

*Year 7 Religious Studies*

Curriculum



# *Year 7 Religious Studies Curriculum*

## **Introduction**

Our focus will be to build on prior knowledge from Key Stage 2 and develop a foundation in understanding religious beliefs, practices, and the role of religion in society.

### *Aims:*

- To promote students' personal, social, and emotional development.
- To equip students with the knowledge, skills, and understanding to make informed decisions about their health and well-being.
- To help students develop positive relationships with others.
- To foster students' understanding of themselves and the world around them.

### *Curriculum Content:*

#### *1. Where do we look for God?*

- Explore different religious concepts of God, such as a divine being, a force, or an ultimate reality.
- Discuss how different cultures and religions perceive and experience God.

#### *2. Religious figures: Who was Gautama Buddha?*

- Study the life, teachings, and impact of Gautama Buddha, the founder of Buddhism.
- Analyse his core beliefs, such as the Four Noble Truths and the Eightfold Path.



### *3. Beliefs and practices:*

- Generic: Examine the fundamental beliefs and practices of various religions, including monotheism, polytheism, and atheism.
- How do the beliefs of Sikhs affect their actions? Explore how Sikh beliefs, such as "Waheguru" (God is one), "Kirt" (singing praises), and "Vand" (sharing), guide Sikh behaviour.

### *4. Places of worship:*

- A visit to a place of worship (generic): Explore the architecture, symbolism, and rituals associated with different places of worship, such as churches, mosques, temples, and synagogues.
- What makes a gurdwara special to Sikhs? Discuss the unique features of gurdwaras, including the "Langar" (free communal kitchen), "Kirt" (singing of hymns), and the "Guru Granth Sahib" (the holy scripture).

### *5. Rites of passage:*

- Where are we going? Rites of passage: Examine the significance of rites of passage in different religions, such as birth, coming-of-age ceremonies, marriage, and death rituals.
- Analyse how these rituals help individuals transition through life stages and connect to their faith communities.

### *5. Fundamental questions:*

- Where did the universe come from? Explore different religious and scientific explanations for the origin of the universe, including creation myths and cosmological theories.
- Why do we suffer? Discuss religious perspectives on suffering, such as karma, divine will, and the purification of the soul.
- Why are some places special to religious believers? Analyse the religious significance of sacred sites, such as Jerusalem, Mecca, and Varanasi.



## *Learning Objectives:*

By the end of Year 7, students will be able to:

- Identify different religious figures and their beliefs.
- Explore the role of religion in people's lives and communities.
- Understand the significance of places of worship and religious practices.
- Develop a basic understanding of key religious concepts.

## *Activities and Assessments:*

- Research different religious figures and their teachings.
- Visit places of worship in the local community.
- Participate in discussions about religious beliefs and practices.
- Create a timeline of significant events in religious history.
- Write reflective essays on personal experiences and observations related to religion.
- Develop presentations on specific religious topics.
- Collaborate on group projects to compare and contrast different religious beliefs and practices.

## *Resources*

- Books
- Online resources
- Videos and films
- Visits to places of worship

## *Evaluation and Review*

The curriculum will be reviewed annually to ensure its effectiveness. Feedback from students, teachers, and parents will be considered in the review process.

Updated August 2024

Next review: August 2025