

Fairfield High School Curriculum Overview – Year 7

Subject		<p>Why do we study these units in Year 7?</p> <p>Year 7 RE begins with a range of topics to help celebrate multi-culturalism at Fairfield High School, build skills and understanding of religion within contemporary society. Fairfield is a multi-cultural school that is built upon tolerance and respect of others. One realises who they are through the cultural engagement of others as we learn a deeper form of empathy and belonging, specifically in Religious Education. Personal identity is gradually shaped and re-shaped by those of influence allowing solidarity, cohesion and acceptance to be central in forming professional and personal relationships. Themes covered in Year 7 include; Belief in God, Rites of Passage, British Islam, Significance of Jesus in today's society, Sikh values and Living the Hindu life. The purpose of these units is to understand and appreciate our multi-dimension society, to allow students to confidently use academic vocabulary; structure ideas and viewpoints clearly with reasoned arguments and distinguish between facts, opinions and beliefs in year 8 and beyond.</p>
lessons per fortnight		Year 7 have 3 lessons per fortnight
Setting		Pupils are in tutor groups

Students are encouraged to be Responsible Global Citizens through activities/content on... The different faiths that are accepted to be the 'six major world religions'. Rather than introducing religions on their own, we have adopted the approach of investigating religions through themes. For example, in the Rites of Passage unit work we look at a variety of expectation from different religions at different stages in life. In our Hindu unit of work in Term 6 we also look at how this tradition is celebrated around the world, as well as the UK. We do this by looking at festivals such as Diwali and Holi and highlighting how they are celebrated around the world.

We ensure all students experience high challenge in the subject by including... ‘challenge’ tasks in each of our lessons to allow our students to stretch themselves. In addition we signpost websites, reading material or TV programmes that would support students’ learning. This allows students to voluntarily deepen their learning outside of the classroom and broaden their knowledge.

Literacy work this year includes... use of key vocabulary tests at the start of each unit of work to allow students to feel confident with key words when they come up throughout the unit. We encourage the use of formal sentences in speaking and writing; this is especially as there are many discussions and sharing opinions within Religious Education.

Innovation and Creativity opportunities this year include...embedding different learning styles, Multiple Intelligences and thinking skills into practice including experiential RE, Drama based learning for RE, use of PlayDoh to become innovative with their thoughts. This allows pupils to express their view on religion creatively and curiously.

Employability opportunities/skills covered this year are... Collaborative working, for example working in groups researching different religions. As well as this, the ability to work independently and self-identify areas to improve on.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Why believe in God?	Students gain a varied and wide range of knowledge of different beliefs systems. This includes reflecting on own beliefs and being introduced to belief systems they may not be familiar with.	Develop and explain answers in detail; present personal ideas, opinions and beliefs; reflect on other people’s beliefs and arguments in a critical way; make links between belief and behaviour of individuals.	Evaluative assessment with focus on knowledge and technique.
2	What are the importance of Rites of Passage?	Students gain a varied knowledge of how different religions celebrate different	Develop and explain answers in detail; reflect on other people’s beliefs and arguments in a critical way; to	Evaluative assessment with focus on

		stages of life. For example, consider Hindu and Islamic traditions on birth rites of passage.	evaluate the importance of Rites of Passage for religions today	knowledge and technique.
3	British Islam	Show an understanding of what it is like to be a British Muslim in society today, looking at the five pillars of Islam, mosques, teachings of the Prophet Muhammad and celebrating multi-culturalism	Make links between belief and behaviour of individuals. Show empathy and critical awareness	Evaluative assessment with focus on knowledge and technique.
4	How is Jesus' life significant in the 21 st Century?	To understand the role and importance of Jesus in Christianity and why Christians deem His message as truth. This unit also looks at issues in today's society such as community cohesion and homeless and how Jesus' teachings inspire Christians to respond to these.	To analyse and interpret sources of wisdom and authority Ability to present both sides of an argument	Evaluative assessment with focus on knowledge and technique.
5	What are key Sikh Values?	To understand Sikh views on equality and empathy. This includes looking at the treatment of animals, the langar etc.	To be able to develop and explain answers in detail To evaluate strengths and weaknesses of an argument throughout an essay	Evaluative assessment with focus on knowledge and technique.
6	Living the Hindu Life	To look at various Hindu beliefs such as the Caste System,	Looking at the Global Sustainable Development Sustainable goals. For	Evaluative assessment with focus on

		<p>Trimurti, festivals etc. comparing them to other religions such as Christianity</p>	<p>example, when looking at advantages and disadvantages of the festival of Diwali- evaluating how fireworks can have a negative impact on the environment. In addition, the abolishment of the Caste System in some places and how it links to reducing inequalities.</p>	<p>knowledge and technique.</p>
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