Curriculum Content Map

Subject: P & E Year 7

Month	Term 1: September	Term 1: October	Term 1: November	Term 1: December
Units of Work	Who am I ?	Abrahmic Faith Focus on Judaism/Christianity/Islam (5 weeks each)	Abrahmic Faith Focus on Judaism/Christianity/Islam (5 weeks each)	Abrahmic Faith Focus on Judaism/Christianity/Islam (5 weeks each)
Cultural Transmission – National Curriculum area – KS3	BedsLAS 3.9 What dfference does it make to be an atheist or agnostic in Britain today? Continuum of faith and one's own lens.	Origins of religion: Abrahmic versus Dharmic -main simialrities and differences Judaism Beds LAS 3.1 Why do Christians believe Jesus was God on Earth? Incarnation Revision of Islam: Beds LAS 3.2 Core and Diverse Islam: what is universal and what is different? (Iman/ibadah/akhlaq)	Origins of religion: Abrahmic versus Dharmic -main simialrities and differences Judaism Beds LAS 3.1 Why do Christians believe Jesus was God on Earth? Incarnation Revision of Islam: Beds LAS 3.2 Core and Diverse Islam: what is universal and what is different? (Iman/ibadah/akhlaq)	Origins of religion: Abrahmic versus Dharmic -main simialrities and differences Judaism Beds LAS 3.1 Why do Christians believe Jesus was God on Earth? Incarnation Revision of Islam: Beds LAS 3.2 Core and Diverse Islam: what is universal and what is different? (Iman/ibadah/akhlaq)
Substantive Knowledge – *The What!*	Make sense of belief :Explain what is meant by the terms 'atheist' and 'agnostic', and give reasons for the range of views that can be covered by these terms (e.g. 'spiritual but not religious' (SBNR), 'nones', Humanists, etc.) Explain what sources of authority non-religious people might use to decide how to live, and why. Understand the impact :give reasons and examples to explain how and why non-religious people put their beliefs into action in different ways (e.g. from indifference through to hostility to religion; from seeking riches to activism) Show how Humanist beliefs/principles guide some non-religious people in making moral decisions	Origin and Father of Judaism - how old is Judaism? Jewish place of worship and religious text 4 important stages in Jewish life Make sense of belief : Explain, with reference to the 'I am' sayings and/or the signs, what John's Gospel says about Jesus' true nature, and how this connects to Christian beliefs about what God is like ;Explain how the Bible uses different types of text (for example, the Gospels) and language (such as metaphor) to communicate ideas about Jesus as God incarnate and suggest meanings of the selected texts, explaining their ideas with reasons and evidence Understand the impact : show how Christian worship reflects Christian beliefs in Jesus as God incarnate ; comment on the different ways in which Christians express worship of God Make sense of belief: explain the importance of the key beliefs studied (e.g. iman, ibadah, akhlaq) for Muslim ways of living in Britain today Understand the impact:give reasons and examples to explain how and why Muslims put their beliefs into action in different ways (e.g. Sunni/Shi'a traditions) and show how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today.	Origin and Father of Judaism - how old is Judaism? Jewish place of worship and religious text 4 important stages in Jewish life Make sense of belief : Explain, with reference to the 'I am' sayings and/or the signs, what John's Gospel says about Jesus' true nature, and how this connects to Christian beliefs about what God is like ;Explain how the Bible uses different types of text (for example, the Gospels) and language (such as metaphor) to communicate ideas about Jesus as God incarnate and suggest meanings of the selected texts, explaining their ideas with reasons and evidence Understand the impact : show how Christian worship reflects Christian beliefs in Jesus as God incarnate ; comment on the different ways in which Christians express worship of God Make sense of belief: explain the importance of the key beliefs studied (e.g. iman, ibadah, akhlaq) for Muslim ways of living in Britain today Understand the impact:give reasons and examples to explain how and why Muslims put their beliefs into action in different ways (e.g. Sunni/Shi'a traditions) and show how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today.	Origin and Father of Judaism - how old is Judaism? Jewish place of worship and religious text 4 important stages in Jewish life Make sense of belief : Explain, with reference to the 'I am' sayings and/or the signs, what John's Gospel says about Jesus' true nature, and how this connects to Christian beliefs about what God is like ;Explain how the Bible uses different types of text (for example, the Gospels) and language (such as metaphor) to communicate ideas about Jesus as God incarnate and suggest meanings of the selected texts, explaining their ideas with reasons and evidence Understand the impact : show how Christian worship reflects Christian beliefs in Jesus as God incarnate ; comment on the different ways in which Christians express worship of God Make sense of belief: explain the importance of the key beliefs studied (e.g. iman, ibadah, akhlaq) for Muslim ways of living in Britain today Understand the impact:give reasons and examples to explain how and why Muslims put their beliefs into action in different ways (e.g. Sunni/Shi'a traditions) and show how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today.
