

## SCHEME OF LEARNING - RELIGIOUS EDUCATION – YEAR 7

Year 7	Autumn	Spring	Summer																																										
<b>Content</b>	<p style="text-align: center;"><b>Do we need to prove God’s existence?</b></p> <p>7 lessons looking at different beliefs about God. The unit will start by considering the difference between facts, beliefs and opinions, and will then go on to look at Muslim, Buddhist and Christian beliefs in God. Students will also consider the Atheist arguments against, and how important the idea of proving or disproving God is. Assessments take place throughout the unit.</p> <p>The structure of lessons will be as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>1. What are facts, beliefs and opinions?</b></td> <td>Baseline quiz – 10 questions printed</td> </tr> <tr> <td><b>2. Why do Christians believe in God?</b></td> <td></td> </tr> <tr> <td><b>3. 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The unit will look at the origins of each as Indian religions before considering how different each worships, the holy books used and the celebrations and journeys made by followers. Assessments take place throughout the unit.</p> <p>The structure of lessons will be as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>1. What are dharmic religions?</b></td> <td></td> </tr> <tr> <td><b>2. How did the dharmic religions begin?</b></td> <td>Quizizz Assessment <a href="https://quizizz.com/admin/quiz/63b6b5828e70e4001dd20eac?source=quiz_share">https://quizizz.com/admin/quiz/63b6b5828e70e4001dd20eac?source=quiz_share</a></td> </tr> <tr> <td><b>3. How do the different dharmic religions worship? Lesson 1</b></td> <td>Short question (no revision) – How similar are the two different means of worship studied (Hinduism and Sikhism)? 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Why do followers go on pilgrimages?</b>		<p style="text-align: center;"><b>How can people express the spiritual through music and art?</b></p> <p>6 lessons looking at what it means to say a person is spiritual and how this can be expressed. Students will cover specific case studies looking at Christian art and music, Muslim artists, Sand Mandala, the Shinnyo-en Lantern Floating ceremony and Jewish Klezmer music. Students will also complete a homework project as part of this unit. The final lesson will encompass all that they have learnt throughout the year.</p> <p>The structure of lessons will be as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>1. What does it mean to be spiritual?</b></td> <td>HWK – Set Spirituality Homework Project</td> </tr> <tr> <td><b>2. How do Christians express their spirituality?</b></td> <td></td> </tr> <tr> <td><b>3. 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<b>Why?</b>	To know about and understand beliefs form a range of religions and worldviews. To introduce students to ideas about beliefs and why these are important to people.	To know about and understand beliefs form a range of religions and worldviews. To consider where different religions originated and explore how beliefs spread across the world.	To know about and understand how spiritualism is expressed in a range of religions and worldviews. To begin to gain and deploy the skills needed to engage seriously with religion and worldviews.																																										
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**RE teaching and learning should enable pupils to:**

AO1) Know about and understand a range of religions and worldviews

AO2) Express ideas and insights about the nature, significance and impact of religions and worldviews

AO3) Gain and deploy the skills needed to engage seriously with religion and worldviews