

Year 7	Term 1	Term 2	Term 3
<p><b>Theme</b></p>	<p><b><u>What is RE and Inspirational Figures</u></b></p> <p>Students are encouraged to express who they are and be proud of it. We start with our baseline test to understand the student's prior experiences and knowledge of Religious Education. Students are able to show their skills of enquiry and research about a religion that is not their own and compose a letter to their teacher about their findings.</p> <p>Students will discuss what makes someone a 'hero' before going on to find out about a number of inspirational people from different faiths. Students learn about inspirational figures such as Nelson Mandela, Malala Yousafzai, and Mahatma Gandhi modelling inspirational behaviour to show how they positively contributed to society despite the immense barriers that were put in their way.</p>	<p><b><u>Martin Luther King and Buddhism</u></b></p> <p>Pupils continue their work on Inspirational figures by looking in depth into the life of Martin Luther King and the Civil Rights Movement and analyse the impact of his faith on the work that he did. Pupils put all their substantive knowledge together to produce a newspaper report showing disciplinary knowledge by using skills of enquiry, evidence, cause and consequence.</p> <p>Pupils move on to study a major world religion- Buddhism. Pupils have an opportunity to find out basic beliefs and teachings of the religion as well as having a taster of what life is like for a Buddhist monk. Pupils also take part in some experiential learning when they have a lesson on meditation and producing prayer flags.</p>	<p><b><u>Hinduism and Places of Pilgrimage</u></b></p> <p>Pupils are introduced to another major world religion- Hinduism. Pupils have an opportunity to find out basic beliefs and teachings of the religion as well as having a taster of what life is like for a Hindu. Pupils will have the opportunity to discover what Hindu worship is like through experiential learning. They will complete a homework project task planning a Hindu pilgrimage. This task will test their geography and maths skills as well as their learning of the religion and will directly link into the next topic of pilgrimage.</p> <p>Pupils are then able to see life itself as a journey and the importance of pilgrimage for religious believers. Pupils can distinguish between a pilgrim and tourist but still be able to explain the importance of both. They have a taster of different pilgrimage sites around the world and finally look into the rituals of Hajj and the historical significance of particular rituals.</p>
<p><b>Why are we studying this?</b></p>	<p>We address misconceptions whilst developing a secure culture of mutual respect and empathy. We want the students to know that there is life beyond Portsmouth and it is something they can aspire to. We also want the students to have pride in their own faiths and cultures and feel that they can express themselves in a safe environment. We draw on personal experiences to show that what</p>	<p>Finding out about basic beliefs and teachings of Buddhism gives pupils an insight into a world which is not prominent in Portsmouth but has a lot of elements which pupils can relate to. Pupils learn about respecting local communities by developing skills of empathy and understanding. General knowledge of world religions broadens students' knowledge</p>	<p>Pupils have an opportunity to visit a Hindu temple for some experiential learning and the opportunity to ask questions regarding worship, heritage and the transformative journey that the religion has been on. General knowledge of world religions broadens students' knowledge of the wider world and allows</p>

	<p>they 'might hear or see' in the community or in the media is far beyond what a multicultural society is all about. We instil in our pupils the British values, which are in line with our school values of, aspire and respect.</p>	<p>of the wider world and allows them to see diversity and embrace it. Knowledge of religious beliefs gives students opportunities to question their significance and relevance and how it can be applied to real life situations.</p>	<p>them to see diversity and embrace it. Knowledge of religious beliefs gives students opportunities to question their significance and relevance and how it can be applied to real life situations.</p>
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