















RELIGIOUS STUDIES CURRICULUM MAP





YEAR 7

<p>Autumn Term Part 1: Lesson Content, Origin of Thought (Philosophical Lens)</p> <p>What is Philosophy for? There are four main branches of philosophy we need to learn about. Metaphysics: The study of the nature of reality, of what exists in the world, what it is like, and how it is ordered. Epistemology: The study of knowledge. Ethics: The study of ethics often concerns what we ought to do and what it would be best to do. Logic: The study of what makes an answer a good one. Life skill: Ability to be reflective about their own beliefs and perspective on life. Career link: Counsellor.</p>		<p>Reading: Students will learn subject specific key words to describe the four main branches of philosophy and the work of key philosophical thinkers from the ancient Greek world. Students will read key fragments of philosophical work to enhance their subject knowledge. This includes the myth of Arcane and an example of Socratic questioning.</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
<p>Why did philosophy start in Ancient Greece? Ancient Greeks saw myths as being stories which explained natural phenomena and gave examples of how people should behave: Myth of Arcane. In addition, the Greeks had invented a way of running their country which gave 'ordinary' people a chance to be heard. Key Ancient Greek Philosophers: Socrates, Plato and Aristotle. Life skill: Knowledge of, and respect for, different people's faiths, feelings and values. Career Link: Youth Worker.</p>		<p>Writing: Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
<p>What was Socrates all about? Socrates used discussion to help the people he was working with to make their ideas stronger; he saw this as helping them to 'give birth' to stronger ideas. "Socratic Questioning" Socrates challenged a person's claims by asking them follow-up questions which would make them think about why their argument is correct. Life skill: Acceptance of and engagement with the fundamental British values. Career link: Healthcare worker.</p> <p>What was Plato all about? Plato was concerned with making sure Ancient Athens was a place where society could be as good as possible. Plato created a 'thought experiment' called The Republic. The Republic focussed on the idea that society ought to be completely fair/just. Plato wanted to explain how some ideas are eternal, Plato's idea in The Republic was that everything we see around us are just copies of perfect and unchanging ideas that he called "Forms.". Plato said a true philosopher should focus on understanding the eternal Forms. Life skill: Understand a wide of ideas that have shaped their own heritage and that of others. Career link: Solicitor.</p>		<p>Oracy: Discussion Debate Choral response of expert vocabulary and quotations Peer collaboration Presentation of work</p> <p>Speak like an expert: Analyse Analysis Argument Conclusion Dialogue Epistemology Ethics Evaluate Evaluation Justice Logic Metaphysics Mythology Philosophy Premise Thought Experiment</p>
<p>What was Aristotle all about? Aristotle believed we should ask questions about the world as it is in front of us. Aristotle created a set of methods for checking whether something was true or not, and whether it made sense or not. Aristotle's two greatest contributions to the modern world are: Logic and the Scientific Method. Life skill: Willingness to respond positively to the views of others. Career link: Paralegal.</p>		<p>Subjects: English/Literacy History Science Classics Maths/Numeracy Sociology Geography ICT</p> <p>Components of Personal Development</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> British Values</div> <div style="text-align: center;"> Careers Education</div> <div style="text-align: center;"> Citizenship Education</div> <div style="text-align: center;"> PSHE Education</div> <div style="text-align: center;"> Inclusive Environment</div> <div style="text-align: center;"> Enrichment</div> <div style="text-align: center;"> Character Education</div> <div style="text-align: center;"> SMSC</div> </div>



