



Subject: RE

Year 7

Overview

Studying RE at Alameda will provide students with a rich curriculum which will broaden their understanding of different faiths, cultures, mindset and philosophies which relate to the real world. This understanding will help students to reflect on and respond to issues beyond the classroom, that they may experience personally or may observe in wider society.

Autumn

1. God and the Universe

This unit focuses on creation and origins of the universe and human life, and the relationship between religion and science. It aims to deepen pupils' awareness of ultimate questions through argument, discussion, debate and reflection, and enables them to learn from a variety of ideas of religious traditions and other worldviews. It explores Christianity, Hinduism and Islam and also considers the perspective of those who do not believe there is a god (atheists). It considers beliefs and concepts related to authority, religion and science as well as expressions of spirituality. Pupils have opportunities to discuss, question and evaluate important issues in religion and science. They also have opportunities to reflect on and evaluate their own beliefs and values, and the beliefs and values of others, in relation to questions of truth and purpose.

1. Is death the end?

In this philosophical unit, pupils will examine and compare a range of teachings about death. They will look for similarities and differences with and between beliefs and suggest reasons for this. They will be encouraged to suggest the impact on people's lives of holding their particular views about life after death, and express insights into their own and others' views about life after death.

Assessment:

All tasks are assessed through a combination of verbal, live marking, and teacher assessment.

Spring	Spring 1: What is the 'Trinity' and why is it important for Christians? Make sense of belief - recognise what a 'Gospel' is and give an example of the kinds of stories it contains - offer suggestions about what texts about baptism and the Trinity mean to different Christians today Understand the impact - describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Make connections - make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like Spring 2: How and why do some people inspire others? Make sense of belief - explain beliefs about how inspirational people can bring believers closer to God - describe examples of texts or quotes which explain what an ideal way of life might be - compare inspiring leaders from different religions Understand the impact - make clear connections between belief about living a good life and the leaders they study - explain differences between leaders from different religions Make connections - raise questions about the concept of 'inspirational people', suggesting good answers - express their own response to the role models or inspiring lives they have studied.	Assessment: All tasks are assessed: combination of verbal, live marking, SA/PA, RAG, teacher assessment. Assessment level sheet used for each unit for teachers and pupils to identify WTS, EXS, EXS+, GDS
Summer	Religion and the Environment - What environmental problems is the world facing? - What are the responses of different beliefs and worldviews to these changes? - Is the environment a 'faith' issue? - Understand what do different religions mean when they talk about stewardship - Recognise the part that faith groups and other organisations play in the climate justice debate - Develop consideration to their own response to these issues	Assessment: All tasks are assessed: combination of verbal, live marking, SA/PA, RAG, teacher assessment. Assessment level sheet used for each unit for teachers and pupils to identify WTS, EXS, EXS+, GDS
Homework: At least once a half term. Activities will vary some examples are research, producing a poster.		