

Year: Y7 Subject: R.E.  
**IMPLEMENTATION**

	Year: Y7 Subject: R.E. <b>IMPLEMENTATION</b>					
<b>INTENT</b> (including key concepts and skills)	<b>Term 1</b> <b>Context:</b> What is RE? <b>Key Vocabulary:</b> Diversity, Multi faith, Multi-cultural, Religious tolerance, Theist, Agnostic, Atheist, Philosophy, Ethics, Humanism <b>Prior Learning:</b> KS2: God, Christianity, Islam <b>Cultural Capital:</b> Students are provided opportunity to reflect on the meaning of being human in a diverse society and the role religious belief and practice plays in human experience.	<b>Term 2</b> <b>Context:</b> Founders of Religion <b>Key Vocabulary:</b> Motivation Vision, Inspirational, Moral, Qur'an, Prophet, Inspirational, The 10 Commandments, The 5 K's, Guru, Gurdwara, Guru Granth Sahib, Awe, Numinous experience, Conversion experience, Enlightenment, Ordained, Lay <b>Prior Learning:</b> KS2: Christianity and Islam <b>Cultural Capital:</b> Students explore what makes a good leader, the role and significance of leaders in the religions of the world.	<b>Term 3</b> <b>Context:</b> Animals and Religion <b>Key Vocabulary:</b> Vegetarianism, Reincarnation, Ahimsa, Sacred, Sacred, Cycle of Life, Ethical issue, Soul, Kosher, Treif, Torah, Progressive Jew, Orthodox Jew, Dominion, Stewardship, Vivisection, Halal, Qur'an, Ramadan, Haram <b>Prior Learning:</b> KS2: Religious beliefs <b>Cultural Capital:</b> Students explore religious teaching and practice about the treatment and welfare of animals. Students consider the ethics around the use of animals as a source of food and medical research	<b>Term 4</b> <b>Context:</b> How are symbols used in religion? <b>Key Vocabulary:</b> Symbol Ritual, Cross, Puja, Community, 5 Pillars of Islam, Salat, Wudu, Adhan, Seder <b>Prior Learning:</b> KS2: Religious beliefs and festivals <b>Cultural Capital:</b> Students consider ways symbols help us to understand religious practices and beliefs.	<b>Term 5</b> <b>Context:</b> What would a Church for five different denominations look like? <b>Key Vocabulary:</b> Denomination, Catholic, Anglican, Baptist, Quaker, Orthodox, Altar, Eucharist, Pews, Lectern, Pulpit, Baptistry, Baptism, Confirmation, Holy, Awe, Reflection <b>Prior Learning:</b> KS2: Christianity <b>Cultural Capital:</b> Students learn the similarities and differences between Christian denominational belief and practice. The role of the church in community is explored.	<b>Term 6</b> <b>Context:</b> Ethics <b>Key Vocabulary:</b> Ethical decisions, Relativism, Absolutism, Dogmatic, Pragmatic, Deontological, Teleological, Utilitarianism, Natural Law, Primary Precepts, Secondary Precepts <b>Prior Learning:</b> KS2: Religious beliefs <b>Cultural Capital:</b> Students consider how we make ethical decisions and whether rules should ever be broken.
Develops learners' knowledge and understanding of religious beliefs and teachings	X	X	X	X	X	X
Develops learners' knowledge and understanding of religious practices	X	X	X	X	X	X
Engage with questions of value, meaning, purpose, truth, and their influence on human life	X	X	X			X
Reflect on and develop their own values, beliefs and attitudes	X				X	X
Contributes to their preparation for adult life in a pluralistic society and global community	X	X	X	X		X
<b>IMPACT</b>	<b>Assessment:</b> Extended written answer <b>Progression to KS4:</b> Christian beliefs and practices, Hindu beliefs and practices	<b>Assessment:</b> PR1 <b>Progression to KS4:</b> Christian beliefs and practices, Hindu beliefs and practices	<b>Assessment:</b> Extended written answer <b>Progression to KS4:</b> Good and Evil and Human Rights	<b>Assessment:</b> PR2 <b>Progression to KS4:</b> Christian beliefs and practices, Hindu beliefs and practices	<b>Assessment:</b> PR3 <b>Progression to KS4:</b> Christian beliefs and practices	<b>Assessment:</b> Extended written work <b>Progression to KS4:</b> Good and Evil and Human Rights

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind.