



Curriculum Overview

Year 7 – Religious Education 2021-2022

Rationale for Year 7 Religious Education

The Year 7 curriculum introduces the authority of the Church, with specific focus on the structure of the Bible, the role of the Catechism in guiding the laity and Apostolic Succession and Tradition. Students explore Christianity as a religion and Catholicism as a denomination of Christianity, the nature of God as a Trinity including how each characteristic is identified through the Father, Son and Holy Spirit. Students examine the belief that humans are *imago dei*; learning about the sacramental nature of reality and God's grace, together with the symbolism of the Kingdom of God on Earth and how this is realised through our words and deeds. An additional religion within the Year 7 scheme of work is Hinduism, with particular focus on Hindu worship, relevance, identity and practice in Britain today. For all themes and concepts within Religious Education and the wider world, students will be required to utilise critical thinking skills. By embedding philosophy throughout KS3, we aim to develop their skills as critical, creative and collaborative thinkers who use reasoning and judgement to discuss theological, philosophical and ethical concepts.

What will students learn and why?

All topics are guided by the People of God framework. In Religious Education, students become religiously literate through understanding, discerning and responding to religious themes and concepts. This guides them into critical reflection of substantive knowledge, ways of knowing and personal knowledge, including dialogue between Christian denominations and other world religions. The Religious Education Curriculum Directory presents the Areas of Study and content of Religious Education. The framework is structured according to the requirements of the Catechism of the Catholic Church, which seeks: to address the human search for meaning; God's initiative in Revelation who comes to meet us; and our response of faith. Sequence of topics build on students' prior knowledge to support long-term memory with interleaving and retrieval activities to embed knowledge and understanding.

The curriculum comprises three themes:

Word of God

The fundamental teaching within this theme is the importance of Sources of Wisdom and Authority for Catholics. Students explore the three sources of authority of the Church: Scripture, the Catechism and Apostolic Tradition, whilst maintaining a dialogue between other Christian world-views and Catholicism. This theme also examines the nature of God and the use of the Bible to discern elements of the Father, Son and Holy Spirit.

Imago Dei (Made in the Image of God)

Imago Dei explores the concepts of Kingdom of God, Jesus' teaching on the Kingdom, the Church as the service of the Kingdom and recognising and living in the Kingdom. This includes study of the third encyclical of Pope Francis- *Fratelli Tutti* and the importance of fraternal love. This theme explores how humans are able to experience God's grace through the sacramental nature of reality and the significant role of martyrs and saints throughout Church history.

Living as a community

This theme encourages dialogue between Christianity and Hinduism, building on tolerance as a virtue. This is ensured through developing a comprehensive understanding of Hindu traditions and beliefs and the fraternity of faith in God. Living as a community also explores Hinduism in Britain and the beauty of cultural and religious difference.

How will students learn?

The Framework is structured according to the requirements of the Catechism of the Catholic Church, which seeks: to address the human search for meaning; God's initiative in Revelation who comes to meet us; and our response of faith. Consequently, the process is threefold: Understand, Discern, and Respond. This process provides a methodology and structure for learning and teaching. It engages pupils in the continuing journey of learning about and learning from the Catholic vision and understanding of life, irrespective of their own beliefs.

How will students be assessed?

Summative Assessment:

Assessments based on substantive knowledge and understanding of each topic. Assessment of ways of knowing in the form of command words such as explain, describe and reason.

Knowledge and Understanding (AT1) = Substantive Knowledge

Significance and Influence (AT2) = Ways of Knowing

Formative Assessment: Peer/Self-Assessment, 1:1 feedback, low stakes questioning/tests and retrieval quizzes. Retrieval booklet for each teacher of Year 7 Religious Education.

What is the aim for learners by the end of the year in comparison to the previous year?

Students will be expected to have good Substantive Knowledge of all topics covered (AT1), whilst also identifying Ways of Knowing (AT2). Students should be familiar with analysis and evaluation, through embedded debate and discussion tasks within the curriculum. This will subsequently aid students in the development of the skills required for Personal Knowledge (AT3).