

# Curriculum Summary Document

## Year 7 – Religious Education

### *Origins, Belief and Lived Practice*

Module/Unit of Learning	Taught During	What will students learn?	How does this help to build a broad and strong foundation?	Links to other Subjects
<b>Judaism:</b> The history and role of the Patriarchs and Prophets	Autumn Term 1	Students explore the origins of Judaism through key narratives about Abraham, Moses and major prophets. They examine covenant, law and monotheism, analysing how authority is expressed through Torah and prophetic literature. Students consider how stories and teachings shape moral decision-making and communal identity.	Secures core concepts of covenant, revelation, law and peoplehood. Builds knowledge progression from narrative to doctrine and practice, and cultivates disciplinary habits of interpreting texts and weighing sources of authority. Prepares students to compare beliefs across traditions later in KS3.	Oracy: developing precise spoken explanation  History: understanding ancient civilisations and cultural continuity  English: analysing character, theme and symbolism in narratives  PSHE: reflecting on identity, belonging and responsibility
<b>Judaism:</b> Jewish practices in the modern world	Autumn Term 2	Students examine how beliefs are embodied in practice through Shabbat, festivals, dietary laws, prayer and lifecycle events. They evaluate diversity within and between Orthodox, Reform and secular Jewish communities. Students analyse how tradition adapts to cultural and legal contexts while maintaining continuity.	Strengthens the link between belief, practice and lived experience. Develops observational description and interpretation, supporting progression into thematic comparison and contemporary religious diversity.	Oracy: developing precise spoken explanation  Geography: global Jewish diaspora and community life  Food Technology: religious and cultural influences on diet
<b>Christianity:</b> Understanding the Holy Trinity	Spring Term 1	Students explore the Christian doctrine of the Trinity and how it is articulated in creeds, art, liturgy and prayer. They investigate biblical foundations and differing interpretations within and across traditions. Students consider how conceptions of God shape worship and Christian identity.	Introduces abstract theological reasoning and precise use of subject-specific vocabulary. Builds conceptual understanding necessary for later study of Incarnation, Salvation and Kingdom of God.	Oracy: developing precise spoken explanation  Art: symbolism and representation in religious art  Music: hymnody and liturgical forms  English: interpreting metaphor and analogy in sacred texts

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<b>Christianity:</b> Why was Jesus' approach to faith considered radical?	Spring Term 2	<p>Students investigate Jesus' teaching and actions—parables, table-fellowship, healing, inclusion and critique of authority—to evaluate why contemporaries experienced his approach as radical.</p> <p>Students connect ethical teachings (e.g., love of neighbour, forgiveness, justice) with their impact on Christian discipleship.</p>	<p>Develops disciplinary reasoning using textual interpretation, historical context and ethical analysis. Prepares students for structured written responses using command words such as 'explain', 'evaluate' and 'justify'.</p>	<p>Oracy: developing precise spoken explanation</p> <p>History: Roman Judaea, social groups and authority structures</p> <p>Drama: role-play and interpretation of parables</p> <p>PSHE: ethics, fairness and inclusion</p>
<b>Islam:</b> The Prophets and revelations of Islam	Summer Term 1	<p>Students study Islamic beliefs about prophethood (nubuwwah) and revelation, with focus on Muhammad as the Seal of the Prophets and the Qur'an as the final revelation. They consider earlier prophets shared with Judaism and Christianity and the role of hadith. Students analyse how authority is preserved and interpreted within the Muslim community.</p>	<p>Consolidates knowledge of sources of authority and continuity across Abrahamic traditions. Builds disciplinary habits of comparing texts, contexts and interpretive traditions, preparing for later thematic studies.</p>	<p>Oracy: developing precise spoken explanation</p> <p>History: late antique Arabia and the emergence of Islam</p> <p>Geography: Mecca, Medina and sacred landscapes</p> <p>English: evaluating primary and secondary sources</p>
<b>Islam:</b> The 5 Pillars of Islam	Summer Term 2	<p>Students examine Shahadah, Salah, Zakah, Sawm and Hajj as core practices that express submission to Allah and structure Muslim life. They explore variations in practice and the ethical aims embedded in the pillars.</p> <p>Students connect belief to daily, communal and global expressions of faith.</p>	<p>Deepens understanding of practice as lived religion and embeds knowledge progression from belief to action. Develops disciplinary habits of description, explanation and evaluation, supporting readiness for KS4 comparative reasoning.</p>	<p>Oracy: developing precise spoken explanation</p> <p>Geography: pilgrimage routes and global Muslim communities</p> <p>Maths: calculating charitable giving (percentages in Zakah)</p> <p>PE/Wellbeing: fasting, health and self-discipline</p>