Disciplinary knowledge – *The How!*	Why Philosophy & Ethics?/ Importance of RE/ Different types of evidence/ Different types of truths? Thinking &working like Socrates. Make connections: Offer an account of the significance and impact of non-religious beliefs in the changing religious landscape of the UK and Evaluate how far the non-religious beliefs and practices studied help students to make sense of the world, offering reasons and justifications for their responses	Make connections :reflect on the value of belief in Jesus as God incarnate for Christians in the world today and comment on how far the world today could benefit from a saviour, offering their own reasons and justifying their responses. Make connections :give a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, offering reasons and justifications for their responses.	Make connections :reflect on the value of belief in Jesus as God incarnate for Christians in the world today and comment on how far the world today could benefit from a saviour, offering their own reasons and justifying their responses. Make connections :give a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, offering reasons and justifications for their responses.	Make connections :reflect on the value of belief in Jesus as God incarnate for Christians in the world today and comment on how far the world today could benefit from a saviour, offering their own reasons and justifying their responses. Make connections :give a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, offering reasons and justifications for their responses.
Sequencing (Flow) – *Retrieval & Extension*	Builds upon prior learning from key stage 2- specifically, learner's knowledge and understanding of key religious and non-religious beliefs, values and practices. Builds to future study of RS in KS3 and KS4- Essential facts, vocabulary and reaching personal and justified arguments/conclusions.	Builds upon prior learning from key stage 2- specifically, learner's knowledge and understanding of key religious and non-religious beliefs, values and practices. Builds to future study of RS in KS3 and KS4- Essential facts, vocabulary and reaching personal and justified arguments/conclusions.	Builds upon prior learning from KS2 and earlier, specifically about Jesus This unit builds to future study of RS at KS3 and KS4, where students will consider the incarnation of Jesus in more detail and evaluate it further.	Builds upon prior learning from KS2 and earlier, specifically about Jesus This unit builds to future study of RS at KS3 and KS4, where students will consider the incarnation of Jesus in more detail and evaluate it further.
Summative Assessment	AP1	AP1	AP1	AP1
Personal Empowerment – Virtue – *The opportunity to reflect, think deeply and critically about an issue.*	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity
Link to Virtue	In this unit students will be looking at varying types of truth and different types of evidence. This demonstrates the virtue of civility and friendliness, as it highlights how important it is for everyone to be courteous of others in all respects	This unit is all about students prior learning and ability to recognize differing sorts of 'truths' and their capability of creating rational and logical conclusion from it. This clearly shows how the virtue of 'truthfulness' and 'justice' is being used in this unit.	This unit embeds the virtue of courage as the content is concerned with varying views about the origins of the Universe and God. Therefore, learners learn the virtue of being courageous to listen to all views and beliefs and also generous of all viewpoints.	
Preparation for Work – Skill – *Transferable skills*	Listening	Leadership	Problem-Solving	Creativity
Link to Skill	In this unit learners will focus on listening skills, specifically, learning about varying religious and non-religious views on what makes something true. Therefore, all leaners need to listen to these varying views.	In this unit students will build upon prior learning and therefore demonstrate the skill of leadership, and students need to take ownership of prior learning to apply it to this unit and the rest of the course.	In this unit students will develop the skill of problem solving as students need to unpack varying beliefs about God and the origins of the universe, to reach a justified conclusion. This unit also teaches students creativity, as it is focused on varying views on the origins of the universe, including their own viewpoints.	
Preparation for Citizenship – SMSC & British Values – *Developing opinions on curent issues*	British values are embedded into this unit of work, as the content is focused on differing types of truth and evidence used to support these. Therefore, this aligns perfectly with British values as students are learning to respect and appreciate varying views and opinions. Therefore, all leaners need to listen to these varying views.	British values are embedded into this unit of work, as the content is focused on differing types of truth and evidence. Therefore, this aligns perfectly with British values as students are learning to respect and appreciate varying views and opinions.British values as students are learning to respect and appreciate varying views and opinions. Therefore, all leaners need to listen to these varying views.	British values are embedded into this unit of work, as the content is focused on differing types of truth and evidence. Therefore, this aligns perfectly with British values as students are learning to respect and appreciate varying views and opinions.	British values are embedded into this unit of work, as the content is focused on differing types of truth and evidence. Therefore, this aligns perfectly with British values as students are learning to respect and appreciate varying views and opinions.
