

**WHAT ARE THE BIG AIMS OF YEAR 7?**

Students investigate the role of faith and belief for religious and non-religious believers in a contemporary British society, taking into account the main religion of Great Britain (Christianity) and the other 5 main world religions practised nationally and locally (Islam, Judaism, Hinduism, Sikhism, Buddhism). Students consider the similarities and differences both between beliefs, teachings and practices and between responses to ethical issues and some reasons for these.

Students explore the meaning of identity and belonging as well as investigate the role of festivals, rites of passage, laws and rules and holy books in communities as a way of making the study of religion, faith and culture being 'real' for our students.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards moral, ethical and controversial issues, considering the views of others. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study and living in a multi-cultural and diverse, contemporary British society.

**WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 7?**

- Ask questions about religions and their responses to world issues
- Consider the challenges of belonging to a religion in contemporary British society
- Consider, with respect, other views that people have
- Differences within and between religious beliefs (denominations)
- Explain the impact of belief on believers and why this varies
- Form own opinions in response to moral issues and ultimate questions
- Interpretation and accurate use of SRT to respond to moral issues and ultimate questions
- The impact of influence and inspirations on religious believer's lives - Vocabulary rich

**WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?**

1.a - Know the differing impacts of religious beliefs and teachings on themselves and the communities/societies they live in

1.b - Know how religious beliefs and ideas are conveyed by people (who are non-religious and those following the 6 major world faiths) and their texts and traditions

1.c – Know in what ways Rochdale is religiously and culturally diverse, and understand some reasons for this

1.e – Explore religious and non-religious beliefs and responses to ultimate questions and ethical issues such as 'is money the root of all evil?', 'are we all equal?' and 'why is it important to celebrate the birth of a child?'

1.f - Know a wide range of religious vocabulary

**WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?**

1.a - Investigate and explain the differing impacts of religious beliefs and teachings on themselves and the communities/societies they live in

1.b - Analyse and explain how religious beliefs and ideas are conveyed by people (who are non-religious and those following the 6 major world faiths) and their texts and traditions

1.c - Explain the reasons for diversity within and between religions and in Rochdale

1.f – use a variety of tier 2 and 3 vocabulary to accurately articulate knowledge and understanding

1.g - Interpret and evaluate a range of sources, texts and authorities, from a variety of contexts

1.h – know the different ways and forms of religious and spiritual expression.  
 2.b – Know some challenges that religious believers may face when belonging to a religion  
**Knowledge and understanding of;**  
 3.a-d –Christianity, at least two other principal religions, a religious community with a significant local presence, a secular world view 3.e - beliefs and concepts: the key ideas and questions of meaning in religions and beliefs  
 3.f - authority: different sources of authority and how they inform believers’ lives  
 3.h - expressions of spirituality: how and why human self-understanding and experiences are expressed in a variety of forms  
 3.i - ethics and relationships: questions and influences that inform ethical and moral choices, including homosexuality, sexism, racial harmony  
 3. j - rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship  
 3.k - global issues: what religions and beliefs say about prejudice, discrimination and wealth  
 3.l - interfaith dialogue: a study of relationships, conflicts and collaboration within and between religions and beliefs

Know that all points of view are valid and valued

1.h - Interpret a variety of forms of religious and spiritual expression.  
 2.a - Communicating their own ideas and using reasoned arguments  
 2.b - Evaluate the challenges and tensions of belonging to a religion and the impact  
 2.c - express insights into the significance and value of religion and other world views on human relationships personally, locally and globally  
 2.d reflect and evaluate their own and others’ beliefs about world issues such as prejudice and discrimination, wealth and poverty and the importance of interfaith dialogue, communicating their own ideas  
 2.e express their own beliefs and ideas, using a variety of forms of expression.

**WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?**

All believers within one religion have a common faith and belief  
 Confusing religious and cultural teaching  
 If students have had a bad experience with a certain religion/culture it can mar further experiences  
 In Christianity – Jesus is God, don’t understand Jesus was a Jew, the trinity, religious significance of festivals  
 In Hinduism – lots of gods  
 Lack of opportunities to know, understand and question  
 Lack of understanding of religious significance of festivals  
 Lack of understanding that there are no right or wrong answers Race=religion

Religious/cultural demographic misunderstandings  
 The aim of RE is to indoctrinate