



Intent: Pupils arrive in Year 7 having had varying provisions of REP in primary school. Some of them will have attended faith schools and so will have had good provision of REP within their curriculum. Others will have had very little specific and sustained REP input and will have very little prior knowledge and skills as a result. 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 key skills that a Wellington REP pupil will need to be successful throughout KS3 and KS4 where REP is compulsory.

Year 7 REP	Unit 1: Religions (Sep-Jul)	Unit 2: Ethics (Sep-Jul)	Unit 3: Philosophy (Sep-Jul)
Knowledge (facts, information, concepts and key terminology)	Foundational knowledge on the 6 main world religions which will also consider why pupils study REP, what are holy texts and are they meaningful and to consider what religion has ever done for us. To aid transition to the Judaism unit in term 1 of Year 8, we will explore Jewish history with particular focus on antisemitism.	The Ten Commandments, stereotyping, prejudice and discrimination, the Trolley problem and the idea of morality and making ethical decisions. Pupils will also consider whether we should care for the world and how we got here.	The idea of God in different faiths, atheism, agnosticism, theism, the idea of life after death and to consider what makes you, you? Do we have a soul? A spirit? An everlasting sense of self?
Understanding (ability to connect and synthesise knowledge within a context)	The 6 main world religions and the role they play in the world today. Holy Texts: where do they originate, how are they used and are they needed? Faith: should religion be seen to have a positive impact on the world or can we argue otherwise? How can we combat and challenge antisemitism in the world today?	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 should we make ethical decisions? Can we say that some people’s lives hold more value?	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?
Skills (successful application of knowledge and understanding to a specific task)	Identification and accurate use of key religious 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 To consider the views of others and form judgements on key religious, ethical and philosophical ideas.		
Formal Assessments (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 will be able to state key religious, ethical and philosophical concepts, referring to sources of authority where appropriate to illustrate their understanding. They will also begin to evaluate key ideas, offering arguments for and against in relation to a variety of different ethical and philosophical statements.			