

Year 7 – 9 Citizenship/RE Curriculum Overview Autumn 2021 Term

There are approximately 6 – 9 lessons worth of work for each unit. The units broadly fit into half term blocks but can be adapted to shorten/lengthen if necessary.

HALF TERM	YEAR 7	YEAR 8	YEAR 9
1	<p>RE – Introduction to Religion & Worldviews</p> <p>End point - Students will be able to define what a worldview is and describe what influences their own. They will be able to give key facts about each of the six major world religions and explain connections between them. They will be able to describe the ‘religious make-up’ of the UK today.</p>	<p>RE – Life After Death</p> <p>End point - Students will be able to define key terms such as ‘karma’, ‘reincarnation’ and ‘resurrection’. They will be able to explain what different religions teach is the ultimate goal in life, for instance the Arhat in Theravada Buddhism and the Bodhisattva in Mahayana Buddhism. Students will also be able to explain Humanist perspectives on death and how this impacts upon practices such as funerals.</p>	<p>CIT - The functions and uses of money, the importance and practice of budgeting, and managing risk</p> <p>End point - Students will understand the function and uses of money. Be able to explain the importance and practice of budgeting. Have a secure understanding and be able to apply concepts of managing risk.</p>
2	<p>RE – Believing & Not Believing</p> <p>End point - Students will be able to explain reasons for belief and non-belief in religion, making reference to scholars including Aquinas, Paley, Freud & Marx. Students will be able to describe alternative beliefs such as Agnosticism and ‘SBNR’ (spiritual but not religious) and examine how influential these beliefs are to a person’s life.</p>	<p>RE – Ethics & Morality</p> <p>End point - Students will be able to explain the key concept of the Sanctity of Life, both from a Christian and non-religious perspective. Students will be able to explain the impact of Jesus as a role model for Christians and non-Christians alike and evaluate the need for religion in ethical decision making. Students will also study ethical theories for decision making such as Utilitarianism and evaluate whether animals are as important as humans.</p>	<p>RE - Should happiness be the purpose in life?</p> <p>End point - Students will have a secure understanding of how happiness can be defined and how emotions occur. Students will understand the two differing definitions of happiness to Christians and compare this to the views of other faiths – Buddhism, Islam, Sikhism and Hinduism. They will be able to explain the extent to which they believe faith or lack of faith affects happiness.</p>