



**Intent:** Pupils arrive in Year 7 having had varying provisions of RE in primary school. Some of them will have attended faith schools and so will have been delivered a very narrow curriculum often based on the beliefs & practices of one faith. Others will have had very little specific RE input and will have very little prior knowledge. The Year 7 curriculum is designed to 'level up the playing field' and introduce all pupils to foundational religious, ethical and philosophical concepts that will be built upon as they progress throughout KS3. We also introduce them to GCSE style questioning to embed these skills as soon as possible.

<b>Year 7 REP</b>	<b>Unit 1: Religions (Sep-Jul)</b>	<b>Unit 2: Ethics (Sep-Jul)</b>	<b>Unit 3: Philosophy (Sep-Jul)</b>
<b>Knowledge</b> (facts, information, concepts and key terminology)	Foundational knowledge on the 6 main world religions, including holy texts, views of life after death and the creation of the world.	The Ten Commandments, stereotyping, prejudice and discrimination, the Trolley problem and the idea of morality and making ethical decisions.	The idea of God in different faiths, atheism, agnosticism, theism, the idea of self and the soul and why we need religion today.
<b>Understanding</b> (ability to connect and synthesise knowledge within a context)	The 6 main world religions: How much do we know? Holy Texts: Where do they come from and can we use textual references accurately? LAD and creation: how do religions think the world was made and what will happen when we die?	The 10 commandments: Should we all follow them to be good? Stereotyping and prejudice: How do religions view and teach this concept? Does it exist today? The Trolley Problem: How can we make ethical decisions?	God: What is God and does He really exist? Faith: What does it mean to be an atheist, agnostic or theist today? Self: What makes you, you? How do religions answer this question and how does that compare to your own thoughts?
<b>Skills</b> (successful application of knowledge and understanding to a specific task)	Identification & accurate use of key terminology Accurate use of sources of authority Ability to explain key religious, ethical and philosophical concepts relating to each unit of work. Ability to evaluate key religious, ethical and philosophical concepts.		
<b>Formal Assessments</b> (those done by all/vast majority of the cohort)	Pupils are assessed within lessons to introduce them to the basic idea of answer exam style questions. They also complete a project which is assessed by each teacher upon completion. Only formal 'graded' assessment takes place at the end of the year that forms their baseline score for year 8 & 9.		

By the end of the year students on course for at least a grade 5 will be able to explain key religious, ethical and philosophical concepts, referring to sources of authority where appropriate to illustrate their understanding. They will also be able to evaluate key ideas, offering arguments for and against a variety of different ethical and philosophical statements.