islam	To define the religious environment young Muslim are part of To analyse the reasons why the Muslim community is growing in Britain To evaluate the challenges and benefits of being Muslim in Britain	Religiously literate - understanding of key beliefs and knowledge. Culturally aware - different interpretations from different groups. Philosophically Curious - What is the meaning of "Jihad" and how should it be interpreted in the modern	Misconceptions: Islam is seen by some as being very different and in some cases as extremist. Comparisons can be made to Christianity in each lesson to show the similarities between them.	KS3 world views and thematic units - Art/Death	KS4 - GCSE Islam Beliefs and Teachings and Islam Practices	Islamic scripture where appropriate.	Social - how Islam supports society. Moral - What does Islam teach about right and wrong? Spiritual - belief in one God - Allah. Cultural - different groups within Islam. British Values - Tolerance,	Importance of Islam across the world - calligraphy, maths etc. Visit from the local Imam. KS3 World religions Visit to Bradford to a a Mosque	Vocational roles Social Work Police Work Human Rights

				world?					Law, democracy		
--	--	--	--	--------	--	--	--	--	-------------------	--	--