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<p>How does philosophy work? The job of a philosopher is to ask certain questions which help us see religion in one way. We call this the "Philosophical Lens" Most of a philosopher's questions focus on proof and reality. Everything can be questioned. Life skill: Creative thinking skills. Career link: Detective.</p>		
<p>Autumn Term Part 2: Lesson Content. Origin of Belief (Theological Lens)</p> <p>Why does religion exist? Some anthropologists say religion can give meaning and purpose to life, reinforces social unity and stability, can help with social control, promotes well-being, and may motivate people to work for positive social change. Others say religion may help keep less-fortunate people happy with their lot in life instead of fighting for change, support harmful views about gender roles, and create divisions between different groups in society. Durkheim = religion would change to fit the needs of society. Life skill: Ability to learn the beliefs, practices and values of others. Career link: Social worker.</p>		<p>Reading: Students will learn subject specific key words to describe the variety of religious beliefs throughout the world. Students will read information provided to enhance their subject knowledge. Key scripture focus includes: Deuteronomy 29:25-26 Exodus 15:11.</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
<p>Are we all religious? Christianity = largest faith but will be replaced by Islam by around 2050 CE based on current trends. Only 16.4% of the world identifies as non-religious. Richard Dawkins = 7 tiers of religious belief. Life skill: Ability to communicate with others. Career link: Teacher.</p>		<p>Writing: Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
<p>Are spirits real? Early people saw living things do things that non-living things do not. People may describe non-living things using the same language as living things, we call this anthropomorphism, but we still see those non-living things as not being alive. Scholars argue anthropomorphism and animism are not to be confused. Life skill: The ability to use their language skills to reflect on their own experiences, and to help them understand and appreciate the views of others. Career link: Journalist.</p> <p>Can you have more than one God? Early societies were based on very strict social orders. Early people assumed that Gods would follow similar social structures to humans. A pantheon: gods linked by family or social order. Life skill: Knowledge of, and respect for, different people's faiths, feelings and values. Career link: Advice worker.</p>		<p>Oracy: Discussion Debate Choral response of expert vocabulary and quotations Peer collaboration Presentation of work</p> <p>Speak like an expert: Agnostic Animate Atheist Hermeneutics Monolatry Monotheism Pantheism Polytheism Religion Soul Spirit Theism Theist Theology</p>
<p>Why do some people have just one God? Monotheism was initially a controversial idea. Monolatry was more common, as it blends monotheism and polytheism. Monotheism = common form of religious belief today. Key text: Deuteronomy 29:25-26. Exodus 15:11. Life skill: Sense of enjoyment and fascination in learning about themselves, others and the world around them. Career link: Charity worker.</p>		<p>Subjects: English/Literacy History Sociology Psychology Geography Maths/Numeracy</p>



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<p>What does Theology do? 'Theological Lens'. Most of a theologian's questions focus on the way we are to understand a religious idea or story. Theologians want to understand the mythology and stories that surround religions, apply philosophical tools to ideas about gods and religion, understand the connections between people and religion and how history and context shape the teachings of religious groups. Life skill: Ability to deal with religious and moral beliefs and values that underpin the ways in which individuals solve problems and make decisions. Career link: Archivist.</p>		<p>Components of Personal Development</p> 
<p>Spring Term: Part 1: Lesson Content. Evolution of Abram. Judaism.</p> <p>The world of Abram Sumerians believed their gods were like humans but more powerful. At a Ziggurat there were sacrifices and offerings to the gods. The statues of deities were washed/ had food laid out for them. Abram's beliefs differed from his father because Terah sold idols, whereas Abram did not believe the statues were worthy of worship. Life skill: Knowledge of, and respect for, different people's faiths, feelings and values. Career link: Community cohesion officer.</p> <p>Becoming Abraham Many Jews see their relationship with God as a covenant. The covenant between Abraham and God consisted of three separate parts: the promised land, the promise of the descendants, the promise of blessing and redemption. These are help followers know what they should believe and how they should live. Life skill: Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Career link: Mediator.</p>		<p>Reading: Students will learn subject specific key words to describe the evolution of Abram to Abraham. Students will read scripture to enhance their subject knowledge. Key scripture focus includes: Genesis 22 Genesis 25 Hebrews 11 Genesis 5:15 Genesis 18-19</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-1/units</p>
<p>Abraham's Test (Genesis 22) God asked Abraham to sacrifice his son Isaac. Abraham accepted without question of hesitation. We can learn that God will test and challenge us, that following his orders may not always be easy, but that he always wants what's best for us, will not cause us harm and we will be rewarded for following him. Life skill: Ability to give reasoned explanations of how and why core beliefs and concepts are important to the religion studied. Career link: Lawyer.</p>		<p>Writing: Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
<p>Father of many nations Abrahamic religions: Linked by belief in one God. Dharmic religions: Linked by belief in karma and reincarnation. The religions are all separate and don't overlap: some would agree as the followers of the different religions believe different things, call their holy books, place of worship different names and follow different rules. However, others would disagree because three of them were founded by Abraham sharing key beliefs he introduced, others share features of beliefs about what happens after death. Sikhism, although not Abrahamic is still monotheistic.</p>		<p>Oracy: Speak like an expert opportunity. Vocalising ideas and opinions. Reading aloud. Paired work to share ideas and opinions.</p> <p>Speak like an expert: Ancestor Burnt offering Covenant Descendants Deity Generations Idol Monotheist Polytheist Sacrifice</p>
		<p>Subjects: English/Literacy History Geography Sociology Maths/Numeracy Psychology Classics</p>