Link to SMSC & British Values				

Month	Term 2: January	Term 2: February	Term 2: March	Term 2: April
Units of Work	Abrahmic Faith Focus on Judaism/Christianity/Islam (5 weeks each)	Hinduism	Hinduism	Sikhism
Cultural Transmission – National Curriculum area – KS3	Origins of religion: Abrahmic versus Dharmic -main simialrities and differences Judaism Beds LAS 3.1 Why do Christians believe Jesus was God on Earth? Incarnation Revision of Islam: Beds LAS 3.2 Core and Diverse Islam: what is universal and what is different? (Iman/ibadah/akhlaq)	Dharmic Faith focus Beds LAS 3.17 Why don't Hindus want to be reincarnated and what do they do about it? (samsara/moksha/brahman/atman/karma/dharma)	Dharmic Faith focus Beds LAS 3.17 Why don't Hindus want to be reincarnated and what do they do about it? (samsara/moksha/brahman/atman/karma/dharma)	Dharmic Faith focus Beds LAS 3.3 How are Sikh teachings on equality and service put into practice today? God/the Gurus/values/Panth
Substantive Knowledge – *The What!*	Origin and Father of Judaism - how old is Judaism? Jewish place of worship and religious text 4 important stages in Jewish life Make sense of belief : Explain, with reference to the 'I am' sayings and/or the signs, what John's Gospel says about Jesus' true nature, and how this connects to Christian beliefs about what God is like ;Explain how the Bible uses different types of text (for example, the Gospels) and language (such as metaphor) to communicate ideas about Jesus as God incarnate and suggest meanings of the selected texts, explaining their ideas with reasons and evidence Understand the impact : show how Christian worship reflects Christian beliefs in Jesus as God incarnate ; comment on the different ways in which Christians express worship of God Make sense of belief: explain the importance of the key beliefs studied (e.g. iman, ibadah, akhlaq) for Muslim ways of living in Britain today Understand the impact:give reasons and examples to explain how and why Muslims put their beliefs into action in different ways (e.g. Sunni/Shi'a traditions) and show how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today.	Make sense of belief: explain the importance of the key beliefs studied (e.g. karma, samsara, moksha) for Hindu ways of living Understand the impact: give reasons and examples to explain how and why Hindus put their beliefs into action in different ways (e.g. paths to moksha; aims in life; varnas) and show how Hindu beliefs and teachings guide them in making moral decisions (e.g. non-violence, vegetarianism)	Make sense of belief: explain the importance of the key beliefs studied (e.g. karma, samsara, moksha) for Hindu ways of living Understand the impact: give reasons and examples to explain how and why Hindus put their beliefs into action in different ways (e.g. paths to moksha; aims in life; varnas) and show how Hindu beliefs and teachings guide them in making moral decisions (e.g. non-violence, vegetarianism)	Make sense of belief:explain the key beliefs of Sikhism (e.g. about God and the Gurus; nam japna, kirat karna and vand chhakna) and their importance for Sikhs living in Britain today;explain how Sikhs interpret the Mool Mantar and what it tells them about God, life and how to live Understand the impact:give reasons and examples to explain how and why Sikhs put their beliefs into action in different ways (e.g. compare Kartarpur to the UK today; the choice to become Amritdhari or not) and show how beliefs and teachings guide Sikhs in responding to the challenges of life in Britain today (e.g. a call for equality and service)
Disciplinary knowledge – *The How!*	Make connections :reflect on the value of belief in Jesus as God incarnate for Christians in the world today and comment on how far the world today could benefit from a saviour, offering their own reasons and justifying their responses. Make connections :give a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, offering reasons and justifications for their responses.	Make connections: give a coherent account of why a Hindu would not want to be reincarnated,and what they might do about it evaluate how far the ideas of karma and samsara helpstudents to make sense of the world and their own experiences	Make connections: give a coherent account of why a Hindu would not want to be reincarnated,and what they might do about it evaluate how far the ideas of karma and samsara helpstudents to make sense of the world and their own experiences	Make connections: offer an account of the value and impact of Sikh practice of service and equality in the UK today and comment on whether the Sikh emphasis on equality and service has anything to say to students themselves, offering reasons and justifications for their responses
Sequencing (Flow) – *Retrieval & Extension*	In this unit, learners will build upon prior learning about taking care of God's creation, with examples. This unit builds to future study of RS at KS4, where students will consider varying interpretations of stewardship in the literature by considering context, and they will additionally deal with more responses to the argument of stewardship for Christians and also other	In this unit, learners will build upon prior learning about taking care of God's creation, with examples. This unit builds to future study of RS at KS4, where students will consider varying interpretations of stewardship in the literature by considering context, and they will additionally deal with more responses to the argument of stewardship for Christians and also other	In this unit, learners will build upon prior learning about taking care of God's creation, with examples. This unit builds to future study of RS at KS4, where students will consider varying interpretations of stewardship in the literature by considering context, and they will additionally deal with more responses to the argument of stewardship for Christians and also other	In this unit, learners will build upon their prior learning at KS3, with the introduction to religion, where they were introduced to morality and how Christians and the non-religious people try to live well and not badly. Furthermore, this unit builds upon the first unit of KS3, where differing types of truth/evidence and justification(s) were considered. This unit builds to future study as it introduces the key skills and knowledge required in KS4, for example, evaluative skills when deciding which 'rules' to follow to live a good/bad life.
