



**Subject:** Religion and Worldviews

**Lead Teacher:** J Barker

**Year:** 7

### Curriculum organisation

Students are taught in mixed groups of **30** for **one** hour per week. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	An introduction to worldviews & Religious Experience	<ul style="list-style-type: none"> <li>• What is a worldview?</li> <li>• What is my worldview?</li> <li>• Where might beliefs about God/existence originate?</li> <li>• What are the characteristics of religious experience?</li> <li>• What do religious experiences reveal about the nature of God? Existence?</li> <li>• Why are religious experiences important to individuals/others?</li> <li>• How do we know that religious experiences are genuine experiences of ultimate reality?</li> </ul>	<ul style="list-style-type: none"> <li>• Ultimate reality</li> <li>• Wholly other</li> <li>• Revelation</li> <li>• Muhammad</li> <li>• Guru Nanak</li> <li>• Qur'an</li> <li>• Foundational</li> <li>• Verify</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting texts</li> <li>• Enquiry</li> <li>• Analysis of               <ul style="list-style-type: none"> <li>▪ belief</li> <li>▪ impact</li> <li>▪ evidence</li> </ul> </li> <li>• Evaluation</li> <li>• Reflection</li> <li>• Mastery of subject vocabulary</li> <li>• Academic discussion</li> <li>• Describing and explaining</li> <li>• Developing supported conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Pair work</li> <li>• Practical activities</li> <li>• Problem-solving tasks</li> <li>• Watching short video clips</li> <li>• Research tasks</li> </ul>
Spring Term	What matters to Hindus?	<ul style="list-style-type: none"> <li>• What do Hindu's believe about the ultimate reality (Brahman)?</li> <li>• If there is one God Brahman, why are there many gods and goddesses?</li> <li>• How and why is symbolism used to convey and focus?</li> <li>• What affect might worship of gods/goddesses have on believers?</li> <li>• What do Hindu's believe about the ultimate purpose of life?</li> <li>• How might beliefs about the ultimate purpose of life influence individuals?</li> </ul>	<ul style="list-style-type: none"> <li>• Brahman</li> <li>• Durga</li> <li>• Omnipotent</li> <li>• Eternal</li> <li>• All-pervading</li> <li>• Samsara</li> <li>• Moksha</li> <li>• Karma</li> <li>• Ethical principles/ethical virtues.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting texts</li> <li>• Interpreting symbolism</li> <li>• Enquiry</li> <li>• Analysis of belief/impact</li> <li>• Evaluation</li> <li>• Reflection</li> <li>• Mastery of subject vocabulary</li> <li>• Academic discussion</li> <li>• Describing and explaining</li> </ul>	
Summer Term	What matters to Muslims?	<ul style="list-style-type: none"> <li>• What are the Five Pillars?</li> <li>• Why are the Five Pillars important to Muslims?</li> </ul>	<ul style="list-style-type: none"> <li>• Qur'an</li> <li>• Muhammad</li> <li>• Allah</li> <li>• Shahadah</li> <li>• Salah</li> <li>• Sawm</li> <li>• Zakat</li> <li>• Hajj</li> <li>• Forgiveness</li> <li>• Spiritual growth</li> <li>• Faith</li> <li>• Obedience</li> <li>• Equality</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting texts</li> <li>• Interpreting symbolism (actions)</li> <li>• Enquiry</li> <li>• Analysis of belief/impact</li> <li>• Evaluation</li> <li>• Reflection</li> <li>• Mastery of subject vocabulary</li> <li>• Academic discussion</li> <li>• Describing and explaining</li> <li>• Developing supported conclusions</li> </ul>	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> <li>• Standard school stationery</li> <li>• Exercise book</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit tests (subject knowledge focus)</li> <li>• Formal assessment week (May)</li> <li>• Peer and self assessment</li> <li>• Homework tasks (often research or project based)</li> <li>• Retrieval practice activities</li> </ul>
Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> <li>• Year 7 Philosophy Club</li> <li>• BBC Bitesize</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to read and/or listen to age appropriate news and documentaries that explore world events and ethical issues. Discussing these at home will help to develop good listening and debating skills and will help when analysing and evaluating different ideas, beliefs and worldviews.</li> </ul>
Inclusion	Inclusion within year 7 R&W
<ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.</li> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils explore different worldviews and perspectives. They consider how these influence actions and beliefs and develop an understanding of how people might experience, understand and interpret the world around them differently to themselves.</li> <li>• Visual cues are used to support delivery and learning. For example, PowerPoints are designed to be accessible by: <ul style="list-style-type: none"> <li>○ Including minimal detail; short points not prose.</li> <li>○ Using Images to support/clarify text.</li> <li>○ Having a single colour background.</li> <li>○ Having a strong contrast between background and text (usually black/dark grey background to avoid glare with cream or pastel coloured text)</li> </ul> </li> <li>• Different methods for recording/presenting detail are used; for example – sketch notes, key word summaries, diagrams/mind maps.</li> <li>• Most lessons include quiet thinking/reading time to facilitate processing/reduce sensory overload.</li> <li>• Peripheral learning environment isn't over stimulating (for example, walls are not filled with displays).</li> </ul>

**If you have any questions about this Learning Overview, please contact the named Teacher above.**