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<p>Life skill: Understand that effective communication includes an empathetic understanding of people and the issues that concern them. Career link: Police Officer.</p> <p>Abraham's Descendants. Abraham lived a hundred and seventy-five years. His sons Isaac and Ishmael buried him. After Abraham's death, G-d blessed his son Isaac. Through Abraham's descendants we get some important people. Abraham had a special promise: he would be the family line leading to Jesus Christ = legacy of faith. Key text: Genesis 25. Hebrews 11. Genesis 5:15. Life skill: Evaluate how far the beliefs and practices studied help students themselves and others to make sense of the world. Career link: Higher Education Lecturer.</p> <p>Lot, Sodom and Gomorrah (Genesis 18-19) Abraham was worried about Lot, who lived in Sodom. He negotiated with God, asking if the cities could be spared if there were good people there. Lot welcomed the angels into his home, showing kindness and hospitality. The angels warned Lot not to look back as a rule from God. Lot's wife looked back = turned into a pillar of salt. Story teaches: making good choices, being kind, and being obedient. Life skill: Learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. Career link: Missionary.</p>		<p>Components of Personal Development</p>
<p>Spring Term: Part 2: Lesson Content. Evolution of Abram. Christianity and Islam</p> <p>Joseph and the coat of many colours: (Genesis 37) Lessons from scripture: The story teaches many key lessons. Fairness and jealousy/Perseverance:/Forgiveness/Divine providence/Importance of family. Life skill: Ability to be respectful of others and to celebrate diversity. Career Link: Family Liaison Officer.</p> <p>David and Goliath (Samuel 17) Goliath challenged Saul for 40 days to send out a man to fight him. David, armed only with a sling and stones, volunteered. David hit the giant in the forehead with a stone and killed him. For Christians, the story symbolizes how God protects us and is on our side. In the story, this is implied when David says, "I have the Lord on my side". Life skill: Mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Career link: Outreach specialist.</p> <p>Safa and Marwa: (Story of Hagar and Ismail) Ibrahim reached Makkah with Hagar and their baby Ismail. Hagar trusted Allah's command to stay alone with Ismail. As their supplies diminish, Hagar searches for water. Hagar runs between the hills of Safa and Marwa seven times. Angel Jibril strikes the ground with his wing, creating the ZamZam Well, providing water for Hagar and Ismail. Angel Jibril assures Hagar that her</p>		<p>Reading: Students will learn subject specific key words to describe the religious ideas from Christianity and Islam. Students will read scripture to enhance their subject knowledge. Key scripture focus includes: Genesis 37 Samuel 17 Story of Hagar and Ismail</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rktq https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
		<p>Writing: Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
		<p>Oracy: Speak like an expert opportunity. Vocalising ideas and opinions. Reading aloud. Paired work to share ideas and opinions.</p> <p>Speak like an expert: Ancestor Descendants Divine providence Hajj</p>



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<p>son and husband will build the house of Allah at the same location. The ritual of Sa'i, seven trips between Safa and Marwa, becomes a part of pilgrimage in Makkah.</p> <p>Life skill: Consideration of questions about identity, belonging and diversity.</p> <p>Career link: Charity fundraiser.</p> <p>Id ul-Adha Commemoration of sacrifice and marks the end of Hajj. Traditionally, Muslims remember Ibrahim's trials by slaughtering an animal. In the UK, meat is bought from Halal butchers. A third is kept, a given to relatives/ neighbours, given to the poor. Everyone wears new clothes. People spend time with family/ friends and presents and cards are exchanged. Women and girls often decorate their hands with patterns using mehndhi. Food is shared.</p> <p>Life skill: Recognition of the impact of people's beliefs on their actions and lifestyle. Ability to draw see between their own lives.</p> <p>Career link: Recruitment consultant.</p>		<p>Ibrahim Id ul-Adha Prophet Rebuked</p> <p>Subjects: English/Literacy History Geography Sociology Maths/Numeracy Psychology Classics</p> <p>Components of Personal Development</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> British Values</div> <div style="text-align: center;"> Careers Education</div> <div style="text-align: center;"> Citizenship Education</div> <div style="text-align: center;"> PSHE Education</div> <div style="text-align: center;"> Inclusive Environment</div> <div style="text-align: center;"> Enrichment</div> <div style="text-align: center;"> Character Education</div> <div style="text-align: center;"> SMSC</div> </div>
<p>Summer Term: Part 1: Lesson Content. Developing Dharma. Part 1</p> <p>What is reality? Indian philosophy is made up of many different narratives which share some key ideas. One key idea is that there is one reality, called Brahman, and people have many ways of interacting and understanding this reality. Brahman can be found in everything. Key reading: "three creation stories".</p> <p>Life skill: Ability to recognise the importance of communicating with and getting on with other people.</p> <p>Career link: Computer game programmer.</p>		<p>Reading: Students will learn subject specific key words to describe the philosophical concepts from Indian philosophy. Students will read information provided to enhance their subject knowledge. Key reading: "three creation stories" from Indian Philosophy. The story of: The Golden egg. The Cosmic man. The Churning of the ocean.</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
<p>What are the Vedas? Hinduism has a huge canon of text, and different schools focus on aspects of texts or a single text. The Vedas talk about rituals, prayers, and ways to live a good life. The ancient rishis were thought to have been given the Vedas when they were meditating. Brahman gave them the messages, which the Rishis memorised, and spread to others. The Vedas are believed by many Hindus to belong to a set of texts called the Shruti. In Indian Philosophy, there are 2 main worldviews, Astika and Nastika.</p> <p>Life skill: Ability to recognise the importance of developing meaningful connections with other people.</p> <p>Career link: Clerical Administrator.</p> <p>How is Hindu Dharma interpreted? Manusmriti - "The Laws of Manu" is the most important Law Book that set the rules and laws for Ancient Indian society. One of the features of Indian society that came out of the Manusmriti is the varna system. Nastika worldviews reject the concept of varna. While Sikhism is not based on the Vedas and rejects certain Hindu</p>	 	<p>Writing: Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p> <p>Oracy: Speak like an expert opportunity. Vocalising ideas and opinions. Reading aloud. Paired work to share ideas and opinions.</p> <p>Speak like an expert: Caste Cosmogony Eschatology Existentialism Hierarchy Karma Plurality Moksha Samsara</p>



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<p>practices, it doesn't fit into the category of Nastika because it doesn't explicitly reject the authority of the Vedas. At the same time, it doesn't follow the traditional varna system or other key Astika beliefs. The Laws of Manu IX 334-335. The Laws of Manu IV 78-81. Life skill: Emotional intelligence – empathy and self-awareness. Career link: Quality Administrator.</p> <p>What is Samsara? Karma is the belief that our actions and intentions influence our future experiences. Karma is a core concept in Dharmic religions, being the principle of causes and effects. Once an atman has learned all its lessons and performed its dharma, it can leave the wheel of samsara and return to Brahman ready to be re-used or remain with the maker. Example: Snakes and Ladders. Life skill: Collaboration and team work. Career link: Care assistant.</p> <p>Who am i? Followers of Hindu Dharma believe the wheel of samsara goes on, and that they try to achieve a state of moksha where their jivatnam is annihilated and no longer reborn. Form (Rupa): Physical body returns to the elements of the earth. Feeling (Vedana): Feelings experienced in life end. Perception (Sanna): Ability to perceive and recognize things ceases. Volition or Mental Formations (Sankhara): Mental formations, that are accumulated throughout life come to an end. Consciousness (Vijnana): Undergoes a process known as rebirth or reincarnation. Life skill: Critical thinking and problem-solving skills. Career link: Teaching assistant.</p>		<p>Subjects: English/Literacy History Geography Sociology</p> <p>Components of Personal Development</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> British Values</div> <div style="text-align: center;"> Careers Education</div> <div style="text-align: center;"> Citizenship Education</div> <div style="text-align: center;"> PSHE Education</div> <div style="text-align: center;"> Inclusive Environment</div> <div style="text-align: center;"> Enrichment</div> <div style="text-align: center;"> Character Education</div> <div style="text-align: center;"> SMSC</div> </div>
<p>Summer Term: Part 2: Lesson Content. Developing Dharma. Part 2</p> <p>What is suffering? Hindu Dharma teaches of a concept called Maya. By distracting humans from living god-focused lives, Maya slows down their progress towards Moksha. Humans can bypass Maya by meditating and focussing on spiritual goals. Buddhism says that suffering is part of life because everything is always changing. Life skill: Ability to empathise with others and understand how they can make a difference to the world. Career link: Nursery Nurse.</p>		<p>Reading: Students will learn subject specific key words to describe religious concepts. Students will read information provided to enhance their subject knowledge.</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.trueTube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-1/units</p>
<p>How is the divine perceived? Brihadaranyaka Upanishad The 8 Vasus are elemental gods, they are where all other things live, or what all things are made of. One understanding of the 11 Rudras were that they symbolize the breath of life as it brings a person to life. They are the energy that keeps us alive. The 12 Adityas are the celestial gods who each spend a month controlling the Sun. Indra = He has strength and stamina far in excess of most Hindu gods. Prajapati is seen as being the creator of all life. Brahman is the one thing that all things stem from. Life skill: Recognition of the beauty of human nature and</p>		<p>Writing: Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
		<p>Oracy: Speak like an expert opportunity. Vocalising ideas and opinions. Reading aloud. Paired work to share ideas and opinions.</p> <p>Speak like an expert: Ahimsa Altruism Ascetic</p>