Summative Assessment	AP2	AP2	AP2	AP3
Personal Empowerment – Virtue – *The opportunity to reflect, think deeply and critically about an issue.*	Gratitude	Good Speech	Good Temper & Humour	Self-Mastery
Link to Virtue		This unit embeds the virtue of good speech. This is because learners will have to discuss and listen to their peer's views on Christianity and stewardship. Learners will have to speak appropriately even if they disagree with one another about the subject content		This unit is linked to the virtue of 'self-mastery' as students will be considering varying moral dilemmas and deciding, logically, for themselves, which action would be best and why.
Preparation for Work – Skill – *Transferable skills*	Staying Positive	Speaking	Staying Positive	Aiming high
Link to Skill	In this unit students will learne to remain positive at all times. This will be shown in lessons when students can learn if they are finding the incarnation of Jesus challenging, they can ask for help or reassurance.	In this unit, students will develop their speaking/discussion skills with a focus on Christianity and stewardship		In this unit learners will 'aim high'. This is because the question of moral actions varies widely from one religion to another, and therefore learners need to manage multiple views at one time.
Preparation for Citizenship – SMSC & British Values – *Developing opinions on curent issues*	British values are embedded into this unit of work, as the content is focused on looking after God's creation. This welcomes all views and opinions to be joined together, so everyone can look after the planet.	British values are embedded into this unit of work, as the content is focused on looking after God's creation. This welcomes all views and opinions to be joined together, so everyone can look after the planet.everyone can look after the planet.	British values are embedded into this unit of work, as the content is focused on looking after God's creation. This welcomes all views and opinions to be joined together, so everyone can look after the planet.everyone can look after the planet.	British values are embedded into this unit of work, as the content is focused on a variety of views and belief on what makes a person good/bad and which actions should, be considered good/bad. Due to this variety, therefore, all students will be exposed to British values; diversity, freedom speech and a democratic society.
Link to SMSC & British Values				

Month	Term 3: May	Term 3: June	Term 3: July
Units of Work	Sikhism	Buddhism	Buddhism
Cultural Transmission – National Curriculum area – KS3	Dharmic Faith focus Beds LAS 3.3 How are Sikh teachings on equality and service put into practice today? God/the Gurus/values/Panth	Dharmic Faith focus Beds LAS 3.21 The Buddha: how and why do his experiences and teachings have meaning for people today? (Buddha/dharma/Sangha)	Dharmic Faith focus Beds LAS 3.21 The Buddha: how and why do his experiences and teachings have meaning for people today? (Buddha/dharma/Sangha)
Substantive Knowledge – *The What!*	Make sense of belief:explain the key beliefs of Sikhism (e.g. about God and the Gurus; nam japna, kirat karna and vand chhakna) and their importance for Sikhs living in Britain today;explain how Sikhs interpret the Mool Mantar and what it tells them about God, life and how to live Understand the impact:give reasons and examples to explain how and why Sikhs put their beliefs into action in different ways (e.g. compare Kartarpur to the UK today; the choice to become Amritdhari or not) and show how beliefs and teachings guide Sikhs in responding to the challenges of life in Britain today (e.g. a call for equality and service)	Make sense of belief:describe how the life of the Buddha led to his teachings (dharma/dhamma);explain the Buddhist dharma (i.e. universal truths, Noble Truths, Noble Path);compare some varieties of Buddhist traditions and describe how they relate to the dharma Understand the impact:give reasons and examples to explain how and why Buddhists put their beliefs into action in different ways (e.g. ordained or lay; meditation in Tibetan and ZenBuddhism) and show how Buddhist teachings guide them in making moral decisions (e.g. nonviolence, vegetarianism)	Make sense of belief:describe how the life of the Buddha led to his teachings (dharma/dhamma);explain the Buddhist dharma (i.e. universal truths, Noble Truths, Noble Path);compare some varieties of Buddhist traditions and describe how they relate to the dharma Understand the impact:give reasons and examples to explain how and why Buddhists put their beliefs into action in different ways (e.g. ordained or lay; meditation in Tibetan and ZenBuddhism) and show how Buddhist teachings guide them in making moral decisions (e.g. nonviolence, vegetarianism)
