

Year group: 7		Subject: Religious Education		
Term 1 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
What does it mean to belong to a faith community?	To be able to talk about what is special and of value about belonging to a group this is important to them	It is important to feel a sense of belonging, especially at the start of a new year when it might be a new class, school or team.	<ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Resilience and Well being</li> <li>- Cognitive life skills</li> <li>Healthy and Safe</li> </ul>	<p>Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers</p> <p>Moral- Offer reasoned views on your thoughts. Following school rules.</p>
	To show an awareness that some people belong to different religions.	<p>Recognising other people in the world and why they might look or act differently.</p> <p>Key words linked with religions. E.g Hinduism - Karma etc. Community Belonging Shared</p>		
Term 2 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	
Christianity - what gift would I have given to Jesus if He had been born in my town? Y1A2	Understanding that things are precious for different reasons	<p>Important Precious Generosity Intrinsic</p>	<ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Resilience and Well being</li> <li>- Cognitive life skills</li> </ul>	<p>Spiritual- enjoy learning about oneself, others and the surrounding world</p> <p>Cultural- Understand, accept, respect and celebrate your own learning as well as your peers</p>
		Link to Christmas.		

	Applying this understanding to generalise important gifts. Eg. Not all important gifts are physical		- Healthy and Safe	
Subject -				
Term 3 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
Christianity - was it always easy for Jesus to show friendship? Y1Sp1	What can I learn from religious traditions?	Year 7 should be more settled by now and may need reminding about friendships. This would work with most terms because of the cyclical PSHE curriculum and work on relationships.  Friendship Jesus Christianity Difficulty	<ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Resilience and Well being</li> <li>- Cognitive life skills</li> <li>- Healthy and Safe</li> </ul>	Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers  Moral- Offer reasoned views on your thoughts. Following school rules.
	Should people follow religious leaders and teachings?			
Term 4 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	
Judaism - is Shabbat important to Jewish children? Y1Su1	Understanding important traditions for others.	Beginning to introduce a religion that may or may not be new to the pupils.  Judaism Synagogue Shabbat Important	<ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Resilience and Well being</li> </ul>	Spiritual- enjoy learning about oneself, others and the surrounding world

	Begin to understand how being a member of a religion/group may influence people's behaviour.		<ul style="list-style-type: none"> <li>- Cognitive life skills</li> <li>- Healthy and Safe</li> </ul>	Cultural- Understand, accept, respect and celebrate your own learning as well as your peers
Subject -				
Term 5 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
Judaism - does celebrating Chanukah make Jewish children feel closer to God? Y1Su2	Being to link other people's experiences with their own.	Building on previous term and deepening the understanding of Judaism.  Chanukah Jewish Shabbat	<ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Resilience and Well being</li> <li>- Cognitive life skills</li> <li>- Healthy and Safe</li> </ul>	Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers  Moral- Offer reasoned views on your thoughts. Following school rules.
	Begin to understand how Chanukah activities might help a Jewish child feel closer to God.			
Term 6 - Focus	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	
Christianity - does God want Christians to	Understanding that Christians believe that God created our world.	Could be completed in any term - deepens understanding of Christianity and links everyone together with their responsibility to care of the Earth. Build on previous Citizenship work of Rights and Responsibilities.	<ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Resilience and Well being</li> </ul>	Spiritual- enjoy learning about oneself, others and the surrounding world

look after the world? Y1A1	Applying this understanding to reasons why Christian's may look after the world. Links to our own willingness to look after our world.	Creation	<ul style="list-style-type: none"> <li>- Cognitive life skills</li> <li>- Healthy and Safe</li> </ul>	Cultural- Understand, accept, respect and celebrate your own learning as well as your peers
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