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<p>personality, personal fulfilment and vocation, sources of inspiration and discovery, and the connection between beliefs, values and the arts. Career link: Community care assistant.</p> <p>What is Yoga? Hindus use yoga to try and achieve Moksha. Buddhism uses yoga practices to achieve enlightenment. Sikhi accepts yoga as a form of meditation. Jnana yoga is the path of intellect and wisdom, and its components include study of sacred texts, intellectual debates, philosophical discussion, and introspection. Karma yoga is the path of service through selfless action for the good of others. Bhakti yoga focuses on developing a personal relationship with a specific deity or group of deities, so that you become one with them and can achieve moksha.</p> <p>Life skill: Ability to articulate feelings and ideas. Career link: Early Years Practitioner.</p> <p>What are ascetics? The Buddhist community is known as the Sangha. It is made up of "lay members" and ordained members of the community. Someone becomes a Buddhist by "going for refuge" to the Buddha, the Dharma (teachings of the buddha) and the Sangha. To seek refuge means to seek safety or comfort. They then accept the 5 precepts or vows which give guidelines for living.</p> <p>Life skill: Empathy and perspective. Career link: Mediator.</p> <p>What is service? Sewa means 'selfless service'. It involves acting selflessly and helping others in a variety of ways, without any reward or personal gain. It is a way of life for many Sikhs and is part of their daily routine. Sikhi teaches that sewa is an act of service towards Waheguru and therefore must be done regularly in order to become closer to Waheguru.</p> <p>Life skill: Ability to engage deeply with ultimate questions about life. Career link: Clergy person.</p> <p>What is non-violence? Ahimsa: "If one is unhappy to see the distress of other living beings and happy to see their happiness, his religious beliefs are appreciated as indestructible by the wise and holy." Bhagavatam (6.10.9) Every year, on Kshamavani Parv (Forgiveness Day) every member of the Jain community approaches everyone and begs for forgiveness for all.</p> <p>Life skill: Empathy and forgiveness. Career link: Media Correspondent.</p>		<p>Attachment Devotion Monk Nun Sewa Suffering Violence Yogi</p>
		<p>Subjects: English/Literacy History Geography Sociology DT</p> <p>Components of Personal Development</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;">  British Values </div> <div style="text-align: center; margin: 5px;">  Careers Education </div> <div style="text-align: center; margin: 5px;">  Citizenship Education </div> <div style="text-align: center; margin: 5px;">  PSHE Education </div> <div style="text-align: center; margin: 5px;">  Inclusive Environment </div> <div style="text-align: center; margin: 5px;">  Enrichment </div> <div style="text-align: center; margin: 5px;">  Character Education </div> <div style="text-align: center; margin: 5px;">  SMSC </div> </div>