Disciplinary knowledge – *The How!*	Make connections: offer an account of the value and impact of Sikh practice of service and equality in the UK today and comment on whether the Sikh emphasis on equality and service has anything to say to students themselves, offering reasons and justifications for their responses	1Make connections:offer an account of what difference it makes that overcoming dukkha and attaining enlightenment is achievable by anyone without supernatural help, giving reasons and evaluate how far the ideas of the Buddhist dharma help students to make sense ofthe world and their own experience	1Make connections:offer an account of what difference it makes that overcoming dukkha and attaining enlightenment is achievable by anyone without supernatural help, giving reasons and evaluate how far the ideas of the Buddhist dharma help students to make sense ofthe world and their own experience
Sequencing (Flow) – *Retrieval & Extension*	In this unit, learners will build upon their prior learning at KS3, with the introduction to religion, where they were introduced to morality and how Christians and the non-religious people try to live well and not badly. Furthermore, this unit builds upon the first unit of KS3, where differing types of truth/evidence and justification(s) were considered. This unit builds to future study as it introduces the key skills and knowledge required in KS4, for example, evaluative skills when deciding which 'rules' to follow to live a good/bad life.	In this unit, learners will build upon their prior learning at KS3, with the introduction to religion, where they were introduced to morality and how Christians and the non-religious people try to live well and not badly. Furthermore, this unit builds upon the first unit of KS3, where differing types of truth/evidence and justification(s) were considered. This unit builds to future study as it introduces the key skills and knowledge required in KS4, for example, evaluative skills when deciding which 'rules' to follow to live a good/bad life.	In this unit of study students will build upon the 1st unit of study in this year as it develops the concepts of truth/evidence to the particular case of life after death. Furthermore, this unit links to prior learning at KS2 as students were introduced to Jesus and an afterlife and therefore this develops this concept by applying the potential for life after death from the teachings of Jesus This unit builds to future learning in KS4, where learners will have to consider life after death from other viewpoints and also reach justified conclusions about the possibility of a life after death.
Summative Assessment	AP3	AP3	AP3
Personal Empowerment – Virtue – *The opportunity to reflect, think deeply and critically about an issue.*	Self-Mastery	Compassion	Good sense
Link to Virtue	This unit is linked to the virtue of 'self-mastery' as students will be considering varying moral dilemmas and deciding, logically, for themselves, which action would be best and why.		This unit embeds the virtue of ' good sense', as it enables students to learn how to reach rational and logical conclusions amongst a variety of views/beliefs/practices.
Preparation for Work – Skill – *Transferable skills*	Aiming high	Speaking	Teamwork
Link to Skill	In this unit learners will 'aim high'. This is because the question of moral actions varies widely from one religion to another, and therefore learners need to manage multiple views at one time.		In this unit, learners will build upon their 'team work' skills, as there are multiple tasks/activities which involved the learners working together to understand varying religious and non-religious views about life after death.
Preparation for Citizenship – SMSC & British Values – *Developing opinions on curent issues*	British values are embedded into this unit of work, as the content is focused on a variety of views and belief on what makes a person good/bad and which actions should, be considered good/bad. Due to this variety, therefore, all students will be exposed to British values; diversity, freedom speech and a democratic society.	British values are embedded into this unit of work, as the content is focused on a variety of views and belief on what makes a person good/bad and which actions should, be considered good/bad. Due to this variety, therefore, all students will be exposed to British values; diversity, freedom speech and a democratic society.	British values are embedded into this unit of work, as the content is focused on a variety of views and beliefs and therefore aligns with British values of diversity.
Link to SMSC & British Values			