

Year 7 Curriculum Sequencing Grid			
Subject: Religious Studies	Term One	Term Two	Term Three
Unit <i>(Tablet in 39 week plan)</i>	What is religion? (C3.1 Pathway 1)	How do Hindu's see life? (C3.1 Pathway 1)	How do Buddhists see life? (F3.11 Pathway 1 & 2) How does Humanism answer questions of meaning, purpose and value? (C3.7 Pathway 5)
Key Retainable Skills <i>What... How... Why...</i>	Identify, make links, analyse, describe, explain, evaluate, illustrate, present, express, outline, consider, interpret, depict.	Identify, make links, analyse, describe, explain, evaluate, illustrate, present, express, outline, consider, interpret, depict	Identify, make links, analyse, describe, explain, evaluate, illustrate, present, express, outline, consider, interpret, depict
Key Retainable Knowledge <i>What... How.... Why....</i>	This unit seeks to introduce the idea of religion and worldviews, considering the fluid and changing nature of belief and practice. It shows there are many expressions of worldviews which may include a mix of institutional worldviews and personal worldviews, as well as religious and non-religious worldviews. Students will commence using the language of lenses and will build their reflective capabilities when considering their position and how it came to be formed.	This unit seeks to build on previously studied knowledge of Hindu Dharma, with a view to developing an understanding of key concepts surrounding the nature of the divine, sources of authority, duty and life after death. Further still, it will consider the diversity that can be found in Hinduism, including the differing expressions that can be found in different contexts and locations in line with the prescriptions of Pathway 1.	Buddhism - This unit seeks to equip students with the essential tenets of Buddhism that are found in the major traditions. Additionally, it seeks to show that Buddhism is a rich and diverse philosophy with many different expressions. These include the differing schools, but also the lived experience of individuals in different geographical locations as well as those experiences of the laity. Humanism - This unit focuses on Pathway 5: 'Influence and Authority'. It explores the tradition of humanism and what humanists might use as sources of authority and guidance. It is a detailed exploration of the diversity within the humanist tradition and considers how humanists might use these sources of knowledge to guide or support moral reasoning and answer human questions on awe and wonder.
Key Technical Vocabulary <i>To be modelled and deliberately practiced in context.</i>	Religion, Worldview, Lenses, Diversity, Census, Census, Interpret, Authority, Apodictic Laws, Reality, Divine, Humanism, Atheism, Agnosticism.	Brahman, The Divine, Upanishads, Sanatana Dharma, Mandir, Vedas, Epics, Puranas, Samsara, Karma, Moksha, Dharma, Ramayana, The 4 goals, Religious Freedom, Hinduism.	Buddhism - Siddhartha Gautama, Buddha, Enlightenment, Karma, Samsara, rebirth, dukkha, Lay Buddhists, Monastic Sangha, Vihara, Anatta, Anicca, skandhas, arhat, Bodhisattva. Humanism - Humanism, One life, Personhood, Naturalism, Awe and wonder, Authority, Labels, Values, Truth, Scepticism, Evidence, Justice, Veil of ignorance,

			Empathy, The Golden Rule, Free Choice, Human Rights.
Opportunities for reading	Religious texts. L2 – Religious fact sheets To be updated once resources are created.	Hindu texts. To be updated once resources are created.	Buddhist and Humanist texts. To be updated once resources are created.
Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i>	British Values - Tolerance and mutual respect. SMSC. Protected Characteristics - Religion Understanding of six main world religions. Understanding belief and spirituality.	British Values - Tolerance and mutual respect. SMSC. Protected Characteristics - Religion Understanding of Hinduism. Understanding belief and spirituality.	British Values - Tolerance and mutual respect. SMSC. Protected Characteristics - Religion Understanding of Buddhism and Humanism. Understanding belief and spirituality.
Authentic Connections – Cross Curricular Links	Life Skills – British Values and Protected Characteristics. History – History of the religions, origin stories. Geography – Where in the world these religions began. Maths – Figures relating to census data etc. Music – Worship. Art – Religious art, symbols etc. English – Religious texts.	Life Skills – British Values and Protected Characteristics. History – History of the religions, origin stories. Geography – Where in the world these religions began. Maths – Figures relating to census data etc. Music – Worship. Art – Religious art, symbols etc. English – Religious texts.	Life Skills – British Values and Protected Characteristics. History – History of the religions, origin stories. Geography – Where in the world these religions began. Maths – Figures relating to census data etc. Music – Worship. Art – Religious art, symbols etc. English – Religious texts.
Key Assessment	Baseline and end point mind maps. Sharp Start Teacher navigation Whiteboard episodes Questioning Homework – Quiz/spelling test Exam style questions Peer/self-assessment	Baseline and end point mind maps. Sharp Start Teacher navigation Whiteboard episodes Questioning Homework – Quiz/spelling test Exam style questions Peer/self-assessment	Baseline and end point mind maps. Sharp Start Teacher navigation Whiteboard episodes Questioning Homework – Quiz/spelling test Exam style questions Peer/self-assessment .